

The Influence of Plasticine Play to Develop Children's Creativity Abilities

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Abstract:

This research aims to see how playing with plasticine activities improves children's creative abilities. The research subjects were 15 students of Idhata Pitumpidange Kindergarten. This study uses a quantitative approach, non-parametric descriptive statistical data analysis, and data collection instruments with observation sheets. The results of the research analysis have been carried out through several meetings and based on all the discussions and data analysis that have been carried out. It can be concluded that the use of playing plasticine influences increasing the ability of creativity. Playing plasticine activities can improve children's imagination, with indicators in the research being the skills to make shapes and add other conditions to existing forms. This is shown from the data analysis of Idhata Pitumpidange Kindergarten students in Group B with 15 students. The results of data analysis showed that at the time of the pretest, the creativity ability level was 40.0%, with an average value of 2.23. 90%, and the average value of students is 3.07.

Keywords: playing; plasticine; creativity.

INTRODUCTION

The development of creativity is needed by children in the growth (Fakhriyani, 2016), but not all formal education systems implement this, including in kindergartens. Today's formal education system generally trains thought processes limited to cognition, memory, and convergent thinking, whereas divergent thinking and evaluation should be paid more attention to (Haerullah & Elihami, 2020). While creativity, in addition to the foregoing, also involves affective development for children because creativity is an activity related to cognitive or thinking ability and forms of movements of affective such as capturing a problem, fluency, originality, elaboration, attitudes, feelings, and motivation (Putro, 2016). According to Pamilu (2007), the development pattern of children's creativity can be developed by providing art activities. This does not mean that every child must be proficient in being a musician but with activities such as drawing, coloring, or playing music (Anggraini & Yuwono, 2022).

Plasticine play activities will spur children's creative power to form from various media materials such as plasticine materials or making drawings (R. P. Sari et al., 2015), which in turn can help children express themselves and help children explore colors, textures, and shapes. Shaping images can be done through plasticine, which can be formed in a wide variety according to the child's imagination. Playing with plasticine frees children to determine the shapes they want (Maisarah et al., 2020). Therefore, the child's creativity can be seen in playing with plasticine.

Training children's thinking skills, one of which is by using plasticine. The plasticine media can make the child explore and look for forms he knows. Indirectly, children can be creative, so their creativity can be adequately honed according to their stages (Dirlanudin, 2018). For example, using plasticine, children can form objects, buildings, food, toys, and so on. Children who have low creativity can be seen from the results of playing plasticine (Setiawan et al., 2021). That is, the child can only follow the objects or shapes he sees, or in the sense that the child can only make particular objects according to the prints provided or objects provided (Rohmah & Gading, 2021). The protégé has no desire to give his creation to his plasticine, for example, in its color or innovative shape, as well as no interest or motivation in playing as he looks lazy, and the look on his face that shows disinterest such as only a flat, sleepy, and bored expression. In addition to playing with plasticine, children who are low in creativity also do not like drawing, coloring, plagiarizing, cutting, or other skills. Children who are often trained using their spatial-visual intelligence can increase their confidence and creativity (R. P. Sari et al., 2015).

The extensive Indonesian dictionary suggests creativity as the ability to create (MoNE, 1994: 530). Sahlan and Maswan explained that creativity is the ability to imagine, interpret, put forward something, and find ideas. (2000: 11). Sternberg said that three psychological skills could develop children's imagination; three are intelligence, cognitive and personal abilities with the three psychological skills that a person will develop his imagination. A similar opinion was also expressed by Haeefe, who said creativity is everything that exists in social life in the form of new thoughts. (Munandar, 1999). Seto explained that to develop creativity, eating requires a 4P. The first P is to make creativity the ability to create new products; the second P is that invention must be processed; the third P is creativity to form a person; and the last P is creativity as a driver in developing ideas. (2004). The ability to create a product in question is the ability to analyze data, information, and experiences that can be used as material for a product. So it needs a broad perspective, especially in the corner of the child's field, which is expected to become a helpful product and be liked by children (Bushing, 2019).

Creativity is cultivated when there is curiosity; type dares to try and not be afraid of failure (Anggraini & Yuwono, 2022). The formation of creativity can be seen in the process (Handayani, 2017). From a personal perspective, creativity is defined as the presence of creative qualities in a person, consisting of cognitive and affective attributes. From this unique perspective, teachers must believe that every child has creative potential but in a different field (Putro, 2016). The development of children's creativity in kindergarten has specific characteristics, as Hurlock suggested: a) activity is a process, not a result, b) the process has a beneficial purpose for the person himself or his social group, c). k reactivity leads to the creation of something new, different, and therefore unique to the individual, either in speech or writing or in concrete or abstract form, d) reactivity comes from divergent thinking. In contrast, conformity and everyday problem-solving originate from convergent thinking, e) creativity is a way of thinking that is not synonymous with intelligence, which includes mental abilities other than thinking, f) The ability to create depends on the acquisition of knowledge gained, and g) Creativity is a controlled imagination that leads to

some type of activity, such as painting or building with blocks.

Guilford (Dere, 2019) also explained the characteristics of the development of children's creativity in kindergarten, namely: a) k emampuan solve a problem, b) kelancaran thinking, c) flexibility in thinking, d) ensure authenticity of ideas, e) predefined, and f) products/works. The ability to capture and understand a problem is a skill that does not play a direct role in generating constructive ideas but is indispensable for obtaining ideas. Fluency in thinking is a quantitative aspect that allows a and to generate constantly flowing ideas. According to Guildford (Dere, 2019), schools of thought include: a. Sophistication is the ability to write, speak, and think about as many words as possible. b Associative fluency is generating as many synonyms as possible in a given time. c. Expressive fluency is the ability to form as many sentences as possible that contain specific extensions. d.Idea flow is finding ideas for a particular object with specific properties. In addition, flexibility and thinking require the ability not to fixate on the old mindset (Hennessey & Amabile, 2009). This can be done with spontaneous and adaptive flexibility. Intuitive flexibility is the ability to convey different ideas about anything without fear of being wrong. Adaptive flexibility, on the other hand, is the ability to get different types of ideas about something but still keep in mind the truth of the idea. The element of originality is indicated by the presence of unique responses, the ability to express the relevance of two things that are very far away, and the presence of reactions that contain quality elements. As for redefinition, that is, the ability to give new definitions to objects, situations, and problems. Elaboration is the ability to enrich, develop, or elaborate an ideal field (Sawyer, 2003).

Surviani (2004) also put forward some of the characteristics of the creative development of kindergarten children. Have a strong imagination by using the child's imagination to show or imagine things that never happened or never actually happened, but we can still distinguish between delusion and reality. If you have the initiative, always take the opportunities that arise instead of waiting. Always expressed widespread interest. His interests don't depend on one thing; he is curious—free, rigid, and unrestrained thinking. You are not afraid of being wrong, being brave, not being tied to what is already there—a strange example. There is always a desire to know more, ask questions, pay attention to things, and be sensitive and observant. Always looking for new experiences, something that has never been experienced before, trying to get it, believing in yourself, and being enthusiastic. The child who has this characteristic seems to be active in actions as well as in mind, bravely takes risks, does not hesitate to express an opinion even though it may not be accurate, does not reveal challenging situations, courageously think and believe in choices, and are not easily influenced by the views of others.

Pamilu (2007) provides indicators of creativity that include deep curiosity and frequent asking good questions, giving many ideas or suggestions to solve a problem, expressing opinions freely, and having a deep sense of beauty and visibility. artistic and able to see a situation from different angles or perspectives. Have a broad and original intent of humor in expressing ideas and solving problems. The teacher must consider a conducive and pleasant atmosphere and stimulate the child's imagination. Fun games positively shape children's imagination (Anggraini & Yuwono, 2022). Plasticine is one fun game type that can stimulate children's imagination and increase their creative abilities (Maisarah et al., 2020). Plasticine is a dough that is easy to shape and can be colored as desired so that playing with it brings a feeling of pleasure (Rohmah & Gading, 2021).

Plasticine is a medium that can be used to imitate objects or shapes according to the desired creation because of its soft and colorful shape (M. Sari et al., 2016). Therefore, when children play with Plasticine can bring joy and satisfaction to them. Plasticine is made of wax and has a soft texture, so it is safe for children to play with. Plasticine does not harden

so it can be used repeatedly (Setiawan et al., 2021). By playing with this plasticine, children can learn to squeeze, squint, and tighten and build a concept of objects: change and causation (Christie, 2019). He takes advantage of body sensations by coordinating the limbs between the limbs and eyes, understanding the obstacles of objects, and exploring the concepts of space and time.

According to Sumanto (2005), the purpose of utilizing the natural and cultural environment in fine arts learning in kindergarten is for learning to be more effective; children can accept and master it well in a familiar atmosphere, and lessons are relevant to the needs of students, according to their interests and development, using materials natural clay makes it more efficient, cheaper, and more affordable. Because children love to learn through games, plasticine is perfect for early-stage creativity because it starts with pressing, touching, rolling, flattening, and other forms of plasticine, according to the taste and imagination of the child. Pamahdi (2008) mentioned the steps of playing with plasticine, namely the beginning of the teacher showing concrete objects to be delivered to students, for example, glasses and plates. The teacher makes glasses and plates with clay plasticine according to the existing standards; then, the child is taught to make the same examples or shapes the child likes. The teacher liberates whatever the child makes; the teacher must not limit or blame whatever the child makes for their creativity to develop. It is better to learn wax/plasticine from clay done on the floor rather than on a bench/table so that children can freely change places, sit comfortably and enjoy playing with clay plasticine according to the child's delusion. To overcome the dirty clay, children use plastic aprons and are provided with a hand washing place and a rag so that the child can easily clean his hands immediately when learning is over.

METHODE

The method in this study uses quantification research using observation sheet research instruments (Yusuf, 2006). This research procedure is presented after the stages of scientific research by research rules. This research stage starts from the basics to the set of concluding the research results. The research design used is a *pre-experimental design of one group pre-test-posttest*. The success of the treatment is determined by comparing the pre-test and post-test values. In the pre-experimental research of one group *pre-test-post-test*, the first stage was to designate the samples to be used as research samples and group them into one research class while the number of pieces used was 15 students. The next stage is to provide a *pre-test* to measure the child's creativity ability before being given treatment using plasticine. The next phase of the sample is given treatment using plasticine. Then, the last step of the model was given a *post-test* to measure the condition of student creativity after being given a plasticine playing treatment.

RESULTS AND DISCUSSION

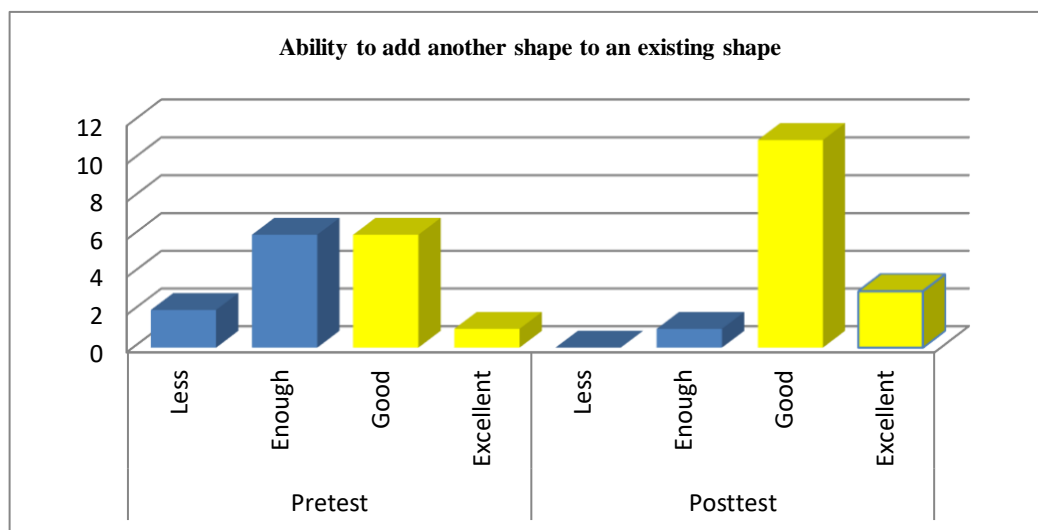
The development of creativity is used for the child's ability to think new about objects, with the application of plasticine play to develop creativity in Idhata Pitumpidange Kindergarten. Plasticine playing activities provide opportunities for students to explore plasticine children can form according to students' wishes and other forms. The first stage is a pretest activity to see the initial ability of students and then given treatment, namely playing with plasticine on the last day; a posttest is carried out to see the final results of increasing children's creative abilities. The results of the apat data are seen in the following graphic image:



Picture 1.

Comparison of learning outcomes indicators of skill-making forms

It shows that the indicator makes a shape during the pretest, indicating that only two out of 15 students were present, or 40% showed completeness of learning. In the posttest, there was a significant increase. Namely, 87.0% of students who attended the teaching showed the entirety of knowledge. 11 children are in the category of developing as expected, and there are even 4 children who are in the variety of developing very well. This activity allows students to explore existing objects in the aspect of indicators of children's ability to add other shapes to existing forms. The child's ability to visualize current structures into new forms is an ability that plasticine play activities can develop. Children's plasticine play activities can form various forms, organizing self-abilities because children learn from unique experiences, so that will build confidence in what is conveyed. In addition, through plasticine play activities, children develop various aspects, including the ability to know space and form and imagination, which is the beginning of children linking ideas so that they will produce original works as a provision for children to become natural storytellers.



Picture 2.

Graph Comparison of learning outcomes indicators of a child's ability to add other shapes

Indicators of the child's ability to add other shapes to existing shapes can be described as follows. The pretest implementation showed that only 6 out of 15 students were present in the category of developing according to expectations, and 1 child was developing very well with a learning completion of 40%. In the posttest, there was an increase, namely 11 students, or 87%, were in the category of developing as expected, and 3 students were developing very well the completeness of learning of students by 90%.

This is in line with the opinion of Gardner in Musfiroh (2008); Playing with geometric pieces and other objects, including plasticine, is an exploratory activity toward geometric constructs and their arrangement. This activity aims to stimulate children's sensitivity to the main elements of construction. With this activity, children are required to be creative in recognizing geometric shapes, imaginative in designing geometric shapes, and innovative in creating new forms using geometric pieces. Some early childhood education teachers still do not understand and consider the child's learning process in understanding geometry as an actual effort to develop creative intelligence because many think that an intelligent child is a good child in academic terms only. Through plasticine play activities, children can form various forms, organizing their abilities because children learn from unique experiences so that they will build confidence in what is conveyed. In addition, through plasticine play activities, children develop fine motor skills where children train hand and eye coordination, children's imagination can create, and from their imagination, it is the beginning of children linking ideas so that they will produce original works as a provision for children to become natural storytellers.

CONCLUSION

Based on the results of experimental research that has been carried out through several treatments and based on all discussions and data analyses that have been carried out. It can be concluded that the use of plasticine play is very appropriate to increase creativity ability, especially if this research can be completed, namely plasticine play activities can improve children's creativity with indicators in the study are shape-making skills and the ability to add other shapes to existing forms. This is shown from the analysis of data on students of Idhata Pitumpidange Kindergarten group B with the number of students of 15 people the results of data analysis showed that in the pretest, the learning completion score was 40.0% with an average score of 2.23, the Posttest learning completion score was 90%. The average score of students was 3.07.

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