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Inquiry Based Colage Activities Using Colored Shells on The Development of Creativity of Early Children

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Abstrak
The development of children's creativity has not developed optimally, this can be seen from children's activities in generating new ideas and problem solving that have not been seen. The purpose of this study was to determine the effect of inquiry-based collage activities using colored shells on the development of early childhood creativity. This type of research uses quantitative methods with a quasi-experimental design. The population in this study were all students in Adzkia Air Bangis Kindergarten with a sample of 60 students which included 30 students in B1 and 30 students in B2. Data collection techniques in this study is by observation. The data analysis technique used normality test, homogeneity test and hypothesis testing, namely the independent sample test. Based on the results of this study, it was found that in the normality test the data were normally distributed with a significant value of Kolmogrov-Smirnov in each class, namely > 0.05. In the homogeneity test, it was found that the value based on the mean was 0.789 > 0.05, which means the data is homogeneous. Meanwhile, in hypothesis testing, the value of sig (2 tailed) is 0.001< 0.05. Thus, it can be concluded that inquiry-based collage activities using colored shells have an effect on the development of creativity in early childhood.
Keywords: *inquiry based colage activities; colored shells; development of creativity; early childre*

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Introduction
Education is a form of effort made by someone in gaining knowledge with the aim of understanding and understanding something. According to the National Education System Law No. 20 of 2003 which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to assess religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, and society. nation and state (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.)

Early childhood is an individual who experiences a pattern of growth and development which of course requires certain stimuli so that growth and development can run according to the stages of his age. This refers to the opinion of (Prayitno & Amti, 2009) which states that early childhood is a group of people who are in the process of growth and development. The growth and development of early childhood needs to be directed at a

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balanced physical, cognitive, social, emotional, language and creativity as laying the right foundation for the formation of a complete personality.

Early childhood is someone who is in the age range of 0-6 years and at this age parents and teachers must provide the right stimulation for each stage of child development. According to (Pratiwi et al., 2020) early childhood or early childhood is a period where an individual is unique and is in the process of growth and development and this period is often referred to as the golden age. Early childhood is a very important period or often referred to as the golden age which forms the basis and has a great influence on the quality of subsequent child development. Therefore, it is necessary to provide sufficient stimulation for children so that by giving the right stimulation it will be able to help growth and development in accordance with aspects of child development.

Early childhood is a group of children who are in the age range 0-6 years who experience growth and development with different characteristics. At this age children experience very rapid development, starting from the development of religious and moral values, cognitive development, physical motor development, language development, art development and other developments. This is in line with Hartati's opinion in (Windayani et al., 2021) that the growth and development of early childhood needs to be directed at physical, cognitive, socio-emotional, creativity and a balanced language as an appropriate foundation for the formation of a good personality. intact. Every development will certainly have an impact on the activities carried out by children in everyday life.

From some of the above understanding, it can be concluded that early childhood is children who are in the age range 0-6 years who are in a period of very rapid growth and development so that proper stimulation is needed so that the growth and development of children can run according to their age.

In this case, it is not only intelligence or intelligence that requires stimulation and stimulation but also creativity to create something interesting. Creativity is very important in every life, because with creativity, someone can create something interesting, someone can change or modify something that was originally an ordinary object into something more interesting (Tok, 2021). Creativity is a process carried out by someone in solving certain problems which can then be realized by giving birth to something new in the form of a work. This is in line with the notion of creativity put forward by (Permatasari et al., 2017) that creativity is a process of one's cognitive activity to give birth to something new. Cognitive development is a change that occurs in children's thinking, intelligence and language to provide reasons so that children can remember, strategize creatively, think how to solve problems and can connect sentences into meaningful conversations (meaningful). From this opinion, it can be interpreted that cognitive development in children has a relationship with the development of creativity. According to NACCCE (National Advisory Committee on Creative and Cultural Education) creativity is an imaginative activity that produces new and valuable results (Fakhriyani, 2016). This means that creativity is an activity carried out to produce new and imaginative works of value. Meanwhile, according to Santrock states that creativity is the ability to think about things in new and unusual ways and give birth to a unique solution to the problems encountered. In this case, creativity is related to the presence of a person's cognitive element, namely by thinking about something to be a new work and different from the previous work.

In developing the development of creativity in early childhood of course the need for stimulation so that creativity can develop properly. In addition to stimulation and stimulation, in developing this creativity of course also requires high motivation from the people around the child so that the child will have a high curiosity to create something interesting. Through creativity too, of course, children can create something according to their abilities and talents and even children can solve a problem in everyday life.

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We encounter many activities related to creativity in everyday life, especially for early childhood, such as drawing, colouring, painting, collage and other activities. Talking about collage, state that collage is a child's activity in the form of sticking and gluing objects that will be made into collage works. Collage is a work of art by combining certain types of materials such as grains, leaves, paper, or other materials on the surface of an image or field to form a beautiful work of art. In addition to using these materials, making collages can also use materials that we usually encounter in everyday life such as using shells that come from natural ingredients (Insani & Ray, 2019).

Effective teaching is very influential on children's creativity, children are encouraged from activities they encounter in real life, so that a discussion forum is formed, where there is social interaction and curiosity about an answer, which in the end the child will be motivated to carry out activities, thus giving rise to creativity in creative thinking (Alkaterini Michalopoulou, 2014). In his research explained in his research to increase children's creativity, by exploring with interesting themes, with exploration carried out children can give their responses, thoughts, ideas, and feelings of children through the art of drawing.

Botz Krummeheuer in his research an interdisciplinary venture between mathematics education and psychoanalysis explains that creativity is carried out by exploring students through their environment, and teachers also use play methods to improve children's learning of mathematic. Inquiry-Based Teaching in Second and Foreign Language Pedagogy. This research shows that inquiry-based teaching can inspire and develop students' abilities by engaging their linguistic and cognitive abilities. Structured questions show students to relate, apply, analyze and create. Some of the variables that may affect the success of the implementation of inquiry-based teaching include group learning, and the ability to create a relaxed and enjoyable learning environment (Krummheuer et al., 2013).

Based on initial observations at Adzkia Air Bangis Kindergarten conducted in October 2021, the development of creativity in children in the Kindergarten has not been optimal, as in the development of creativity, children have not been able to generate new ideas and children have not been able to solve their own problems/problems. solving such as in combining colors and in sticking activities. This can be seen in the development of creativity by teachers, one of which is collage activities, where children have not developed optimally in terms of combining colors. At Adzkia Kindergarten, the development of creativity, especially in making collages, has been carried out but not too often. In addition, the use of media in making collages also uses common materials so that learning looks monotonous and the media is also less varied, such as the use of origami paper that is cut into small pieces and will later be attached to certain fields or images so that they will have the same work between children of the same age. with the others. Meanwhile, to make a collage, you can actually use paper, but the use of other media in making this collage can also be in the form of seeds, leaves and other natural materials that can even be used by teachers such as the use of shells. the focus of this research is to determine the effectiveness of inquiry-based collage activities to develop creativity, especially in Azkiya kindergarten.

Methodology

The type of research that will be conducted by researchers is quantitative research with experimental methods. The type of experiment used in this study was a quasi-experimental design. In this study with a quasi-experimental design, there are two types of research designs, namely time series designs and non-equivalent control group designs. In this study, the type of design used was non-equivalent control group design. According to (Sugiyono, 2020) this design is almost the same as the pretest-posttest control group design, only in this design the experimental group and control group are not chosen randomly. Table 1 showed the formula of research. Children's creativity questionnaire grid showed on table 2. The population in this study were all children in Kindergarten Adzkia showed on table 3.

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Table 1. The Formula of Research

Group	Initial Test (Pre-test)	Treatment	Final Test (Post-test)
Experiment	O	X	O
Control	O	-	O

Source: (Sugiyono, 2020)

Table 2. Children's Creativity Questionnaire Grid

No	Sub Variabel	Indikator	No Item
1	Fluency of thinking is the ability to generate ideas	1. The ability to generate many ideas and ideas 2. The ability to think of many answers 3. Ability to quickly generate ideas	1,2,3
2	Flexibility is the ability to various approaches in dealing with problems	1. Generate a variety of ideas 2. Using various approaches or ways of thinking	4,5
3	Originality is the ability to produce new ideas or thoughts	Generate ideas that are unique and different from others	6
4	Detailing is the ability to develop and describe ideas in detail	1. Detailing the details of an object becomes more interesting 2. Beautify an object to be more attractive	7,8

Source: (Insani & Ray, 2019)

Table 3. Population

No	Group	Number of children
1	A1	29 people
2	A2	26 people
3	B1	30 people
4	B2	30 people
	Amount	125 people

The samples in this study were children in grades B1 and B2 on table 4.

Table 4. Sample Population

No	Group	Number of children
1	B1	30 people
2	B2	30 people

Source: Adzkia Air Bangis Kindergarten

Results and Discussion

This research is a research that aims to see the effect of one variable with other variables. This research is related to whether there is an effect of collage activities using colored shells on the development of children's creativity in Adzkia Air Bangis Kindergarten. Based on the problem formulation and research objectives, a study was conducted on collage activities using colored shells on the development of children's creativity in Adzkia Air Bangis Kindergarten. The data described in this study consisted of two classes, namely the experimental class and the control class with the number of children in each class was 30 children.

This research was conducted 10 times, starting from August 1, 2022 to August 13, 2022, consisting of 5 meetings in the experimental class and 5 meetings in the control class. Both classes were pre-tested for the first meeting with different media, namely the experimental

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class with collage activities using colored shells and the control class with collage activities using paper. After the pre-test was carried out in each class, treatment was then given three times. Then the researchers conducted a post-test on the experimental class and the control class. It is used to measure the level of creativity development of children after being given treatment in each class.

The assessment in this study was based on the pre-test and post-test scores using five statements on the research instrument with alternative assessment criteria for each instrument, namely: 1) Very well developed/BSB with a score of 4, 2) Developed according to expectations/BSH with score 3, 3) Starting to develop/MB with a score of 2, 4) Not growing/BB with a score of 1.

Pre-test Result Data on the Development of Experimental Class Creativity

Based on the results of data collection with observation instruments before treatment or treatment carried out by researchers in the experimental class, the total score of 30 children was 329. Furthermore, the frequency distribution of children's creativity development in the experimental class at Adzkia Air Bangis Kindergarten, West Pasaman Regency can be seen from the results of the frequency test carried out using SPSS version 26. Before conducting the frequency test, the researcher first entered the pre-test assessment data for the experimental class by providing the next code.

The data table 5, shows that the mean value of the experimental class pre-test is 13.07, the median is 13.00, the standard deviation is 1.617, the maximum value is 16, and the minimum value is 10.

Table 5. Mean Value Of The Experimental Class Pre-Test

Statistics		
Pre_Experiment		
N	Valid	30
	Missing	0
Mean		13.07
Std. Error of Mean		.295
Median		13.00
Mode		13a
Std. Deviation		1.617
Variance		2,616
Range		6
Minimum		10
Maximum		16
Sum		392
a. Multiple modes exist. The smallest value is shown		

Post-test Result Data for the Development of Experimental Class Creativity

Based on the results of data collection with observational instruments after treatment or treatment carried out by researchers in the experimental class, the total score of 30 children was 493. Furthermore, the frequency distribution of children's creativity development in the experimental class at Adzkia Air Bangis Kindergarten, West Pasaman Regency can be seen from the results of the frequency test carried out using SPSS version 26. Before conducting the frequency test, the researcher first entered the post-test assessment data for the experimental class by providing a code on table 6.

The data above shows that the average or post-test mean of the experimental class is 16.43, the median is 16.50, the standard deviation is 1.569, the maximum value is 19, and the minimum value is 13.

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Table 6. Statistical Value and Frequency of Post-test Experiment Class

Statistics		
Post_Experiment		
N	Valid	30
	Missing	0
mean		16.43
Std. Error of Mean		.286
median		16.50
Mode		17
Std. Deviation		1.569
Variance		2,461
Range		6
Minimum		13
Maximum		19
Sum		493

Description of Pre-Test and Post-Test Results of Control Class Creativity Development

Pre-Test Result Data for Control Class Creativity Development

Based on the results of data collection with observation instruments before treatment or treatment carried out by researchers in the control class, the total score of 30 children was 385.

Table 7. Statistic Value and Frequency of Pre-test Control Class

Statistics		
Pre_Control		
N	Valid	30
	Missing	0
mean		12.83
Std. Error of Mean		.362
median		13.00
Mode		14a
Std. Deviation		1984
Variance		3.937
Range		8
Minimum		8
Maximum		16
Sum		385
a. Multiple modes exist. The smallest value is shown		

The data table 7, shows that the mean value of the pre-test control class is 12.83, the median is 13.00, the standard deviation is 1.984, the maximum value is 16, and the minimum value is 8.

Post-test Result Data for the Development of Creativity in the Control Class

Based on the results of data collection with observation instruments after treatment or treatment carried out by researchers in the control class, the total score of 30 children was 451. Furthermore, the frequency distribution of children's creativity development in the control class at Adzkia Air Bangis Kindergarten, West Pasaman Regency can be seen from the frequency test conducted using SPSS version 26.

The data table 8, shows that the mean or post-test mean for the control class is 15.03, the median is 15.00, the standard deviation is 1.542, the maximum value is 18, and the minimum value is 12.

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Table 8. Statistical Values and Frequency of Control Class Post-Test

Statistics		
Post_Control		
N	Valid	30
	Missing	0
mean		15.03
Std. Error of Mean		.282
median		15.00
Mode		15
Std. Deviation		1.542
Variance		2,378
Range		6
Minimum		12
Maximum		18
Sum		451

Pre-test and Post-Test Result Data for Experiment Class and Control Class

There is a significant difference between the experimental class and the control class, because before doing the post-test in each class, the researchers gave treatment or treatment on how to do collage activities using colored shells. After being given treatment, a post-test was then conducted to measure the final ability of the child after being given treatment.

The comparison data of the pre-test and post-test scores of the experimental class and the control class above can be seen the difference in the results obtained after being given treatment or treatment in each class. This is indicated by an increase in the pre-test and post-test scores in the experimental class, namely the total score in the experimental class pre-test amounted to 392 with an average of 13.07, after being given treatment the total score in the post-test value of the experimental class became 493 with an average -average 16.4. in the control class there is also an increase in the results of the pre-test and post-test, namely the total score of the pre-test in the control class is 385 with an average of 12.83, after being given treatment and post-test the total score of the experimental class becomes 451 with an average 15.03.

Thus, it can be concluded that after the pre-test, treatment and post-test were given to each class there was an increase in child development.The higher increase was in the experimental class with the addition of a score of 101 with an average of 3.33. While the increase in the control class is 66 with an average of 2.22.

Research Data Analysis

Based on the research data, this study aims to develop the development of creativity in children with inquiry-based collage activities. There are 5 statement items that become the research instrument in assessing the development of children's creativity during the research process, namely 1) Children are able to combine shells with various colors that have been provided; 2) The child is able to generate new ideas in the activity of making a collage attached to colored shells freely (sequentially or randomly); 3) Children are able to make works of colored shells on image objects according to their imagination; 4) Children are able to create their own shapes and are different from others; 5) Children are able to make works by sticking colored shells on the object of the picture that has been provided.

The table 9, 10 and 11 is the test data for research results that researchers have done using SPSS version 26, namely:

Based on the table 9, it shows that in the normality test that has been carried out the number of data (N) in each class is 30. The significant value of Kolmogrov-Smirnov in the pre-test of the experimental class is 0.200, and the significant value of the post-test of the experimental class is 0.132. Meanwhile, the significant value of Kolmogrov-Smirnov in the

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control class pre-test was 0.064, and the control class's post-test significant value was 0.174. Based on the normality test measurement criteria, it can be concluded that the research data is normally distributed because the significance value is > 0.05.

Table 9. Normality test

Tests of Normality							
		Kolmogorov-Smirnova			Shapiro-Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
Children's Activity Results	Pre-test experiment	.118	30	.200*	.947	30	.143
	Post test experiment	.141	30	.132	.954	30	.211
	Pre test Control	.155	30	.064	.942	30	.103
	Post test Control	.135	30	.174	.949	30	.161

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 10. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Children's Activity Results	Based on Mean	.072	1	58	.789
	Based on Median	.088	1	58	.768
	Based on Median and with adjusted df	.088	1	57.805	.768
	Based on trimmed mean	.070	1	58	.792

Based on the test table 10 using SPSS, it can be seen that the significant value (sig) Based on Mean is 0.789. This shows that the data variance is homogeneous or the same because the significance value is > 0.05.

Table 11. Independent Test Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Children's Activity Results	Equal variances assumed	.072	.789	3.486	58	.001	1,400	.402	.596	2.204
	Equal variances not assumed			3.486	57.983	.001	1,400	.402	.596	2.204

Based on the table above shows that the value of sig. (2 tailed) on Equal variances assumed is 0.001 and Equal variances not assumed is 0.001. Based on this, it can be concluded that there is a significant effect between the learning carried out by researchers in the experimental class and inquiry-based collage activities using colored shells on the development of children's creativity in Adzkia Air Bangis Kindergarten, West Pasaman Regency due to the sig value. (2 tailed) < 0.05 that is 0.001.

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Discussion

Based on the results of the study, it was found that there was a significant difference between the control class and the experimental class. In the control class, the activities carried out were collage activities using pieces of origami paper with a total score of 385 in the pre-test with an average of 12.83 and a post-test of 451 with an average of 15.03. While in the experimental class, collage activities were carried out using colored shells with a total pre-test score of 392 with an average of 13.07 and a total post-test score of 493 with an average of 16.4. The results of the two classes showed that the two activities carried out both could increase the creativity ability of children, but the score in the experimental class was higher than the score in the control class.

From the results of the hypothesis test, it was obtained that the value of sig (2 tailed) in the independent sample test was 0.001 and 0.001 where the value was 0.05. Based on this, there is a significant difference between the development of creativity in the experimental class and the control class. This can be seen from the enthusiastic attitude of children in doing collage activities with colored shells because this media is a new medium for children. In addition, this media also attracts children's interest because there are media made from natural materials, namely shells with various colors. Meanwhile, in the control class, the media used was commonly found by children so that children were less interested and less enthusiastic about doing these activities.<

One aspect of development that must be developed for early childhood is cognitive development. Cognitive development is related to thinking patterns, problem solving, and children's imagination. So in this case cognitive development is related to the development of creativity. This is in line with the opinion of (Abubakar & Ngalimun, 2019) which states that the development of creativity is closely related to individual cognitive development because creativity is actually a manifestation of the work of the brain.

Creativity is an ability possessed by a person to create something new or different from the previous one. According to (Mayar et al., 2019) creativity is the result of one's thoughts or imagination in the application of an action in solving the problems it faces. This is in line with the opinion (Dere, 2019) which states that creativity is a condition, attitude or situation that is often associated with a person's achievement in creating something new, finding ways to solve a problem, new ideas, and seeing and paying attention to various possibilities.

Inquiry learning is a series of learning that emphasizes critical and analytical thinking processes to seek and find the answer to a problem in question (Samarapungavan et al., 2015) The thinking process itself is usually carried out through questions and answers between teachers and students. This learning strategy is often also called a heuristic strategy, which comes from the Greek, namely heuriskein which means I find (Khales & Meier, 2013).

As for a cognitive expert, Piaget argued that the Inquiry learning strategy is a learning strategy that prepares students in situations to conduct extensive self-experiments in order to see what is happening, want to do something, ask questions and find answers on their own, as well as linking findings to one another. with other findings, comparing what he found with what other students found (McLean et al., 2015).

As for previous research that is relevant to this research, namely research conducted by (Masyitoh & Efendi, 2020) is a technique of pasting various kinds of materials into an image surface. In line with this opinion, (Nurwati et al., 2021) stated that collage activities are application works made by combining hand painting techniques by sticking certain materials. In this research, collage activities were carried out using colored shells. This activity is done by sticking colored shells using glue on the paper provided with various children's imaginations according to the theme. It is used to train children's ability to think, create and also imagine with their creativity.

This activity is suitable for early childhood in developing children's creativity development. This activity starts from the teacher introducing what materials will be used to make collages, choosing the preferred color, attaching colored shells to paper, and imagining

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to form something new according to the theme so that children can improve their creativity development. When the research was conducted, it was also seen that there were differences in children's attitudes between the control class (B1) and the experimental class (B2), namely from the enthusiasm of the children in accepting and carrying out these activities. When in the control class, the children seemed normal and some were able to do so in the middle of the activity the children felt bored because they had to stick one by one.

Based on the results of the data analysis described above, that there is a significant difference between the control class and the experimental class in conducting collage activities, where the value in the experimental class is higher than the control class with an average difference in each class of 3.33 and 2.22. Thus, it can be concluded that collage activities using colored shells affect the development of creativity in early childhood in Adzkia Air Bangis Kindergarten, West Pasaman Regency.

Conclusion

Overall there was a significant increase in value. This can be seen from the average pre-test in the control class of 12.83 and the average post-test in the control class of 15.03. While in the experimental class the average pre-test in the experimental class is 13.07 and the post-test average in the experimental class is 16.4. Based on the normality test data, it is known that the significant value of the pre-test in the experimental class is 0.200 and the significant value for the post-test in the experimental class is 0.132, while the significant value for the pre-test for the control class is 0.064 and the significant value for the post-test for the control class is 0.174. The value is 0.05 so it can be concluded that the data is normally distributed. Based on the homogeneity test data, it is known that the significant value (sig) Based on Mean is 0.789 > 0.05. It can be concluded that the data is homogeneous. The hypothesis test is known that the value of sig (2 tailed) on Equal variances assumed is 0.000 and Equal variances not assumed is 0.001 which is > 0.05 so it can be concluded that there is a significant effect between learning that has been carried out in the experimental class and control class

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