



Developing Young Children's Creativity through "Batik" Painting Activities in Pembina State Kindergarten of Pekalongan

Dwiana Zahriatu Nisa✉, Amirul Mukminin

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Department of Early Childhood Teacher Education, Faculty of Science of Education,
Semarang State University, Indonesia

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Abstract

Batik is one of the activities associated with patience, precision, and patience to obtain a maximum result, in addition to the quality batik influenced by the parts of the creativity. One way to preserve the culture of batik and develop the creativity of children through learning activities can be done in batik activities that have been adapted to the child's development. Formulation of the problem in this study is whether the activities of batik can develop creativity early childhood. The approach in this study experimental pretest and posttest control group design. The population in this study is a kindergartener State coach Pekalongan aged 5-6 years, as many as 30 children Kindergarten State Trustees Western District of Pekalongan as the experimental group of 30 children and kindergarten Pembina State of North Pekalongan as the control group. T-test analysis of the calculation of posttest between the experimental and control groups generate 14,089 tcount > table of 2,045. Sig (2-tailed) <0.05 ie 0.00<0.05. It shows that Ho is rejected and Ha accepted. The average or mean value of 21 433 posttests. Based on these calculations, it can be concluded that the activities of batik can develop the creativity of children in the experimental group pretest and posttest, as well as batik activities can not develop creativity early childhood on the pretest and posttest in the control group. This shows batik activities that have been adapted to the development of effective early childhood used to develop creativity.

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INTRODUCTION

Early childhood age is the golden age or the sensitive age for children to get many experiences for their development and growing up. In this age, their brain is enough to be sensitive to grows up and develops. In line with the stimulation that is gotten by the children from their environment, a good stimulation will easily influence the children to get the information. The teacher's innovation focuses on the children in creating the interest activities that becomes the effort to develop the children's potential such as their creativity. Creativity itself is gotten by all people especially for the children who try to create something through their thought based on their own intellectual level.

Phil Gallagher (Kompas, 11/09/2012) states that stimulating the children's creativity is better not to use tools that are included as the modern technology. Parents can use the appropriate and cheap tools. Based on the field study, "batik" activities were not managed well. There is no teacher who can teach "batik" activities because, until now. Therefore, teachers cannot develop the children's creativity because they only give the example by giving the children a worksheet to bold the type of "batik" without any explanation about the nature of "batik". Besides, the application of painting "batik" is expensive.

Based on the study, the developing activity is needed a good creativity and innovation in making "batik" learning. This learning is appropriate for the children to be applied to develop their creativity. The institution can make the activities without taking out much money and the children can get the essential of batik well.

The hypothesis is the temporary answer until the data gathering can be the proof of research's problem. Ho: batik activities cannot develop the children's creativity whereas Ha: batik activities can develop the children's creativity.

The aimed of this research is to find out whether the activities of batik can develop creativity in early childhood.

RESEARCH METHOD

The approach of the research is qualitative research that is emphasized on the analysis of numeric data by using statistic method (Azwar, 2011: 5). The using of the true experiment is considered as a good method because it already fulfills the rules (Arikunto, 2010: 125).

Free variable or independent variable is

the variable that causes the appearance or the change of dependent variable (bound variable) or variable that influence (Sugiyono, 2009: 3). In this research, the independent variable is the children's creativity. A bound variable is variable that is influenced or becomes the effect because there is free variable (Sugiyono, 2009: 3). In this research, bound variable is batik activities for the early children.

The population of this research is all of the students in Pembina state kindergarten of Pekalongan that consist of 30 students of B2 group of Pembina state kindergarten of West Pekalongan as the experiment group and 30 students of B2 group of Pembina state kindergarten of North Pekalongan as the control group. The method of data gathering is used by the researcher to gather the data of the research (Arikunto, 2010: 193). The method of data gathering uses test, observation, and documentation. The test is used in this research according to the development creativity test of 4P theory (*pribadi* [personal], *pendorong* [trigger], *proses* [process], and *produk* [product]) through batik painting activities by the children. Observation is the technique that is directly used to observe and analyze the activities. The researcher uses active observation by giving the treatment and observing the result before and after the children are given the treatment. According to Arikunto, Suharsimi (2010: 201) explain that "*dokumentasi berasal dari kata dokumen yang artinya barang-barang tertulis* (documentation is based on the word document that means as written things)". Doing the documentation, the researcher investigates the written objects such as books, documents, and a list of students' results. The validity test of the research instrument uses Corrected Item-Total Correlation technique. The numbers of tested items are 69 items, invalid 14 items, valid 55 items, and 30 items are used. Therefore, $\alpha=5\%$ with $n=30$ gets the result r table = 0,361 and Cronbach's Alpha 0.976 until it get the result that Cronbach's Alpha is more than r table and the instrument is reliable. Analyzing the data is used in this research is normality test, homogeneity test, and T-test.

RESULTS AND DISCUSSION

The normality test and homogeneity test use *One-Sample Kolmogorov-Smirnov* test analysis and F test and it get the result as displayed in Table 1 and Table 2. The result shows that the data of each group is distributed normal and homogeneity. The result shows normal if F total is more than F table.

Table 1. Normality test result

Group	Sig (2 tailed)	
	Pre-test	Post-test
Experiment	0.767	0.622
Control	0.224	0.197

Table 2. Homogeneity test

	F table	F total	Conclusion
Pre-test	1.1777	1.86	F total \leq F table. Therefore, both groups have similar variance (homogeneous)
Post-test	1.3757	1.86	F total \leq F table. Therefore, both groups have similar variance (homogeneous)

Table 3. Hypothesis test

T result	T table	Sg	Result
14.089	2.045	0.00	Ho is rejected

The result of hypothesis test in Table 3 shows that Ho is rejected. On the other words, batik activities after post-test can develop the children creativity in experiment and control group.

The learning activities that are applied for the early children can be done well, can interest for the children, and can be the challenge for the children. The application is real and such as playing by using the tools, study resource, and the learning materials are appropriate for the children's characteristic and the achievement of children's development. Moreover, the children activities have the current purpose and appropriate with the culture environment that can influence the children's understanding.

Batik art is the culture that has the several of human and environment value so that the society especially Java society knows that batik painting is done by using (*canting*) small dipper used to apply wax in batik process. Whereas the principle of batik is putting candle liquid on the media that appropriate with the application whether by people who use it or the media that will be used. Therefore, it must be simplified based on the Phil Gallagher's statement (Kompas, 11/09/2012).

The candle that is used by the children is not hot candle and use *canting* as the pen but they use crayon and the candle that usually used in their daily life. The children can paint their idea through the paper as the media and crayon or candle. According to Lansing (1969: 33) says that "that art is expression the conveys

concepts and emotion or that art is an expression that symbolizes concepts and emotion". In this research, batik activities that are applied are free painting uses candle, free painting uses crayon, coloring the painting by using a small brush, making the pattern with food color liquid, and drying the painting.

In this research, giving the treatment is used in different ways. B2 class of Pembina state kindergarten of West Pekalongan as the experiment group is given batik activities that can develop the children's creativity whereas 30 students of B2 group of Pembina state kindergarten of North Pekalongan as the control group is not given the treatment.

Based on the result, it can generally be explained that simple and appropriate batik activities for the children's development can develop the children's creativity especially for them in age 5-6 years old. The different of increasing result is shown in the children's creativity.

CONCLUSION

From the result and the discussion above can be concluded that batik activities that already be simplified and appropriated for the children's development can develop their creativity especially for age 5-6. Based on the result of the range between the mean of children's creativity in pre-test and post-test can be concluded that the degree of the development from experiment class

is more than control class. It can be caused by the treatment that is given for the experiment class so their creativity is developed in an optimal way. Give thanks for Allah SWT who already given an easy way to finishing this research.

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