



The Improvement of Early Childhood Creativity Through Carving Activity

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Abstract

In this study, there are differences in the creativity of early childhood after the application of carving art activities in the TK Negeri (State Kindergarten) Pembina of Karanganyar District, Pekalongan Regency. This study aims to determine the improvement of the creativity of early childhood through carving activity in the Kindergarten of the Pembina District of Karanganyar District, Pekalongan Regency. The subject of this study is a group B of TK Negeri Pembina of Karanganyar District. The method in this study is experimental design through the Pretest-Posttest One Group. The research activity is carried out during 12 meetings. The sample in this study amounted to 30 children in the group B class. The method of data collection used in this study is a quantitative method in the form of the questionnaire, observation, and documentation. The data analysis technique uses descriptive analysis technique. Based on statistical calculations, the t test obtains the value of t count > t table, that is $18.78 > 2.024$ with sig = 0,000. The results are H_0 is rejected and H_a is accepted then. So, there is a significant difference between increasing the creativity of early childhood before and after application of carving activity. This means that the hypothesis is accepted, that is, the child after carving art activity implementation has higher creativity improvement than the child before applying the carving art activities.

How to Cite

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INTRODUCTION

Creativity is one of the important aspects that must be developed in children early because creativity refers to a person's ability to find a way out of the problem at hand. If the child's potential is not developed early it will affect the future life of the child, where the child will easily despair and imitate the others' work. Children's art is displayed in various forms, both in the form of pictures that he likes, tells stories, plays or displays various movements related to the fine motoric (Rahayu, 2018).

Damayanti (2018) argues that creativity comes from the creative word which means having creativity, having the ability to create. This ability can be related to the field of art and science. Creativity is an ability that is owned by everyone with different levels because everyone is born with creative potential and this potential can be developed. Based on the analysis, there are five traits that characterize creative thinking they are fluency, flexibility, originality, elaboration, and redefinition.

According to Munandar (2016) creativity is the result of interaction between individuals and their environment, the ability to create new combinations, based on data, information, or elements that already exist or are known before, namely all the experiences and knowledge that someone has gained during his life both in school environment, family, and from the community. Creativity will grow and develop if supported by facilities and opportunities that allow. Parents and teachers must be aware of the diversity of children's talents and creativity. The way to educate and care for children must be tailored to the personal and pace of each child, so there is no emphasis or coercion in educating children. The application of the 4P approach (Personal, Pusher, Processes, and Products) in developing creativity according to Munandar (2016) can influence children's behavior in displaying the characteristics of creative individuals.

According to Munandar (2016), creativity needs to be developed from an early age because; First, by creating children can manifest themselves and this is a basic human need; Second, creativity or creative ways of thinking, in the sense of the ability to see various possibilities in problem-solving, this is still less attention in formal education; Third, creative self-busyness will give children satisfaction. This is often seen in children who play constructively so that sometimes they forget about other activities; Fourth, because creativity can improve human quality and

standard of living. The characteristics of creativity are related to one's attitudes and feelings, such as a) curiosity, b) Imaginative/fantasy, c) feeling challenged by pluralism, d) the nature of courage to take risks, e) respecting nature, f) self-confidence, g) openness to new experiences, and h) prominent in one field of art (Munandar, 2016).

Education is a process in changing attitudes and behaviors of a person or group of people for effort in maturing humans through teaching and training efforts. Education is also an appropriate means to build a community that applies good sustainable principles (Astriayulita, 2017). Education is first in changes and character development in children and their personalities, that is parents. They are very influential in children's creativity.

The role of the teacher is as a facilitator who always directs children in the learning process in the classroom and outside the classroom. But in the TK Negeri Pembina Karanganyar in the implementation of art learning often use worksheets and magazines in art learning. As a result in learning activities lack of interaction between teachers and children, so it seems that children can only get knowledge through the material. As a result, the child will feel bored and reduce the concentration of learning. Therefore, the researcher provides creativity activities from an early age, to stimulate children's creativity, by giving treatment to students in the TK Negeri Pembina Karanganyar District, Pekalongan Regency through carving. This should be known by parents where they are the first education in the family. Teachers as educators in schools are educational support delivered by parents are still minimal and cannot stimulate children's creativity.

According to Rohmiyati (2017), that carving comes from the word "carve" which means sculpture. While carving means carving, it can also be interpreted as engraved ornaments, namely the results of art that are done with the sculpting process. Based on the opinion and understanding above, it can be defined that carving art is "someone's proficiency in carving or carving images on material that can be carved, so as to produce a triangular, embossed and concave shape in accordance with the drawing or plan". The art of carving is a beautiful, pleasant creativity.

Jazuli (2016) suggested that carving is an ornamental image with concave parts (convoluted) and convex parts (rounded) that compose a beautiful picture. This understanding developed until it was known as carving art which formed images on wood, stone, or other ingredients. Carving art is a form of art made of wood

which is usually used for various home decorations, shops and so on. Carved art applied to early childhood activities uses solid materials and is not harmful to children.

The art of carving can develop children's creativity through fine motor skills with hand skills, the products produced are generally exclusive and made single both on orders and on individual creative activities. Art learning provides the ability for children to understand and gain satisfaction in responding to their own creativity and the creativity of others. Creativity is basically the process of forming ideas and processing media art to realize new forms or images. To form ideas, children need to be involved in various approaches such as observing, sketching, experimenting, and investigating pictures or other forms. Carving is a learning media to develop thinking patterns, attitudes, and motor skills through the art of carving and improving children's creativity.

This activity is given to group B students in the TK Negeri Pembina, Karanganyar District. This is due to the lack of creativity of early childhood in art activities. So, it is necessary to have interesting creativity activities so that children can bring new creativity through carving. The researcher uses harmless tools and materials in the art of carving for early childhood.

METHOD

The implementation of this research took place in Pododadi Village, precisely in the TK Negeri Pembina Karanganyar District. The sample of this study is group B TK Negeri Pembina

District Karanganyar students with a total of 30 students. Then the population is the TK Negeri Pembina, Karanganyar District. This type of research is quantitative experimental research. This study uses a Pre-Experimental Design research approach with the design of One-Group Pretest-Posttest Design. Pre-Experimental Design is not yet a serious experiment, because there are still external variables that influence the formation of the dependent variable. So the experimental results which are dependent variables are not solely influenced by independent variables. This design is used when there is no control variable, and the sample is not randomly selected. One-Group Pretest-Posttest Design is the design of this study before getting the treatment done pretest first. Thus the results of the treatment can be known more accurately because it can compare with the situation before being given treatment. Observation is done by looking at the child's initial condition first, about the creativity that the child has. Then the researcher distributed the pretest instrument sheet to all students in the TK Negeri Pembina Karanganyar District. From the results of filling out the instrument, it can be seen the child's initial state. Then after all the sheets have been collected, treatment is given using the media activities of the carving art during the 12 times learning. After the posttest instrument is redistributed, the difference is observed after the treatment.

The data analysis in this study is descriptive analysis and hypothesis testing using the Paired Sample t-Test technique. The knowledge scale of increasing early childhood creativity, there are 23 items of statements.

Table 1. The Improvement of Early Childhood's Creativity Scale

Research Variable	Aspects	Indicator
Early Childhood Creativity in Carving Activity (Utami Munandar, 2016)	Personal	Having confidence; Independence
		Smooth thinking; Having the desire to know
		Having a sense of beauty
		Having the power of imagination to make scratches in carving
	Pusher	Responsible
		Able to motivate yourself
		Motivation from other people
	Process	A supportive environment
		Able to express themselves
		Flexibility of thinking
		Skillfully use your left hand and hand
		Able to explore various media and activities
	Product	Elaboration or detail
		Able to know the concept of carving
		Able to produce works (product quantity)
Product quality		

Tabel 2. Statement Item of Early Childhood's Creativity Improvement Questionnaire (Research Instrument)

No.	Statement
1.	Children do not feel inferior to themselves when doing carving activities. For example, being able to work with friends
2.	Children show the work of carving to friends or teachers
3.	Children can mention the order of activities to carve accordingly (starting from the activity of preparing the equipment and the process to completion)
4.	Children only carve out some shapes
5.	Children carve according to the original shape
6.	Children are enthusiastic in carrying out carving art activities
7.	Children get praise or appreciation from the teacher. For example, get a star prize, if you have a good carving work
8.	Children are free to express themselves in carving through and other materials
9.	Children make their own pattern ideas without seeing the direction of the teacher
10.	Children can express ideas spontaneously
11.	Resilient child in carving out activities
12.	Children are able to complete carving activities without obstacles
13.	Dexterous children in carrying out carving art activities
14.	Children do not understand the steps that must be taken in carving activities
15.	Children are able to carve with scratches that are directed and related
16.	Children are able to carve with recognizable objects that match their shape
17.	Children are able to carve soap according to the teacher's direction
18.	Children proud of themselves will work on carving
19.	Children see and praise the work made by the theme
20.	Children produce good and neat carving artwork
21.	Children are rich in ideas when carving art activities
22.	Children are enthusiastic in carving art activities
23.	Children show pleasure in the results of his own work

RESULT AND DISCUSSION

The results show that there are differences in the creativity of early childhood before and after being given treatment through carving. Before a different test is carried out, a normality test is carried out first. The results of the normality test can be seen in the following Table 3.

Table 3. Data Normality Test

	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Pretest	.478	30	.976
posttest	.945	30	.334

From the Table 3, it can be said that the level of significance is greater than the value of α or $0.478 > 0.05$. Thus it can be stated that data on

improving creativity in carving early childhood in kindergartens comes from populations that are normally distributed. From the results above, it obtains a significant level (2 tailed) of post-test results creativity of carving early childhood in kindergarten is as big as 0.976. From these results, it can be said that the level of significance is greater than the value of α or $0.976 > 0.05$. Thus it can be stated that data on increasing creativity in carving early childhood in kindergarten comes from a population that is normally distributed. After a normality test, a t-test can be done through a Paired Sample t-Test difference test to determine differences in the creativity of early childhood before and after being given application through carving. The researcher uses SPSS 16 program for calculation. The results of the t-Test test can be seen in the following Table 4.

Table 4. Paired Simple t-Test

	T	Df	Sig. (2-tailed)
<i>Pair 1</i>			
Pretest	-18.78	30	.000
Posttest			

In the Table 4, it can be concluded that the value of sig. (2-tailed) is 0.00 where this value is smaller than 0.05. So it can be concluded that the hypothesis is that there is a significant difference between the creativity of early childhood before and after treatment.

Table 5. Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	30	51.93	4.578	43	62
post-test	30	75.70	4.572	64	84

In the results of the calculations that have been done, the mean value of pretest is 51.93 and after being given the treatment the mean value becomes 75.70 at the posttest value. It can be concluded that the hypothesis is accepted, which is the children's creativity is improved after being applied to the carving art. It improves higher than before carving art activity is applied. Statistical calculations show that the pretest results showed the level of creativity of early childhood with a moderate category of 28 children or 93.33%. The high category is 2 children or 6.67%, and the very high category is 0 children or 0%. In general, children have the creativity of carving which is less necessary for treatment so that the level of creativity of early childhood can increase.

Table 6. The Result of Pretest Category of Early Childhood Creativity

Category	Frequency	Percentage
Moderate	28	93,33%
High	2	6,67%
Very High	0	0%
Total	30	100%

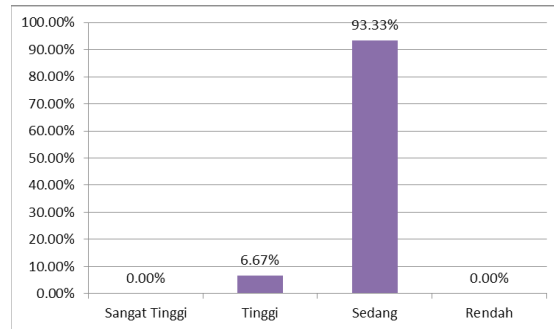


Figure 1. Pretest Graph of Early Childhood's Creativity Improvement

After being given treatment, the posttest data show the creativity of carving in children has improved where the very high category amount to 22 children with a percentage of 73.33%. Then the high category amount to 8 children with a percentage of 26.66%, while the medium category amount to 0 children with a percentage of 00.00%, and the low category amount to 0 children with a percentage of 00.00%. Then, it can be concluded that the treatment carried out by the researcher can increase the level of creativity in children who were initially in the low category then increased to a higher category. From the results above, the treatment can be said to affect the creativity of carving in children so that they experience changes that are high and varied in creativity.

Table 7. The Result of Posttest Category of Early Childhood Creativity

Category	Frequency	Percentage
Moderate	0	00,00%
High	8	26,66%
Very High	22	73,33%
Total	30	100%

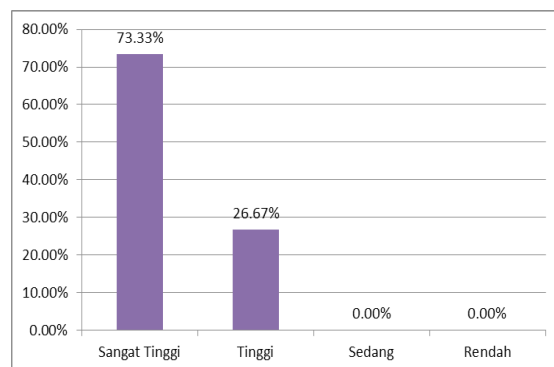


Figure 2. Posttest Histogram Graph of Early Childhood's Creativity Improvement

The obtained research results indicate that the hypothesis is accepted which is there are differences in the improvement in early childhood creativity before and after being given application through carving activities.

Improving the creativity of early childhood, especially the right and correct carving art, is expected to develop students' mental development such as artistic aesthetic sensitivity, creativity, intuitiveness, imaginative, innovative, and critical of their environment so that they can develop optimally (Handayani, 2016). This competency-based art education curriculum is deemed necessary to determine the extent of the possibility of optimizing its application for early childhood because early childhood is a golden period of development. Educational stimulation is needed to provide stimulation to all aspects of a child's development.

CONCLUSION

Based on the results of the analysis of research on increasing the creativity of early childhood children through carving arts in the TK Negeri Pembina of Karanganyar District, Pekalongan Regency, it can be concluded that there is a significant difference between early childhood creativity after carving arts implementation. This can be seen when learning children become more creative in making works that have not been able to produce works of art because they are shy or quiet, starting to be more able to bring out the creativity that children have. They dare to ask questions with the teacher or theme and be able to use items that can be used as artwork at home or at school. This is also seen from the overall results of filling out questionnaires of creativity improvement of early childhood before the application of carving arts activities and after applying different carving activities, the value of the results of the improvement calculation is also different. So, it can be concluded that improving the creativity of early childhood before and after carving activities

implementation has a significant difference.

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