

Improving Artistic Creativity Through Tracing and Matching Activities Using Three-Dimensional Media in Group B at RA Diponegoro 68 Pancasan, Kecamatan Ajibarang, Kabupaten Banyumas, 2021

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Abstract:

Early childhood education is a highly fundamental stage in a child's development, particularly in fostering various basic skills that support future learning. However, based on observations at RA Diponegoro 68 Pancasan, it was found that children's ability to trace and match was still low. Children faced difficulties in completing these tasks neatly and according to the pattern, which was caused by a lack of creativity, patience, and perseverance. The teaching method used, namely demonstration, had not been fully effective in improving these skills, resulting in final outcomes that were still far from the expected criteria. This study aims to enhance children's artistic creativity through tracing and matching activities using three-dimensional media. By improving the learning method to be more interactive and practice-based, it is expected that children will become more motivated, diligent, and able to complete tasks more effectively. The findings of this study are expected to contribute to the development of more effective learning models for enhancing artistic creativity in early childhood education.

Keywords: Artistic Creativity, Tracing, Matching, Early Childhood Education, Three-Dimensional Media.

INTRODUCTION

Early childhood is the fundamental foundation in shaping a complete human personality, encompassing character formation, morality, intelligence, cheerfulness, skills, and devotion to God Almighty. In the early years of life, a child's development plays a crucial role in determining their future quality. This is because each child is a unique individual with distinct characteristics that develop according to their age stages. Therefore, efforts to optimize early childhood development need to be carried out with the right approach to provide stimulation that suits their needs.

This study aims to enhance children's artistic creativity through tracing and matching activities at RA Diponegoro 68 Pancasan, Ajibarang District, Banyumas Regency. These activities are conducted to address the challenges children face in tracing and matching correctly and neatly. By implementing the demonstration method, it is expected

that children can understand the correct techniques in tracing and matching while improving their perseverance and fine motor skills. This research is conducted in two cycles, with each cycle having different themes and sub-themes to maintain diversity and prevent children from feeling bored. The results of this study are expected to contribute to the development of more effective learning methods in enhancing the artistic creativity of early childhood.

METHODS

This study employs Classroom Action Research (CAR), conducted in three cycles, with each cycle consisting of four main stages: planning, implementation, observation, and reflection. The research was carried out at MI Mathali'ul Huda with 27 fifth-grade students as the subjects, aiming to enhance students' mathematics learning outcomes through the Think Pair Share (TPS) learning model. Data were obtained from learning outcome tests, observations, interviews, and documentation. The tests measured students' understanding of the material, observations assessed student engagement, interviews gathered feedback from students and teachers regarding the TPS model, and documentation served as evidence of the research process. The research procedure, conducted in three cycles, aimed to refine and improve learning effectiveness at each stage. The planning phase involved preparing teaching materials and a TPS implementation plan, followed by the implementation phase, where the learning model was applied based on the designed plan. During the observation phase, student activities and challenges encountered in the learning process were monitored, while the reflection phase involved analyzing observation results to determine necessary improvements for the next cycle.

The collected data were analyzed using both quantitative and qualitative descriptive techniques. Quantitative analysis involved comparing students' average scores across cycles to assess improvements in learning outcomes, while qualitative analysis evaluated changes in student engagement, motivation, and interaction. The success indicators in this study were determined based on achieving an average student score of at least 75 (KKM), an increase in student engagement up to 85%, and positive feedback from students and teachers regarding the TPS learning model. If all these indicators were met, the implementation of TPS in fifth-grade mathematics learning at MI Mathali'ul Huda was considered successful. The research data were classified into primary and secondary data. Primary data were obtained directly from the students through pre-tests and post-tests before and after implementing TPS, as well as through classroom observations and interviews with teachers to understand their perspectives on TPS implementation. Secondary data were gathered from journals, reference books, and previous studies related to the TPS model and mathematics learning outcomes, which helped strengthen the theoretical framework and served as a basis for comparison.

To ensure comprehensive data collection, several methods were employed, including learning outcome tests to measure student progress, observations to monitor student and teacher activities, interviews to gather feedback on TPS effectiveness, and documentation to collect research evidence such as observation records and photographs of learning activities. The data analysis process combined quantitative and qualitative descriptive approaches. Quantitative analysis involved calculating the percentage of students meeting the minimum passing criteria (KKM) and assessing score improvements across cycles. Meanwhile, qualitative analysis was used to interpret observations, interviews, and documentation, categorizing data and drawing conclusions on the effectiveness of TPS in improving student participation and learning outcomes. By integrating quantitative and qualitative analysis, this study provided a comprehensive understanding of the impact of TPS implementation on fifth-grade students' mathematics learning outcomes at MI Mathali'ul Huda. The overall research methodology was designed

to produce accurate and valid results, contributing to enhancing the effectiveness of classroom learning.

RESULTS

Before carrying out learning improvement activities, an improvement scenario was first developed from the first day by setting improvement objectives. This planning aimed to enhance learning and improve artistic creativity in tracing and matching using three-dimensional media for Group B at RA Diponegoro 68 Pancasan, Ajibarang District, Banyumas Regency, in the 2020-2021 academic year. The implementation took place on Monday, April 19, 2021, focusing on several aspects of improvement. In Development Activity I, the activity involved tracing a train image, with classroom management arranged so that children sat facing forward. The improvement steps included the teacher tracing the train image sequentially, tracing together with the children, matching the train image, assigning children to match it independently, and encouraging them to present their work.

In Development Activity II (Core Activity), children engaged in matching a two-dimensional train image, with adjustments in classroom seating from a circular arrangement on the floor to group seating on chairs. The improvement steps involved organizing the children properly, explaining the activity, demonstrating how to trace and match, assigning tasks, assisting those facing difficulties, and providing motivation, evaluation, and feedback. Development Activity III involved demonstrating tracing and matching, assigning children to perform the activity, and encouraging their participation. After formulating the learning improvement plan, a simulation was conducted without students, referring to the RPPH (Daily Learning Implementation Plan) with a theme of land vehicles. The tracing and matching activity focused on ship images for Group B (ages 5-6) to enhance artistic creativity using three-dimensional media.

In Cycle II, the final day's improvement scenario was implemented by refining objectives, including a question-and-answer session on vehicle functions, evaluation, and feedback. Improvement steps involved organizing children, explaining how to trace and match a three-dimensional ship image, assigning tasks, assisting those who struggled, and providing rewards. During the COVID-19 pandemic, activities were conducted at home, with Professional Competency Strengthening (PKP) practices executed through a learning simulation video. The video showcased tracing a wooden train onto blank paper and matching it, but some children struggled with alignment, resulting in untidy images. Some were inattentive, prompting improvements such as using larger, more engaging three-dimensional media and emphasizing direct demonstrations.

During the supervised teaching simulation without students, feedback from the supervisor, tutor, and peers highlighted that the lesson was delivered sequentially with well-designed, colorful media, making the simulation more engaging despite time constraints. Ultimately, Cycle II showed significant improvement, and the simulation was declared successful, marking the effective conclusion of the learning activity to enhance artistic creativity in tracing and matching.

CONCLUSION

Planning and Execution of Learning Improvement. Before carrying out learning improvement activities, an improvement scenario was first developed from the first day by setting improvement objectives. This planning aimed to enhance learning and improve artistic creativity in tracing and matching using three-dimensional media for Group B at RA Diponegoro 68 Pancasan, Ajibarang District, Banyumas Regency, in the 2020-2021 academic year. The implementation took place on Monday, April 19, 2021. The aspects that needed improvement in Development Activity I (Opening) included the activity of tracing a train image. Classroom management involved arranging the learning space inside the classroom, where children sat facing forward. The improvement steps included: The teacher tracing the train image sequentially, the teacher tracing together with the children, Matching the train image, Assigning children to match the image independently, Encouraging children to present their traced and matched work.

In Development Activity II (Core Activity), children engaged in matching a two-dimensional train image. Classroom management adjustments were made by changing the initial circular seating arrangement into small groups, where children, who initially sat on the floor in a circle, were now seated in groups on chairs. The improvement steps included: 1. Organizing the children properly. 2. Explaining the tracing and matching activity. 3. Demonstrating how to trace and match a train image. 4. Assigning children to complete the tracing and matching activity. 5. Assisting children who encountered difficulties. 6. Providing motivation, evaluation, and feedback.

In Development Activity III (Closing), the improvement steps included: 1. The teacher demonstrating how to trace and match a train image. 2. Assigning children to trace and match the image. 3. Encouraging children to follow the tracing and matching activity.

Simulation of Learning Improvement in Tracing and Matching Activities Based on the First Day's RPPH

Cycle I

After formulating the learning improvement plan, a simulation was conducted without students. The material referred to the RPPH (Daily Learning Implementation Plan) with a theme or sub-theme of vehicles/land vehicles. The tracing and matching activity focused on images of ships for Group B, targeting children aged 5-6 years. The objective was to enhance artistic creativity using three-dimensional media for Group B at RA Diponegoro 68 Pancasan in the 2020-2021 academic year.

Cycle II

To implement the final day's improvement scenario, learning improvement objectives were developed to further enhance artistic creativity in tracing and matching using three-dimensional media for Group B at RA Diponegoro 68 Pancasan in the 2020-2021 academic year. The aspects that needed improvement included a question-and-answer session about the function of vehicles, where the teacher asked children questions, evaluated their responses, and provided motivation and feedback.

The improvement steps implemented included properly organizing the children, explaining how to trace and match a three-dimensional ship image, assigning tasks to the children, assisting those who faced difficulties, and providing rewards as a form of appreciation.

In Cycle I, activities were conducted at home due to the COVID-19 pandemic. The Professional Competency Strengthening (PKP) course practice was implemented through a learning simulation video. The video demonstrated activities such as tracing a wooden train image onto blank paper, matching it, and instructing children to practice tracing. However, some challenges arose, such as misaligned tracing patterns due to the shifting of the media, resulting in untidy images. Additionally, when the teacher explained the tracing and matching activity, some children were inattentive and engaged in other activities.

To address these weaknesses, several improvements were planned, including using more engaging and larger three-dimensional media to better capture children's attention and focusing on enhancing skills through direct demonstrations of tracing and matching.

Cycle II

During the supervised teaching simulation without students, based on feedback from Supervisor 1, the tutor, and peer commentators, the researcher delivered the lesson in sequence, starting from the opening, core, and closing activities. The media used was well-designed, with large, colorful, and engaging images. The simulation felt more dynamic, even without students.

However, a challenge remained, as the researcher rushed through the lesson due to the limited five-minute duration. Alhamdulillah, the learning outcome in Cycle II showed significant improvement, and the simulation was declared successful. Consequently, the learning activity to enhance artistic creativity in tracing and matching was concluded successfully.

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