



## **The Creativity of Early Childhood Painting Through Media Waste in Islamic Center Kindergarten Brebes**

**Okda Firasaty <sup>✉</sup>, Henny Puji Astuti**

Department of Early Childhood Teacher Education, Faculty of Education, Universitas Negeri Semarang, Indonesia

### **Article Info**

Received September 2017  
Accepted October 2017  
Published November 2017

Keywords:  
Creativity of painting; waste media; mosaic

### **Abstract**

The development of children's creativity is an important activity in order to develop the potential of children from an early age because, at this time the potential of children's creativity is at the peak of development to be sharpened and directed. The creative potential is very important for the development of children it is a creativity of the children in painting. Usually people will use conventional media to paint such as paintbrush, liquid dye and canvas but, as the time progressed painting can use an unconventional media that is waste. the painting technique used id mosaic technique. Problem in this research is whether there is difference of creativity of painting using waste media for early age children. This research aimed to know the differences of creativity of painting using waste media for early age children. The method used to collect data is by quantitative approach with the research subjects of children aged 5-6 years who are in class B1 and B2 Islamic Centre Kindergarten Brebes. The data collection technique in this research using painting creativity scale of early age children, while the data analysis using independent t-Test sample. The result of this research based on statistics, obtained the mean value 94,75 for experiment group and 86,13 for control group. The result of the research stated that there is a differences of creativity of painting through waste media. The creativity of painting through waste media is higher than without waste media with experimental group mean values of 94,75 and 86,13 for the control group.

## INTRODUCTION

Early childhood education has a purpose to provide facilities for growth and development of children as a whole because at an early age is an age where the growth and development of children is growing very rapidly. Nafisah (2013: 2) said that based on statement of the purpose of education on the Preamble of 1945 Constitution of the Republic of Indonesia, education should be able to develop all aspects of human potential as a whole and one of them is the aspect of student intelligence. Knowing education is very important then it is necessary for early childhood education that can provide stimulation and guidance for child development. Rahman (Sujiono, 2010: 5) said that the process of learning and teaching in school until now still pivot on the teacher (teacher centered) and not on the students (students centered). This can be interpreted that the learning process in schools still teacher centered, teachers more concerned on learning that develops the ability of the left brain and has not optimally developed the right brain that has not developed a critical way of thinking, creative, and innovative. Early childhood education plays an important role to develop children's creativity and skills. Child's curiosity, self-confidence, and imaginative are some of the characteristics of children to be creative.

Creativity development is an activity undertaken within the framework of developing the potential of children early on because at this time the potential of children's creativity is in development to be sharpened and directed. The creative potential is very important for children's creativity development it is a creativity on painting. The development of children's creativity especially on creativity of painting, children can express their imagination and also can learn to control their hands, coordinating their thought, eyes and hands, and also express their self on art. Children can be creative in accordance with the desire in preparing the color when painting.

Based on Sulisty (2005: 1-2) painting is said to be a drawing activity that is accompanied by pouring the expression of feeling (expression) as the most dominant aspect. Painting is an effort to give an expression of feeling using a conventional media of art such as paint on canvas or watercolor on canvas. According to Sari (2015) painting can be done using conventional media such as: pencil, crayons, watercolor, and other. Painting using unconventional media is a painting using media that not usually such as charcoal, candle, finger painting, print with various object,

patchwork, cardboard, newspaper, eggshell and many more.

The reality in early age education, creativity of children's painting and the utilization of waste media has not been done well for example in Islamic Center Kindergarten still using a conventional media such as crayons. The teacher in this school in learning and teaching activity using a learning media but, the media is limited on worksheet so the creativity of students can not develop optimally. The lack of use learning media caused most of the students have not been able to develop their creativity. Students while working on class assignments seem not yet daring in exploration and expression, children hesitate, afraid, not confident, imitate teachers' or friends' work, for example when teacher teach about coloring, some of the students will choose the similar color to coloring the picture. Other than that, students will be bored with the activiti that only used worksheet. This situation make the teacher should more creative and innovative in order to make a learning media.

Learning in classroom need a creative and innovative media. The innovation of the teacher focused on students in order to create an interesting activity that can develop the students' creativity such as their creativity (Nisa, 2004). Creative and innovative media makes students can explore and express their imagination. Media for early age is very important because at this time the child is in a period of concrete thinking. The use of media as a channel for transferring a message or information to children. Zaman (Hasjianto, 2015: 112) revealed that a teacher should use a media when teaching so the information can be accepted by the student and expected that there is a ability change in terms of knowledge, attitude, and skills.

Gelach & Ely (Arsyad, 2007: 3) said that the media when understood in general is human, material, or events that build a condition that make the students can get the knowledge, skills, or attitude. The teacher in order making a learning media do not have to use new materials but can use unused materials in the environment. Based on the explanation of the background above, so the researcher want to researching with the problem that happen it is " The Creativity of Early Childhood Painting Through Waste Media in Islamic Center Kindergarten Brebes".

## METHOD

The method in this research is quantitative research with comparative method. This is

done in Islamic Center Kindergarten Brebes that located in Jalan Yos Sudarso No.35 Kecamatan Brebes, Kabupaten Brebes. The sampling technique used is a saturated sampling technique. According to Sugiyono (2010: 124-125) saturated sampling technique is a sample determination technique when all of the population are used as a sample. This is often done when the population is relatively small, less than 30 people, or research wants to make a generalization. Population taken in this research is group B of Islamic Centre Kindergarten Brebes with the total number is 32. The data retrieval method in this research used a creativity of painting scale on early age children.

Before doing the statistics test, required testing of research tools. So, it is necessary to test the validity and reliability test. According to Azwar (2013) validity is about the extent of the accuracy of a test. The validity test in this research was measured by person correlation seen through SPSS 20 application calculation, with criteria if  $r_{count} > r_{critical}$  then the statement is valid, while  $r_{count} < r_{critical}$  then the item statement is invalid. Test the reliability of this instrument using the formula coefficient Cronbach's Alpha, if there is an alpha coefficient value greater than  $r_{critical}$  then the instrument of the research is reliable. Data analysis in this study using *Independent Sample T test* of SPSS 20 program.

**RESULTS AND DISCUSSION**

**Table 1.** Categorization of Creativity Score for Early Childhood Painting

Guidelines	Score	Range of Score	Category
$X \geq (\mu + 1\sigma)$	$X \geq 93$	93-124	High
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$62 \leq X < 93$	62-92	Middle
$X < (\mu - 1\sigma)$	$X < 61$	31-61	Low

**Table 2.** Result of Collecting Data Experimental Group

The Score Category of Creativity of Early Childhood Painting	Score	Number of Research Subject	Percentage
High	93-124	16	100%
Middle	62-92	0	0%
Low	31-61	0	0%
<b>Amount</b>		<b>16</b>	<b>100%</b>

Based on the table above, it can be seen that there are 16 creativity of painting subjects in the high level, it is the subjects that have score 93-124. Through the table above, also can be seen that there is no subjects with painting creativity in the middle level, it is the subjects that have score 62-92, and there is no subject with painting creativity in low level, it is the subject that has score 32-61. From that explanation, can conclude that the amount of higher subjects are the subject who have the creativity of painting in the high level.

**Table 3.** Result of Collecting Data Control Group

The Score Category of Creativity of Early Childhood Painting	Score	Number of Research Subject	Percentage
High	93-124	3	18,75%
Middle	72-92	13	81,25%
Low	31-62	0	0%
<b>Amount</b>		<b>16</b>	<b>100%</b>

Based on the table above, it can be seen that there are 3 creativity of painting subjects in the high level, it is the subjects that have score 93-124. Through the table above, also can be seen that there are 13 subject with creativity of painting in the middle level, it is the subject that have score 72-92, and there is no subject with painting creativity in low level, it is the subject that has score 32-61. From that

**Table 4 .** Description of Research Data Creativity Early Childhood Painting

Variable	N	Hypothetical Data				Empirical Data			
		Mean	Score		SD	Mean	Score		SD
			Min	Max			Min	Max	
Experimental Group	16	77,5	31	124	15,5	94,75	93	99	1,693
Control Group	16	77,5	31	124	15,5	86,13	78	94	4,303

explanation, can conclude that the amount of higher subjects are the subject who have the creativity of painting in the middle level.

Based on the table4 it is known that the number of respondents or  $N = 32$ . The number of respondents was 32 by grouping 16 respondents for the experimental class and 16 respondents for the control class. The table shows the acquisition of data on the creativity of early childhood painting in the experimental class and control class. The statistical calculation for the respondents in the experimental class obtained the lowest score (minimum) of 93 and the highest score (maximum) of 99, also known that the average value = 94,75 with the range that is the difference between the minimum value and the maximum value of 6. The statistical calculation for the respondents in the control class obtained the lowest score (minimum) of 78 and the highest score (maximum) of 94, also known that the average value = 86,13 with the range that is the difference between the minimum value and the maximum value of 16.

**Table 5.** Normality of data

Creativity of Early Childhood Painting	Sig
Experimental Group	0,347
Control Group	0,224

Column Kolmogorov-Smirnov showed significance for creativity data on early childhood painting through waste media 0,347 while the value of significance for creativity data on early childhood painting without the use of waste media 0,224. The normality testing criteria is when the significance value  $> 0,05$  then the data is normally distributed, whereas if the significance value  $< 0,05$  then the data distribution is not normal.

Normality test results in the table above shows value of data significance for criteria of creativity of early childhood painting through waste media in the experimental class and without the use of waste media in the control class each having significant significance greater than 0,05. It is showed that the data of creativity of early childhood painting through waste media in experimental class and the data of creativity of early childhood painting without the use of waste media in control group normally distributed.

**Table 6.** Homogeneity of Data

Variable	Homogeneity	Sig
Creativity of Early Childhood Painting Through Waste Media	2,439	0,149

Based on the table above it can be seen that the value of significance for the creativity of early childhood painting is 0,149 and the homogeneity value for creativity of early childhood painting is 2,439. Testing criteria of homogeneity data is if the significance value  $> 0,05$  then the variant is same or homogeneous, if the significance value  $< 0,05$  then the variant is not the same or not homogeneous. Based on the table it can be concluded that the creativity of early childhood painting through the use of waste media has the same or homogeneous variants because it is  $0,149 > 0,05$ .

**Table 7.** Independent Sample t-Test

Creativity of Early Childhood Painting	T	Sig (2-tailed)
Equal Variances Assumed	7,461	0,000

In the calculation of *Independent Sample t-Test* there are criteria of t test, it is if  $t \text{ count} > t \text{ table}$  and  $p \text{ value} < 0,05$  so the hypothesis accepted, if  $t \text{ count} < t \text{ table}$  and  $p \text{ value} > 0,05$  so the hypothesis is rejected. The hypothesis of this study is that there is a difference of creativity of early childhood painting through waste media. In table *Independent Sample t-Test* can be seen that t count is 7,461, while t table can be seen in statistical table with significance 0,05: 2 = 0,025 (2 side test) with degrees of freedom (df) = 30. The results obtained for t table 1,960. from the analysis result above can be conclude that  $t \text{ count} > t \text{ table}$  it is  $7,461 > 1,960$  and  $p \text{ value} < 0,05$  it is  $0,000 < 0,05$ , so the hypothesis is accepted.

## Discussion

Creativity is an ability to think in new and unusual ways and produce a unique problem solving (Santrock, 2007: 342). The result of research of the difference creativity of early childhood painting through waste media at Islamic Center Kindergarten in Brebes based on statistical calculation, obtained a mean value of 94,75 for the experimental group and 86,13 for the control group.

The statistical calculation for the respondents in the experimental class gets the lowest score (minimum) of 93 and the highest score (maximum) of 99 and the range value which is the difference between the minimum value and the maximum value of 6. The statistical calculation for the control class respondents obtained the lowest score (minimum) of 78 and the highest score (maximum) of 94 and the range value which is the difference between the minimum value and the maximum value of 16.

The statistical calculation can be interpreted as mean that the average score of the children in the experimental group is higher than the control group. It is  $94,75 > 86,13$  with details of the lowest score of  $93 > 78$  the experimental group was higher than the control group and the highest scoring details were  $99 > 94$  experimental groups higher than the control group. The calculation of *Independent Sample t-Test* obtained  $t_{count} > t_{table}$  ( $7,461 > 1,960$ ) and  $p\ value < 0,05$  ( $0,000 < 0,05$ ), so the hypothesis accepted. The results stated that there is a difference of creativity of painting through the waste media.

The results of this study in accordance with research conducted by Dewi and friends entitled application of mosaic techniques assisted by the media of natural materials to enhance the creativity of early childhood painting. The result of the research explains that there is an increase of creativity to paint in group B students in second semester of academic year 2013/2014 at Dwi Jaya Marga Kindergarten after applying the mosaic technique with natural material media 15,30%. This can be seen from the increase of the average percentage of creativity of children painting in the first cycle of 72,35%, which is classified as being 87,65% which is categorized as high category. Based on the explanation above can be concluded that there are differences in the creativity of painting through the media waste materials.

## CONCLUSION

The result of the research on creativity of early childhood painting through the waste media in Islamic Center Kindergarten Brebes can be

conclude that there is a difference between creativity of early childhood painting using waste media is higher than creativity of early childhood painting without using waste media. Based on statistical calculations, obtained a mean value of 94,75 for the experimental group and 86,13 for the control group. The statistical calculation can be interpreted that the mean score of children in the experimental group is higher than the control group that is  $94,75 > 86,13$ .

## REFERENCES

- Nafisah, A. (2013). PERBEDAAN KELEKATAN EMOSIONAL ANAK DENGAN ORANG TUA DITINJAU DARI LINGKUNGAN. *Indonesian Journal of Early Childhood Education Studies*, 2(2).
- Hasjiandito, A., Adiarti, W., & Wantoro, W. (2015). Religious Topic: The Effectiveness of Learning Media Based on Powerpoint. *Indonesian Journal of Early Childhood Education Studies*, 4(2), 111-115.
- Arsyad, A. (2007). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo.
- Azwar, S. (2014). *Metode Penelitian*. Yogyakarta: PUSTAKA PELAJAR.
- Ni Wayan Risna Dewi, G. R. (2014). PENERAPAN TEKNIK MOZAIK BERBANTUAN MEDIA BAHAN ALAM. *e-Journal PG-PAUD Universitas Pendidikan Ganesha*, volume 2 No 1.
- Munandar, U. (2009). *Pengembangan Kreativitas Anak Berbakat*. Jakarta: Rineka Cipta.
- Nisa, A. M. (2014). *Developing Young Children's Creativity through "Batik" Painting Activity in Pembina State Kindergarten of Pekalongan*. <http://journal.unnes.ac.id/sju/index.php/ijeces>. <diunduh tanggal 11 Januari 2017>.
- Santrock, J. W. (2007). *Perkembangan Anak*. Jakarta: Erlangga.
- Sari, A. P. (2015). Upaya Meningkatkan Motorik Halus Pada Anak Melalui Kegiatan Melukis Pada Kelompok A Di TK 02 Kaling Tasikmadu Karanganyar Tahun Ajaran 2014-2015. *Artikel Publikasi Ilmiah Universitas Muhammadiyah Surakarta*.
- Sugiyono. (2010). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*. Bandung: Alfabeta.
- Sujiono, Y. N. (2010). *Bermain Kreatif Berbasis Kecerdasan Jamak*. Jakarta: PT Indeks.
- Sulistyo, E. T. (2005). *Tinjauan Seni Lukis Indonesia*.