UMJember Proceeding Series
International Social Sciences and Humanities (2022) Vol. 1 No 2: 385-390

ICRD 2022

Improving Childrens Creativity Through Making Food Made of Cassava

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DOI:https://doi.org/10.32528/issh.v1i2.197
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Published: Juli, 2022

Abtract: The purpose of this study was to increase the creativity of kindergarten children through the activity of making food creations made of cassava. This research used classroom action research (CAR). The research subjects were 18 students of Kindergarten Dharmasiswa, Jepara, Indonesia. The research was conducted from November 2021 until February 2022. The research consisted of two cycles. Each cycle conducted through the stages of planning, implementing, observing, and reflecting. Data collection used observation techniques of children's activities and documentation of children's work, data analysis techniques used percentage comparison techniques for each cycle. Children's creativity in the pre-cycle was only 36%, then increased to 60% in cycle 1. The increase in children's creativity was shown in the child's ability to make timus (Indonesian traditional food made from cassava, coconut, and brown sugar) according to the child's will. The revised action was carried out in cycle 2, the teacher asked the children to make getuk creations (Indonesian traditional food made from cassava and sugar). In cycle 2, children could make more varied forms of food. Children's creativity reached 79% after participating some activities in cycle 2. The results showed that children's creativity increased in each cycle. Based on the results, this study concluded that the children's creativity can be increased by making cassava-based food.

Keywords : creativity, children, food, cassava

INTRODUCTION

Early childhood is the most crucial period for development stages. At this moment children have a very big curiosity and do anything to fulfill their curiosity. In addition, they are instinctively active, they will go anywhere according to their interest or pleasure.

With these activities, children meet their developmental and learning needs. Learning for children will also occur as a result of their participation with other children of their age and those closest to them, including teachers and parents.

Creativity is related to the ability to think [1]. Creativity is based on intellectual, affective, and psychomotor abilities [2] Creative children have several characteristics or traits, including intelligence, passion, and sense of creativity [3]. Something which is made by creative people is original (original) or innovative [4] [5].

Suratno in Lestari [6] defines creativity as an imaginative activity that facilitates the intelligence of an empowered mind to produce a product and or solve a problem in his/her own way. This is in line with the opinion of Chaplin in Rachmawati [7] who declare that creativity is the ability to produce new forms of art. This ability appears when they did problem solving with new methods. Based on the description above, it can be concluded that creativity is the ability to generate new

ideas, as well as real works that are different from what has existed before and are the result of an empowered mind and solve problems.

Based on observations in Dharma Siswa Kindergarten, children get problems in expressing their creativity. It can be seen by the children s activity on making various forms creation during the learning process.

Children at Dharma Siswa have low creativity. It was proved by 18 children observation, only 6 children can make shapes creatively, and 12 other children need more stimulation in creativity development activities. Based on this reality, this research focuses on "Increasing Creativity in Children Through Activities for Forming Food Creations made of Cassava in Group B Kindergarten Dharma Siswa of Jepara, Indonesia".

METHOD

This study used the classroom action research (CAR) method. Classroom action research is designed, implemented and analyzed by teachers to solve problems faced in class. CAR is carried out to improve the quality of learning, which is carried out systematically, planned, and introspective which is situational and contextual. This research was conducted to improve and improve the quality of learning and to solve learning problems that occur in the classroom [8] [9].

Research Subject

The subject of this research were the teacher and 18 students of group B in Kindergarten of Dharma Siswa Kaligarang Keling Jepara, Indonesia.

Research procedure

Based on the research procedure, there are four stages in the action of research design, namely: planning, implementing the action, observing, and reflecting in each cycle.

Data analysis

Data analysis used the percentage comparison technique. The formula used is:

$X=\sum onon n \sum onon N \times 100\%$

Description x: average value

x : the sum of all the children's very good scores

n : number of children

The passing grade indicator in this study is at least 75% of the number of students achieve the criteria for completeness, namely by obtaining a minimum of 3 stars.

RESULTS AND DISCUSSION

Pre Cycle

Before conducting action, the researcher made observations first to determine the initial condition of childrens creativity in group B in Kindergarten Dharma Siswa Kaligarang. In the learning activities, it appeared that mostly children's creativity was low. The results of the observation, especially the initial conditions in the pre-cycle as follows:

Table 4.1
Pre-action Child Creativity

No	Aspect	Score	category
1.	Understand the different types of food from cassava	33 %	Low Achievement
2.	Able to make creative shapes according to examples	39 %	Low Achievement
3.	Able to make shapes different and original	39 %	Low Achievement
Average achievement		37 %	Low Achievement

Table 4.1 shows the recapitulation of the observation results of the creativity of pre-action children in group B children in Kindergarten Dharma Siswa Kaligarang Keling Jepara. Due to the lack of creativity in children, it is necessary to improve the learning activities process for the first cycle.

Cycle 1

Planning in cycle I was designed in 3 meetings, namely on Monday, November 22, 2021, Tuesday, November 23, 2021, and Wednesday, November 24, 2021, using the planning theme and tuber type sub-theme. The implementation of activities on the first day was talking about cassava and various types of food made from cassava. The teacher presents real cassava as a learning medium. On the second day of cycle II, the teacher also demonstrated the manufacture of one type of food from cassava, namely cassava chips. On the 3rd day of the cycle I, the teacher invites the children to make timusan, a food made from cassava and brown sugar, which is shaped lengthwise, wrapped in banana leaves, then steamed. The results of observations of the development of children's creativity in the first cycle reached 61%. The following is a recapitulation table of children's creativity development in cycle I.

Table 4. 2
Childrens Creativity Cycle I

No	Aspect	Scor	Information
1.	Get to know the types and kinds of food from cassava	61%	Low Achievement
2.	Able to create creative shapes	63%	Low Achievement
3.	Able to make different and original shapes from cassava	59%	Low Achievement
Average achievement		61 %	Low Achievement

From the table, it can be seen that Childrens creativity in cycle 1 reaches an average of 61 % with complete criteria but has not yet reached the indicator of passing grade, which is 75%.

Reflection

Based on the results of observations in cycle 1, children 's creativity development activities need to be repeated because the result has not passed the passing grade. The repetition of activities is planned for cycle 2 by improving the type of food made by the children. In cycle 2, the researcher asked the children to make getuk with various shapes. The type of getuk food was chosen because it is easier to process it into various shapes and colors.

Cycle II

Planning Action in cycle II consisted of three meetings. The action plan is carried out on Monday, Tuesday, and Wednesday (6th, 7th, and 8th December 2021). On the first day, the teacher introduced getuk as one of the traditional Indonesian foods made from cassava and sugar. The teacher also introduced various getuks that can be made from cassava, namely steamed getuk and fried getuk. On the second day, the teacher demonstrated how to make steamed getuk and fried getuk. On the 3rd day of cycle II, the children practiced directly creating the cooked getuk dough into various shapes. The teacher has prepared cooked ado nan getuk with original colors (without coloring), green, and pink. The children seemed enthusiastic about forming the getuk dough. The recapitulation of the results of observing children's creativity in cycle II is shown in the following table:

No.	Aspect	Mark	Information
1.	Recognizing the various types of food from cassava	81 %	Good achievement
2.	Able to create creative shapes	78 %	Good achievement
3.	Able to make different and original shapes from cassava	76%	Good achievement
Average achievement		79%	Good achievement

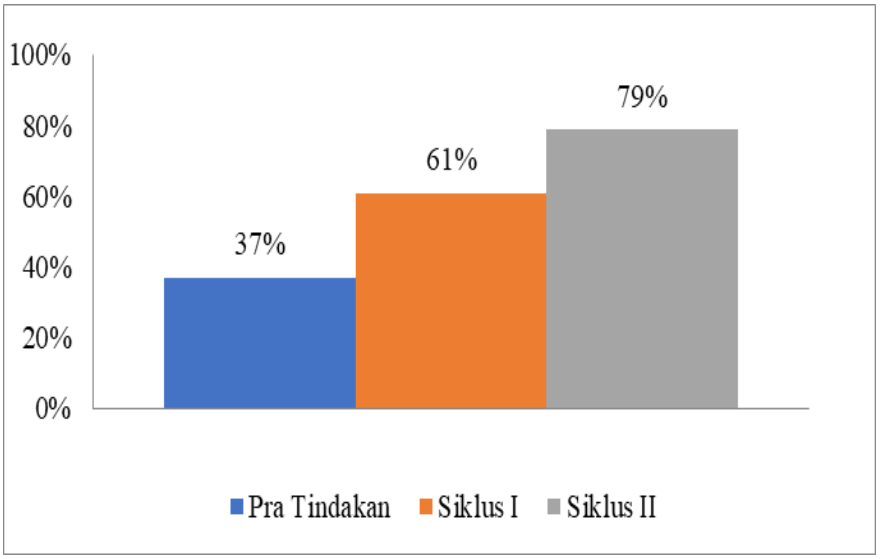
Table 4.3 shows that the development of children's creativity in cycle II reached 79%. Thus the creativity of children in cycle II has reached the percentage of research success.

Analysis of indicators in increasing creativity in children can be seen from the achievement of recapitulation during learning cycle I to cycle II. 1) Children can recognize the types of food from cassava reaching 40% in the first cycle, then increasing to 61% in the first cycle, and increasing to 79 % in the second cycle. 2) Children can create shapes according to the example, reaching 30% in the pre-cycle, then increasing to 63% in the first cycle and increasing to 89 % in the second cycle. 3) Children can make different and original shapes from cassava only 37 % in the pre-cycle, then increased to 61 % in the first cycle and increased to 79 % in the second cycle. The increase from pre-cycle to Cycle II proves the success of developing children's creativity through activities to make food creations from cassava.

Reflection

Discussion of Research Results

Based on the data obtained in the pre-cycle, cycle I, and cycle II, the following is a graph of the development of children's creativity in the pre-cycle, cycle I, and II:



Graph 1.1
Increasing Children's Creativity Every Cycle

Graph 1.1. showed that there is an increasing in children's creativity in cycles I and II. The increase in children's creativity in the second cycle has reached the indicator of research success, which is 79 % or 14 children. Thus, the action is sufficient until the second cycle only, and the research is declared successful.

The implementation of this research used real cassava as a medium so that children were more interested. Stimulation of creativity in this study using direct practice methods also supports the success of increasing children's creativity. With the direct practice method, children feel more clearly how to make various shapes, so that children are free to explore making various shapes according to their wishes.

This is in line with the Lestaris opinion [6], which reveals that creativity development needs to pay attention to a conducive environment and present creative stimulation. Thus, the increase in children's creativity in this study is supported by a creative learning environment, creative stimulation with media, and learning methods that support creativity..

CONCLUSION

The results of the research Showed that childrens creativity increase in cycle I and cycle II. Based on the results of research in cycle I and II, it can be concluded that childrens creativity of Group B Dharma Siswa Kindergarten has been successfully carried out and has exceeded the passing grade of this study. Thus, the proposed action hypothesis is accepted. In other words, it can be said that there was an increasing in creativity in children after receiving learning through activities to make food creations made of cassava.

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