

## **The Effect of Playdough Games on Childrens' Creativity in Early Childhood Education**

Received 30 April 2022 Revised 30 June 2022 Accepted 30 June 2022

Eka Setiawati<sup>1\*</sup>

Early Childhood Education, STKIP Setia Budhi Rangkasbitung, Lebak, Indonesia

Corresponding Email: \*echasetia14@gmail.com

DOI: 10.30870/gpi.v3i1.15122

### **Abstract**

Education can be interpreted as teaching because education in general always requires instruction. In today's education and learning system, the presence of teachers in the teaching and learning process still plays an important role. The purpose of this study was to identify playdough games as an alternative to developing childrens' creativity through playdough games in early childhood education. This study used a quasi-experimental method with a post-test control group using 22 students, a control class of 11 students, and an experimental class 11 students. Data collection techniques in this study using observation and documentation techniques. Check List is done by observing directly to the research location. The documentation technique was used to obtain data about the profile of an early childhood education in Rangkasbitung, Indonesia, obtain data on the names of students who will be used as research samples, and obtain data on student test scores. Based on the results of this study, we found that role-playing affects childrens' creativity in early childhood education, with values significance of  $0.021 < 0.05$ . From the results of observation of the ability creativity of children, it can be concluded that thus the game playing a role, there is an influence on the creativity of children early childhood education. Based on the follow-up of this research suggest that teachers make innovations in learning, both in models, strategies, methods, and techniques and the quality of schools are better again.

Keywords: Education, Playdough Games, Children's Creativity, Early Childhood Education

### **INTRODUCTION**

Education is essential to ensure the development and survival of a nation. Education itself has an understanding, namely a conscious effort to prepare students through guidance, teaching, and training activities for their role in the future. Students mean National Education are community members who try to develop their potential through a learning process available at specific paths, levels, and types of education (Luthfiah & Alfriansyah. 2019). Every Indonesian citizen has the right to obtain an education at any stage in their life journey. The improvement and distribution of education is one aspect of development that gets the main priority of the Indonesian government. The current national education system is regulated through the national education law.

Education can be interpreted as teaching because education in general always requires instruction. In today's education and learning system, the presence of teachers in the teaching and learning process still plays an important role (Juwita and Tasu'ah, 2015) . The role of the teacher in the teaching and learning process cannot be replaced by machines, radios, tape recorders, or even the most modern computers. It is because humans have many elements, including attitudes, value systems, feelings, and motivations. This is where the advantages of humans, in this case, are teachers, from technological tools created by humans to help and

simplify their lives (Darmi, 2015). The learning process is a dynamic interaction activity between educators who carry out teaching tasks and students who carry out learning activities, in order to achieve predetermined goals. According to (Setiyowati & Arifianto, 2020), education is basically an interaction between educators and students, to achieve educational goals, which takes place in a certain environment. Learning is a process of interaction of students with educators and learning resources in a learning environment, so teaching and learning activities cannot be separated from the process of interaction between educators and students. This interaction process is very important in the continuity of the teaching and learning process. In teaching and learning interactions students are the main key to successful learning during the learning process carried out (Ismuwardani et al., 2018). The learning process is a psychic activity with respect to learning materials. Learning activities are experienced by students as a process, namely the process of learning something. These learning activities can also be known by the teacher from the treatment of students towards learning materials (Asiyah et al., 2020). Teaching and learning are two things that are closely related and cannot be separated in educational activities. Teaching and learning are a form of education that creates an interaction between teachers and students. Teaching and learning activities carried out, in this case, are directed to achieve specific goals that have been formulated before teaching is carried out (Pane & Dasopang, 2017).

Early Childhood Education is a massive investment for family and nation because as the successor of the nation so that they can build a character from an early age. A child who grows and develops well to succeed will make everyone proud is around it. Early age is a significant sensitive period for education. This period can give a lasting and robust mark long. If there is an error in providing direction, guidance, and education to children, it will repair a problematic long-term negative effect. In the National Education System Law No. 20 of 2003, article 1 paragraph 14 argued that Early Childhood Education is an effort coaching aimed at children from birth to the age of six years carried out through the provision of educational stimuli for help physical and spiritual growth and development so that children have the readiness to enter further education. Early childhood is very important for the development of children's lives next. Early Childhood Education aims to develop the full potential of children so that later they can function as complete human beings according to the philosophy of a nation. Children are individuals who are new to the world so that children are learning to communicate with others and learn to understand other people. Children need to be guided to know about this world, such as natural phenomena and skills or abilities required to live.

Play is the most influential factor in children's self-development, including the physical and social world. In other words, playing is to children's growth through the communication

system. Creativity is an ability that everyone possesses with a high level of variation. Because everyone is born with creative potential that can be developed, nurtured, and directed. The birth of creative work requires more than intelligence. If one is faced with problems, he will be called intelligent if he can solve the problem quickly and precisely, even though the answer is given in general. But for creative people, it will enrich problem-solving with various alternative solutions. One of the games that can provoke early childhood creativity is a playdough game that can improve creative thinking skills and train originality in their work. We can see the creative nature of education, for example, competitions to write scientific papers, the results of which his findings become a scientific role model. Playdough is one of the educational game tools in learning that includes the criteria for cheap and valuable game tools flexibility in designing patterns to be formed according to the plans and imagination.

The development of children's creativity through playdough games has an essential position in motoric development. Each child will use their imagination to form a different form according to his imagination. In the making, they also use a variety of colors and shapes according to their child's imagination. Basically, the work of children made through activities making, compiling this Playdough will provide opportunities for children to create their creations.

Based on the researcher's initial observations at one early childhood education in Rangkasbitung, Indonesia. The learning is in progress delivered in coloring activities using the same tools. Then you can see creations about plants, animals, and others that are adapted to the theme of learning given by the teacher. Playdough game theory is considered an alternative for developing children's creativity through playdough games in early childhood education.

## **METHOD**

We used quasi-experimental method with post-test group control only. We used 22 students, the control class is 11 students, and the experimental class is 11 students. The data collection technique in this study used the technique of observation and documentation. Observation is a complex process composed of various biological and psychological processes. Check List is done by observing directly to the research site using the check list (√) on the column that is in accordance with the provisions, namely: very well developed, is given a score 4, developing as expected was given a score of 3, starting to develop was given a score 2, undeveloped given a score of 1. Documentation techniques are used to obtain data about an early childhood education profile in Rangkasbitung, Indonesia, obtain data on the names of students who will be the research sample, and obtain data on student test scores.

We conducted this study around three weeks. Before researching a school, we made observations to get information about the ongoing learning process. In the data collection process, the first technique used is a test. The test consists of pretest and posttest types, which contain learning material tested for showing learning outcomes from both the control and experimental classes. After that, data edited and tabulated for further calculation, the next step is to analyze and interpret the data obtained. The data from the research results analyzed is the score learning outcomes on cognitive aspects consisting of pretest and posttest scores of control and experimental groups

## RESULTS AND DISCUSSION

Table 1. SPSS Calculation Results (Anova)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	225.936	1	225.936	6.860	0.021
	Residual	1309.797	13	100.754		
	Total	1535.733	14			

Based on the results of this study Table 1, we found that  $F_{\text{count}}$  value is  $6.860 >$  the  $F_{\text{table}}$  value of 4.54 then  $H_0$  is rejected, and  $H_a$  is accepted. It means that role-playing affects children's creativity in early childhood education, with p-value is  $0.021 < 0.05$ . From the results of observation of the ability creativity of children, it can be concluded that thus the game playing a role, there is an influence on the creativity of children in early childhood education.

Research conducted can show that there is an effect of role playing on children's creativity. This is possible because the role-playing game model emphasizes active student learning by paying attention to the process of achieving children's creativity. After the two classes were given different treatment, in which the experimental class was given treatment using a role-playing game and the control class was given treatment using conventional learning models and based on the analysis of the data obtained it can be seen that there is a change in student learning outcomes between the pretest and posttest both in the experimental group and the control group. In the data table, it is known that the average value of the initial ability of students obtained from the experimental class and control class is relatively the same, not much different, the population is normally distributed, and homogeneous. Likewise, testing the results of the test of the average difference with the pretest value of the experimental class and the control class which showed no significant difference. This matter shows that the two classes have relatively the same ability because the school does not make special groupings or certain rules.

This study also strengthens previous research which states that finger painting games can increase children's creativity (Istiqomah, 2012). Playing blocks can develop children's creativity (Nurhastuti, 2014). Previous research and current research have something in common, namely both games that provide opportunities for children to be free to be creative. Finger painting games and playdough games are types of fluid building games while block games are types of structured building games. In creativity development activities using playdough games, children are very interested in participating in activities that take place from usual because the teacher's efforts in developing children's creativity are often through coloring activities using children's worksheets and crayons. So that when the researchers applied the playdough game the children were very enthusiastic about participating in the activities

## CONCLUSION

Based on the results of this study, we found that  $F_{\text{count}}$  value is  $6.860 >$  the  $F_{\text{table}}$  value = 4.54 then  $H_0$  is rejected, and  $H_a$  is accepted. It means that role-playing affects children's creativity in Early Childhood Education, with p-value is  $0.021 < 0.05$ . From the results of observation of the ability creativity of children, it can be concluded that thus the game playing a role, there is an influence on the creativity of children in early childhood education.

Based on the follow-up of this research, we suggest that school institutions pay more attention to the teaching and learning process and increase the potential of teachers and students so that the resulting output is an output that can be competent in the world of education. We also suggest that teachers make innovations in learning, both in models, strategies, methods, and techniques. With innovation, we expect that we can improve the quality of schools so that they are better again

## REFERENCES

- Abdul, R. S. (2004). *Psikologi*. Jakarta: Prenada media Group
- Agoes, D. (2007). *Psikologi Pendidikan*, Bandung : PT Refika Aditama
- Ahmad, S. (2011). *Perkembangan Anak Usia Dini*. Jakarta: Kencana Media Group
- Ali, N., & Heny, R. (2003). *Kiat Merangsang Kecerdasan Anak*, Jakarta: Puspa Swara
- Anna, C. (2000). *Membangun Kreativitas Anak*. London: Inisiasi Press
- Anita, Y. (2011). *Penilaian Perkembangan Belajar Anak Taman Kanak-Kanak*. Jakarta: Kencana Prenada Media Group
- Asiyah, S., Achyar, S., & Abdurrahman, A. (2020). the Principles of Islamic Guidance and Counseling in Mental Development Activities in the State Police School of the North

Djaali. (2013). *Psikologi Pendidikan*. Jakarta : Bumi Aksara

Diana, M. (2010). *Psikologi Bermain Anak Usia Dini*, Jakarta : Kencana Prenada Media Group

Elizabeth, B. H. (2004). *Perkembangan Anak*. Jakarta: Gelora Aksara Pratama

Ismawardani, Z., Nuryatin, A., & Doyin, M. (2018). Implementation of Project Based Learning Model to Increased Creativity and Self-Reliance of Students on Poetry Writing Skills. *Journal of Primary Education*, 8(1), 51–58. <https://doi.org/10.15294/jpe.v8i1.25229>

Istiqomah, N. (2012). *Upaya Peningkatan Kreativitas Anak Melalui Permainan Finger Painting Pada Anak Kelompok B di TK Mojodoyong 3 Kedawung Sragen Tahun Ajaran 2011/2012*. Universitas Muhammadiyah Surakarta.

Juwita□, T., & Tasu'ah, N. (2015). Bead Board Letter Media Effectiveness as The Introduction Concept of Reading in Children Aged 5-6 Years. *Indonesian Journal of Early Childhood Education Studies*, 4(1), 46–50. <https://doi.org/10.15294/ijeces.v4i1.9453>

Lily, A. J. (2013). *Kesalahan-Kesalahan Guru Paud Yang Sering Dianggap Sepele*. Jogjakarta: DIVA Press.

Munandar S. C. (2002). *Mengembangkan Bakat dan Kreativitas Anak Sekolah*. Jakarta: Gramedia

Nurhastuti, E. (2014). *Pengembangan Kreativitas Melalui Bermain Balok Pada Anak Kelompok B TK Tanggan I Keccamatan Gesi Kabupaten Sragen Tahun Ajaran 2014/2015*. Universitas Muhammadiyah Surakarta.

Nazir, M. (2005). *Metode Penelitian*, Bogor : Ghalia Indonesia

Setiyowati, E. P., & Arifianto, Y. A. (2020). Hubungan Kompetensi Pedagogik Guru dan Prestasi Belajar Siswa pada Mata Pelajaran Pendidikan Agama Kristen. *SIKIP: Jurnal Pendidikan Agama Kristen*, 1(2), 78–95. <https://doi.org/10.52220/sikip.v1i2.57>

Sugiyono. (2009). *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, Bandung: Alfabeta

Suyadi. (2014). *Teori Pembelajaran Anak Usia Dini Dalam Kajian Neurosains*, Bandung: PT. Remaja Rosdakarya

Tadkiroatun, M. (2008). *Cerdas Melalui Bermain*, Jakarta: Grasindo

Uno, H. B., & Kuadrat, M. (2009). *Mengelola kecerdasan dalam pembelajaran*, Jakarta: Bumi Aksara Wilda Maria

Waldi, M. E. (2014). *Pengaruh Bermain Playdought Terhadap Kemampuan Motorik Halus Anak Di TK Pertiwi Talakbroto, Simo, Boyolali tahun pelajaran 2013/2014*, Jurusan

Wina. S. (2015). *Penelitian Pendidikan*, Jakarta: Prenada Media Group

Wiyani, N. A. (2016). *Konsep Dasar PAUD*. Yogyakarta: PT. Gava Media

Yeni, R., & Euis, K. (2010). *Strategi Pengembangan Kreativitas Pada Anak*. Jakarta: PT. Kencana Prenada Group