



The Influence of Playing With Plasticine On The Development Of Children's Creativity At TK Negeri Satap Sibargot Village

¹Nursani Rambe, ²Soybatul Aslamiah Ritonga, ³Azhar

^{1,2,3} Al-Bukhary Labuhanbatu College of Tarbiyah Sciences

email-¹nursanirambe@gmail.com, ²soybatul89@stita.ac.id, ³azhar@yahoo.co.id

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Abstract

Playing with playdough is a constructive play. Creativity generates a new idea that connects with the previous one, creating something new. The problem formulation in this research is "Is there an influence of using plasticine media on the development of early childhood creativity at TK Negeri Satap Desa Sibargot." The research aims to determine the effect of plasticine media on developing creativity in early childhood at TK Negeri Satap Desa Sibargot.

This research uses a quasi-experimental quantitative research design with a control class, where the experimental class consists of 15 children and the control class consists of 15 children. Data were collected using the observation guideline technique of the child creativity development research instrument. The analysis technique uses data homogeneity, normality, and paired sample t-test/hypothesis testing techniques.

Hypothesis analysis is used to test the hypothesis using the t-test in the SPSS 17 program, namely, $t\text{-test} = 15.453$ sig 0.000. Therefore, the sig (2-tailed) value of $0.520 > 0.000$ means that H_0 is rejected and H_1 is accepted. Thus, the research hypothesis stating that using colored flour playdough media affects the development of creativity in early childhood at TK Negeri Satap Desa Sibargot is accepted as true.

1. INTRODUCTION

Education is very important in a person's life for enhancing skills and intelligence and developing self-potential. It can shape a responsible, intelligent, and creative personality. (Sesa Pirunika, 2019) Early childhood education is also the first and foremost foundation in a child's personal development, whether related to character, cognitive, physical, socio-emotional, spiritual, or independence.

Early childhood education aims to develop the full potential of children in the future. Its function is to develop a child as a whole person by the philosophy of a nation. Children are just

getting to know the world, so they are learning to communicate with and understand others. (Suyadi, 2014) Children must be guided to understand this world, such as natural phenomena and the skills or abilities needed to live. (Suyadi, 2014)

According to Kresno, playing has a significant impact on child development, one of which is stimulating children's creativity (Ahmad Zaini, 2015). Through experimentation in play, children discover something new and different, which can bring satisfaction to every game. Playing by manipulating objects they find in their environment affects what they see around them.

Children can easily absorb experiences only through tangible objects in the early childhood stage. Children are more likely to follow what they see rather than hear, which is why when playing, they will always use games they create themselves and their own creative results without any specific rules or restrictions. Therefore, plasticine is one of the media that should be used as a tangible medium to provide learning for developing children's creativity and fine motor skills. Playing with plasticine also serves as a game that will train the child's developmental process in color selection and in shaping their ideas.

Creativity is very important to develop because it can enhance academic achievement. The more creativity a child possesses, the higher their academic achievements will be. Creativity has a significant influence on a person's life; therefore, it should be developed from an early age. (Diana Vidya Fakhriyani, 2016)

From the results of the observation conducted by the researcher on March 10, 2021, at TK Negeri Satap Desa Sibargot, there is a child whose creativity has not yet developed when the teacher assigns coloring and drawing activities. The child only prefers traditional games, and there is still a lack of interest in modern games. Thus, it is still evident at TK Negeri Satap Desa Sibargot. Hence, the pre-research interviewed one of the teachers there, Mrs. Irnawati. The researcher then asked about the learning processes and media used by the teacher to enhance children's creativity at TK Negeri Satap Desa Sibargot, which only has block media.

Some factors hinder children's creativity in learning, namely the lack of training in development and the limitations of learning media. The learning media used by the children at TK Negeri Satap Desa Sibargot are still traditional educational toys, so the children cannot appreciate their work properly. Besides, the children's responses during the learning process to form creative activities are considered lacking because some children are not very enthusiastic about the media used in the learning process. Playing with playdough can be used in the learning process to enhance children's creativity. Thus, children will use their imagination with playdough to create a work involving multiple media types.

The learning process is still receiving a less effective response. Thus, playing with plasticine, children can respond to the learning process well. Using colored plasticine, children can shape various forms such as fruits, cakes, and so on using plasticine as a medium. Playdough is a medium made from flour, salt, cooking oil, food coloring, and water, making it very easy to use because playdough is a soft material that can be squeezed, pulled, pressed, rolled, and shaped according to the child's imagination and desires. (Ita Wahyuni, 2016) Plasticine is a material or tool children use to play and express their ideas by shaping plasticine into what they desire in class. Plasticine also provides a fun and satisfying experience for children, but it is not just an activity of "having fun." (Triharso A. 2013)

One of the approaches taken with early childhood children to stimulate and develop their creativity is through play activities conducted in their environment using educational play tools and various learning resources through play media. (Ahmad Susanto. 2011)

Playing activities, including using plasticine, can also develop children's creativity. Based on the issue above, the author was interested and chose the research title "The Influence of Playing with Plasticine on the Development of Children's Creativity at the Satap State Kindergarten in Sibargot Village."

2. THEORETICAL FRAMEWORK

A. Playing with Plasticine

According to KBBI (Kamus Besar Bahasa Indonesia), playing involves engaging in activities to please the heart and using certain tools. (Department of National Education. 2012) Playing with playdough is a form of constructive play. According to Forman and Hill in Dynna, play is an activity where children try to build something, such as a fort made from blocks or a picture of a house made from paper and colored pencils. (Dynna Wahyu Perwita Sari. 2013) Playing with plasticine, children can coordinate their fingers, stretch the muscles of their hands, train their perseverance and patience, and develop their imagination and creativity. In the context of their play, children come to understand, create, and manipulate symbols as they take on roles and transform objects into something else. Children also explore social relationships and experiment with various social roles. In child development and learning, it is important to become an effective teacher, which is important for helping children develop and learn. The steps that teachers can take to conduct learning activities using plasticine media are as follows:

- a. Preparing the child for the learning process.
- b. The teacher shows concrete objects to the children, such as the shapes of fruits, animals, glasses, plates, and others.
- c. The teacher introduces the tools that will be used.
- d. Then the teacher shapes using plasticine according to the existing example, and the child is taught to make the same shape as the example or create a shape that the child likes.
- e. The teacher allows whatever the child creates; the teacher should not limit or blame what the child makes so that the child's creativity can develop.
- f. It is better to learn colored flour dough on the floor rather than on a bench or table so that the child can move freely, sit comfortably, and enjoy playing with it according to their imagination.
- g. To address the mess from colored flour, the child uses a plastic apron and a handwashing station with a towel so that the child can easily clean their hands when the lesson is over.
- h. The teacher conducts an observation. Plastisin media can train a child's thinking ability, allowing them to shape various forms they like freely. Therefore, teachers should also be more creative when conducting learning using plastic media. (Wartini. 2014)

According to Wenner, play allows children to expand their physical skills, language and literacy abilities, and creative imagination. Evidence that play provides tension release, emotional expression, and exploration of anxiety-inducing situations has also been well documented. (Alice Phipps Whiren, 2018)

B. Development of Creativity

Development is the process of something evolving to enhance efforts. (Department of National Education, 2012) According to Rahmawati, creativity is the ability of a person to produce something new, whether in the form of ideas or tangible works that are relatively different from what already exists. (Alini. 2017) Each child in early childhood has different levels of creativity because they have an educational upbringing, which results in different characters and environments for each child.

The indicators of creativity development based on the Ministry of National Education (Kemendiknas) are: Core competencies: Having a sense of curiosity, being creative and artistic, self-confident, disciplined, independent, caring, able to appreciate and be tolerant of others, adapting, being humble, and polite in interacting with friends.

Indicators of creativity development achievement for children aged 5-6 years:

1. Solving problems creatively

2. Presenting various works related to the social environment (in the form of pictures, storytelling, singing, and body movements)
 3. Showing an attitude of independence
 4. Showing self-emotional reactions appropriately
 5. Having more words to express ideas to others.
- Showing works and artistic activities using various media. (Pebria Suhartini, 2016)

3. RESEARCH METHOD

A. Place and Time of Research

The school used as the research site is the Satap State Kindergarten in Sibargot Village, Bilah Barat District, Labuhanbatu Regency. This research was conducted from March 2021 to May 2022, as the academic calendar of education was the reference for this study.

B. Population and Sample of the Study

According to Sugiyono, the population is "the area or the entirety of the research that consists of: objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and then concluded, thus the research is a population study." (Suharsimi Arikunto, 2014) In this study, the author took the entire population of 30 children at TK Negeri Satap Desa Sibargot.

According to Sugiyono, a sample is a part of the quantity and characteristics possessed by the population. (Sugiyono, 2015) The sampling technique that will be used in this research is the saturated sampling technique. Where the saturated sampling technique is a sampling determination technique when all members of the population are used as the sample. This is often done when the population size is relatively small, less than 30 people, or when the research aims to make generalizations with a small margin of error. Based on the explanation above, the sample size for the students of TK Negeri Satap Desa Sibargot is 30 students.

C. Type of Research

The type of research used by the researcher is quantitative research. Quantitative research can be defined as being based on positive philosophy, used to study a specific population or sample, data collection using research instruments, data analysis being quantitative/statistical in nature, with the aim of determining the effect of playing with plasticine on the development of creativity in early childhood at TK Negeri Satap Desa Sibargot.

D. Instrumen Penelitian

Data collection is a tool or auxiliary facility used by researchers in their activities, collecting data so that the activities become systematic and facilitated by it. The variation in types of research instruments includes observation, checklists, interview guidelines, and observation. The instruments are designed according to the variables and indicators for each variable.

4. RESULTS AND DISCUSSION

The research was conducted at TK Negeri Satap Desa Sibargot. In this study, the researcher took a sample group of 15 children as the experimental class and 15 children as the control class. The treatment given to each group was different. In the experimental group, the learning process was treated using colored flour-based playdough. Meanwhile, in the control group, the learning process was treated using melted wax media.

The purpose of the research conducted by the researcher is to see whether the use of plasticine media affects the development of creativity in early childhood at TK Negeri Satap Desa Sibargot. Before the researcher conducted the study, the researcher first examined the validity and reliability of the items that would be presented in this research. After testing the validity and reliability of the research instruments that have met the requirements.

The researchers conducted initial observations to determine the initial condition of early childhood creativity development by recording the level of early childhood creativity development at TK Negeri Satap Sibargot, using a checklist on the observation sheet to assess the children's creativity, which has been tested for validity and reliability consisting of 13 items. Before applying the colored flour playdough and melted wax media to each sample of the experimental and control groups, both groups had the same level of ability. Where both groups had low average scores, the experimental group received an average score of 2.5 while the control group received an average score of 2.4.

Then the researcher conducted the experimental activities using colored flour-based plasticine media in three sessions with the theme of plants, sub-theme of fruits; the second theme of animals, sub-theme of four-legged animals; and the third theme of myself, sub-theme of my identity. Meanwhile, the control group used wax media found in 3 sessions with the same theme and sub-theme as the experimental group. After the learning media was applied to each sample, there was a significant difference in the final observation scores of children's creativity development, with the experimental group receiving an average score of 3.06 and the control group receiving an average score of 2.86. This shows that the development of creativity in the experimental group using colored flour-based plasticine media is higher compared to the control group using liquid wax media.

Based on the results of the observation sheets obtained regarding the development of children's creativity, the average percentage score of the experimental group is higher than that of the control group, with the experimental group having an average percentage score of 3.06, while in the control group

The control group received an average percentage score of 2.86. Based on the results obtained from the observation sheet, it is stated that the use of colored flour-based plasticine media has a greater impact compared to liquid wax.

The significant difference between the experimental group and the control group with the media used is that the colored playdough requires the children to first make the playdough using flour, salt, cooking oil, mineral water, and food coloring. Only after that can the children shape or play with the colored flour playdough according to their imagination. Whereas with liquid wax, children do not need to make it beforehand; they can directly play with it and create shapes according to their imagination. After the application of colored flour plasticine and liquid wax media for each sample, significant differences were obtained during the pre-test of the experimental group with a significance of $0.000 > 0.05$, while during the post-test, it was $0.007 > 0.05$. In the control group, there was a significant difference during the pre-test with a significance of $0.000 > 0.05$, while the post-test had a significance of $0.001 > 0.05$. It can be seen that there is a difference between the initial and final experimental groups, as well as in the control group where there is a difference between the beginning and end of the observation.

However, between colored flour-based playdough and wax media, the one that has a greater impact on the development of early childhood creativity is colored flour-based playdough compared to wax media. It can be seen from the results of the product moment correlation test post-test of the experimental group with $t = 15.453$ sig 0.000, while the post-test of the control group with $t = 7.335$ sig 0.000. This shows that the development of creativity in early childhood in the experimental group using colored flour-based playdough media is higher than in the control group using wax media.

Based on the results of the hypothesis testing, it was found that colored flour-based plasticine media provided a significant improvement in results. Compared to liquid wax media, the use of colored flour-based plastisin media in the experimental group resulted in a better

increase in creativity development scores compared to the control group that used wax plastisin media. Thus, it can be said that the use of colored flour-based plasticine media has a positive effect on the development of creativity in early childhood at TK Negeri Satap Desa Sibargot.

5. CONCLUSION AND SUGGESTIONS

Based on data analysis and hypothesis testing, it can be concluded that based on the results of the paired sample test, there is an influence between the use of colored flour playdough media and the development of creativity. This can be seen based on the SPSS calculation results which obtained $t = 15.453$ sig (2-tailed) 0.000, thus it can be concluded that there is a significant influence between colored flour playdough media and the development of early childhood creativity at TK Negeri Satap Desa Sibargot.

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