

UTILIZING THE PLASTICINE PLAY METHOD IN INCREASING THE CREATIVITY OF EARLY CHILDREN IN BUSTANUL ATHFAL RAWALO KINDERGARTEN

Tri Laelina
{trilaelina98@gmail.com}

Early Childhood Education, UIN Prof. K. H. Saifuddin Zuhri Purwokerto

Abstract. The purpose of this study was to identify and examine the motor-physical development of early childhood at the age of 3-5 years. In this study using descriptive qualitative method, which is done through interviews, observation, and documentation. The sample of this research is early childhood aged 3-5 years. From the results of the study, it was shown that in giving the use of the plasticine playing method to increase the creativity of early childhood using a study of the theory of motor physical development. The results of this study have been achieved well in accordance with the developmental abilities of children. Judging from this goal, it is to foster creativity from within the child through plasticine games through physical motor movements.

Keywords: methods of playing plasticine, creativity, early childhood.

INTRODUCTION

Early childhood creativity is very attached to children in each individual child, as well as in each child having different creativity. Early childhood creativity is a form of a child's personality that has a characteristic in developing his playing method. In early childhood creativity, a movement called physical motor will appear. This motor-physical development will then process and then change the way children start playing activities, one of which is using the plasticine playing method. In this discussion, we will reveal how children use the plasticine playing method to form creativity from within early childhood at Bustanul Athfal Rawalo Kindergarten.

Kindergarten education is a level of formal education that has entered at the age of 4-6 years, where schools are focused on education that is regular, systematic, and tests clear requirements. The kindergarten age includes all aspects of development, namely moral, religious, physical, motor, cognitive, social, emotional, language, and artistic creativity. The law regulates the education system that has been implemented through coaching for children after birth up to the age of six who are given educational stimulation for the child's physical and spiritual development and growth so that it can help children in readiness to enter further education to a higher level. (Ayu Maisarah, 2020)

During early childhood development, the most appropriate time to develop the potential of children. One of them is that children have the potential for insight and have a sense of art in children. Through the development of artistic potential in children, it means that children also develop their intelligence potential. (Leni Mushonifah, 2013) So, if this potential is developed from an early age, then the golden period of developing this potential will simply be passed. Even though it can be developed through the following years, the results obtained will not be as optimal and maximal if it is developed during its golden age or period the golden age.

Based on the development potential above, there are physical, motoric and artistic aspects that can be developed by early childhood in Bustanul Athfal Rawalo Kindergarten. In the development of artistic potential, this is very important in relation to developing creative play. An educator is expected to be able to deliver children's potential and develop artistic growth related to children's creativity. Creativity can be well developed if the learning carried out by the teacher is carried out with natural innovations in every learning carried out in the classroom. One of the natural learning is by playing. Through play, it can provide children with the opportunity to play and learn, hone their curiosity, optimize their abilities, and develop their creativity in thinking.

Based on the results of observations made by researchers at the Bustanul Athfal Rawalo Kindergarten, it was found that creativity in children was sufficiently mastered. One class contains 20 students, 15 children have the fluency aspect of Developing According to Expectations (BSH) in playing flexibility, while 5 children are still with the Starting to Develop (MB) criteria. This happens when children are carrying out activities that shape creativity through the potential for physical motor development and their art can form plasticine. They dare to try to mold the same plasticine and form another image that already exists. Another supporting factor is giving assignments from the teacher, so it doesn't make children lazy to learn. The purpose of this study was to find out how important it is to use the plasticine playing method in increasing the creativity of early childhood at Bustanul Athfal Rawalo Kindergarten.

The results of Ni Ketut Suci's research (2018) entitled "Efforts to Improve Fine Motor Skills through Plasticine Playing Methods in Early Childhood", show that children's abilities in flexibility and coordination of their fingers are around 50% not fulfilled. In this condition, finally there is an initiative found by researchers if researchers will train or improve flexibility and coordination of fine motor development in early childhood before increasing more complex activities, which are passed through plasticine playing method activities. Therefore, children playing with this plasticine, early childhood will be trained to use all their fingers correctly so that coordination and flexibility of children's muscles will form for readiness for more complex activities such as writing or scribbling. (Ni Ketut Suci, 2018)

Julia Luly's research entitled "Assessment of Children's Creativity through the Play Method" discusses research on plasticine playing activities in Kartini Mopusi Kindergarten. In research at TK Kartini Mopusi there were 20 students in increasing children's creativity. The researcher saw from the results of the evaluation of playing with plasticine that there were children who had not yet developed with a total of 8 students. The 8 students could only form 1 type of plasticine, no more. Children who are starting to develop are 5 students. 5 children can form 2 types of plasticine. Meanwhile, there were 7 students who could form 3 types of plasticine. And the researchers saw that the results of the child's response to the plasticine playing method were quite good. There are 11 students who are active, and 9 students who are less active. (Julia Luly, 2020).

RESEARCH METHOD

This type of research is descriptive qualitative research. Descriptive research is a research method that focuses on a simple qualitative approach with an inductive flow. (Wiwin Yuliani, 2018) Descriptive qualitative research usually includes observations, interviews, and documentation based on case studies, surveys, and historical and document analysis. Before carrying out data analysis, the researcher carried out a data question testing technique that would be made into a conclusion. In this study, it is necessary to emphasize the comparison of the number of students why there are students who develop according to expectations (BSH) and there are also students with the criteria for starting to develop (MB).

Qualitative research is research conducted in certain settings in the field with the intention of investigating and understanding what phenomena occur, why do they occur, and how do these phenomena occur? (Chariri, 2009: 9) (Muhammad Rijal Fadli, 2021) This means that qualitative research is guided by a number of cases. Thus, this research can be seen from, (1) Depiction of research objects through pictures, videos, and illustrations, (2) Revealing cases in each phenomenon through in-depth interviews, and participating observation, (3) Explaining

phenomena that occur in the field, so that disclosure of explanations is more detailed, detailed, and systematic.

RESULT AND ANALYSIS

Playing for early childhood is no stranger. Every early childhood must always meet with play activities. Early childhood play is likened to two sides of a coin, where they complement each other. Playing is a child's activity for fun. Big Indonesian Dictionary (2008: 857) if the term play comes from the basic word play which means doing activities that are fun. Hurlock (1978) categorizes play as divided into two, active play and passive play..(M. Fadlillah, 2017) This means that early childhood does not play directly, but only watches other people play. Therefore, this passive play activity is said to be an entertaining activity. In this discussion, the researcher divides into two. First, in the form of a review of the use of plasticine playing methods in Bustanul Athfal Rawalo Kindergarten. Second, early childhood creativity in Bustanul Athfal Rawalo Kindergarten.

1.1 Utilization of the Plasticine Playing Method in Bustanul Athfal Rawalo Kindergarten

Plasticine is an elastic object that is easy to play with, pressed, squeezed, shaped, and molded freely according to the wishes of the child's imagination. For example forming fruit, house shapes, and animal shapes. One type of educational game tool (APE) used in Bustanul Athfal Rawalo Kindergarten is plasticine. This plasticine game is intended to require early childhood to be able to use the use of these game tools in the hope of honing aspects of child development in Bustanul Athfal Rawalo Kindergarten.

This plasticine basically has a texture that is flexible, soft, and easy to shape. Plasticine is also a type of game for early childhood where you can play it by squeezing it and children are free to create according to their heart's desire. For example making a house building; making types of fruits such as oranges, manga, longan, and others; making flowers; make food such as various types of cakes. Therefore, playing with plasticine is an effective way to increase creativity in early childhood. Munandar (2012: 40) if "Playing fun is playing that is able to build children's creativity by building or compiling".(Listia Sahla Sabila, 2022)

In this plasticine playing activity it is hoped that it will provide a stimulus to early childhood to improve the physical development of children's fine motor skills. Because basically young children like to do activities that contain elements of play and games, children will create new experiences through APE. And children will not feel afraid or even feel bored in these playing conditions, because for children there is no term for failure, children will have the opportunity to do many things in realizing optimal growth and development to build children's knowledge through these playing activities.

Based on the observations that I saw at Bustanul Athfal Rawalo Kindergarten before the plasticine games started, the teacher prepared the plasticine and asked the children to play plasticine, the teacher gave enthusiasm and motivation as a stimulus. So the child experiences a change in behavior due to the provision of a stimulus which is then responded well by students at Bustanul Athfal Rawalo Kindergarten. The teacher provides motivation so that children can work seriously and complete plasticine tasks completely. After the child finishes doing the work of making plasticine. Early Childhood Creativity in Bustanul Athfal Rawalo Kindergarten.

1.2 Early Childhood Creativity in Bustanul Athfal Rawalo Kindergarten

Every human individual who is born into the world has been equipped with creative potential. However, this potential will freeze and settle if there is no stimulus, stimulus, direction, motivation from the surrounding environment. This potential will be maximized if it is done well and forms a potential in various fields such as; arts, sports, science, and so on. However, there is some potential for a child's creativity to be stuck in that state alone, which in the end will not provide benefits in their life. This is because there are many inhibiting factors towards children's creativity.

Creativity is one of the terms that is often used in psychology research at this time, and is often used by ordinary people, because it is easy to review but complicated enough to give rise to different views. Supriadi (2001) creativity is defined as an activity that has differences depending on how people do it. The word creativity comes from the adjective creative (in English) which means good at creating. Hurlock (1978) explained that creativity is a mental process that children go through to produce something new, different and original. Hurlock added that creativity emphasizes different actions to be assessed and observed. (Novi Mulyani, 2019)

Munandar (1999) in Sujiono & Sujiono (2010) explains that creativity is an experience to express and actualize individual identity in an integrated form in the context of oneself, nature, and other people around it. According to Sunrock (2022) as quoted by Sujiono & Sujiono (2010) creativity is the ability to think in ways that have never been done and are unusual, and to give birth to something unique to the problem at hand. Mayesky (1990) in Sujiono & Sujiono (2010) states that creativity is a way to contemplate or think about taking certain actions that have value and are useful for that person and also for other people. (Ika Awaliyah, 2021)

Based on observations of the creativity abilities of early childhood at Bustanul Athfal Rawalo Kindergarten in playing plasticine, it is fairly mastered. This can be seen when working on any skill task, they are able to use their imagination without using examples. Students are also brave enough to try if making plasticine fails and the failure will be repeated by the child until the shape of the image becomes what the student wants. Until the end of the time limit set by the teacher, the task of making plasticine was completed, the child was able to do well on the task given by the teacher in class.

Various efforts have been made by teachers to use plasticine media to increase the creativity of early childhood at Bustanul Athfal Rawalo Kindergarten, for example making plasticine to increase children's creativity. Based on observations seen at Bustanul Athfal Rawalo Kindergarten, the steps to be taken to increase children's creativity are through playing plasticine. Because plasticine is a medium that is easily accepted by children, because it is soft and easily shaped according to the creativity possessed by children. So that all aspects of development, namely cognitive, religious moral, language, fine motor, and social-emotional to be improved more optimally.

CONCLUSION

During early childhood it is necessary to maximize all aspects of development, because early childhood is still easy to shape and teach to get benefits in life. Creativity has an important role for children so that children are able to solve problem solving. Thus, the development of early childhood creativity needs to be honed properly by teachers at school. There are many ways to increase children's creativity, one of which is playing with plasticine. Playing with plasticine in addition to increasing children's creativity can also foster art and fine motor physical development in early childhood at Bustanul Athfal Rawalo Kindergarten.

References

- Ayu Maisarah, dkk. (2020). Meningkatkan Kreativitas Anak melalui Metode Bermain Plastisin Tanah Liat. *Journal for Education Research*, 1(1), 2.
- Ika Awaliyah, dkk. (2021). Upaya Meningkatkan Kreativitas Anak Usia Dini melalui Bermain Plastisin: Studi Kasus di Raudhatul Athfal Ibnu Sina Kecamatan Pamijahan Kabupaten Bogor. *Jurnal Dirosah Islamiyah*, 3(2), 195.
- Julia Luly. (2020). Penilaian Kreativitas Anak melalui Metode Bermain. *JAMBURA Early Childhood Education Journal*, 2(2), 84–85.
- Leni Mushonifah. (2013). Meningkatkan Kreativitas Anak Usia Dini melalui Bermain Plastisin di RA Khoirul Ummah. *Jurnal Ilmiah PG-PAUD IKIP Veteran Semarang*, 1(1), 92.
- Listia Sahla Sabila. (2022). Meningkatkan Kemampuan Motorik Halus Anak Usia Dini melalui Kreativitas Bermain Plastisin di TK Darul Falah. *Jurnal Pendidikan Guru Pendidikan Anak*

Tri Laelina
Utilizing The Plasticine Play Method In Increasing The Creativity Of Early Children In
Bustanul Athfal Rawalo Kindergarte

Usia Dini, 4(2), 51–52.

M. Fadlillah. (2017). *Bermain dan Permainan*. Kencana.

Muhammad Rijal Fadli. (2021). Memahami Desain Metode Penelitian Kualitatif. *Jurnal Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 35.

Ni Ketut Suci. (2018). Upaya Meningkatkan Ketrampilan Motorik Halus melalui Metode Bermain Plastisin pada Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, 3(1), 95.

Novi Mulyani. (2019). *Mengembangkan Kreativitas Anak Usia Dini* (Nita Nur M (ed.)). Remaja Rosdakarya.

Wiwin Yuliani. (2018). Metode Penelitian Deskriptif Kualitatif dalam Perspektif Bimbingan dan Konseling. *Jurnal Quanta*, 2(2), 90.