

## Efforts to Improve the Creativity of Early Children through Project Learning in ECE Durian 1 Ciputat Timur

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### Abstract

This study aims to determine the improvement of early childhood creativity through project learning. The methodology in this study uses qualitative with classroom action research methods through observation and interviews. The research subjects consisted of 15 students, the data analysis technique used triangulation of data sources with the stages of data processing according to Miles and Huberman. The results of data analysis indicate that the development of children's creativity can be improved by using project learning methods through playing blocks and finger painting. Judging from the enthusiasm and enthusiasm of students in doing activities playing blocks and finger painting. Children's creativity has begun to be seen where children are able to make a work of blocks, children no longer hesitate to color and add other shapes to the picture. Apart from that, some children can play activities by not imitating the work of their own friends and can follow instructions from the teacher

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## INTRODUCTION

Early Childhood Education is a form of education that focuses on basic education towards growth and 6 aspects of development, namely: religious and moral values, physical and motoric, cognitive, language, social-emotional and artistic (Busron & Rachmi, 2020). To achieve this, it is very important to pay attention to children according to their age so that learning is appropriate for children and according to the uniqueness of each child (Anhusadar, 2016). As stated in Permendikbud 137 of 2014 regarding ECE standards (replacing Permendiknas 58 of 2009) (Afnida & Suparno, 2020).

The world of children is a world of play, there is a lot of knowledge gained for children, including fostering creativity for children to socialize, controlling emotions, helping physical growth and through language skills, knowing moral standards, supporting cognitive development, independence, solving problems (Fithri & Setiawan, 2017). The function of play according to Erick (2017) is to develop the muscles and energy in children. According to Fithri and Setiawan (2017) that the function of play is for the psychological well-being of cognitive development, social and emotional development, and physical development is no less important in games to grow and stimulate children's creativity.

The project-based learning model was developed by The George Lucas Education Foundation and Dopplet based on the level of students' thinking development with a focus on student learning activities, thus enabling them to carry out activities according to their skills, comfort and interest in learning (Akhiruddin, Herawati Susilo, 2016). Meanwhile, the Department of Education defines PJBL as a learning strategy in which students must build their own content knowledge and demonstrate new understanding through various forms of representation (Abidin et al., 2020). Project learning or the project approach is one of the efforts to renew early childhood learning which seems monotonous and loses the characteristics of play, this approach develops all aspects of development which of course also includes learning. In this project, children will grow their creativity through the child's imagination during project learning activities (Skills, 2018).

One of the characteristics of early childhood is that they are easily bored, therefore as a teacher they must be good at finding and using varied learning approaches to keep their enthusiasm and creativity growing (Hasanah, 2018). One of the learning approaches that can be ta-

ken is the project learning approach (Project Approach). The project learning approach is a learning approach that uses direct experience and is in accordance with the environment around the child (Akbar & Noviani, 2019). In this project learning, many teachers and parents are required to guide, help, and inspire children to grow their children's ideas and creativity. Solving problems with this project activity is also highly expected for children to think critically by asking questions that are ready to be answered by the teacher, and the teacher is ready to direct children to make it easier for children to do what must be made and children to quickly make decisions and what to do (Abidin et al. al., 2020).

A project approach that involves children through observation and investigation of selected topics from the surrounding environment (Untari et al., 2020). The project itself is defined as a broad and in-depth study or investigation of a specific topic that children can do individually, in small groups and large groups, whose implementation is adjusted to the child's time, interests, and abilities. Through this project approach, children are directly faced with everyday problems that require children to carry out various activities according to the given project (So & Kim, 2009).

By using this project approach, parents and teachers can be involved in several stages, including: parents and teachers can discuss with children what activities they want to do and formulate how to do them. The development stage, where the child performs various problem-solving activities to answer the questions posed in the preparation stage. The culmination stage, at this stage the child communicates and shares the knowledge, skills and work obtained during project activities to their group friends (Martín & García-valc, 2017). Given the importance of this learning to be applied, it becomes very reasonable if every educator can study, study and practice this model in project-based learning or project-based learning (PJBL) which is a long-term, open, multidisciplinary and student-centered classroom activity model. Student Centered) (Untari et al., 2020). Activities in PJBL are organized through a specific project framework that can be useful and meaningful for learners or for the community.

The difficulty of growing creativity in children is a challenge for teachers and to be more innovative in providing information, guidance, mentoring for children, teachers are also required to be more creative and innovative in providing direction and information that makes children inspired in activities so that ideas are open to students, less the focus on children

is one of the causes of the lack of creativity during project activities (Pellegrino & Hilton, 2013). Teachers must also be good at making learning fun, learning while playing, continuing to interact with children by combining learning with speech development, and learning real contact. Teachers need to know there are 2 ways to develop children's creativity from an early age, namely: train children's smart patterns, make children want to observe and ask questions, give examples or inspiration, provide supporting facilities, let them do it themselves, don't scold, give appreciation for the work children, and Invite children to be creative while playing.

The position of this research with other studies, because the focus of the discussion that is rarely discussed is related to the creative enhancement of early childhood through project learning. children are given the opportunity to participate actively not only as subjects but as objects. Therefore, the purpose of this study was to determine the increase in creativity in early childhood through project learning at ECE Durian 1, Ciputat Timur District.

## METHOD

The methodology in this research is qualitative with the type of Classroom Action Research (CAR) which is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or the direction of the teacher is carried out by students (Arikunto, 2012: 3). Sugiyono (2010) explains "qualitative research methods are often also referred to as naturalistic research because the research is carried out under natural conditions". Why do researchers use descriptive qualitative research methods because of writing that describes a situation that often occurs.

The data collection techniques in this study were observation and interviews. The research subjects were 15 students as respondents and informants who could provide information about the problem under study. The criteria for the success of this action research, namely: increasing student creativity with an average grade point reaching the minimum completeness criteria = 70 and the student learning completeness level reaching 80%.

This classroom action research procedure consists of pre-research and cyclical action research (Tampubolon, 2014: 156).

a. The pre-research is an initial reflection before the first cycle of action research is carried

out, namely: 1) Developing a school objective data collection format; 2) Develop a grid of observation sheet instruments, observation instruments, assessment instruments or initial tests; 3) Collecting school objective data by using an observation and documentation research format; 4) Analyzing school objective data to be used in planning actions and discussing results.

b. Cycle Action Research based on the results of the evaluation of research data analysis, preliminary test results, and collaborative team discussions, learning tools can be designed for teaching materials (learning materials). The cyclical action research is carried out until the second cycle in which, in each cycle it must contain a learning syllabus consisting of competency standards, semester programs consisting of basic competencies, learning implementation plans that contain indicators of subject matter in each cycle, have learning objectives, learning materials. The learning method applied is the project method, while the learning scenario consists of opening activities, core activities and closing activities, and then ends by providing an assessment using an observation sheet instrument.

Research design, according to Carr and Kemmis (1986) that there are four stages that are commonly passed, namely: planning, implementing, observing and reflecting on the following Kemmis and Tanggart Model.

research method is Classroom Action Research (CAR) is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The subjects in this study were early childhood children at ECE Nurul Jannah Kedaung Pamulang, South Tangerang, with a total of 32 students consisting of 16 male students and 16 female students. Collecting data using test instruments and observation sheets, while data analysis with descriptive statistics is simple data analysis, namely data obtained from test results and observation sheets are processed to get the percentage of application of the Token method to improve discipline in early childhood.

The action is given by the teacher or directions from the teacher are carried out by students (Arikunto, 2004). This research was conducted through a collaborative process between teachers and researchers. There are several experts who propose action research methods with different charts, but in general there are four stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection (Safitri & 'Aziz, 2019).

This classroom action research procedure

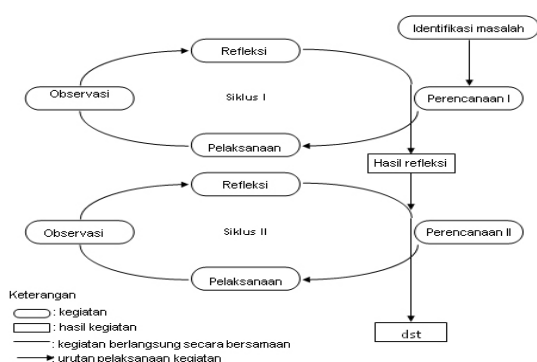
consists of pre-research and cyclical action research (Tokmak et al., 2013).

Pre-research is an initial reflection before the first cycle of action research is carried out, namely: a) Develop a school objective data collection format; b) Develop a grid of observation sheet instruments, observation instruments, assessment instruments or initial tests; c) Collecting school objective data using the research format of observation, interviews and documentation; dan d) Analyzing school objective data to be used in planning actions and discussing results.

Cycle Action Research, Based on the evaluation results of research data analysis, preliminary test results, and collaboration team discussions, learning tools can be designed for teaching materials. It can be explained that in the implementation of CAR research for each cycle it must be adjusted to the learning design. This is done so that the class action research carried out does not get out of the discussion.

The success of this research is based on benchmarks, namely: increasing student learning outcomes, through the class average score reaching the minimum completeness criteria = 70 and the student learning completeness level reaching 80%.

According to Supriyadi (2018) that there are four stages that are commonly passed, namely: planning, implementing, observing and reflecting on the following Kemmis and Tanggart Models.



**Figure 1.** Research design of Kemmis and Tanggart models

Broadly speaking, there are four stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. The explanation for each stage is as follows (Arikunto, 2004):

**Planning (Planning):** In this stage the researcher explains what, why, when, where, by

whom, and how the action is carried out. In the stage of compiling this design, the researcher determines the point or focus of events that need special attention to be observed, then makes an observation instrument to help researchers record the facts that occur during the action.

**Implementation (Action):** The 2nd stage of action research is implementation which is the implementation or application of the design content, namely using actions in class. The thing to remember is that in this second stage, the teacher implementer must remember and try to obey what has been formulated in the design, but must also act fairly, not artificially.

**Observing:** The third stage is observation activities carried out by observers. To the implementing teacher who has the status of an observer to do “back observation” on what happened when the action took place. While doing this back observation, the implementing teacher recorded little by little what happened in order to obtain accurate data for the improvement of the next cycle.

**Reflection:** Stage 4 is an activity to restate what has been done. The teacher in this case is the executor who is reflecting his experience on the researcher who has just observed his activities in action. This is the essence of action research, when the teacher of action is ready to tell observers about things that they feel are going well and which parts are not.

The data obtained will be analyzed with the following steps (Ijah et al., 2021):

#### 1. Data Reduction

Data reduction or transformation process is defined as the process of selecting, focusing on simplification, abstracting, transforming data that emerges from notes in the field which includes activities to make the results of data collection as complete as possible, and sorting them into concepts, categories or themes. certain.

#### 2. Data Display

Data display or data presentation is an activity that includes organizing data in a certain form so that it looks like a complete figure. Data display can be in the form of narrative descriptions, charts, relationships between categories, diagrams, flows and other similar or other forms.

#### 3. Verification (Withdrawal of Conclusions)

Verification or drawing conclusions is an attempt to find or understand the meaning or meaning, provisions, patterns, explanations, or causes and effects, or drawing conclusions, actually only part of an activity from a complete configuration.

The data obtained from the test results and observation sheets were processed to get the percentage of project learning methods to increase student creativity using the following formula (Al Azhari and Muin, 2013: 206).

$$P = \frac{S}{N} \times 100\%$$

Information:

Q: Percentage of student creativity and application of project learning methods

S: The total score of the teacher/collaborator's answers to the statement

N: Maximum score

## RESULT AND DISCUSSION

### Pre Cycle Data

Based on the results of the author's interview with one of the teachers in the ECE Durian 1 class, East Ciputat District, that at this stage, after all the steps have been completed, then the child starts working on the project according to their respective duties. While children are working on projects, the teacher must supervise and provide guidance to all children. If there are things that are lacking in the child's work, the teacher can give directions for the mistakes or shortcomings of the child's work so that the child can do it properly.

Based on the results of interviews expressed by the classroom teacher, where the teacher has provided all the materials needed for finger painting activities, the teacher explains how to do the tasks of each group. After everything is explained, the teacher invites each group to occupy the space provided and do the tasks that will be done. The teacher does not immediately let the children do their own work after the teacher explains, but the teacher still gives direction and guidance to children who do not understand. So that the tasks given can be completed according to the abilities of the children. This is so that children develop their creative ideas without having to be limited by the teacher.

Sometimes children who are actually able to finish it, but they lack the confidence to show it to others. At this time the teacher can provide guidance to raise the child's self-confidence. Based on the observations made by the author regarding the data on the use of the project method in activities using beam media and finger painting to increase early childhood creativity in PAUD Durian 1, Ciputat Timur District, the authors present the following data.

**Table 1.** Pre-research observations of students' creativity abilities

Nama	Indikator					Ket.
	1	2	3	4	5	
A1	BB	MB	BB	MB	MB	BB
A2	MB	BB	MB	BB	BB	MB
A3	BB	BB	MB	BB	BB	BB
A4	BSH	MB	BSH	BB	BB	BSH
A5	MB	BB	MB	MB	MB	BB
A6	BB	BB	BB	MB	MB	BB
A7	BSH	MB	BSH	MB	MB	BSH
A8	BB	MB	BB	BB	BB	BB
A9	MB	BB	MB	BB	BB	BB
A10	BB	BB	MB	MB	MB	BB
A11	BSH	MB	BSH	MB	MB	BSH
A12	MB	MB	BB	BB	BB	MB
A13	MB	BSB	BB	MB	MB	MB
A14	MB	BB	BSB	BB	BB	BB
A15	BSB	MB	BSB	MB	MB	MB

Description: BB: Undeveloped; MB: Starting to Grow; BSH: Developing as Expected; BSB: Very Well Developed

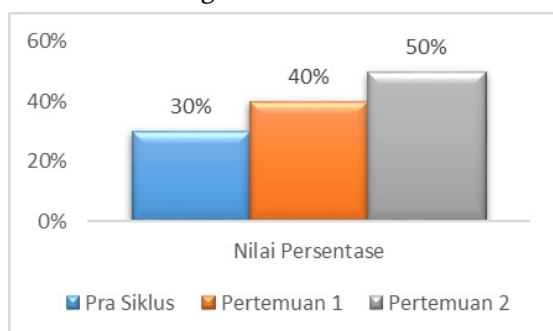
Based on Table 1, the preliminary data from the pre-survey shows that teachers at ECE Durian 1, Ciputat Timur District, still rarely use beams and finger painting media to increase early childhood creativity. So that the development of children's creativity through playing blocks and finger painting at ECE Durian 1, Ciputat Timur District, has not developed optimally. In this study, the authors took one class as a sample, which amounted to 15 students. Collecting data in analyzing the level of creativity of early childhood using the methods of observation, interviews, and documentation in ECE Durian 1, East Ciputat District. Here the researcher observes the teaching and learning process that occurs. On the first day, the researcher observed that the children in the Durian 1 ECE class, East Ciputat District, still had a lot of undeveloped creativity, the children tended to be busy with their respective activities, lazy, and some complained of being tired.

This first cycle was carried out in two meetings or giving actions, while the data on the acquisition of increasing student creativity with the application of the project method can be seen in Table 2. as follows.

**Table 2.** Recapitulation of Increase Value

Siklus	Hari/Tanggal		Pertemuan	(%)
Pra Siklus	Jumat/22 2022	April	Pra Siklus	30%
Siklus satu	Rabu/11 2022	Mei	Pertemuan Pertama	40%
Siklus satu	Kamis/12 2022	Mei	Pertemuan Kedua	50%

Table 2. shows that the percentage at the pre-cycle stage is 30% based on the researcher's interpretation based on the daily grades of children in class. In the first cycle, which was conducted twice, the response increased at the first meeting by 40% in the sufficient category and at the second meeting it increased to 50% in the sufficient category, although there was a slight increase in the second meeting but this has not been categorized as successfully increasing with good because the minimum success indicator is 80% with KKM = 70 as a benchmark. The diagram of improvement from pre-cycle to cycle one is presented in the image below.



**Figure 2.** Graph of Children's Creativity Improvement From Precycle to Cycle one

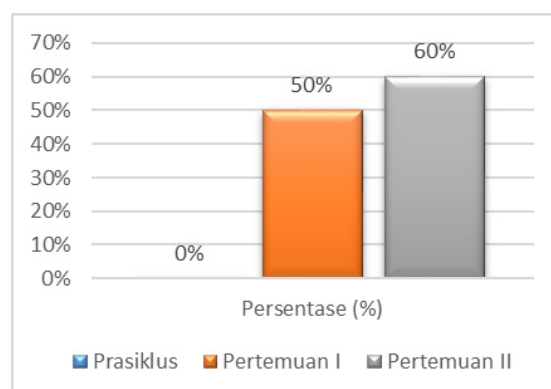
Based on the diagram above, it can be seen that the increase from pre-cycle was 30%, cycle one at the first meeting was 40% and the second meeting was 50%, this increase was still in the sufficient category and still far from the success indicator set at (80%). Recommendations need to be continued to cycle two with a representative action composition composition with different question materials in the lesson improvement plan (RPP), while the learning process assessment observation sheet instrument is fixed.

In addition to seeing an increase in student creativity, this increase occurred due to the learning methods applied by researchers as classroom teachers in every meeting. Therefore, the researchers also observed that there was a good improvement with the implementation of the project learning method, so that it could help increase student creativity. The data on the results of the increase can be seen in Table 3. as follows.

**Table 3.** Recapitulation of the Value of Project Learning Method Improvement in Cycle One

Siklus	Hari/Tanggal	Pertemuan	(%)
Pra Siklus	Jumat/22 April 2022	Pra Siklus	0%
Siklus Kesatu	Rabu/11 Mei 2022	Pertemuan Pertama	50%
Siklus Kedua	Kamis/12 Mei 2022	Pertemuan Kedua	60%

Table 3. above shows that the percentage increase in the pre-cycle stage is 0% because at the pre-cycle stage the project learning method has not yet been implemented. In cycle one the increase in the first meeting by 50% was in the sufficient category and at the second meeting the increase reached 60% was in the sufficient category, although there was a slight increase in the second meeting but this has not been categorized as successful in increasing well. The diagram of improvement from pre-cycle to cycle one is presented in the image below.



**Figure 3.** Graph of Project Learning Method Improvement From Pre-cycle to Cycle One

Based on the diagram, it can be seen that the increase in the application of the project learning method was seen to increase by only a few percent, from 0% pre-cycle, 50% in cycle one at the first meeting and 60% at the second meeting, this increase was still in the sufficient category and still far from the success scale set. that is equal to (61% -80%) in good category. Recommendations need to be continued to cycle two with a representative action composition composition with different materials in the lesson improvement plan (RPP), the steps for implementing the learning carried out by the teacher using the project method must be more flexible in the learning process.



### Cycle Data Two

Implementation of research actions and observations in cycle two, the first meeting was held on Wednesday 18 May 2022 and 19 May 2022, at 07.30-08.40 WIB. In the initial activity, namely: at the third meeting, the teacher begins by conditioning the students by praying and saying greetings. Then the teacher presents the students, then the teacher holds an apperception by asking students to ask questions related to the learning material to be taught, then the teacher conveys the learning objectives.

In the core activity, on the second day the researchers observed that there were several children whose creative abilities with playing blocks and finger painting activities began to increase, the next day there were several children who began to improve and many developed as expected, and on the following day many children had begin to develop, develop according to expectations, even develop very well. After making maximum efforts from the two teachers in the class, based on the steps and indicators of achievement that are in accordance with the level of creativity of early childhood, the authors found the results of the final data observations as follows:

**Table 4.** Final Observation of Children's Creative Ability

Name	Indicator					Des.
	1	2	3	4	5	
A1	BSH	BSB	BSB	BSB	BSB	BSB
A2	BSH	BSH	MB	BSB	BSH	BSH
A3	MB	BB	MB	BSH	BSH	MB
A4	BSB	BSB	BSB	MB	BSB	BSB
A5	BSH	MB	MB	BSB	MB	MB
A6	BSB	BSH	BSB	BSH	MB	BSH
A7	BSB	BSB	BSB	BSH	MB	BSB
A8	BSH	BSH	MB	MB	BSH	MB
A9	BSH	BSH	BSH	BSB	MB	BSH
A10	BSB	BSB	BSB	BSB	MB	BSB
A11	BSB	BSB	BSH	BSB	MB	BSB
A12	BSB	BSH	BSB	BSH	MB	BSH
A13	BSB	BSB	BSH	BSH	BSH	BSH
A14	BSB	BSB	BSH	BSB	MB	BSH
A15	BSB	BSH	BSB	MB	MB	MB

Description: BB: Undeveloped; MB: Starting to Grow; BSH: Developing as Expected; BSB: Very Well Developed

In the final or closing activity, the researcher helps students summarize and conclude the material that has been studied and then the researcher gives a reward. Researchers evaluate with the help of collaborators on the material that has been delivered by concluding together. The second cycle was carried out in two meetings in the provision of actions, while the data on increasing

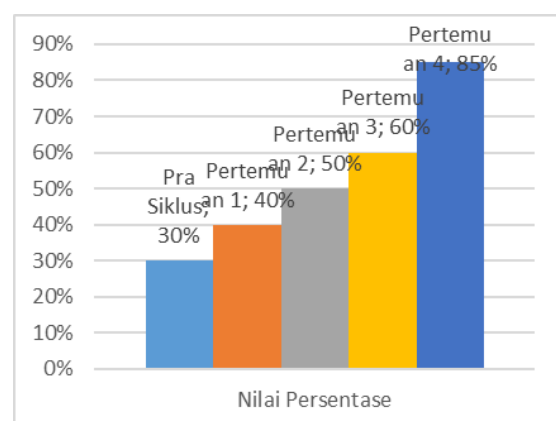
students' creative abilities can be seen in the summary of their values in Table 5 as follows.

**Table 5.** Recapitulation of Increase Value Student Creativity in Cycle Two

Siklus	Hari/Tanggal	Pertemuan	(%)
Pra Siklus	Jumat/22 April 2022	Pra Siklus	30%
Siklus Ke-satu	Rabu/11 Mei 2022	Pertemuan Pertama	40%
Siklus Ke-satu	Kamis/12 Mei 2022	Pertemuan Kedua	50%
S i k l u s Kedua	Rabu/18 Mei 2022	Pertemuan Ketiga	60%
S i k l u s Kedua	Kamis/19 Mei 2022	Pertemuan Keempat	85%

Table 5. shows that the percentage increase in the pre-cycle stage is 30% in the sufficient category. In the first cycle which was carried out twice in meetings, the response increased by 40% in the sufficient category and at the second meeting it increased to 50% in the sufficient category. In the second cycle, which was conducted twice, the response increased at the third meeting by 60% in the sufficient category and at the fourth meeting it increased to 85% in the very good category. The results obtained in the second cycle experienced a very good increase at the fourth meeting. This can be categorized as increasing successfully because it exceeds the minimum success indicator of 80% with KKM = 70 as a benchmark.

The diagram of improvement from pre-cycle to cycle two is presented in the image below.



**Figure 4.** Graph of Increasing Student Creativity from Pre-cycle to Cycle two

Based on the diagram above, it can be seen that the improvement looks very good, starting from the 30% pre-cycle, the first cycle at the first meeting by 40% and the second meeting by 50%.

In the second cycle at the third meeting by 60% and the fourth meeting by 85%, a very good increase occurred at the fourth meeting in the second cycle and even exceeded the success indicator set at (80%).

The reflection of the results of the second cycle of research is no longer continued. This is because the results of observations and assessments of the quality of learning practices based on the results of the evaluation of data analysis and data interpretation have proven that the application of the project method has begun to be effectively implemented. Recommendations do not need to be continued to the next cycle because the achievement of increasing success has exceeded the minimum success indicator of 80%, with the last percentage increase of 85% in the second cycle of the second meeting.

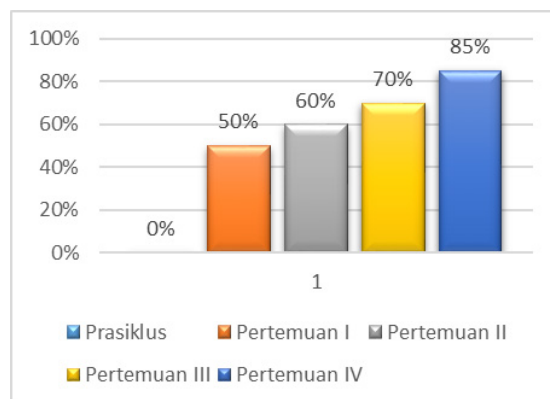
The data on the results of increasing the application of project learning methods can be seen in Table 6 below.

**Table 6.** Recapitulation of Value Improvement of Cycle Two Project Method

Siklus	Hari/Tanggal	Pertemuan	(%)
Pra Siklus	Jumat/22 April 2022	Pra Siklus	0%
Siklus Ke-satu	Rabu/11 Mei 2022	Pertemuan Pertama	50%
Siklus Ke-satu	Kamis/12 Mei 2022	Pertemuan Kedua	60%
Siklus Kedua	Rabu/18 Mei 2022	Pertemuan Ketiga	70%
Siklus Kedua	Kamis/19 Mei 2022	Pertemuan Keempat	85%

Table 6 shows that the percentage increase in the pre-cycle stage is 0%, in cycle one at the first meeting 50% is in the sufficient category and at the second meeting the increase is 60% in the sufficient category. In the second cycle at the third meeting 70% was in the very good category and at the fourth meeting it increased to 85% in the very good category. The results obtained in cycle two experienced a very good increase at the third and fourth meetings. This can be categorized as increasing successfully because it reaches a success scale that is between (81%-100%) in the very good category.

The histogram diagram of the improvement of project learning methods from pre-cycle to cycle two is presented in the figure below.



**Figure 5.** Graph of Project Method Improvement From Pre-cycle to Cycle Two

Based on the diagram above, it can be seen that the increase from pre-cycle was 0%, cycle one at the first meeting was 50% and the second meeting was 60%. In the second cycle at the third meeting by 70% and the fourth meeting by 85%, a very good increase occurred at the fourth meeting in the second cycle with the success scale being in the range (81%-100%) in the very good category. Recommendations do not need to be continued to the next cycle because the achievement of increasing success is on a scale (81%-100%) in the very good category. This shows that the implementation of the project method applied is very good in terms of implementation in the classroom.

## CONCLUSION

Based on the results of the previous analysis and discussion, it can be concluded that the level of creativity of early childhood in ECE Durian 1, Ciputat Timur District is good. This shows that the development of children's creativity can be improved with the project method through playing blocks and finger painting. Judging from the enthusiasm and enthusiasm of students in carrying out project method activities through playing blocks and finger painting. The different characteristics of each student do not have the same enthusiasm and interest, but most of the children are good at playing blocks and finger painting.

Children's creativity has begun to be seen which is stimulated with the help of playing blocks and finger painting. Children are able to make a work from blocks to make houses, robots, to transportation tools such as trains and cars. Another creativity that can be developed from children is that children no longer hesitate in coloring and adding other shapes to the picture. Apart from that, some children can play activi-



ties by not imitating the work of their own friends and can follow instructions from the teacher.

Based on the conclusions from the results of the research and discussion, some suggestions can be put forward as follows: For schools, playing activities with project media through blocks and finger painting can be used as an alternative to develop children's creativity, especially in developing children's imagination. For teachers, they can develop their knowledge by referring to the results of other studies related to media for developing children's creativity. Teachers can invest in learning through fun activities, modify by integrating through digital media.

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