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## INCREASING CREATIVITY OF EARLY CHILDHOOD THROUGH ORIGAMI PLAYING ACTIVITIES

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### ABSTRACT

This study aims to improve the creativity of early childhood through origami playing in the At-Takwa play group in Padasuka sub-district, Cimahi Tengah sub-district, Cimahi City. In accordance with the study, the research method used is a qualitative research method. The research subjects were early childhood groups playing At-Takwa Padasuka sub-district, Cimahi Tengah City district, Cimahi, totaling 10 children. Data collection techniques obtained through interviews, observation, and documentation. Data analysis techniques in this study are data reduction, data display and verification. Increased creativity of Early Childhood through origami playing activities characterized by 5 aspects of creativity include: (1). Children's ability to issue new ideas (2). New ideas or products (3). New combinations based on existing data (4). Idealis in working (5). Demonstrating independence. The results of the enhancement of the 5 aspects of creativity in the At-Takwa Cimahi Playgroup Children indicated by the achievement of scores on the categories of creativity development are as follows: Before the research actions from the pre-survey observations in the At-Takwa play group Padasuka village Cimahi obtained the results of creativity development of children who have not Growing by 40%, Starting to Grow by 50% and Developing According to Expectations of 10% and final observations on the creativity of children in the At-Takwa play group in Padasuka sub district Cimahi showing an increase in the development of children's creativity according to Expectations by 60% and Developing Very Well 30%.

**Keywords:** Early childhood creativity, origami playing activities

### A. INTRODUCTION

Play group is one component of an educational institution that functions to help develop the potential, talents, and interests of a child. The development of this potential can be created with an atmosphere of love, safety, and fun for children, including when children develop their creativity. In the play group there are five aspects that must be developed in these five aspects including: religious and moral aspects, motoric, cognitive, language, social-emotional. Meanwhile, according to Permendikbud No. 137 of 2014 concerning the standard content in article 10, the aspect of art has been added, from the six aspects through the art of creativity, children can develop according to the stage of development.

Everyone has creative potential, some people have more than anyone else, and no one is not creative at all. Especially preschoolers are actually very creative, they have natural creativity, but how we will increase creativity and enrich creativity in Early Childhood with things that are cheap and easy to obtain so that learning activities are interesting and easy for children and teacher. With interesting learning can improve one aspect of child development, namely

art, through the art of creativity and creativity of children began to emerge and develop can also enrich creativity in children.

Based on this, the researchers had the idea to observe one of the play groups located in Padasuka sub-district, Central Cimahi district, whether the creativity in the play group had developed as expected. The researcher also observed directly in the play group. When researchers conducted observations in the field researchers found problems that occurred in the playing group At-Takwa Padasuka village Cimahi Tengah City District Cimahi which is the low creative power of children in developing their creativity. This can be seen from various factors, one example when the process of folding a simple bird shape, the child does not seem to have the talent for creativity, this is because educators are less creative when giving examples only so that children get bored and seem monotonous. As a result they lack the opportunity to develop their creativity. Variations in teaching and learning activities are changes in activities that aim to increase student motivation and reduce boredom and boredom. Based on the results of preliminary observations made on creativity in At-Takwa Padasuka Cimahi play group still low, the authors are interested in trying to do research directly using origami paper through learning activities as an effort to improve the creativity of early childhood to be able to develop optimally and can improve the improvement of learning conditions that occur in the At-Takwa Cimahi Playgroup.

Identification of problems in the At-Takwa Padasuka Cimahi Play Group is the development of art, especially creativity in children aged play group has not developed optimally and there is still a lack of techniques provided by the teacher to foster ideas in developing creativity optimally. This problem is limited to improving the creativity of children through origami playing in the At-Takwa Cimahi Play group. Formulation of the problem how to improve children's creativity through origami playing at the At-Takwa Cimahi play group. The purpose of this study was to find out how to improve children's creativity through origami play in the At-Takwa Cimahi Play group. Benefits of research can add to the knowledge of writers in the field of creativity in early childhood and can be as additional material in the development of knowledge about various media that can improve children's creativity.

## **B. STUDY OF THEORY**

### **Early Childhood Creativity Concept**

Creativity is one of the natural potentials in children that must be developed optimally. Creativity itself is grown by the right brain, which is the part of the brain that has the specification of thinking, processing data around feelings, emotions, art and music (Azmi, 2012:87). All children born in the world must have a creative side, but in different levels. High and low creativity of children is influenced by two things, namely genetic factors (birth defects) and environmental factors. This creativity will grow optimally if the two factors are well combined. Looking at the above, the role of parents in developing children's creativity becomes very important and fundamental. So that at least the parents know how they develop their children's creativity. Creativity is one aspect developed in Early Childhood Education. Creative and innovative processes can be carried out through interesting activities, arousing children's curiosity, motivating children to think critically and discover new things (Yulianti, 2014:20). According to Rogers (Munandar, 2014:18) creativity is a tendency to actualize

oneself, realize potential, drive to develop and mature, a tendency to express and activate all abilities of an organism. Whereas Munandar (2014:20) states that there are several formulations regarding the notion of creativity as follows:1. Creativity is the ability of children to make new combinations based on data, information, or elements that exist.2. Creativity (creative thinking or divergent thinking) is the ability based on data or information that is available to find many possible answers to a problem that percenannya is quantity, accuracy and diversity of answers.3. Operationally creativity can be formulated as an ability that reflects fluency, flexibility, flexibility and originality in thinking and the ability to collaborate (develop, detail and enrich) an idea.

According to Rachmawati&Kurniati (2011:15) the characteristics of creativity in children include: Characteristics related to the ability to think creatively or cognitively (aptitude) are fluent thinking skills, flexible thinking skills, original thinking skills, detailed skills and judging skills. While the characteristics of one's attitude and feelings or affective are curiosity, imaginative, feel challenged by pluralism, have the courage to take risks and mutual respect for their own developing abilities and talents.

Whereas according to Utami Munandar (Rachmawati&Kurniati, 2011:33) creativity will be weakened if inhibited by environmental conditions as follows:1. Poor health, can turn off children's creativity because children cannot develop themselves.2. Poor family environment, which does not provide encouragement to increase creativity.3. The existence of economic pressure makes it difficult for children to develop their creative talents, if children need funds, for example, buying books or toys that can stimulate children.4. Lack of free time, lack of freedom for children to develop their creative talents.

### **The Concept of Playing Origami**

Muliawan (2016:67) said that "playing is a vehicle that allows children to develop optimally. Playing directly affects the entire area and aspects of a child's development. Play activities allow children to learn about themselves, others, and their environment. In playing activities, children are free to imagine, explore, and create something".

Creative children really need help, support and motivation from parents in developing their creativity (Andesriza, 2014:5). So from that the role of parents is needed in the development of children's creativity, because the success of children is very dependent on the support given by parents. Every child has their own talents which are believed to be their abilities. Talent in children does not immediately appear just like that, but must be explored, recognized and understood. Parents should be the main characters who must start to explore and direct and develop it. One effort that parents can make in developing children's creativity is through origami games.

Origami is an art of paper folding originating from Japan. The word origami comes from Japanese, which is a combination of the word ori which means folding and we which means paper. When the two words are combined, there are slight changes but do not change the meaning of our words into gami so that what happens is not orami but origami, meaning folding paper (Wahyuti, 2015:1). Origami is the art of paper folding originating from Japan and developed in various other countries as a complement to skill activities or just to fill leisure time (Salsabilla, 2012:2). For children (especially early childhood), origami is part of

fine motor development as a medium for measuring the work of the brain that is channeled in coordinated finger movements to achieve the expected skill level.

Childhood is a time for playing and origami is one means of playing educative that is able to foster motivation, creativity, skill, and perseverance. In addition, origami can also train children's fine motor skills during its development, so that it can be applied in the world of basic and vocational education. In the introduction of origami in children, interesting things are needed, namely origami models that can be made to almost all models in everyday life such as transportation equipment, plants, animals, and others. From the results of the folds of paper that can make children imagine to be creative to make origami. The indirect excesses are origami works that can be used as cheap toy items without having to buy expensive toys, because the basic material is easily available. Benefits of origami in Wahyuni (2014: 1), namely: 1. As a medium for the introduction of geometric forms; 2. improve children's fine motoric abilities; 3. train children's accuracy; 4. sharpen children's creativity and imagination; 5. train children to understand instructions; 6. train children to develop logical thinking; 7. practice concentration and patience of children; 8. train children to continue to work; and 9. teach children to fill time positively.

### **C. RESEARCH METHODS**

#### **Types of research**

The type of research conducted is qualitative research that produces descriptive data. According to Sugiyono (2017: 15) some characteristics of qualitative research are: 1. Performed in natural conditions, directly to data sources and researchers are key instruments. 2. Qualitative research is more descriptive. The collected data is in the form of words or images so it does not emphasize numbers. 3. Qualitative research emphasizes processes rather than products. 4. Qualitative research analyzes data inductively. 5. Qualitative research emphasizes meaning (observed behind data).

#### **Research subject.**

The research subjects were children of the Play-group At-Takwa, Padasuka Sub-District, Cimahi Tengah City Subdistrict, 2018/2019 Academic Year. With a total of 10 children. Which consists of 4 girls and 6 boys.

#### **Data collection technique**

Data collection techniques are various methods used in research to collect data, collect, retrieve or capture research data (Suwartono, 2014: 41). Data collection techniques in this study were observation, documentation and interviews.

**D. RESULTS AND DISCUSSION****Result**

Based on the results of observations, all activities have increased creativity through origami playing activities that have received satisfactory results. Children look excited and happy from the beginning to the end of the activity. But there are still some children who have not achieved high creativity.

**Table 1. Observation Results Pre-Study of Children's Creativity Ability in Playgroup At-Takwa Cimahi 2018/2019 Academic Year**

No	Name	Children's Creativity Ability					Information
		1	2	3	4	5	
1	A1	MB	MB	BB	BB	MB	MB
2	A2	MB	BSH	BSH	MB	BB	BSH
3	A3	MB	MB	MB	BSH	MB	MB
4	A4	BB	BB	BB	MB	MB	BB
5	A5	BB	BB	BB	BSH	MB	BB
6	A6	BB	BB	BB	MB	MB	BB
7	A7	MB	MB	MB	MB	BSH	MB
8	A8	MB	MB	BSH	MB	MB	MB
9	A9	BB	BB	BB	MB	MB	BB
10	A10	MB	BB	MB	MB	MB	MB

**Information indicators of creativity achievement:** 1. Children's ability to issue new ideas 2. New ideas or products 3. New combinations based on existing data 4. Idealist at work 5. Demonstrate independence. *Source: Teory Guilford*

**Development of Children's Creativity :** BB: Not Developing yet, MB: Start Growing, BSH: Develop according to expectations, BSB: Growing Very Good. *Source: Guidelines for Assessment of PAUD Learning, Jakarta Directorate for PAUD Development, 2015.*

Based on the description of the table above, it can be seen that there is still a lack of children's creativity in learning, this can be seen from the lack of children producing new ideas, ideas or new products, new combinations based on existing data, idealists in working are not the same as the results of their friends and Demonstrate independence. It is known from observations in the At-Takwa Padasuka Cimahi to improve creativity, not yet using the appropriate teaching strategy. In increasing children's creativity, the school only conducts activities that are monotonous, such as coloring, folding, writing, so that children's creativity has not developed as expected. From the results of the pre-survey observations in the playing group at-Takwa Padasuka Cimahi the results of the creativity development of Undeveloped Children were 40%, Starting to Grow by 50% and Growing in Expectation at 10%.

**Table 2. Final Observation Results in Improving Children's Creativity in Play Group At-Takwa Cimahi 2018/2019 Academic Year**

No	Name	Children's Creativity Ability					Information
		1	2	3	4	5	
1	A1	BSH	BSH	MB	MB	BSH	BSH
2	A2	BSB	BSB	BSB	BSH	BSH	BSB
3	A3	MB	BSH	BSH	BSH	MB	BSH
4	A4	BSH	MB	MB	BSH	BSH	BSH
5	A5	BSH	MB	BSH	BSH	MB	BSH
6	A6	BSH	BSH	BSH	MB	MB	BSH
7	A7	BSB	BSB	BSH	BSB	BSH	BSB
8	A8	BSB	BSB	BSH	BSH	BSB	BSB
9	A9	BSH	BSH	BSH	MB	MB	BSH
10	A10	BSB	BSH	BSH	BSB	BSB	BSB

**Information indicators of creativity achievement:** 1. Children's ability to issue new ideas  
2. New ideas or products 3. New combinations based on existing data 4. Idealist at work  
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**Development of Children's Creativity :** BB: Not Developing yet, MB: Start Growing, BSH: Develop according to expectations, BSB: Growing Very Good. *Source: Guidelines for Assessment of PAUD Learning, Jakarta Derectorate for PAUD Development, 2015.*

Based on the description of the table above, it can be seen that there is an increase in children's creativity in learning, this can be seen from the increasing development of children's creativity in generating new ideas, ideas or new products, new combinations based on existing data, Idealis in working is not the same as the results of friends and show independence. From the results of final observations in the playing group At-Takwa Cimahi the results of the development of creativity of children who developed according to expectations were 60% and developed very well by 30%.

**Discussion**

Based on the results of observations, interviews, and author documentation above, it can be concluded that the teacher has taught activities to develop the creativity of early childhood through encouraging good interactions with children by first directing the child about what will be done before starting the activity, exemplifying first how to play origami make a glass shape and a lion shape. The development of children's creativity is characterized by an increase in children's understanding in the process of making origami. The materials provided in this exercise are based on observation guides that researchers make. A part from that, the writer saw the enthusiasm of students in doing origami activities, seen from the interest of students in playing very enthusiastically. It is seen that most students have started to want to follow the teacher's direction, are creative, want to add other forms when playing to make glass shapes and lions and begin to be able to communicate with fellow friends.



Muliawan (2016: 3) explains that creativity is someone's special ability which is dominated by the power of imagination and motion of creation. Creativity can be formed through habituation, training, repetition and engineered education. Creative children really need help, support and motivation from parents in developing their creativity. So from that the role of parents is needed in the development of children's creativity, because the success of children is very dependent on the support given by parents. Every child has their own talents which are believed to be their abilities. Talent in children does not immediately appear just like that, but must be explored, recognized and understood. Parents should be the main characters who must start to explore and direct and develop it. In addition to parents, a place that can develop children's creativity is school. School is the second place where children can develop, know other environments besides families so they have the courage to develop themselves, especially developing their talents and interests. The children's creativity can be developed through origami playing activities at school. At school, teachers always explore, motivate and sharpen children's creative abilities in the hope of developing their creativity so as to produce proud achievements for parents, teachers and schools. Playing origami in childhood is a medium for playing and is one of the educational tools that can foster motivation, creativity, skill, and perseverance (Wahyuni, 2014: 1). In addition, origami can also train children's fine motor skills during its development, so that it can be applied in the world of basic education. In the introduction of origami in children, interesting things are needed, namely origami models that can be made to almost all models in everyday life such as transportation equipment, plants, animals, and others. From the results of the folds of paper that can make children imagine to be creative to make origami.

From what the author observed, most of the students had understood origami playing. It was seen by the author's observation which refers to the observation guidelines made by writers such as children able to issue new ideas, namely children can make glass shapes without imitating the work of their friends. In addition, what the author sees is that most students begin to enjoy imagination, want to try to do the assignments given by the teacher, and can combine various forms of work. Most students are also sensitive to what they see and experience as they can make glasses and lions. Some students also do not seem to imitate the work of their friends, although there are still some who still imitate the work of his friends. From the discussion above, that is how the development of children's creativity through origami activities. Therefore, it can be concluded that learning using origami methods can have a good influence on the development of children's creativity so that the more fun children are in playing, the better the development of their creativity. Based on the results of the interview that in the learning process that was first prepared was learning materials such as color paper size as a tool for the performance of children. To further facilitate this learning the teacher explains learning by direct practice, meaning that the child is done accompanied by the teacher to direct it. The teacher gives direction to the child to get good results. Based on the results of the interview, there were good benefits and functions. Based on the description above, the authors provide a conclusion that according to the author has relevance to previous theories, also the substance is the answer to the formulation of the problem. The development of the creativity of children in the At-Takwa Padasuka Cimahi playing group shows good development results, this is evident from the total of students who are able to participate in these various activities are 100% (10 people). Besides that, it can be seen from the enthusiasm, interest, and enthusiasm of students in carrying out folding paper origami.

## E. CONCLUSIONS AND SUGGESTIONS

### Conclusion

Based on data analysis and research results it can be concluded that the creativity carried out through origami play activities can increase children's creativity in the At-Takwa Play Group of Padasuka village Cimahi 2018/2019 academic year. Based on the results of the previous analysis and discussion, the authors conclude that the level of creativity of early childhood in the playing group At-Takwa Padasuka Cimahi is good. This shows that the development of children's creativity can be improved through origami activities. Judging from the enthusiasm and enthusiasm of students in doing origami activities. Indeed, not all students have the same passion and interest, but most of them are already good at playing origami. Seen from the creativity of children in making a paper work in making glass shapes, lions and birds. Apart from that, some children can play by not imitating the work of their own friends and can follow the instructions from the teacher.

### Suggestion

Based on the conclusions from the results of the research and discussion, the authors propose the following suggestions for School Parties that Activities playing with origami paper media can be used as an alternative to develop children's creativity, especially in developing children's imagination so that it becomes a fun and meaningful activity for children, and teachers should infest and use appropriate, interesting, and fun learning methods in order to encourage children's interest and enthusiasm in participating in learning so that they can be achieved well through fun activities for children.

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