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Teacher's Strategy for Developing Children's Creativity through The Use of Natural Materials for Collage Making

Sitti Muliya Rizka^{1*}, Thalitha Zada², Siti Mirilda Putri³

¹ Department of Early Childhood Education, Teacher Training and Education Faculty, Universitas Syiah Kuala, Banda Aceh, Indonesia

² Department of Early Childhood Education, Universitas Pendidikan Sultan Idris Tanjong Malim, Perak, Malaysia

³ Department of Civil Law, Law Faculty, Universitas Muhammadiyah Banda Aceh, Indonesia

*Correspondence: E-mail: sittimuliya@unsyiah.ac.id

ABSTRACT	ARTICLE INFO
<p>This study aims to find out the teacher's strategy in developing children's creativity through the use of natural materials in making collages in class B1 TK Cendekia Tungkop Aceh Besar. This study used a qualitative approach with phenomenological research. The subjects of the study were 2 class B teachers and 1 principal. The data was collected through observation, interviews, and documentation, and was analyzed by using data reduction, data presentation, and concluding. The results revealed that the teachers used the central learning model with demonstration and response to questions methods in developing children's creativity through the use of natural materials in making collages from coconut dregs. The teachers planned two activities and switched on once the first one was completed. The teachers presented colour symbols on the worksheet to help students remember and classify the colours when creating collages. The teachers explained, provided examples of how to stick, gave direction, supported, approached, and directed the students until they were able to complete the project. The teacher went around controlling the children's progress by asking questions to ensure that the children understood the colours and how to make collages. Once the activity was finished, the teacher asked the children the same questions again. When the children remained silent and did not respond to the question, the teacher asked the questions one by one so that the children could respond to the teacher's questions.</p> <p>© 2023 Kantor Jurnal dan Publikasi UPI</p>	<p>Article History: <i>Submitted/Received 31 Jul 2023</i> <i>First Revised 05 Sep 2023</i> <i>Accepted 15 Nov 2023</i> <i>First Available online 30 Jan 2024</i> <i>Publication Date 01 Feb 2024</i></p> <hr/> <p>Keyword: <i>Teacher's Strategy,</i> <i>Developing Creativity,</i> <i>Use of Natural Materials.</i></p>

1. INTRODUCTION

According to Maulana (2019), creativity is defined as discovering something new or transforming an existing one into something new, so it does not always have to be completely novel. A teacher must ensure that all students are creative; it is simply an issue of how the environment stimulates the emergence of creativity in children. Making collages from natural materials, according to Anwar (2018), is one of the interesting activities that can develop children's creativity. As mentioned in Permendikbud Number 137 of 2014, children aged 5-6 years should be able to imitate shapes, fill pictures correctly, classify colours, answer complex questions, and demonstrate a creative attitude in problem-solving (Kemdikbud, 2014).

However, in class B1 of TK Cendekia Tungkop Aceh Besar, some students were still confused about classifying colours and were unable to stick correctly according to the colours and patterns on the collage. Children were also still unable to concentrate when answering questions about the colours shown by the teacher, so they stayed quiet and were unable to express their thoughts when the teacher asked questions.

1.1 Teacher Strategy Definition

The teacher's strategy is the chosen technique of delivering the subject matter and the sequence of activities. The central learning model with demonstration and questioning and answering methods is the strategy referred to in this study (Partono et al., 2021).

1.2 The Center Model Teacher Strategy

According to Nuraeni (2021), the central learning model is a circular approach to the learning process. Circle time is when the teacher sits in a circular position with the children to provide scaffolding before and after playing (Deeg et al., 2020). Learning centres in teacher circles use four types of scaffolding to support children's development: (1) the playing environment scaffolding; (2) before playing scaffolding; (3) during playing scaffolding; and (4) after playing scaffolding (Schnieders et al., 2022).

Schnieders and Schuh (2022) argued that Parent-child interactions in numeracy activities: Parental scaffolding, mathematical talk, and game format. The learning center is divided into several sections, including a) preparation center; b) natural materials center; c) role play center; d) beam center; and e) worship center (Junaidin, 2021).

1.3 Demonstration Method

The demonstration method is a method of delivering learning material by explaining while showing children how things are formed, in the sense that the teacher also practices how to work in an activity while explaining (Winarto et al., 2020). Hidayati (2021) mentioned that the steps for implementing the demonstration method are as follows: 1) preparing the work steps to be demonstrated; 2) arranging seats to ensure that all children can focus on what the teacher is demonstrating; 3) explaining the work steps that the children must accomplish; 4) starting with activities that stimulate children to think, such as questions that encourage children to pay attention to demonstrations; 5) creating a pleasant atmosphere; 6) provide opportunities for children with certain tasks from the demonstration process.

1.4 Questioning and Answering Method

The questioning and answering methods are a way of presenting learning in the form of questions that must be answered, particularly from the teacher to the children (Ahyat, 2017).

1.5 Creativity

The definition of creativity is the experience of expressing and actualizing one's identity through relationships with oneself, nature, and others (Sari *et al.*, 2020). Despite (Fakhriyani, 2016) identified creativity as: a) having a strong imagination; b) enjoying new experiences; c) taking the initiative; d) having broad interests; e) always being curious; f) having freedom of thought; g) having strong self-confidence; h) being full of enthusiasm.

1.6 Collage

A collage, as described by Sumanto (Anwar, 2018), is something created by glueing various materials together. Materials that can be used for pasting images with collage techniques, according to Dewi (Anwar, 2018), involve natural materials (dried banana bark, leaves, coconut pulp, twigs, dried flowers, shells, and rocks), processed materials (coloured paper, yarn, cotton, plastic, ice cream scoops, drinking straws), and used materials (newspaper, egg shells, patchwork, used calendars, used magazines, bottle caps, food wrappers). The collage mentioned in this study is made from natural materials.

1.7 Natural Material Utilization

Natural materials are materials that are obtained directly from nature. Natural materials can be used as instructional materials. Natural material media are tools or materials used to communicate learning objectives. The environment around children is one of the learning resources that can be optimized to achieve quality learning processes and outcomes in early childhood (Cahyati *et al.*, 2019).

2. METHODS

This study employed a qualitative approach to phenomenological research. According to (Yusri, 2020), phenomenological research is a type of qualitative research in which participants see and hear more detailed explanations and individual interpretations of their experiences. This study was carried out in class B1 of TK Cendekia Tungkop Aceh Besar, with the participation of two class B teachers and one principal.

Data collection techniques were carried out through observation, interviews, and documentation. Non-participants are used as observations, with the researchers as observers in the subject under study. The interview was semi-structured because there were additional questions based on current field conditions. Researchers brought interview equipment as well as cell phones for recording purposes. The researchers documented online lesson plans, daily teacher assessment books, children's work, and photos taken with cell phone cameras during interviews with teachers and school principals.

Data were analyzed using data reduction, data presentation, and conclusion drawing.

3. RESULTS AND DISCUSSION

3.1. Result

3.1.1. Observation Results

The data for this study was collected at Tungkop Cendekia Kindergarten in Aceh Besar from October 11 to October 29, 2021. The researchers performed research on two class B teachers and the principal. Results By requesting permission from the principal and class B teachers to become subjects in this study, observations and interviews were performed. Based on the observation of two class B teachers and the principal, it was found that the teachers used the strategy for developing children's creativity through the use of natural materials in making collages that were previously undeveloped.

3.1.2. Interview Results

R1 stated that she used the central learning model in the learning process by opening activities, providing game rules, and preparing two activities to develop children's creativity through natural materials in making collages. R2 also stated that the teacher used the centre model during the learning process by first providing examples and then preparing three activities in one centre. R3 also confirmed that the teacher implements the centre model, which has been used in schools, during the teaching and learning process.

3.2. Discussion

The central learning model was used by the teachers, along with demonstration and questioning and answering methods. Before beginning the activity, the teacher took attendance by having the children sit in a circle. The teachers then practised routine practices such as Muraja'ah surah, hadith, prayer, and reciting Iqra activities. The teacher discussed the theme that will be the focus of the children's activities for the day. The topic under discussion is the PHBI theme (Commemorating Islamic Holidays). The rules of the game are given after the teacher has explained the activities. The rules are presented by the teacher in the form of a song. Children are expected to cooperate during the learning process.

The teacher also demonstrated the teaching materials that would be used by the students. The teaching materials involved coloured coconut dregs, glue, and worksheets with mosque images. The teacher then prepared only two activities in one centre for each group by sitting in a circle. The activities were a collage of coconut dregs and leaf cutting. When one of the activities is completed, the teacher might continue the next activity. For instance, after completing the leaf-cutting activity, the children immediately began the collage activity using coconut dregs. It can be seen in the teaching materials that the teacher added colour symbols to worksheets with pictures of mosques as a strategy to help children remember colours.

This is in contrast to Yusuf's theory (Yusuf, 2018), which started the children's abilities one by one by asking questions to ensure the children understood how to make a collage out of coloured coconut dregs. The teacher then demonstrates how to make a collage by explaining and showing examples before the children take their turn. The demonstration method is when the teacher explains and also practices how to work on an activity (Nishino, 2012).

Throughout the activity, the teacher went around controlling the children's abilities one by one by asking questions to ensure the children understood how to make a collage out of

coloured coconut dregs. When children have difficulties, teachers continue to guide and direct them until they can do so themselves. When the activity was completed, the teacher asked questions and responded to the children to ensure that the children comprehended and could complete the collage activity assigned by the teacher. When the children remained silent and did not respond, the teacher continued to look for ideas by asking and answering questions one by one to the children so that the children were able to answer the questions posed by the teacher.

4. CONCLUSION AND RECOMMENDATION

4.1 Conclusion

Based on the findings of the research and discussion, it is possible to conclude that strategy is the teacher's method of delivering learning material from the beginning to the end of an activity using the centre learning model with demonstration and questioning and answering methods. The teacher planned two activities: cutting leaves and making a collage out of coconut dregs. When one of the activities is finished, the teacher might continue on the other one. The teacher walked around controlling the children's work and providing guidance and assistance if the children were encountering difficulty. When the activity was accomplished, the teacher asked questions one by one so that the children could respond to the questions. Glue, coloured coconut pulp, and children's worksheets with mosque images were used as media. The use of coconut dregs allows children to develop their imaginations. In addition to learning about the materials around them, children can be skilful in recognizing colours.

4.2 Recommendation

The study's recommendations are for teachers to provide unique methods of making collages that can encourage children to be creative. Natural materials can be used as collage learning media for children, enabling ideas to emerge during the learning process. Other researchers can continue to conduct research on the application of centres that should be used in the learning process, as well as use several strategies developed in the practice of developing children's creativity.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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