

Making Collage Work in Learning of Elementary School: A Study of Student Creativity

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Keywords

Making Collage Work
Elementary School
Student Creativity

Article History

Received 2022-08-17
Accepted 2022-11-15

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Abstract

Creativity is an important aspect that elementary school students need to have. However, several studies show that students' creativity is still low. One of the learning activities that are thought to be able to develop children's creativity is by making collage works. In the activity of making collages, children can be creative according to their own creativity. This study aims to increase students' creativity by using collage techniques. This research method uses classroom action research with the Kemmis and McTaggart design carried out in four stages, namely planning, implementation, observation and reflection. The subject of this research is the fourth-grade students of SDN Ciseureuh for the academic year 2021/2022, with a total of 14 participants, consisting of 3 boys and 11 girls. Data collection techniques in this study are using observation and interview techniques. The results showed that the creativity of students in the pre-cycle obtained an average score of 50.45 the category began to develop, in the first cycle it increased to 74.11 the category developed as expected, and in the second cycle it increased to 87.50 the category developed very well. From these results, the conclusion of this study is that the collage method can increase the creativity of fourth-grade students at SDN Ciseureuh.

INTRODUCTION

Creativity is an inseparable aspect of realizing the quality of a society that is innovative and creative (Ucus, 2018) and is able to solve life's problems (Kurniawan, 2016; Sani, 2015). Creativity is the ability to think in a new, unprecedented and unusual way so as to produce a solution to a problem (Kasta, 2019; Nuruddin, 2019). In determining and creating solutions to each problem, creativity is needed (Kaplan, 2019). To achieve this, education providers at every level must train their students to be creative in creating various alternative problem solving (Antonietti et al, 2011; Griffiths, 2014; Shaheen, 2010; Brundrett, 2007).

In elementary schools, creativity is also very relevant and needs to be given to children (Alfonso-Benlliure & Santos, 2016). By training children's creativity from an early age, they will be more skilled in finding solutions to problems (Nurinayah et al, 2021). However, the low creativity of elementary school children is still a problem that has not been fully resolved, as revealed in the research of Kamarudin & Yana (2021), Nugraha et al. (2018), and Setyowati et al. (2018). The problem of creativity of elementary school students is also found in SDN Ciseureuh, Sagaranten District, Sukabumi. Based on observations at the school, it appears that children have difficulty in finding solutions to the problems given during learning. They are only able to find solutions to the problems that are exemplified, but are not able to when given new problems. In addition, they are also less skilled in expressing their opinions, both orally and in writing.

Based on these problems, it is very necessary to make efforts to increase children's creativity. One effort that can be done is to determine learning activities that can facilitate children's creativity because the increase in student creativity is influenced by the learning carried out (Pamungkas et al, 2017). According to

Hu & Adey (2002) stimulating students' creative thinking can be done by means of free, open, and positive learning. Learning design in nature or the surrounding environment can also support the improvement of student's creativity (Davies et al, 2013; Richardson & Mishra, 2018). Several previous studies have also proven that activities that provide flexibility and freedom to students in learning are quite effective in increasing children's creativity, as explained in Ambarwati's research (2014) which uses natural materials to make mosaics. Maisarah et al. (2020) in their research succeeded in increasing students' creativity through the clay plasticine playing method. Another study conducted by Tirtayati et al. (2014) shows an increase in children's creativity through free drawing activities. Wulandari (2020) also in his research proves an increase in children's creativity through finger painting techniques. On the basis of these studies, this study also seeks to increase students' creativity with free and open learning activities. In contrast to these studies, in this study students are given the freedom to create a work of art, namely a collage.

Collage is an art activity that is realized by arranging and glueing natural materials, artificial materials and used materials on the basic paper used, to produce unique and interesting works (Ridayanti & Meidawaty, 2019). In making collages, children are open and given the freedom to be creative according to their own creativity. The materials for the collage activity also don't require a lot of money, you can use used goods and natural materials that are often found.

From the description of the background, this study aims to increase the creativity of students at SDN Ciseureuh, grade IV students by learning to make collage works. This research is expected to be useful in finding learning alternatives that can increase the creativity of elementary school students.

METHODS

The type of research used is classroom action research (CAR), and uses Kemmis and McTaggart's CAR model which is carried out in two cycles. CAR is research that comes from problems in the classroom or in learning. Classroom Action Research has a very important role to improve the quality of learning if it is carried out properly and correctly (Kunandar, 2010). The steps for implementing CAR according to Kemmis and McTaggart are carried out in four stages, namely planning, implementation, observation and reflection. The research was carried out in 2022 at SDN Ciseureuh, Sukabumi Regency. The subjects of this study were fourth-grade students, totalling 14 students with 3 male students and 11 female students.

In collecting data, observation and interview techniques were used. Observations carried out are observations of all activities, starting from the beginning of the implementation of learning to the end of implementation. Interviews were conducted to obtain more accurate results about children's creativity during college activities. The data collected was then analyzed using quantitative descriptive techniques. Observational data are converted in per cent and interpreted into criteria for starting to develop, developing as expected, and developing very well.

RESULTS AND DISCUSSION

The first step taken by researchers before conducting classroom action research is to observe learning activities, especially learning related to increasing children's creativity. In the learning activities that take place, the teacher communicates the theme, which is about the beauty of diversity in my country with the sub-theme of the beauty of the unity and integrity of my country.

The teacher asks students to observe the artwork in the student's book and is directed to estimate what technique is used for each creation of the artwork. Before making collage artworks, the teacher explains the meaning and steps of making collage artworks and prepares the materials used in the basic fields of HVS paper, wood glue tools, seeds and origami paper. At the time of college activities, there were still many children who cheated on the work of their classmates and the choice of colours was less varied and could not communicate the work they had made and were impatient in doing the assignments given. During the process of implementing the learning process, it can be said that children's creativity has not yet developed optimally. Children still cannot express ideas in the works they make.

In the implementation of the first cycle of action, at the beginning of the activity, the children began to enthusiastically pay attention to the teacher explaining and practising the collage technique, but there were still some children who were cool to play alone and over time the children got used to it and felt

happy. In the implementation of the first cycle, children are freed to make shapes to stick from the tools and materials provided by the teacher by observing the aspects of children's creativity in collage activities which include fluency, flexibility, originality and elaboration. In cycle II, children's activities in participating in collage activities use origami paper, seeds, natural materials and use HVS paper as a base. Children are freed to form and choose materials that are already available, by looking at indicators and aspects of children's creativity in collage activities. The results of observations in the pre-cycle, cycle I, and cycle II on students' creativity in learning to make collages can be seen in table 1.

From the data in table 1, children's creativity in pre-action shows the development of creativity, which is starting to develop. It can be seen that children who have the criteria began to develop by 71.43%, and the criteria developed as expected by 28.57%. Thus, it can be seen that the achievement of children's creativity in pre-action is only 28.57% so children are in the criteria for developing as expected.

In the first cycle, children with the criteria developed as expected there were 9 children with a percentage obtained of 64.28%, these eight children were able to combine 2 or more selected materials and could develop ideas for their work but there were still some children who still had difficulty using one of the materials to be pasted. While the children with very well-developed criteria were 5 children with a percentage of 35.71%. The five children were able to independently make templates from existing materials and were able to develop ideas and produce various collages according to their creativity. The results of the action in the first cycle increased to the criteria of developing as expected by 64.28%, growing very well by 35.71%. So in the first cycle, children's creativity increased to 35.71% with the criteria for developing very well.

In cycle II, there are 2 children who have the criteria for developing according to expectations, the criteria for developing very well are 12 children. The percentage of children's creativity in cycle II can be obtained information that children who are in the criteria of developing according to expectations there are 2 children, the two children during learning activities doing collage prefer to pay attention to their friends than do their own work, and prefer to disturb their friends so that in making the collage did not explore well and at the end of the activity the children were enthusiastic in doing the task by giving rewards. There are 12 children who are on the very well developed criteria, these 12 children have been able to make and produce various collage works, can use and combine existing materials. Children are also able to develop ideas in making works so that the 12 children are in the criteria of developing very well. The results of the action in the second cycle increased to the criteria developed as expected 14.28%, the criteria developed very well 85.71%. So in the second cycle, children's creativity increased to 85.71%. So that it increases on the criteria for developing very well. Thus, the observations of researchers and teachers can be concluded that the use of collage techniques to increase children's creativity has shown success.

From the results of the interviews, it was also found that children's creativity in using collages made of natural materials, paper and seeds provides opportunities for children to show their creativity, express ideas in making natural works according to their wishes. The process of learning activities through collage activities with easily obtained materials is interesting and fun for children so that it can encourage children to be more expressive of the work they make.

Children's creativity has increased, it can be seen from most of the children who are able to make their own works and make works that are quite neat so that they are in the criteria for developing very well. carrying out active learning can increase students' creativity (Setyowati et al, 2018). However, there are still some obstacles so the provision of action has not been able to achieve 100% success. The constraint that affects the child is that it is difficult for children to use one of the materials to be pasted into the pattern that has been provided. The material in question is small grains so children have difficulty sticking the material into the pattern.

From these results, the use of collage techniques is effective in increasing the creativity of fourth graders at SDN Ciseureuh. Learning with the free and open collage method is proven to be successful in increasing students' creativity. This is in accordance with the opinion of Hu & Adey (2002) which states that free, open, and positive learning can stimulate students' creative thinking. In addition, learning with the collage method also uses natural materials such as dry leaves, nuts, small stones that are commonly found in nature. According to Davies et al. (2013) and Richardson & Mishra (2018) activities like this support the

improvement of children's creativity for the better. The results obtained from this study are also in accordance with previous studies conducted by Ambarwati (2014), Maisarah et al. (2020), Tirtayati et al. (2014), and Wulandari (2020) who stated that free, open learning and utilizing the natural surroundings succeeded in increasing the creativity of elementary school students.

CONCLUSION

This action research shows that children are able to carry out collage activities according to the aspects of creativity, namely fluency, flexibility, originality and elaboration. Children are also able to make templates from various collage materials and answer questions from the teacher, use and combine more than three materials, make their own collages and develop ideas for their work very well. These results show that students' creativity increases during learning by making collage activities starting from cycle I to cycle II. Classroom action research conducted in class IV of SDN Ciseureuh related to the implementation of learning activities using collage to increase children's creativity has been proven to increase, so that learning activities using collage can be used as an alternative in an effort to increase children's creativity. However, this study has not revealed other skills that can be improved by learning to make collages, so further research is needed to reveal these skills.

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