



# Improving Children's Creativity with Their Ideas through Picture Media after the Covid-19 Pandemic

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## ABSTRAK

*Pandemi covid-19 berdampak terhadap aktivitas berkreasi anak di sekolah. Salah satu cara untuk mendorong anak untuk berkreasi dengan mempresentasikan idenya melalui media bergambar. Penelitian ini bertujuan untuk meningkatkan keterampilan kreativitas anak usia dini melalui menggambar bebas sesuai dengan gagasannya. Metode: Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas, meliputi: (a) perencanaan, (b) tindakan, (c) observasi, (d) refleksi. Kemudian dilanjutkan dengan perencanaan ulang, tindakan, pengamatan dan refleksi untuk siklus berikutnya, dan seterusnya sehingga membentuk spiral. Temuan: Hasil yang diperoleh dalam penelitian ini adalah hal ini dapat dilihat dari hasil penelitian yang menunjukkan bahwa, sampai dengan siklus II peserta didik yang memperoleh nilai ketuntasan adalah sebanyak 13 anak atau sebesar 81%. Sedangkan yang belum tuntas sebanyak 3 anak atau sebesar 19%. Kesimpulan: Dengan demikian Kegiatan menggambar berdasarkan gagasannya sangat cocok untuk meningkatkan kreativitas anak usia dini oleh karena itu seharusnya pendidik untuk Kembali melakukan pembelajaran dengan metode dan media Pembelajaran yang bervariasi seperti menggambar sesuai dengan gagasan anak.*

## ABSTRACT

The COVID-19 pandemic has had an impact on children's creative activities at school. One way to encourage children to be creative is to present their ideas through pictorial media. This study aims to improve the creativity skills of early childhood through free drawing according to their ideas. Methods: The method used in this research is classroom action research, includes: (a) planning, (b) action, (c) observation, (d) reflection. Then proceed with re-planning, action, observation, and reflection for the next cycle, and so on to form a spiral. Findings: The results obtained in this study are that it can be seen from the results of the study which showed that, up to cycle II, students who obtained completeness scores were 13 children or 81%. While those who have not completed as many as 3 children or 19%. Conclusion: Thus, drawing activities based on his ideas are very suitable for increasing the creativity of early childhood, therefore educators should return to learning with various learning methods and media such as drawing according to children's ideas

## 1. INTRODUCTION

Education is very important for human life, especially for early childhood, if children are given the right stimulus, the optimization of growth and development will be easily achieved. This period is the most important and first period in the development of various activities in the context of developing the potential of children from an early age. In the past two years, the COVID-19 pandemic that hit the world

and Indonesia was no exception, however, caused some schools to rethink their learning process (Ilmi et al., 2020; Rediyono, 2022; Sandi Wachyuni & Ayu Kusumaningrum, 2020). Many aspects of activities have an impact, especially in the world of education, especially early childhood education. At that time, children had to study at home through online learning or offline learning (Allen et al., 2020; Pramana, 2020). Teaching and learning activities in educational institutions, especially early childhood education institutions, are no exception to the exposure to online and offline learning with the aim of preventing early childhood spreading the virus and yet getting the right stimulus for aspects of their development, both physical (Bafadal et al., 2021; Gayatri, 2020; Muhdi et al., 2020).

The low creativity in early childhood education during the pandemic because in home learning, children only get kids activity sheets and a pile of assignments from school. Moreover, the lack of stimulation of children regarding the use of the environment as a learning tool makes children's creativity less than optimal (Adegboye et al., 2021; Barrett et al., 2022; Cowie & Myers, 2021). To anticipate this, it is very important to increase children's creativity to increase children's intelligence. The role of educators is very important in stimulating early childhood to enhance the growth and early development of creative thinking so that it challenges their duties as educators. Creativity is one of the obstacles. Creativity is the ability of an individual to create new works, which are interpreted as ideas or works. Creativity in education is important for a child especially at a young age who today is full of creativity in education, technology, economics and social (Kołodziejski & Butvilas, 2021; Lebuda et al., 2021; Rodriguez, 2018). Creativity in early childhood can be characterized by the presence of children who can translate creative thinking and original ideas (Broström, 2016; Dejarnette, 2018). Is a free drawing activity by transforming early childhood creative ideas, which is part of children's creativity development (Dere, 2019; Liang, 2020; Strachan et al., 2022). Each individual child has an idea to develop their own creativity. Math activities with kids ideas are intended to motivate and stimulate children's creativity in fun and cheerful activities for children (Bunce & Woolley, 2021; Kade et al., 2021; Marwiyati & Istiningsih, 2020). Drawing is a widely used expression model in early childhood with positive potential (Areljung et al., 2021; Capurso et al., 2020; Priyanti & Warmansyah, 2021; Warmansyah, 2020). With math activities according to their ideas, children can cross out and create shapes that are explored in the play of colors. Math activities by stimulating children's ideas is a means of developing all the potential of children, who can later develop their creativity by exploring the ideas through work-based learning activities (Dere, 2019; Liang, 2020; Zakaria et al., 2020)

Creativity in children is an activity known in early childhood. Each child should have done math activities, either under the guidance of other people or teachers, or alone. Drawing activities allow children to optimize their creativity, which is an indicator of children's development based on their age (Abdulhameed & Rashid, 2022; Basa et al., 2020; Mishra, 2021). Thus, stimulants for educators in drawing activities are needed to develop early childhood creativity development (Sukran Ucus, 2018). It is so important to have early childhood education so that children's education should be able to develop all aspects of their development. One area of early childhood development is the development of creativity, one of which is drawing freely according to their imagination (Iting, 2021; Mayar et al., 2019; Pertiwi & Mayar, 2020; Rachmi & Herdana, 2018). Drawing can stimulate children's creativity in forming new works and is safe for children to use in play (Bodrova & Leong, 2018; Marsh, 2010). This development often includes the development of perception, expression, adaptation, understanding, imitation, so the development of creativity in early childhood needs attention. An educator is required to provide media and learning resources that are as attractive as possible so that children are interested in participating in the learning process and children can easily understand the purpose of the activities to be performed (Fauzi & Khusuma, 2020; J. Kim, 2020).

The world of children is very thick with the world of play, children love to play very much. Learning applied to early childhood is thus learning through play. The learning method is applied learning while playing so that educators can be closer to children and children feel comfortable learning so that they do not feel overwhelmed (Dong et al., 2020; Hedges & Cooper, 2018; Watini, 2019). Intensive communication with educators can encourage children to stimulate themselves to think and manipulate and develop according to their imagination (Fleer, 2020; Langgadesa et al., 2020; Segundo Marcos et al., 2020). The learning process is also supported by play facilities, learning spaces, musical instruments and learning media, so that students not only sit, remain silent and listen, but make students active in singing, playing, dancing, drawing and storytelling (Bhamani et al., 2020; Havigerová et al., 2021; Villarroel et al., 2018). One thing that needs to be developed is creativity in free drawing which is a way of thinking, expressing oneself and combining feelings and ideas that encompass any means of communication by symbolizing thoughts and feelings to convey meaning to others (Hanif et al., 2019). Accordingly, creativity is a person's thinking ability to combine old ideas with new ideas to create a new understanding or work. The learning process is also supported by play facilities, learning spaces, musical instruments and learning

media, so that students not only sit, remain silent and listen, but make students active in singing, playing, dancing, drawing and storytelling (Mabingo, 2020; Thompson, 1988). In improving children's creativity, they can usually cross and paint according to children's experiences. Very little experience with children's creativity during the learning process.

Stimulating children's creativity, which almost most children like to draw, and drawing is the right and appropriate means for early childhood to actualize, express themselves according to their ideas (Miao, 2020; Rodríguez et al., 2019; Veryawan et al., 2020). Early childhood expression is the expression of emotions of ideas in the process of creating works of art and actualized through the media of children's freedom, one of which should be considered so that children can grow and develop their creative ideas, which can be developed by free drawing activities (Putri, 2020; Tunniswah & Muazzomi, 2021; Ukar et al., 2021; Winarti, 2020). Drawing based on children's ideas is a way to increase children's creativity by improving learning ability in early childhood where drawing is a fun activity for kids. The real problem that arises is that children's creativity is still low (Bodrova & Leong, 2018; Gerde et al., 2018; K. M. Kim, 2020). This is characterized by children's complaints when asked to draw according to their ideas, children's creativity results are less varied, children hesitate and lack confidence in expressing ideas when drawing with ideas. Even though the teacher has given explanation and motivation to children when learning. This problem arose because the covid period hit our country with various restrictions on the learning process, so it was difficult for teachers to stimulate and motivate children, to improve children's creative learning ability. With these limitations, the teacher cannot carry out the learning process. Because with the end or the easing of Covid-19 and the learning process is carried out with blended learning. The author tries to re-motivate children's creativity by using drawing methods based on the child's own ideas.

Based on the above phenomenon, the author tries to do a learning method to improve children's creativity after the end of covid-19, namely a free drawing method based on his ideas. Free drawing based on ideas will strengthen imagination and hone children's creativity to increase self-expression that has been stuck with online learning or work from home. By preparing all the tools used for drawing such as pencils, colored pencils, crayons, and drawing books. The improvement of this learning method is expected to provide a very good response in improving children's creativity skills in Nur Divine Kosambi Kindergarten, South Konawe Regency in particular. Therefore, this research was conducted post-covid 19. There are several problems that have not been followed up in previous research, therefore this study will discuss how to increase creativity in early childhood through drawing activities according to their ideas. Thus, this study aims to improve the creative abilities of early childhood with free image media according to their ideas.

## 2. METHOD

This research is a class action research that aims to increase children's creativity through the free drawing method. This research model refers to Kemmis and Taggart who developed the model based on the concept developed by Lewin with several changes.

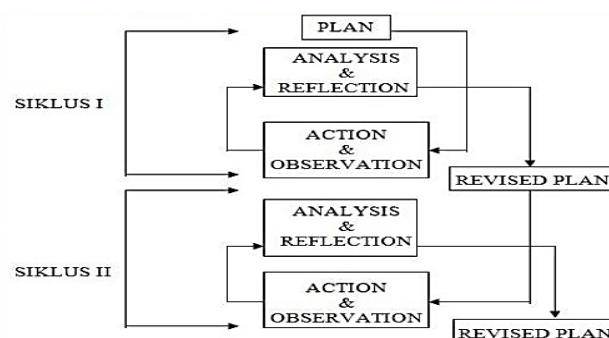


Figure 1. Kemmis & Taggart

Planning using a spiral system cycle, each cycle consists of four components, namely planning, action, observation, and reflection (Altrichter, 2020). This research was conducted Nur Ilahi kindergarten Kosambi, South Konawe Regency. Therefore, researchers have conducted research conducted in the odd semester of the 2020-2021 school year. This study aims to improve learning conditions, in this case the creative ability of children. To determine the level of improvement in children's creativity, researchers made observations using an instrument in the form of an assessment (Brooker, 2020; Coady, 2020). The following is a table of children's creativity instrument grids by drawing according to their ideas.

**Table 1.** A Grid of Children's Creativity Instruments by Drawing According to Their Ideas

Variables	Aspects Studied	Indicators	of Instrument Grid
Creativity	Fluency	1. Doing drawing activities spontaneously 2. Doing drawing activities spontaneously 3. Has a strong will to draw according to his ideas	3
	Flexibility	1. Able to adjust his creative ideas in drawing 2. Able to carry out experimental experiments in drawing.	2
	Originality	1. Able to develop their own imagination 2. Not easily influenced by his surroundings 3. Able to defend his ideas or ideas.	3
	Elaborates	1. Able to manage ideas in a variety of ways 2. Able to present their ideas in the form of works. 3. Able to detail in detail what has been described	3

Thus, the indicator of success can be said to be successful if 75% of children complete according to the school Minimum Completeness Criteria from 16 students of group B aged 5-6 years at Nur Ilahi Kosambi Kindergarten, Konawe Selatan Regency have achieved an indicator of increasing creativity in good criteria. After the data is collected, the next step in the research process is to analyze the data. Data analysis technique is the process of compiling data so that it is interpreted in depth. To answer the problems in data research, descriptive analysis is used, which is an analytical method that only describes the research phenomenon objectively. The data analysis technique carried out in this study was through two ways, namely qualitative data analysis techniques. Qualitative data analysis was carried out on data collected through interviews, researcher field notes, and reflection. And quantitative data analysis, namely data reduction, data display, conclusion drawing/verification data (Miles et al., 2014)

The instrument developed by the researcher was in the form of a checklist, with a Likert scale pattern of answers. The following is a table of the success scale of children's creativity and its assessment rubric.

**Table 2.** Scale Creativity Success Rate

level of completeness	Value	Score
Growing Very good	from 3.50 to 4.0	4
Developing Appropriate Expectations	from 2.50 to 3.49	3
Start Evolving	from 1.50 to 2.49	2
Not Evolving	from 0 to 1.49	1

**Table 3.** Rubric of Assessment

Level of Completeness	Assessment Indicators
Developing Very Good	Children are very fluent in drawing according to their ideas or ideas perfectly.
Developing according to expectations	Children can draw according to their ideas without the help of the teacher according to the standard of achievement
Starting to Develop	Children can draw according to their ideas with the help of the teacher
Not yet Developed	Children are not yet able to draw according to their ideas even though they are assisted by the teacher

Data were analyzed using simple descriptive statistics with formula as follows (Amrhein et al., 2019)

$$\frac{\text{Overall score value}}{\text{Number of indicator}} \times 100$$

### 3. RESULT AND DISCUSSION

#### Result

The results of the observation of pre-cycle data were obtained before the researchers conducted the first cycle and the second cycle, the researchers conducted pre-cycle preparations, namely collecting children's data to be studied through direct observation. The results of this study are in the form of pre-cycle results. Results Seen from this observation is an increase in children's creativity through free drawing activities. Researchers conducted a pre-cycle in December 2020. Researchers observed children's creative abilities in ongoing teaching and learning activities. In pre-cycle observations, the data obtained shows the data as shown in the [Table 4](#).

**Table 4.** Description of Children's Creative Abilities in the Pre-Cycle

No.	Indicator	Frequency	Percentage
2	Start to be developed	1	06.25
1	Not yet developed	10	62.50
3	Developing according to expectations	4	25.00
4	Very well developed	1	06.25
<b>Total</b>		<b>16</b>	<b>100,00</b>

At this stage, what the researcher did was create a learning scenario in the form of a daily learning implementation plan, make teacher and child observation sheets, and make assessment instruments to see children's learning outcomes. The implementation of learning improves children's creativity through drawing activities children at Nur Illahi Kindergarten, Kosambi Village, Benua District, South Konawe Regency from 07.30 to 10.30 WITA. In practice, the learning process consists of several sessions, namely opening, core activities, and closing. The learning implementation was carried out in 2 meetings, namely the first meeting on February 18, 2021, and the second meeting on February 24, 2021. The implementation of this activity was attended by 12 students consisting of 7 boys and 5 girls who were registered in the Academic Year. 2020/2021 as a group B student at Nur Illahi Kindergarten, Kosambi Village, Benua District, South Konawe Regency. Data obtained from the field regarding the implementation of learning are described as [Table 5](#).

**Table 5.** Description of Children's Creative Abilities in Cycle 1

No.	Indicator	Frequency	Percentage
1	Not yet developed	0	00.00
2	Start to be developed	3	18.75
3	Developing according to expectations	3	18.75
4	Very well developed	10	62.50
<b>Total</b>		<b>16</b>	<b>100,00</b>

Based on the results of the observation and evaluation of the first cycle of action, it was concluded that the indicators of success had not been achieved. Therefore, teachers and researchers together discuss what are the weaknesses of the implementation of the first cycle of actions so that learning methods can be improved at the stage of implementing the second cycle of actions so that they can further increase creativity in Nur Illahi Kindergarten, Kosambi Village, Benua District, District. South Konawe

Weaknesses in the reflection of this action include: a) The teacher has not given the opportunity to children to ask questions about things they do not know about drawing activities, b) The teacher has not motivated all children to be involved in the activity, c) The teacher has not fully supervise and direct children during the learning process, d) Children do not dare to ask questions about drawing, e) There are still children who have not actively participated in drawing activities, f) Children cannot be patient and do not disturb their friends during drawing activities, g) There are still children who did not listen to the teacher's closing explanation.

As planned in the planning stage, the action stage in the second cycle aims to correct the deficiencies in the first cycle which only reached 62%. Of course, the purpose of implementing this second cycle is to increase the creativity in Nur Illahi Kindergarten, Kosambi Village, Benua District, South Konawe Regency. The implementation that will be carried out is adjusted to the Daily Learning Implementation Plan that has been made previously, as a guide for assessing learning outcomes. Data obtained from the field regarding the implementation of learning are described as [Table 6](#).

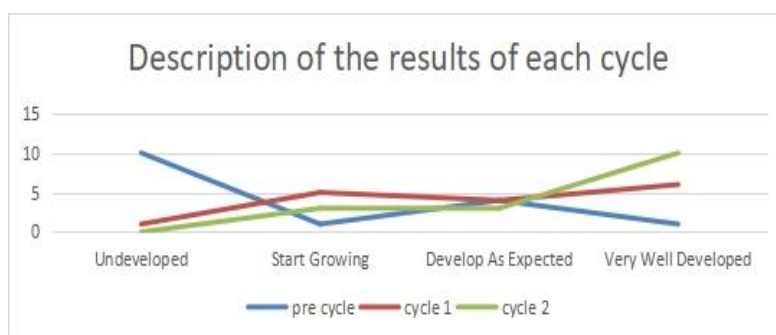
**Table 6.** Description of Children's Creative Abilities in Cycle 2

No.	Indicator	Frequency	Percentage
1	Not yet developed	0	00.00
2	Start to be developed	3	18.75
3	Developing according to expectations	3	18.75
4	Very well developed	10	62.50
<b>Total</b>		<b>16</b>	<b>100,00</b>

At this meeting, no weaknesses were found as in the first meeting of cycle II. This is because the teacher has carried out the learning process well so that the children are also motivated to follow the learning process well. The results of the second cycle of classical action reached 81%, this shows that in the learning process teachers and children have succeeded with the success indicator achieved in this study, namely 75.00%

This classroom action research was carried out in two learning cycles which were carried out gradually starting from planning actions to be carried out in research so that the research carried out is structured and follows what has been planned, then the implementation of this classroom action research. The action is to implement a lesson plan that has been prepared based on the scenario in the Daily Learning Implementation Plan, then observation, namely the researcher makes observations from the beginning to the end of the lesson intensively to get information about children to find out the increase in children's creativity through drawing.

The last stage is observation and evaluation then reflection where at this stage the researcher reviews the activities that have been carried out, if it has achieved the desired learning objectives, the research activity can be stopped in cycle I, but if there are still problems found then it still requires improvement or follow-up in the second cycle of action, if it is already in the implementation of the second cycle. However, the research on increasing creativity through drawing only uses two cycles because in cycle 2 the learning is considered successful because it has reached the standard of success indicators. After the preliminary activities are carried out, corrective actions are taken to learn through drawing which consists of two cycles, namely cycle I and cycle II as shown in the following Figure 2.

**Figure 2.** Description of the Results of Each Cycle

## Discussion

The implementation of learning by drawing is in line with the ideas of children in Nur Illahi Kindergarten, which is used by teachers and is very influential in increasing children's creativity. This means that learning by drawing is very effective and suitable for increasing creativity in early childhood after the end of the covid 19 pandemic. They are very happy and happy to follow the learning process in school. This is in line with the opinion of experts who reveal that children are once again motivated to take up the learning process by playing with a distinctive learning style as before covid 19. Therefore, early childhood learning should be accompanied by interesting learning for children, not making kids bored and bored because the principle of kids learning is to play while learning. In addition, at this point in the learning process, children have just experienced a mental experience that has never been experienced before, even if it is still felt in the atmosphere of covid-19, which should be in accordance with the Covid 19 Health protocol that is in place today. is still felt. However, it does not cause children to take turns doing activities at home and at school.

Echoing the view of other researchers that the creativity shown in early childhood is a form of original creativity that seems to be spiraling out of control. Drawing according to their ideas in early childhood can work by propagating their ideas, even though their motivation is not maximized, but creativity develops according to expectations. Several research findings show that free math activities can

boost children's creativity before the COVID-19 pandemic develops (Adhani & Hanifah, 2017; Herlinda & Dewi, 2020; Holmes et al., 2019; Maulana & Mayar, 2019; Sari & Prayogo, 2019; Yuntina, 2017). However, during the Covid-19 pandemic that hit the world, learning activities were conducted online through homework, children's creativity level where children's limitations in performing learning activities and emotional factors were uncertain but could think original (Holida & Aryani, 2021; Husnu, 2021; Mokodompit et al., 2021a; Nurhaeny et al., 2022b; Sadiyah et al., 2021). Drawing gives freedom to stimulate feelings and skills when children do math activities because drawing is a medium for early childhood to play while learning is more fun and interesting, although the methods and media are different. Then the success rate of drawing based on children's ideas to increase children's creativity shows a very good development, as has happened by, but in the sphere of the covid pandemic (Afrilia et al., 2022; Tunniswah & Muazzomi, 2021; Ukar et al., 2021; Veryawan et al., 2020) The results of his research show that free circle activities in early childhood idea generation can increase children's drawing creativity from an early age and are helpful in absorbing lessons and creating a fun learning and learning environment. Free drawing can increase children's creativity in general, with several changes from before, meaningful results are shown by creativity indicators such as curiosity, where children actively ask, investigate and observe the desired shape (Herlina et al., 2021; Mokodompit et al., 2021b; Nurhaeny et al., 2022a; Wahyuaji, 2019). In order to optimize the development of children's creativity, it is very important for us to carry out activities that can stimulate and develop children's creativity. From the first meeting to the end of learning to draw according to their ideas, we can further enhance their creativity. Development is measured by fluency, flexibility, originality and elaboration. The development of children's creativity is evident from the variety of images created by each child. The photos from the last encounter are usually more detailed and the characters are better compared to the photos from the first encounter. Drawing activities based on his ideas to enhance his creativity will be proved by drawing media, children will be excited to participate in learning, the material presented by the teacher will be more easily absorbed by children, giving children their creative skills can develop. Thus, drawing activities based on his ideas are very suitable to increase the creativity of early childhood, therefore, with the end of the covid 19 pandemic and the return to new normal conditions, educators should return to learning with various methods and learning media, such as drawing according to children's ideas.

#### 4. CONCLUSION

Results Based on what has been described previously, it proves that drawing activities based on children's ideas can increase children's creativity when the COVID-19 pandemic passes. Drawing activities based on his ideas are very suitable for increasing the creativity of early childhood. Therefore, activities like this must be implemented by teachers to reinvent creativity so that they can return to their usual activities before covid hit this country. Thus, the improvement process by collaborating with similar media so that children's creativity can run optimally

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