Developing Early Childhood Creativity through Used Goods at Bina Balita Islamic Kindergarten Bandar Lampung

Abstract. Creativity is an important skill to develop at a young age because it allows people to improve their quality of life. However, some children struggle to communicate their ideas and concepts during learning activities when the teacher assigns activities to children who are still hesitant to communicate their ideas and are interested in creative activities. Therefore, the study aims to discover how to foster early childhood creativity at Bina Balita Islamic Kindergarten in Bandar Lampung using used goods media. This descriptive qualitative study was conducted with teachers and students at Bina Balita Islamic Kindergarten in Bandar Lampung to develop early childhood creativity using used goods. Data collection methods include observation, interviews, and documentation. The data was then analyzed using the triangulation technique. Based on the study's findings, in developing early childhood creativity through used goods media in Bina Balita Islamic Kindergarten of Bandar Lampung, teachers use used goods media as a play tool or learning resource, such as plastic bottles, cardboard, ice cream sticks, bottle caps, etc. Teachers use learning materials to encourage early childhood creativity, such as making fans out of ice cream sticks, lanterns out of plastic bottles, etc. The teachers there optimize the use of used materials as a means of playing or learning resources for children, making the learning environment more interesting.

1 Introduction

1.1 Early Childhood Creativity

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in their activities. Creative children must like activities that allow them to use their imagination and fantasy to construct concepts similar to those in their real world.

Early childhood creativity allows children to express and pour their thoughts into their minds. Hence, Munandar thinks that creativity is the ability of children to generate new ideas and then use them to solve problems.

Creativity in early childhood must be effectively developed since children have a high level of curiosity. Good facilities, infrastructure, diverse game approaches, and learning media can enhance early childhood creativity. Creativity is strongly encouraged from a young age since it enables children to become well-rounded individuals. Children will be able to see challenges from multiple perspectives. In addition, children can create works distinct from those that existed before. According to Rogers's journal article, one approach to supporting children's talents, such as intelligence and cognitive skills in grasping things, is through playing.

Children's creativity is crucial for their development, as they are highly active and require positive stimulation. This is consistent with Maria Montessori's theory, which emphasizes that the age range of birth to six years is a sensitive period in which children can develop all of their developmental potential, so conditions and stimulation must be tailored to the needs of children's growth and development.

Creativity is one of the qualities of children's thinking; specifically, the hemisphere of the child's brain is directly linked to imagination and creativity. Early childhood creativity is a manner of thinking and learning prevalent in early childhood, particularly during the first two years. This concept suggests that children's creative thinking has a high potential to grow around this age if their parents nurture them and receive an appropriate education. Creativity is the ability to think about something in a new and unexpected way, leading to innovative solutions to challenges.

The appropriate learning model can significantly improve students' creative thinking skills. This gives vital information, especially for efforts to improve children's creativity.

1.2 The Characteristics of Early Childhood Creativity

Utami Munandar describes the characteristics of early childhood creativity in Jurnal Rohani. Among others, they have a strong imagination, are free to express their opinions, frequently ask good questions, present numerous ideas or solutions for a problem, are always curious, and have a profound appreciation for beauty in high spirits and confidence.

Traits associated with creative or cognitive thinking abilities (Aptitude) in children include fluent thinking, flexible thinking, original thinking, and detailed and evaluation skills. Meanwhile, the characteristics that concern one's attitudes and feelings or affective are curiosity, imagination, feeling challenged by diversity, risk-taking, and mutual regard for one's own developing capabilities and talents.

1.3 Stages of Creativity

The creative thinking process and the shape and timing of the creative process are difficult to describe. The creative process is enigmatic, personalized, and subjective. Wallas proposes four steps to the creative process, which are as follows:
3.

Illumination is the stage where inspiration and ideas come to light, helping to solve problems. At this stage, a natural flow of ideas begins to emerge.

4.

Verification is an essential step in the evaluation process of critical thinking, as it is increasingly seen as applicable to real-life situations.

1.4 Used Good Materials

According to Hamalik, media can inspire and engage children in their learning process, exerting a significant psychological impact.

From the perspectives discussed above, it is clear that the media plays a crucial role in transmitting information and messages from the sender to the recipient. It also serves as an educational tool for students to enhance their learning experience. Learning media can also be a valuable tool for educators to effectively impart knowledge.

In the Great Indonesian Dictionary, goods refer to physical objects that have a tangible existence. The term "used" is typically used to describe something previously utilized.

Used goods can be understood as items that are not new or have been previously owned. Secondhand items are typically considered products that have reached the end of their usable life and are derived from household or factory waste. The definition of used goods clearly shows that used goods media are tools utilized in learning activities that originate from items that are no longer in use but can still be repurposed into new items with practical value.

Children's behavior and creativity can be positively influenced and nurtured through engaging media. Creativity knows no boundaries and can be embraced by anyone, regardless of age, gender, socioeconomic conditions, or level of education. This demonstrates the importance of nurturing creativity in children from a young age. Early childhood is a critical period for fostering creativity and shaping individuals into future resourceful and valuable members of society.

Children may learn much about creativity and be trained to think creatively and critically. Developing children's creativity can help them study better. One of them is to use learning materials made from used goods that are easy to locate in the environment. It turns out that used goods, which we frequently underestimate, may be turned into more useful objects if managed properly and have a high selling value.

We can see many problems arising from garbage, which causes pollution and disasters on our planet. To safeguard the world and our environment from these threats, we can use used items, such as cardboard, cans, bottle caps and plastic bottles, plastics, worn masks, paper, newspapers, etc.

The author chose the Islamic Kindergarten Bina Balita Bandar Lampung as the place for the research because they wanted to learn about the school's innovation and had easy access to the location. According to the results of interviews with one of the teachers, Mrs. Sundari at Bina Balita Islamic Kindergarten Bandar Lampung, she used items because they were readily available in the surrounding environment. Ten of the fourteen students in one class show signs of developing their creativity, while four have developed normally. Children still lack the bravery to express new ideas and interests.

1.5 Pros and Cons of Used Goods Media

Learning using used goods has an economic advantage, as we can easily obtain used goods around us. Utilizing used goods can also protect the environment from waste, which can cause environmental pollution. It can also serve as a learning material for developing children's creativity, transforming used goods into interesting works of art.
The disadvantage of using used material is that it takes a long time to find, collect, and prepare. The media created modifies the material and learning objectives to be met.

According to the previous findings, the benefits of used goods include that they are easy to obtain and inexpensive. However, the negatives are that they require a long time to search, collect, and prepare. Before use, the material is cleaned to ensure it can be used neatly and comfortably.

1.6 Steps in Developing Early Childhood Creativity Using Used Goods

Used goods can be used to create valuable items to help students develop creative thinking skills. Using used goods is another option for art craft products since it demonstrates precision in capturing possibilities and attention to the environment. Creating instructional tools out of used goods can boost teacher creativity because using and managing old items is the mindset of mature and modern culture, and advanced civilization values simplicity, effectiveness, savings, and convenience for long-term survival. Used goods are used in early childhood learning media. It is hoped that teachers will be able to create new games by utilizing used goods and natural materials as a medium of playing for early childhood students, understanding the variety of used goods materials used as play tools or learning resources, and optimizing the use of used goods as a means of playing or learning resources for children to make the learning environment more engaging.

Developing creativity can be accomplished in a variety of ways, including through children's toys. However, in educating and nurturing children, creativity can be honed. Inevitably, you must pay attention to the steps. Tika Bisono suggests four steps for developing children's creativity.

1) Capturing
   It means that do not miss a single idea or concept that the children offer. When a child expresses an idea, we ask what it is. If it is inappropriate, we redirect it slightly but do not process it.

2) Surrounding
   This step requires us to allow children to broaden their socialization. The goal is for children to interact with friends of their age. Children will gradually develop the ability to generate creative ideas based on their interactions with their surroundings.

3) Challenging
   Parents are asked to push their children to solve problems. The problem is simple. For example, solving a game with his parents. Encourage and guide him to think; do not let the child struggle alone.

4) Broadening
   That is learning something new. Children should be given the ability to be creative from an early age to develop unique skills. The skills developed are not limited to new items; children will be taught to process creativity from used items, allowing items no longer in use to be processed into new items with new functions.

2 Research Methods

The researchers employed the qualitative research method, also known as natural research. It is a type of research that focuses on the process and meaning rather than being tested or measured using descriptive data. This study describes events heard or felt; narrative statements can also be descriptive. The characteristics of this research are defined by natural phenomena that occur in the field, emphasizing its quality.
The primary data sources were children, teachers, and parents. After the required data had been collected, it was analyzed using qualitative descriptive methods.

The study employed unstructured observation, which entails observing classroom activities. Researchers observed the learning activities to collect data on how teachers at Bina Balita Islamic Kindergarten Bandar Lampung improve children's creativity by utilizing used goods. The investigated or observed aspects were the condition of the research object, teacher and student activities, and facilities and infrastructure at Bina Balita Islamic Kindergarten Bandar Lampung.

The researcher also conducted a semi-structured interview. Questions were asked based on the development of children's learning through used goods media at Bina Balita Islamic Kindergarten Bandar Lampung. In qualitative research, documents supplement the interview and observation data collected. Documents can be writings, images, or monumental works about the object being studied. Researchers employed documentation in the form of pictures, lesson plans, and assessments to document learning activities using used goods media.

3 Result and Discussion

The results of children's creative achievements with this creative activity can be described using observations made by researchers using child work assessment techniques. The results of children's work are evaluated using the following criteria: BB (Not Developing), MB (Beginning to Develop), BSH (Developing as Expected), and BSB (Developing Very Well). When observing the results of children's work, it is important to note that children believe in aptitude and are effective. According to the results of researchers' interviews with Class B1 teachers, Bina Balita Islamic Kindergarten Bandar Lampung offers a variety of creativity development activities. These activities take the form of drawing, coloring, and artwork. The materials used can be natural, used, or purchased. Used goods are simple to find in the surrounding area. Planning is required first to achieve a learning goal effectively and efficiently.

The RPPH enables teachers to easily carry out teaching and learning activities. The RPPH is designed to help teachers organize their learning activities so that they do not deviate from the learning objectives to be met. Teachers occasionally discuss activities and learning media.

Before beginning activities, tools and materials must be prepared, as they are critical in creative learning activities using used goods. Before carrying out learning activities, tools and materials must be prepared, and teachers must prepare well in advance. The tools and materials used are scissors, glue, ice cream sticks, and origami paper.

Then, when a detailed plan is ready to be applied to students in teaching and learning activities, it is implemented in the classroom during teaching and learning activities, specifically by organizing the classroom and opening with greetings. At 08.00, students enter the classroom and sit in a circle to begin learning, which includes praying together, reading short Quranic verses, and singing songs. The teacher inquired about the student's current condition and what they did at home before school. Learning must begin with reading prayers and discussing what the children did before going to school. This activity can help children exchange stories with teachers and friends. Before they begin their activities, the teacher must introduce what tools and materials will be used so that the children know the shapes and uses of the tools. Therefore, the children can properly follow and carry out the learning activity process to obtain optimum results.

When selecting activities, paying attention is necessary so children's creativity can develop optimally. For example, using used-good media can help children develop their creativity.
creativity, for instance, by creating fans out of used ice cream sticks. This activity trains children’s imaginations to create and assemble ice cream sticks into fans, determine the cover and color, and then calculate the number of ice cream sticks required to make a fan. In this activity, the teacher only assists the children. All activities are up to the children. However, if children require assistance, the teacher may occasionally assist them. After conducting creative activities with used goods, the teacher asks the students about previous activities. In the learning process, the students responded well. They were pleased because they could stick, color, and fold. When the teacher asked the students, “When are fans needed?” the child responded simultaneously, “When it’s hot.” However, some children did not respond and simply looked at it. When the children were asked how they felt while doing the activity, they all responded that they were very happy because they could do it with their friends. The children’s responses varied because some paid attention and were very enthusiastic, while others simply looked around without participating. However, this activity taught children that items like ice cream sticks can be used as creative tools with numerous applications and benefits.

According to parents, creative activities through used goods have an impact and positive effects. Children became patient when collecting, cleaning, and working on the used goods. When the children collected used beverage cups or found them on the side of the road, they learned to protect the environment from garbage piles, which fostered their creative nature and taught them to save money. Children’s conditions, both physical and mental, can have an impact on their creative development. Children who are sick or do not have breakfast have difficulty focusing on learning activities. Feeling less confident expressing ideas and concepts during creativity development activities can impede suboptimal development.

4 Discussion

Creative development must begin at a young age. Creativity can also help children in the future. With the passing of time and the advancement of the times, it is assumed that the nation’s next generation is creative, with a variety of fresh ideas and discoveries. Every child is creative; all they need to do is improve their various forms of creativity. Nurmajaya defines learning resources as a collection of materials, tools, media, instructions, and guidelines used in the learning process. Learning tools serve as a benchmark for implementing the learning process. Teachers play an essential role in increasing the quality of education. One of the features of high-quality education is the development of an effective learning process that begins with planning, implementation, and evaluation.[14] When researchers observed the teaching and learning process, children formed a queue in front of the classroom. The teacher then conducted opening exercises as needed, such as greeting, taking attendance, and inquiring how they were doing. The teacher then described what exercises were to be carried out. Early learning planning is required to attain learning objectives effectively and efficiently. The learning plan is a Daily Learning Implementation Plan (RPPH). Teachers must organize lessons ahead of time to meet the needs of their students. Teachers also communicated with one another about learning activities. Teachers frequently use the Internet to find resources or activity ideas to make activities more engaging and help children avoid boredom.

Curiosity is a behavior in which a person strives to better understand what he sees, hears, and learns. Human knowledge begins with curiosity. Curiosity is a profound desire to learn by asking others, studying objects or things that interest them, and attempting to use objects once they understand their functions. Curiosity prompts various queries for children about communication abilities in early childhood[15].
Creative children satisfy their curiosity in various ways, including exploration, experimentation, and asking many questions of others. According to [16], creative and intellectual children do not develop independently but require guidance, one of which is the provision of activities that foster children's creativity [17].

Bina Balita Islamic Kindergarten Bandar Lampung also successfully develops children's creativity using used-good media. This fact is consistent with the findings of interviews and documentation indicating that children actively participate in activities, as well as the findings of teacher assessments indicating an improvement in children's inventiveness. However, other children responded more passively. Inventive children have inventive teachers. Teachers are, first and foremost, creative individuals who develop activities or material for use in classroom settings.

Media refers to anything that transports information between the information supplier and receiver. Then, the AECT (Association of Education and Communication Technology, 1997) contends that media should be limited to any kind or channel utilized to convey communications or information [18].

Innovation in activities or media for learning can increase children’s interest in activities. The early childhood learning strategy is play-based learning. Playing offers benefits for early childhood since it can bring enjoyment while also promoting children’s growth and development. Children must be provided with educational knowledge to learn when participating in activities. The fundamental point is to include learning media in teaching and learning activities. The media’s job is to assist and accelerate the dissemination of material to children. As a result, young children must learn from real-world experiences. Therefore, education must prepare and offer learning materials. Bina Balita Islamic Kindergarten Bandar Lampung offers a variety of activities for promoting early childhood creativity, one of which is developing creativity by utilizing used goods.

Used items were chosen since they come in various forms and are readily available in the surrounding area. When choosing used goods to be utilized as learning media, you can save money on providing learning media. According to Plato, the source of beauty is love, and because there is love, we humans are constantly eager to return and appreciate what we have loved. Human love is motivated not just by beauty but also by morality (morals) and truth (science). Humans develop a sense of beauty after discovering what they enjoy [19]. Using used goods media in activities to enhance children’s creativity at Bina Balita Islamic Kindergarten Bandar Lampung is to instill in children a love for the environment because as more waste accumulates, the environment becomes polluted. This activity will also make children feel pleased with their accomplishments. In addition, children will learn how to repurpose used goods by recycling garbage or objects that are no longer in use into toys or useful and interesting objects that can instill the principle of saving because all toys do not have to be purchased but can be made themselves. According to Ki Hajar Dewantara, art is all human activities that develop and live feelings and are beautiful to stir the soul of other human emotions [20].

Parents can feel the development of their children’s creativity at home. Children can be creative with used goods. Furthermore, children always invite their parents to participate in creating the work and display the artwork at home. As a result, Bina Balita Islamic Kindergarten Bandar Lampung has done a wonderful job of encouraging early childhood creativity using used goods media as efforts have been made to utilize used items media. Also, used goods were chosen since they were readily available and could help us save money. According to the existing recommendations, these activities can help promote children’s creativity at Bina Balita Islamic Kindergarten Bandar Lampung. The interview findings show that the school has inadequate learning media facilities. Teachers have employed media such as used goods, which are inexpensive and readily available in the surrounding environment, to compensate for a lack of media. It is possible to foster growth and develop children’s creativity.
to their full potential by employing media. Children can be imaginative and examine anything firsthand. This is consistent with Hurlock's opinion, who contends that eight factors can influence children's creativity, one of which is in the facilities, first for playing, and then for other facilities that must be provided to stimulate the encouragement of experimentation and exploration, which is an important component of all creativity [21]. Teachers can also use learning media to increase children's interest in learning activities and make them happier while they are doing them. Choosing the right media can also quickly boost children's creativity. Teachers and parents also play an important role in this regard. Teachers in schools must first understand their students' levels of creativity and willingness. This allows the teacher to plan appropriate activities for the children's developmental levels. Teachers can encourage children's creativity by providing supportive environments. This is consistent with Widyarini's opinion that parents have the power and authority to shape, control, and evaluate their children's behavior and attitudes [21]. Using trending activities can also improve and make the learning process more engaging. Furthermore, parents need to be aware of their children's academic performance. Parents can also provide stimulation at home to help children develop their creativity to its full potential.

The inhibiting factors in developing early childhood creativity through used goods media at Bina Balita Islamic Kindergarten Bandar Lampung come from two internal factors: factors that come from within the child at the level of ability, interest, and condition of different children. According to Hurlock Elizabeth, internal encouragement in children who are inseparable from some children's achievements meets adult standards. Still, they must also be encouraged to be creative and free of ridicule and criticism in less creative children [22]. According to research interviews, teachers can address these issues by assessing each child's abilities before deciding on activities. Teachers can also innovate with their activities and media choices. Not only that, but teachers can give children the freedom to explore the media that has been provided, with the teacher's role limited to assisting students. Children's creativity can develop when they receive attention and encouragement from their parents. Parents must also provide stimulating activities for their children at home. In addition, parents can give children freedom while still providing assistance and supervision.

Munandar explained that an inhibiting environment can harm a child's motivation, no matter how strong, and thus kill his creativity. Similarly, Torrance also states about things that can limit children's creativity, which is 1) too early attempts to eliminate imagination, 2) restriction of children's curiosity, 3) overemphasis of roles based on sexual differences, 4) too much forbidding, 5) fear and shame, 6) misguided emphasis on certain verbal skills, and 7) destructive criticism [23].

5 Conclusion and Suggestion

Based on the analysis, teachers used goods media as a playing tool or learning resource to develop early childhood creativity through used goods media at Bina Balita Islamic Kindergarten Bandar Lampung. The used goods could be plastic bottles, cardboard, etc. The teachers there optimize used goods as a medium for playing for early childhood students, such as making fans out of used ice cream sticks, lanterns out of used plastic bottles, and so on. The teachers there optimize the use of recycled materials as a means of playing or learning resources for children, making the learning environment more engaging. Based on the findings, the researchers recommend that used goods media can be used as an alternative to foster children's creativity. It is planned that the school will again provide facilities to help children develop their creativity. Teachers should always encourage children to be excited about learning and work with their parents to promote creativity.
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