

DEVELOPMENT OF CHILDREN'S CREATIVITY THROUGH THE ROLE PLAY METHOD

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Abstract

Creativity in children is connected between the uniqueness of ideas and the growth of imagination and fantasy, which is an important ability to develop because creativity has a big influence and makes quite a contribution to children's lives. Creativity is an ability that is not innate, but can be learned and developed. This is because early childhood is the Golden Age period, which is the foundation for the next age stages. The formulation of the problem in this research is "How is the role playing method and creativity development implemented at Aisiyiah Bustanul Athfal Rogo Kindergarten?". And the aim of this research is to determine the application of role-playing methods and developing creativity at Aisiyiah Bustanul Athfal Rogo Kindergarten.

This research uses a type of classroom action research. This type of research is carried out in two cycles, this research procedure consists of four stages, namely action planning, action implementation, observation and reflection. The data analysis technique uses comparative descriptive analysis, namely comparing the results of each child's achievement percentage with the percentage of success determined by the researcher in each cycle and interactive analysis, namely analysis starting from the beginning to the end of data collection.

The results of the research can be stated that children's creativity develops through role-playing methods. The development of children's creativity in the pre-cycle reached 8%, cycle I, meeting 1 and meeting 2 increased to 25%, and cycle II to 83%. Apart from that, it can be concluded that variations in learning have a very important role in developing creativity through role playing. Thus, it can be proven that the application of role playing can develop creativity in children at the Aisiyiah Bustanul Athfal Rogo Kindergarten for the 2021/2022 academic year.

Keywords: Creativity, Role playing

INTRODUCTION

Education is essentially a human right that must be given to every human being. The increasingly rapid development of the times has made parents aware that education is one of the main things that can no longer be regulated. The meaning of education can simply be interpreted as a human effort to shape his personality in accordance with the values of his society and culture. Education can be interpreted as an effort to provide leadership, a provision of guidance by an educator in the physical and spiritual development of participants so that their personality is formed.

After discussing the meaning of education, the researcher then discussed early childhood education (PAUD). Early childhood education is a training effort aimed at children from birth to the age of one year which is carried out through providing educational stimuli to help physical and physical growth and development. spiritually, so that children are ready to enter further education, both formal education at school and non-formal.

Early childhood education is essentially education that is organized with the aim of facilitating and developing children as a whole or emphasizing the development of all aspects of the child's personality.

Therefore, early childhood education provides children with the opportunity to develop their personality and potential to the maximum. The investigation is that early childhood

education institutions need to provide various activities that can develop various aspects of development such as cognitive, social, language, physical and motoric.

Early childhood education is carried out with the aim of providing stimulation and stimulation for the development of children's potential so that they become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, talented, capable, critical, innovative, independent, self-confident and become good citizens. democratic and responsible. And according to the National Education System Law Number 20 of 2003 concerning National Education, it is explained that Early Childhood Education is a training effort aimed at children from birth to 6 years of age which is carried out by providing educational stimulation to help physical and mental growth and development. . spiritually so that children have readiness to enter further education.

Early Childhood Learning is directed at an effective, fun, interesting and meaningful learning process for children which is influenced by several elements, including teachers who fully understand the nature, nature and characteristics of children as well as learning methods that are centered on children's activities, facilities learning capable children, interesting learning resources to encourage children to learn and others. 6 Early childhood education can overcome the challenges that exist in their environment to develop children who are thinkers, innovators and problem solvers. Based on this opinion, fun learning is seen in how the teacher conveys learning.

Once children feel happy about the fun learning provided by the teacher, children will develop their creativity. In play while learning activities, the activities carried out focus on several games to develop children's creativity, such as role playing. According to Mukhtar Latif, the role playing method is also called symbolic play, role play, pretend, make-believe, fantasy, imagination or drama, which aims to develop social interaction, creativity and language skills, build a sense of empathy, build the ability to think abstractly and think objectively. At this age, children are at a golden age. Where the formation of children's creative thinking begins to be formed and developed. The demands for services and educational needs of children at this age are greatly increasing. From this it can be interpreted that the maturity of people's thinking about the importance of education from an early age has begun to increase.

Children's creativity is based on the uniqueness of ideas and the growth of children's imagination and fantasy. For children who are creative and sensitive to stimulation, they have freedom and flexibility in their activities. Creativity for children is essentially a thinking human being which encourages their nature as a thinking human being. Children become creative, because they need to satisfy emotional impulses. However, the most important thing is that children's creativity emerges because children think about strategies to build concepts and solve problems.

Development is an effort or way to expand or realize potential, bringing a situation gradually to a more complete, bigger and better condition. Utami Munandar defines creativity as an ability that reflects fluency, flexibility and originality in thinking as well as the ability to elaborate an idea. So, creative development is an effort to expand the unique characteristics possessed by an individual which indicates the ability to create something completely new or a combination of previously existing works into a new work carried out through interaction with the environment.

In essence, it is the ability of an individual to give birth to something new through imaginative activities, either in the form of ideas or real works, which are relatively different from what has existed before or the ability to create new combinations, based on data, developments or elements that already exist. or already known beforehand. Thus, Creativity Development is the ability that a person has to produce a new idea or product that has useful value, where the results of the idea are obtained through a thought process obtained from previous experience.

METHOD

This research uses a type of classroom action research. This type of research is carried out in two cycles, this research procedure consists of four stages, namely action planning, action implementation, observation and reflection. The data analysis technique uses descriptive comparative, namely comparing the results of each child's achievement percentage with the percentage of success determined by the researcher in each cycle and interactive analysis, namely analysis starting from the beginning until the end of data collection.

RESULTS AND DISCUSSION

The Role Playing Method at Aisiyiah Bustanul Athfal Rogo Kindergarten before the researchers conducted the research was still lacking. So the researchers took action in implementing the role playing method by using 2 types of role playing, such as imitating family members and imitating the teacher's profession. The roles they have chosen, they have often seen before. Choosing an easy role will influence children's creativity in imagining a role they will play later. This can be seen from students who have not shown the level of creativity of children aged 7-12 years, while the success rate must reach 75% of the number of children. Therefore, researchers must take action to develop children's creativity using role-playing methods during research so that the children receive more provisions and can be useful in the future.

In the implementation of cycle I, research was carried out using the role playing method. This research directly involved class B children at Aisiyiah Bustanul Athfal Rogo Kindergarten. Role playing can develop the creativity of children aged 4-5 years so that it can develop for the better. The results of cycle I of meeting 1 showed that children's creativity was still low. cycle I, the first meeting, got a slight increase with a score of 48%. Children have started to develop and some children have developed according to expectations. Of the 12 children who took part in the first cycle of activities at the first meeting, there were 3 children (25%) who had not progressed because the child was difficult to manage or was busy with other activities and one of the children was shy about meeting new people and this child had to be accustomed to it. Furthermore, there were 7 children who were starting to develop (58%), while 2 children (16%) were developing according to expectations. There are no children who develop very well yet. In the first cycle of the second meeting, of the 12 children who received the criteria for developing very well, there was 1 child (8.3%) while 3 children (25%) developed according to expectations. Then, 6 children (50%) received the criteria for starting to develop and 2 children (16%) had not yet developed. For the classic presentation, it gets 25%.

In cycle II, research was carried out to improve the difficulties faced by children to achieve maximum improvement. In cycle II, there was a significant increase. Of the 12 children, there were 7 children (58%) who received the criteria for developing very well, while 5 children (41.6%) were developing according to expectations, and 2 children (16%) were still within the criteria for starting to develop.).). The classical percentage obtained is 83%.

From the research conducted in cycle I and cycle II, it can be seen that on average children have experienced development. The development of children's creativity shows that role playing makes learning more efficient, if used to develop children's creativity. Thus, role playing is one effort that can increase the creativity of children aged 4-5 years.

CONCLUSION

Based on the results of the analysis of the research conducted by the researcher, it can be concluded that: The application of the class B Role Playing method at Aisiyiah Bustanul Athfal Rogo Kindergarten before the researcher conducted the research was still lacking because the teacher relied more on the lecture method and the reading and writing method to obtain children's creativity while the development method role playing to develop children's creativity

which is lacking to be implemented. So researchers provide action in implementing the role playing method by using 2 types of role playing such as imitating family members and imitating the role of the teacher's profession. The roles they have chosen, they have often seen before. Choosing an easy role will influence children's creativity in imagining a role they will play later. The development of children's creativity through the role-playing method has increased, which can be seen in the following data results: In the pre-action of 12 children, none of them had achieved the criteria for developing very well because none of the children had reached a score of 4 out of the 3 existing indicators, whereas The criteria for developing according to expectations were 1 child (8.3%). Then there were 4 children who received the criteria for starting to develop (33%) and those who received the criteria for not yet developing were 6 children (50%). In the implementation of cycle I, the first meeting received a slight increase with a score of 48%. Of the 12 children who took part in the first cycle of activities at the first meeting, there were 3 children (25%) who had not yet developed. Furthermore, there were 7 children who were starting to develop (58%), while 2 children (16%) were developing according to expectations. The development of children's creativity through role playing methods has increased rapidly. Through role playing activities, children's creativity will develop. Children imitate the roles they play with their creativity without a text. From the application of the role playing learning method carried out at Aisyiyah Bustanul Athfal Rogo Kindergarten, you can.

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