Increased creativity through play rubbing abur in Group B TK Patra I Rawamangun Pulogadung East Jakarta

Yayah Komariyah
Myrnawati, Crie Handini
Department of early Childhood Education, State University of Jakarta

Tuti Tarwiyah
Department of early Childhood Education, State University of Jakarta

Abstract: The purpose of this research is to describe the process and the result of the improvement of creativity through playing swab abur. The subjects of this study were 16 children. This research method is based on Action Action Class Action model of Kemmis and Mc Group. Taggart which includes four stages: planning, action and observation, reflection. This action study was conducted in two cycles and each cycle consisted of 8 meetings. The data collected used in this action research are interviews, observation and documentation. Data analysis technique used in this research is qualitative and quantitative data analysis. The results showed that the increased creativity of children through playing swab abur. The rate of development of focused attention attainment obtained by children in pre-cycle is 45.31. In the first cycle, the score is 48.94. In addition, in the second cycle, the result is 51.69. This study reveals that swab abur game is one means to enhance children's creativity.

Keywords: creativity, swab play abur, action research

Introduction

Creativity is a very important thing developed in life especially for early childhood. Creativity is one aspect that supports one's potential to adapt to his environment. Creativity development is done to make the existing potential in each indifidu decompose precisely and can be used for one's survival. Creativity in early childhood is the ability of children to 1) find new ideas 2) develop the imagination with the media 3) apply the creativity 4) Combine something existing with a new one.

In the opinion of Mainemelis and Ronson that playroom serves as the cradle of creativity by allowing one to make renewal.[1] It can be understood that play serves as the beginning of creativity by giving creative freedom either in the form of new things or with new findings.

Another opinion expressed by Trevlas, Matsouka and Zachopoulou that children who have a high tendency to play, communicate, cheer up and physically creative.[2] In this study revealed that children who have a high desire in playing, communicating or related to the environment will have a creative physical.

The formation of the power of creativity and independence of early childhood will be more appropriate given during the golden age. This is very good for young children because the world of play that is owned by early childhood is a time to develop various aspects of child development. A study by Garaigordobil revealed that through play, children develop a combination of imagination (empathy and experience) and a combination of imagination contributing to artistic and scientific creativity.[3] Through this statement it can be concluded that just how much benefit a child receives, not only develops his imagination but also develops a combination of his imagination of empathy and experience that plays a role in artistic and scientific creativity.

A similar statement was said by Mills in an article that explains that as children engage in dramatic play, their level of imagination and creativity soar because they adopt certain roles associated with a particular character or individual.[4] This opinion emphasizes that early childhood always uses her imagination while playing with her preferred characters. Suppose a character when playing a hand puppet or playing with a play equipment that resembles an adult work kit (doctor, teacher, singer etc.) and this is a naturally integral development aspect.

The naturally occurring aspect of development will naturally evolve well if support factors can facilitate the achievement of this aspect of development as revealed in a study by Hoffmann and Russ explaining that creativity and game are connected naturally, such as the fantasy used children, symbolism, and different thoughts to assemble context, story, and character.[5] This explanation affirms that creativity and game are naturally linked without being engineered in terms of imagination, symbols used, the sequence of a story as well

as the placement of characters in the story, all unimpeded from the freedom of imagination to create a creation in a game.

Games that support this naturally formed creativity can be cultivated and used by parents or educators as a means of enhancing children's creativity. The opinion was expressed by Lavrenteva that creative-oriented method of education processes as activities with children and adults, the goal is to teach children to think, create, analyze, generate ideas, and find solutions.[6] This opinion reinforces that a child-centered education on creativity will produce ideas and solutions in a way.

Other research conducted byYates andTwigg proved that creativity for children's expressive and children-focused expressions of art expressed their ideas through art, music, movements, dance, role-playing, design and technology.[7] This research explains that children's expressivity in playing can outline children's abilities in various artistic activities such as music, motion, dance, role playing, design and technology art.

Speaking of art for children is very interesting and children's art can not be equated with art for adults This opinion is evidenced by Wolff that the structural differences between preschoolers and adults, the child's thinking process, his emotional world, his social life can not be evaluated from the standard adults, but must be understood from the child's own culture.[8] It is understandable that children's thinking and perspective are very different from adults' way of thinking and perspective in things such as how children express their expression on coloring in an image.

Research by Prevor and Diamond states that one hundred sixty-eight children from 3 ½ to 6 ½ years (50% women, 24 children at every 6 month interval) are shown drawing lines of familiar objects in congruent colors (eg orange carrot), not aligned (eg, green carrots), or neutral (for objects that have no canonical color for example, red book), and abstract shapes, each drawn in a single image using six colors.[9] The explanation of this study proves that most early childhoods prefer to color in an abstract and incongruous manner eg carrot color that orens the children can be given any color and sometimes even mixed with the six coloring.

Color mixing activities in this coloring is found in learning activities in kindergarten in Indonesia that is in the form of play Abur Absorbing. The play of Abur Abur's activity refers to an opinion expressed by Martinasari et al that the abur-shoot is one way of drawing that uses the power of the fingers to form an object.[10] Can understand that play abur can be done in the learning activities in kindergarten by relying on the fingers of children's fingers. Wipe abur is a color game used by children in learning activities in Kindergarten which is very familiar in early childhood education activities in Indonesia. with the principle of mixing colors, applying color to the pattern provided. Wipe abur is one of the color play activities that use the power of the fingers to form an object. Types of abur abur there are three namely: (1). wipe abur in, (2). wipe out, (3). wipe out and inside. Abur swab is a color game that uses a variety of patterns and shapes by mixing crayon colors on the cut out side of the pattern and then when the pattern is filled with colored crayon on the edge of the pattern, then the child puts the colored pattern on the blank drawing paper to wipe or press the color on the edges of the pattern with the thumb or fingers while the other hand holds the pattern so that the pattern does not shift to form a beautiful blending of colors and patterns on the blank drawing paper.

Based on the observations conducted on the children group B TK Patra I Rawamangun Pulogadung East Jakarta, researchers see how learning in the development of creativity is done in monotonous and boring without there is a different in each learning, especially in coloring the image so that the expected creativity can arise can not be researchers found in a child group B TK Patra I Rawamangun Pulogadung District East Jakarta or can be said not developed optimally. The children of group B TK Patra I amounted to 16 children consisting of 8 girls and 8 boys. The weakness of creativity in the children of group B TK Patra I, seen from 1) There are 12 children or 75% of the total children, have not been able, find new ideas. 2) There are 14 children or 87% of all children, have not been able to develop imagination with the media. 3) There are 13 children or 81% of the total number of children, not yet able to apply their creativity 4) There are 14 children or 87% of the total number of children, not yet able to combine something that exists with a new one.

To improve the creativity of children, it is necessary application of learning in order to develop creativity that is designed interesting and not boring child. One way that is done is to play wipe abur. Abur play is an activity suitable for the application of children's development and enhancement of creativity, so that children can find new ideas on drawing activities and can combine something that is with the new.

The approach taken in this research is action research *(Action Research).* Mills in a book stated that: "*Action research is any systematic inquiry conducted by teacher researchs, principals, school counselors, or other stakeholders in the teaching, learning environment to gather information about how they particular school operate. How they teach, and how well their students learn. "*[11]

Stringer's opinion also suggests"*action research is a systematic approach to investigation that enables people to find effective solutions to their controls in their everyday lives. Action research focuses on a specific situation and locallized solution. "*[12]Understand action research as a systematic approach to investigation that allows people to find effective solutions to problems encountered in their daily lives. This action research

focuses on specific situations and solutions that are local. Then this is the right time to get a solution and problem solving that is when research has focused on the situation in a particular problem.

Lewin argues that as quoted in Hopkins states that the notion of Action Research is: *"action research is consisted in analysis, fact-finding, conceptualization, planning excecution, more fact finding or evaluating"*[13].

While Greenwood and Lewin argue: *"Action research is social research carried out by a team encompassing a professional action researcher and memebers of an organization or community seeking to improve their situation"*.[14] Action research is a social research conducted by a team that includes professional action researchers and members of an organization or community who want to improve their situation. So the team formed in an action research is a community that wants to make a solution to their situation.

One of the areas that use Action research is the field of education, following explanations by Kemmis and Taggart on action research:

"action research is a from self-reflective enquiry undertaken by the participants of the social situations, in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situations in which the practices are carried out. "[15]

Defining action research is a form of self-reflection research conducted by participants (eg teachers, doctors) in social situations (eg education, private practice), to improve rationality and truth: a) self-perpetuating social practices;) understanding of these practices, and c) the situations in which they are practiced. And the study of this action is a form of reflection of the realization of control conditions on the problems at hand.

Mills in Creswell mentions that:

"action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequeny improves, the ways their particular educational setting operates, their teaching, and their student learning. "[16]

can be interpreted that action research design is a systematic procedure performed by teachers (or others in educational settings) to gather information about, and then improve, how to manage their education, how to teach, and learn. That way, it can be understood action research can be implemented in the world of education by way of gathering information related to the way of education arrangement. This research was conducted by involving collaboration between researchers and practitioners to collect facts to solve the problem.

In general there are several models of action research that can be done within the school environment. Model Kurt Lewin explains there are four stages to be done in classroom action research, namely (1) Planing plan, (2) Implementation of action, (3) Observation / Observation, and (4) Reflection.
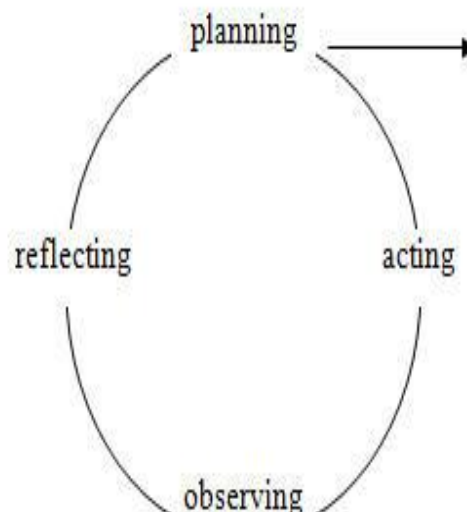

Figure 2.1. The Basic Model of Action Research from Kurt Lewin

The Kemmis and Taggart model is the development of the Kurt lewin model PTK design, the difference between the acting and observating stages combined in a box means that the action execution is carried out simultaneously with observation so that the shape is often called the spiral form
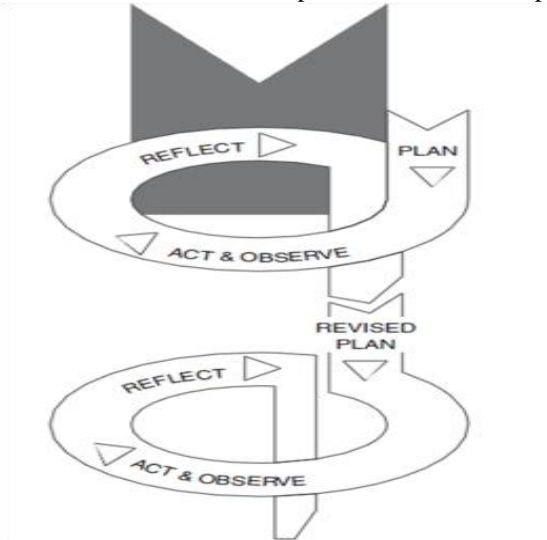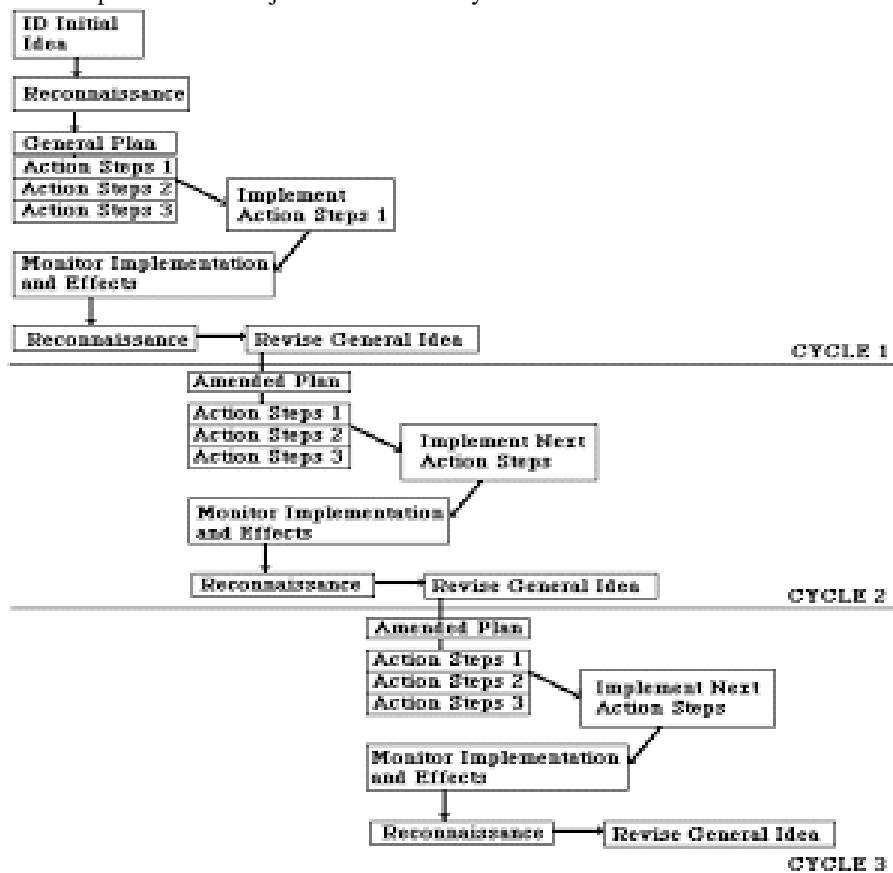

Figure 2.2. Model PTK by Kemmis & Taggar, source: *Arikunto (2010)* [17]

3. John Elliot's model, in developing action research, Elliot's model step begins with initial ideas, findings and analysis, general planning action steps, implementation, monitoring, evaluation, revision planning, and will continue to repeat until the objectives of the study are achieved.

We can see that Elliott adds one step such as overseeing the implementation and impact of an action prior to the evaluation phase. But by incorporating an inquiry or review with a view to explaining the failure, and its impact then eliminating the evaluation stage is something that needs to be revised again.

The Hopkins model constructs its own design as follows: taking start - audit - construction planning - action planning (targets, tasks, success criteria) - implementation and evaluation: implementation (sustaining commitments: check progress, solving problems) - results check - stock taking - audit and reporting. Various steps are put forward by Hopkins to explain how action research is done.

Model Mc. Kernan there are seven steps that must be observed in the PTK, namely: 1) Situation analysis (reconnaisissance) or familiar field; 2) Formulation and clarification of the problem; 3) Hypothesis of action; 4) Action planning; 5) Implementation of action by monitoring it; 6) Evaluation of results of action; and 7) Reflection and decision making for further development.[18] Mc. Kernan explains the existence of analysis before a research done, to further make the formulation of problems, actions, to evaluation and reflection and decision making.

Research methodology

This study uses action research *(action*research).The action research design used is Kemmis and Mc Taggart model which uses four components including planning, action and observation, relection.

The data collection instruments used in this research are non test, namely: 1) Observation sheet, 2) Interview note, 3) Field notes and 4) Documentation, using data collection techniques in the form of observation and interview.

Data analysis techniques conducted in this research are qualitative data analysis and quantitative data analysis techniques. The technique uses Mills and Huberment opinions consisting of data *collection,* and *reduction*, *display* data and data *concluding drawing / verification.*

Creativity has many definitions seen from different points of view. Hurlock argues that creativity is one's ability to produce the composition of products, ideas, anything new and previously unknown to the author.[19] Based on these definitions can be interpreted that everything new that has never been commissioned by the making of either a product or idea can be said to be creativity.

In line with Hurlock's opinion above according to Mayesky creativity is a way of thinking and acting or making something original for the individual and appreciated by that person or someone else.[20] This opinion expresses creativity as a way of thinking and acting in finding something original or original so that it can be appreciated by itself and the people in their environment.

From some sense of creativity according to the experts above can be concluded that creativity is the ability of a person in thinking and acting to create something different in the new context include: Originality (Have a new idea and original), Flexibility (Have creative freedom), Smoothness (exploration with media) and Elaboration (uniting two or more elements).

Result of Research

Improvement of children creativity of group B TK Patra I Rawamangu District Pulogadung East Jakarta through play rubbing abur show the result of analysis where average achievement level of creativity of children in cycle I that is equal to 48,93 is in developing category as expected. In the implementation of the cycle I seen an increase in the average score of achievement level of creativity of children as a whole by 3, with the value of achievement level of pre-intervention of 45.31. In cycle II the level of child development achievement on creativity as a whole that is equal to 51,69 which is on developing very well. The increase in the second cycle of 2.76. So at the end of cycle II, research is said to be successful because it has reached the agreed success criteria between researchers and collaborators.

Playing abur swabs can be applied in improving children's creativity. Children who usually learn coloring only use crayons and colored pencils alone, would be more interested in using a combination in the use of tools and color games by applying swab play activities abur. And this play abur activity can be adapted to the theme of learning and can use various learning methods that are fun for children, such as drawing with play swab abur, and singing in creations created pictures and can pour new ideas and creativity for children.

Number	Child name	Pra-Intervensi		Siklus I		Siklus II	
		TCP Child	Information	TCP Child	Information	TCP Child	Information
1	Rn	37	MB	42	MB	48	BSH
2	Sl	38	MB	40	MB	43	MB
3	Iz	40	MB	44	MB	46	MB
4	Dr	42	MB	48	BSH	53	BSH

Number	Child name	Pra-Intervensi		Siklus I		Siklus II	
		TCP Child	Information	TCP Child	Information	TCP Child	Information
5	Hf	52	BSH	55	BSH	56	BSH
6	Jh	55	BSH	57	BSH	58	BSH
7	Ai	52	BSH	54	BSH	55	BSH
8	Ab	56	BSH	58	BSH	59	BSH
9	Sh	46	MB	52	BSH	53	BSH
10	Sb	38	MB	45	MB	48	BSH
11	Rb	43	MB	47	BSH	50	BSH
12	Nl	48	BSH	50	BSH	53	BSH
13	An	45	MB	46	MB	48	BSH
14	Ky	34	MB	43	MB	50	BSH
15	Ry	54	BSH	53	BSH	57	BSH
16	Mm	45	MB	49	BSH	50	BSH
Rata-rata		45,31		48,93		51,69	

Step / Score	Pra Intervention	Cycle I	Cycle II
Average	45,31	48,93	51,69
Increase	-	3	2,76

Conclusion

Increased creativity of children group B TK Patra I Rawamangun East Jakarta through play swab abur showed the results of analysis where the average level of achievement of children's creativity in the first cycle that is equal to 48.93 which is in the category developed as expected. In the implementation of the cycle I seen an increase in the average score of achievement level of child creativity development capabilities as a whole of 3 with the value of achievement level of the average pre-intervention of 45.31 In the second cycle the average value of the level of achievement of child development on creativity as a whole which amounted to 51.69 which is in the category of developing very well. The increase in the second cycle of 2.76, then at the end of cycle II, the study is said to succeed because it has reached the agreed success criteria between researchers and kolabolator.

Playing abur swabs can be used in improving children's creativity. Children who usually learn to develop the creativity of drawing using crayons and colored pencils, will be more motivated in coloring by playing swab abur. Implementation of sword play abur can be adapted to the learning needs. Can utilize other objects such as cartons and scissors to create patterns to be drawn. And can use a variety of learning methods that are fun for children such as the science of mixing colors in play abur swab, singing in creep creations abur, and cooperate in carrying out activities swab abur.

Implications

Improving creativity in coloring drawing and drawing can not only be done with the use of drawing tools such as crayons and colored pencils. Rather it can be combined with other media such as manila carton. Children will be more happy in learning, when done through play. Support the active role of children in learning. Another activity that can increase creativity is by applying swab play abur. Implementation of sword plays abur expected to provide new innovations in learning in the school, children will feel more interested in drawing and coloring images that sometimes make children bored and tired. Wipe abur is a color game that can be used flexibly in learning, can be adapted to the learning needs. Playing abur swabs can make coloring and drawing activities fun for the child because it can express the pent-up creativity in the child. Wipe abur is what can be used anytime and anywhere, can be used to draw a variety of patterns that children love. Teachers can

use cardboard boxes and milk boxes to create the desired pattern. In the application of play abur abur, should pay attention to how the steps in implementing children's creativity learning activities. Planning in the implementation of creativity learning through playing swab abur should be carefully prepared, preparing other media and appropriate tools, such as manila cartons, scissors, crayons and drawing paper. Prepare the learning method to be used.

Based on the implementation of the research that has been done swab play abur require teacher support optimally. There needs to be an active role of teachers in motivating and assisting children in learning activities. Teachers need to pay attention to how children learn, and the problems they experience. In the play swab abur, children look enthusiastic participate in the play. This learning demands active child activity.

Suggestion

Based on the conclusions and implications that have been stated above, the researchers try to provide suggestions as follows:

1. Teachers

Playing swabs abur felt can help learning activities in school. However, there is still a need for variation for further learning. Teachers should provide guidance, direction, as well as provide opportunities for children to be creative in pouring creative ideas.

2. Parents Parents

expected to provide balanced stimulation as a form of continuation of play activities programs conducted by teachers in schools, so that children will learn continuously, with the cooperation between the school and parents are expected to develop children's creativity will develop optimally.

3. Other Researchers

For other researchers are expected to enrich research studies related to the improvement of children's creativity by finding a variety of play activities or appropriate media and in accordance with the development of early childhood

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