



Constructive games increase children's creativity

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Article Information

Submitted May 15, 2022

Revised May 28, 2022

Accepted June 25, 2022

Keywords

Games;

Constructive;

Creativity.

Abstract

Creativity has a negative impact if children's basic abilities are not developed early. Children's activities that still tend to be monotonous cause children to get bored easily. This study aimed to determine the level of creativity in early childhood through constructive games at Mutiara Hati Kindergarten, Bandar Lampung. The activities can positively influence children's creativity, so the happier children are in play, the better their creativity will be. This research is a case study research involving three teachers and 15 students. The data were collected through observation, interviews and document analysis to be analyzed qualitatively using data reduction, display, and concluding. The results showed that children's creativity could be increased through constructive games where they can imagine carrying out these activities so that their creativity develops according to their age. Furthermore, constructive games give children the freedom to explore their potential. Children's creativity is marked by increasing their understanding of the process of constructive play by playing with blocks and plasticine.

INTRODUCTION

Developing children's creativity requires an important role of educators. Creative children satisfy their curiosity using various ways such as experimenting, exploring, and asking many questions to others. Creative and intelligent children are not formed by themselves but need direction. One way is by providing activities that can develop children's creativity (Mulyati & Sukmawijaya, 2013; Syafrida, 2018). Several characteristics characterize the creativity of a person. As stated by Utami Munandar that the characteristics of a creative attitude are a) curious, b) daring to have an opinion and have faith, c) having the freedom to think, d) having broad interests, e) having the initiative, f) having a sense of beauty, g) always want to get new experiences, h) have strong self-confidence, i) full of enthusiasm, j) dare to take risks, and k) have a strong imagination (Asroni, 2015; Dirlanudin, 2018; Hakim et al., 2018; Hidayati et al., 2017; Nasution, 2020).

Early childhood is the most appropriate time to cultivate and improve children's creativity to become creative human beings, which is highly expected in the future. Children

learn through play. It is very important to be understood by teachers and parents to provide stimulation (stimulation) to children as early as possible (Anggia & Nopriansyah, 2018; Kania, 2006). Increased creativity of children can be stimulated through play. Playing will make it easier in the process of stimulating children's creativity. This is very much following the characteristics of children. They use each of their senses to carry out the essence of their new experience. The more knowledge gained, the child will achieve creative results. By playing, it is hoped that children's creativity will increase and be even better (Hasanah, 2016; Putro, 2016).

Devdal, in Yeni Erawati's book, defines creativity as a person's ability to produce compositions, products, or ideas that are basically new and previously unknown for their manufacture (Hurlock, 2010; Nurjanah & Rakhman, 1996). To develop children's creativity, teachers must provide constructive game activities. Children will actively use materials such as blocks or plasticine to build a building with the knowledge they have later, such as children building houses, buildings, roads, towers and so on. Creative development is an integral part of most programs for gifted children. Creativity is usually referred to as a priority if viewed from the program or learning objectives of students. Creativity allows discoveries in certain fields. Based on the indicators of the development of the Ministry of National Education, so that children's creative abilities can develop well and perfectly, it is necessary to carry out a directed and integrated stimulus. One of the stimuli contained is by using games and learning. With games that support the learning process, it will be able to improve the quality of student learning outcomes.

According to previous research, the study's results concluded that the application of constructive games could improve children's social, cognitive, moral reasoning, fine motor and language skills. So that children experience an increase in interacting and expressing buildings through words and can help children in coordinating well-stimulated body movements through constructive games and can increase the level of cognitive effectiveness carried out by tutors as well as holding stimulation or practice in arranging blocks and greatly supports development children's cognitive values (Findrawati & Pabunga, 2020; Karyawanto et al., 2019; Rohaeni, 2014; Rohmah, 2019; Shalehah et al., 2018).

However, in increasing children's creativity, it is necessary to adjust activities that can stimulate and refer to the development of children's creativity. Children will be very busy making new things such as using blocks, lego, and plasticine. The only way is through

constructive games that make children not feel bored because, in constructive games, the priority is fun. This constructive game will not make children lazy because, in constructive play, children will continue to use their imagination to bring this game to life by creating new and unique things. Based on the results of the previously mentioned research, constructive games aim to increase creativity so that they can determine the level of creativity of children, and these games can help children stimulate their creativity.

METHODS

This research implemented the case study approach. The place of research was the MH Kindergarten in one of the cities in Bandar Lampung. The research was carried out from April 21-May 20, 2021, and involved three teachers and fifteen students in class B. The researchers collected the data using observation, interviews, and documentation. Data analysis consisted of data reduction, data display, and conclusions.

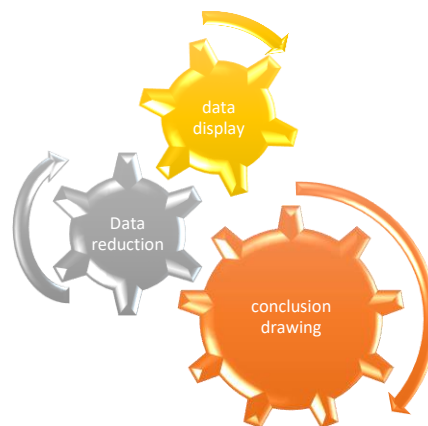


Figure 1. Research Flow

RESULTS AND DISCUSSION

A. Result

Based on the results of research at MH Bandar Lampung Kindergarten, the use of constructive games in increasing early childhood creativity is as follows: Media Preparation, Learning resources are something that must exist in every learning. Therefore, before the implementation of activities begins, the learning resources must be prepared in advance. Based on the author's observations in the field, the initial step taken by the teacher is to prepare learning media or teaching materials that will be delivered to children. Such as blocks, plasticine, blank paper, etc. In this initial stage, the teacher first gives an example of a shape that has been shaped using plasticine and makes an example of a building from blocks.

The goal is that children are interested in doing learning activities. In this initial activity, the teacher first determines and provides teaching materials to be used so that teachers are better prepared to provide material during the learning process. This result is in line with the author's interview with one of the teachers in class B TK MH Bandar Lampung. (Nurbetti, 2021).

Explaining the Game Activities, Before the children carry out the activities that have been set, the teacher must explain in detail the planned activities to be carried out. It is important to do this so that when children play constructive games, children better understand the work procedures to be carried out. Based on the results of the author's interview with one of the teachers in class B of Kindergarten MH Bandar Lampung, at this stage, the teacher teaches how to play with blocks, the dangers of blocks, names of blocks, geometric shapes, and talks about blocks so that children are responsive to the media of blocks. Make some examples of buildings or means of transportation using blocks. Likewise, with plasticine, the teacher shows one image that has been shaped, introduces tools and materials, and mentions colors (Rahmatina, 2021).

Dividing the Groups, Dividing children into several work groups according to the type of work in the game greatly affects the smooth running of activities. The grouping of children must also pay attention to each child's personality, in the sense of groups of similar students in one group. In this way, they can work together. Cooperation between groups is very important in learning. Learning with this constructive game aims to foster a sense of cooperation in children. Based on the results of the author's interview with one of the teachers in class B TK MH Bandar Lampung, at this stage, the teacher divides the children into three groups consisting of 5 people per group. Activities with the group, training so that children want to share with their friends (Rohimi, 2021). The goal is that children focus, do not move from place to place, and can adjust to doing activities.

Doing Constructive Games, When playing constructive games, the teacher must guide and supervise all children to prevent unwanted things from happening. The teacher provides the necessary materials and explains how to carry out these activities. The teacher also provides direction so that children can do and finish well and correctly. The teacher does not immediately release the child to do the given task so that the given task can be completed according to the child's abilities. It is intended that the child can develop creativity without being limited by the teacher or other people. Pre-survey data shows that teachers at MH Bandar Lampung Kindergarten still rarely use blocks and plasticine to increase creativity in

early childhood. Thus, the development of children's creativity through constructive games, playing blocks and plasticine in Kindergarten MH Bandar Lampung has not developed optimally.

After doing the research, there are still many children who have not developed, children tend to be busy with their respective activities and lazy, and some of them complain of being tired. Furthermore, some children experienced an increase after doing constructive play activities, then some children began to increase, and many developed according to expectations and even developed very well. Improving the creativity of early childhood in grade B Kindergarten MH Bandar Lampung using constructive games through plasticine and blocks produces optimal creativity. The teacher gives direction to children to facilitate learning, and direct practice has benefits and good functions. These benefits include the benefits obtained in playing, which refers to children's creativity.

B. Discussion

To increase children's creativity, teachers have taught activities to increase creativity through pursuing activities with good interactions with children by first directing children about what to do before starting an activity, by exemplifying first how to play with blocks to make buildings and means of transportation, as well as with the activity of playing plasticine the teacher gives an example of how to form an image. The teacher is one of the closest people to the child, after parents and family. Even the child is closer to the teacher and obeys the teacher's orders than the parents apart from meeting every day. the teacher has a strategic position in increasing children's creativity, including through learning and playing activities (Sartika & Erni Munastiwi, 2019; Widodo, 2017)

In the teaching and learning process, variations in learning activities are needed to arouse children's creativity and desire for learning. The variations consist of three aspects, namely, the variations in learning styles, interactions between teachers and children, and media and teaching materials (Adawiyah, 2021; Delima et al., 2015). They do not merely teach children by coloring the existing pictures with crayons and playing with makeshift blocks. Still, the efforts of teachers in making variations in teaching methods for children are not saturated, so they anticipate by interspersed with a constructive play through playing blocks and plasticine.

Children who play with plasticine will have high creativity when compared to children who do not play with plasticine. Playing with plasticine also gives children pleasure and

satisfaction (D. W. P. Sari, 2013; R. P. Sari et al., 2015). The development of children's creativity is marked by the increased understanding of children in the process of constructive play by playing with blocks and playing with plasticine. The material given in this exercise is based on the observation guide that the researcher made. Apart from that, the researchers saw students' enthusiasm for playing with blocks and plasticine, seen from students' interest in playing very enthusiastically. It can be seen that most of the students have started to follow the teacher's directions, are creative, and want to add other shapes when playing. They make different shapes when playing with plasticine and begin communicating with others friends. They also begin to make houses, palaces, and transportation tools such as car trains, robots and ships.

The relationship between block media and plasticine in children's creativity is very close because children learn while playing so that children can easily develop their creativity without any coercion. Constructive game activities foster children's creativity, train thinking skills, and recognize the concept of space size and shape (Giasi, 2020; Masrurah, 2019). Most children have understood blocks and plasticine. They can issue new ideas, make shapes at home without imitating the work of their friends, and can imagine doing their work by free-forming using plasticine. Most children can create new works such as making trains and robots. The children began to enjoy imagining, willing to try to do the assignments given by the teacher, and being able to combine various forms of their work from blocks and plasticine. Children have also been sensitive to what they see and experience as they can build cars, castles, ships, etc. It was seen that the children did not imitate the work of their friends, although there were still some children who still imitated the work of their friends.

Class B Kindergarten MH Bandar Lampung showed good improvement results. This fact was proven by the total number of students who could participate in these various activities was 100% (15 people). In addition, it can be seen in students' enthusiasm, interest, and enthusiasm in carrying out constructive play activities through playing with blocks and plasticine. Therefore, it can be concluded that learning to use constructive games by playing blocks and plasticine can positively influence children's creativity, so the happier children are in play, the better their creativity will be.

CONCLUSIONS

The development of children's creativity can increase well through constructive games. This happens because of the enthusiasm and the stimulation provided through constructive games (blocks and plasticine) so that the creativity in children is well stimulated. Judging from the creativity of children in making work from blocks to make houses, and robots, to transportation tools such as trains and cars, also when doing plasticine, children no longer hesitate to shape and add other shapes to the picture. Some children can play activities by not imitating the work of their friends and can follow instructions from the teacher. Besides, children are more imaginative, so they can easily create new works of creative value.

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