GENIUS
Indonesian Journal of Early Childhood Education
Vol. 4 Issue 2 (2023)
OJS: http://genius.iain-jember.ac.id
DOI: 10.35719/gns.v4i2.131

Relationship between Collage Activities and Early Children's Creativity

Siti Sapaat
Universitas Islam Negeri Sunan Gunung Djati Bandung
Sitisapaat44@gmail.com

Abstract

This study aims to determine the relationship between college activities and early childhood creativity in the Islamic Kindergarten of Asy Syifa, Cikancung District, Bandung Regency. The method used in this study is the correlation method with a quantitative approach, sampling techniques using saturated sampling techniques, data collection techniques using observation, and data analysis using statistical formulas. This research is motivated by preliminary studies conducted in the Islamic Kindergarten of Asy Syifa that children's creativity is still low, evidenced by the average value obtained is 2.3, which is in the range of 1.75-2.49, which is interpreted to begin to develop. The activity that has been running in the learning process in the Islamic Kindergarten of Asy Syifa to train children's creativity is collage. Based on the analysis of college activity data obtained, an average value of 74.15 is categorized as good. Early childhood creativity obtained an average value of 2.78, categorized as developing according to expectations. Then the value of thing = 25.52 > table = 2.160 at a significant level of 5% interpreted Ho rejected, and Ha accepted means there is a significant relationship between college activities and early childhood creativity in the Islamic Kindergarten of Asy Syifa. It obtained a correlation coefficient of 0.99, which is interpreted as very strong. The contribution of collage activities to early childhood creativity was 98%, and other factors influenced 2%.

Keywords: collage, creativity, early childhood

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kegiatan membuat kolase dengan kreativitas anak usia dini di Raudhatul Athfal Asy Syifa yang berlokasi di Kabupaten Bandung, Indonesia. Metode yang digunakan dalam penelitian ini adalah metode korelasi dengan pendekatan kuantitatif, teknik pengambilan sampel menggunakan teknik sampling jenuh, teknik pengumpulan data menggunakan observasi, dan analisis data menggunakan rumus statistik. Penelitian ini dilatarbelakangi oleh hasil studi pendahuluan yang dilakukan di Raudhatul Athfal Asy Syifa bahwa kreativitas anak masih rendah, hal ini dibuktikan dengan nilai rata-rata yang diperoleh adalah 2,3 yang berada pada rentang 1,75 - 2,49 yang ditafsirkan Mulai Berkembang. Kegiatan yang berjalan dalam proses pembelajaran di Raudhatul Athfal Asy Syifa untuk melatih kreativitas anak adalah kolase. Berdasarkan hasil analisis data, kegiatan kolase memperoleh nilai rata-rata 74,15, dikategorikan Baik. Kreativitas anak usia dini

memperoleh nilai rata-rata 2,78, dikategorikan Berkembang Sesuai Harapan. Kemudian nilai thitung = 25,52 > ttabel = 2,160 pada taraf signifikan 5% yang diinterpretasikan Ho ditolak dan Ha diterima, artinya terdapat hubungan yang signifikan antara kegiatan kolase dengan kreativitas anak usia dini di Raudhatul Athfal Asy Syifa. Diperoleh nilai koefisien korelasi sebesar 0,99 yang diinterpretasikan sangat kuat. Kontribusi kegiatan kolase terhadap kreativitas anak usia dini di Raudhatul Athfal Asy Syifa sebesar 98%, dan faktor lain mempengaruhi sebesar 2%.

Kata Kunci: kolase, kreativitas, anak usia dini

A. Introduction

Every potential a child possesses needs proper stimulation support from the beginning of its growth and development. As the National Education System Law Number 20 of 2003 explains, early childhood education is a coaching effort carried out by providing educational stimulus to help physical and spiritual growth and development aimed at children aged 0-6 years so that children are ready to enter and face further education.[1]

On the other hand, early childhood is an individual experiencing a rapid growth and development process, often called the *golden* age. This age is a typical phase of life with unique physical, psychological, and moral characteristics. According to Sujiono, early childhood up to the age of six is an age that is very decisive in the formation of a child's character and personality.[2] Therefore, early childhood is a significant age for developing permanent intelligence in children. In addition, early childhood can also absorb a significant amount of information characterized by great curiosity. The speed of early childhood brain development reaches 80% of the adult brain. Based on that, all potential and intelligence and the basics of one's behavior have begun to form at this age. Moreover, it also includes the element of creativity.

According to Susanto, creativity is the ability to create something new, either in the form of new ideas or products that can be used to solve problems or in the ability to recognize previously existing aspects.[3] Creativity can also be understood as creating something or developing ideas based on one's imagination, overcoming problems, and thinking of something with a clear purpose. Both are examples of creativity. Therefore, it is essential to foster creativity early so children can be themselves and create something from their imagination.

---

[1] "Law on the National Education System," Pub. L. No. 20 (2003).
[2] Yuliani Nurani Sujono et al., *Cognitive Development Methods*, 2nd ed. (South Tangerang: Open University, 2021).
[3] Ahmad Susanto, *Early Childhood Development: An*, 1st ed. (Jakarta: Kencana, 2014).

As stated by Masganti Sit et al., in general, in the age range of 3-4 years, children have a strong sensitivity to receiving stimuli both from within themselves and outside. It is due to their enormous curiosity.[4] Therefore, efforts to foster creativity in children will be very effective if done from an early age.

According to Mulyani, there are several reasons why creativity should be nurtured from an early age, including the fact that self-actualization is the most fundamental desire in human existence. *Second*, creativity or creative thinking capacity is recognizing alternative solutions to a particular problem. *Third*, creativity benefits oneself and the environment and makes people feel good about themselves. *Fourth*, improving the quality of life can be done through human inventiveness.[5]

Based on these arguments, researchers are interested in conducting searches and research revealing early childhood creativity. Matters related to the emergence of creativity in children and the level of creativity in early childhood are exciting topics to study so that we can all determine the appropriate steps to develop it.

A preliminary observation conducted by researchers at a playgroup in Bandung Regency, West Java, Indonesia, found a gap between the high level of collage activities and the low level of children's creativity. This is evidenced by the observations showing that children's creativity is already in the 'Starting to Develop' category, with an average score of 2 out of 15 children consisting of 10 boys and five girls. It can be seen that some children still have difficulty choosing colors when they want to color, and there are even children who still have difficulty distinguishing colors. Children still have difficulty telling or when asked about the results of their work and still need the teacher's help. In addition, some children still imitate their friends when doing their assignments. Meanwhile, creativity is one of the abilities that is developed and honed from an early age.

Making collages is one of the activities pursued to develop children's creativity. The collage or pasting activity is compiling materials on a piece of paper or other media, with various shapes of paper, fabric, textured materials, and other exciting materials. This pasting activity attracts children's interest and attention because it is related to placing and gluing things as they like.

According to Sumanto, collage is an acceptable art activity that involves arranging and attaching materials to the drawing paper or base plane used, resulting in a unique, engaging, and different order using paper, natural,

[4] Masganti Sit et al., *Early Childhood Creativity Development: Theory and Practice* (Medan: Perdana Publishing, 2016).
[5] Novi Mulyani, *Developing Early Childhood Creativity* (Bandung: Remaja Rosdakarya, 2019).

and artificial materials.[6] According to Solichah et al., collage is a play and art activity that can develop children's potential if collage activities receive proper guidance/assistance from teachers or parents, which can positively trigger children's creativity and psychology.[7] Meanwhile, according to Pamadhi & Sukardi S, a collage is a two-dimensional work of art that uses various materials and can be combined with other essential materials to be integrated into a complete work and represent one's aesthetic feelings.[8]

This activity requires patience, accuracy, and perseverance in thinking. In addition, through collage activities, children learn to channel their imagination through thinking to work and create the materials provided to become creative works. According to Nurjatmika, one of the benefits obtained from collage activities is that it can increase creativity.[9]

Researchers are also interested in describing and exploring the implementation of collage activities to develop early childhood creativity by taking samples at the playgroup. Based on the background of the problem, the urgency of this research is to overcome a gap that occurs in a playgroup in West Java, Indonesia, regarding the high collage activity and the low creativity of children. So, this research focuses on how college activities are carried out, how early childhood creativity is, and the relationship between college activities and early childhood creativity. At the same time, this study hypothesizes that there is a relationship between collage activities and early childhood creativity.

B. Methods

The type of research used in this study is quantitative, using the correlational method. The subjects of this study were children of the Islamic Kindergarten of Asy Syifa. The population used in this study is all early childhood in the Islamic Kindergarten of Asy Syifa located in Cikancung District, Bandung Regency, West Java Province. This study used a saturated sampling technique or made all children in the Islamic Kindergarten of Asy Syifa, totaling 15 children, as samples.

The instrument used in this research is an observation sheet. Researchers use observation to observe Variable X, namely collage activities. The observation guidelines used in this study are in the form of a checklist for each observation item. The following is a lattice of collage activity observation instruments:

---

[6] Sumanto, *Development of Kindergarten Children's Art Creativity* (Jakarta: Ministry of National Education, 2005).
[7] Silvana Solichah and Novidewi Ayusari, *Collage Skills* (Yogyakarta: Indopublika, 2017).
[8] Hajar Pamadhi and Evan Sukardi S, *Children's Art Skills* (South Tangerang: Open University, 2021).
[9] Yusep Nurjatmika, *Variety of Daily Activities for Kindergarten* (Yogyakarta: DIVA Press, 2012).

Table 1
X Variable Instrument Grid (Collage Activity)

Variables	Indicator	Sub Indicators	Item No.
Collage Activity (X)	1. Choosing materials	a. Can take materials that have been provided	1
		b. Can use tools and materials according to their uses	2
	2. Compiling materials	a. Can arrange materials according to the picture pattern	3
	3. Sticking	a. Can apply glue and attach materials	4
	4. Telling	a. explaining what they made	5

The performance technique assesses children's creativity (variable Y). The performance assessment was used to observe Variable Y, or children's creativity, giving children the skill work of making collages with different materials such as paper, leaves, cotton, and nuts. The assessment instrument is as follows:

Table 2
Lattice of Instrument Variable Y (Early Childhood and Creativity)

Variables	Indicator	Sub Indicators	Item No.
Creativity (Y)	5. Smoothness	a. Smoothness in picking and choosing materials	1
	6. Flexibility	a. Flexibility to organize materials to completion	2
		b. Flexibility to assemble and attach materials on time	3
	7. Authenticity	a. Originality in sticking without the help of others	4
	8. Sensitivity	a. Sensitivity in cleaning up the tools and materials that have been used	5

Interviews are also used to find data related to school programs, student data, and other data considered essential and relevant to this study, namely regarding collage activities and children's creativity. The data analysis technique used is the statistical test of partial and correlation analysis.

C. Results and Discussion

Researchers obtained data through an observation sheet with four indicators: choosing materials, compiling, sticking, and telling, to determine the collage-making activity. Then, a partial analysis per indicator is carried out, and an average value of 74.15, categorized as Good, is obtained. Thus, collage-making activities in Class B at the kindergarten level can be categorized as good. More details can be seen in the following table:

Table 3

Analysis of Collage Activity Indicators (Variable X)

Sub Variables	Indicator	Average	Interval	Criteria	Average/Category of Sub Variables
Collage Activity	Choosing materials	70	51 - 75	Good	74.15/Good
	Compose	78,3	76 - 100	Very good	
	Sticking	85	76 - 100	Very good	
	Telling	63,3	51 - 75	Good	

Data collection is done through observation sheets and work performance to discover early childhood creativity's reality. The number of observation items used was four, giving a check mark on each observation item to find out the child's creativity data (Variable Y). The observation instrument for assessing aspects of creativity in students was developed into four kinds of indicators: fluency, flexibility, originality, and sensitivity. Then, the data obtained from the field is processed using partial analysis per indicator, with the average result obtained being 2.78. This figure is included in the "Developing as expected" category. Thus, it can be interpreted that early childhood creativity in these educational institutions

is classified in the "Developing as expected" category. More details can be seen in the following table:

Table 4

Perindicator Analysis of Early Childhood Creativity (Variable Y)

Sub Variables	Indicator	Average	Interval	Criteria	Average/Category Sub Variables
Creativity	Smoothness	2,67	2,50 - 3,24	BSH	2.78 BSH Developing as expected
	Flexibility	2,80	2,50 - 3,24	BSH	
	Authenticity	3,13	2,50 - 3,24	BSH	
	Sensitivity	2,53	2,50 - 3,24	BSH	

After conducting partial tests per indicator, the normality test, regression linearity test, correlation coefficient, hypothesis test and determination test are then carried out to determine the relationship between collage activities and early childhood creativity in the Islamic Kindergarten.

To test the normality of Collage Activity Variable X, the Shapiro-Wilk method was used with the following results and obtained Mean = 14.67 D = 97.3 value *a*s obtained from the Shapiro Wilk table *(Coefisient test Shapiro)* with n = 15 Shapiro Wilk value $_{\text{T-count}}$ = 0.97 and Shapiro wilk table value $\alpha(0.05)$ = 0.88 at a significant level of 5%. Because the value of T_3 = 0.97, which is located at α (0,9) = 0,975, this means that *p is located* at 0.9, which means that p (0.9) > $\alpha(0,05)$ then H_0 is accepted; thus, it can be concluded that the data on Collage Activity (Variable X) is **usually** distributed**.** Furthermore, the Sapiro-Wilk method has the following results for the normality of Early Childhood Creativity (Variable Y). Obtained Mean = 14 D = 92 values *a*s obtained from the Shapiro Wilk table *(Coefisient test Shapiro)* with n = 15 Shapiro Wilk value $_{\text{T3hitung}}$ = 0.958 and Shapiro Wilk value $\alpha(0,05)$= 0.88 at the 5% significance level. Because the value of T_3 = 0.958, which is located at $\alpha(0,5) = 0,950$ this means p lies at 0.5, which means that $p(0,5) > \alpha(0,05)$, then H_0 is accepted, thus it can be concluded that the data on Early Childhood Creativity (Variable Y) is **usually** distributed**.**

The parametric statistical formula is used to determine the linear regression equation; based on the calculations carried out between Variable X and Variable Y, the regression equation results are obtained: Y = 0,014 +

0,955X. Thus, any change in variable Y (early childhood creativity) by 0.014 will change by 0.955 in variable X (collage activity). Based on the calculation of regression linearity, the results obtained F_{hitung} = 36456.29 and F_{tabel} = 4.82 at a significant level of 5% with db numerator = 8 and then db denominator = 5. Based on the linearity test criteria, if $F_{-count} > F_{-table}$, then the regression of Y on X is not linear, and if $F_{hitung} < F_{-table}$, then the regression of Y on X is linear. Thus, because F_{count} = 36456.29 > F_{table} = 4.82, it can be concluded that the regression of Y on X is **not linear.**

Furthermore, the correlation coefficient was analyzed using the Spearman correlation formula because, based on the previous variable analysis, the regression of Y on X was not linear. Based on the calculation results, the correlation coefficient value (ρ-count) is 0.99 when viewed from the correlation level table. The strength of the relationship is in the scale range of 0.800 - 0.1000, which is interpreted as Very Strong / Very High or, based on the early childhood education rating scale, is in the Very Well Developed category. So, it can be concluded that college activities with Early Childhood Creativity have a solid / very high relationship.

Based on the results of hypothesis testing that has been carried out using the formula t = 2.160. $\frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$ obtained a value, namely t_{count} = 25.52 and t_{tabel} = 2.160 at a significant level of 5% with db = 13. Thus, because the value of t_{count} = 25.52 > t_{table} = 2.160, it can be interpreted that Ho (Null Hypothesis) is rejected and Ha (Alternative Hypothesis) is accepted. In other words, there is a significant relationship between Collage Activity (Variable X) and Early Childhood Creativity (Variable Y).

After testing the normality of the two variables with the results interpreted as abnormal in both variables, testing the linearity of regression with the results that are not linear in both variables, and testing the hypothesis with the results, Ho is rejected, and Ha is accepted. Furthermore, the coefficient of determination is tested to determine the contribution of college activities to Early Childhood Creativity using the following formula:

$$k = r^2 \times 100\%$$
$$= 0.99^2 \times 100\%$$
$$= 0{,}98 \times 100$$
$$= 98\%$$

So, Collage Making Activity contributes 98% to Early Childhood Creativity.

D. Discussion

According to Jamaris, the characteristics of creative children appear in the thinking process of solving problems. While the creative thinking process arises because of creative behavior, there are five creative behaviors: fluency, flexibility, originality, elaboration, and sensitivity.[10] Meanwhile, according to Yeni Rachmawati, the characteristics of children's creativity are grouped into two, namely, cognitive categories and non-cognitive categories.[11] Cognitive characteristics include flexibility, originality, fluency, and elaboration; furthermore, non-cognitive characteristics, namely creative personality and attitude motivation. Both categories, cognitive and non-cognitive, are essential and interrelated. Because intelligence that is not balanced with a creative personality will not be able to produce anything, so when children want to be declared as creative, children must have intelligence and a creative personality. Moreover, all of that must be stimulated from an early age.

These aspects of creativity became a reference in mapping children's creativity in this study.

Based on the results of observation and data processing of 15 children using four selected indicator items, namely choosing materials, compiling, sticking, and telling, it was found that of the four indicators, the results were interpreted in the Good category. Overall, the collage activity is well implemented.

In choosing materials, there are two sub-indicators, namely, taking the materials provided correctly and using tools and materials according to their uses. Children look enthusiastic about taking and choosing their materials. The materials that children must take consist of colored paper/nuts, glue, ear-match tools, and pictures to be made into collages. The basic materials used to make collages are paper, nuts, and leaves. From the indicator of choosing materials, the average score is 70, which ranges from 51 - 75 and can be interpreted into the "Good" category. Children are allowed to take the materials provided as instructed in turn. Children learn to take materials as needed through the activity of taking materials. In addition, they will learn to recognize for themselves what materials are used to make collages. In addition, this technique can also train children's courage to take materials without fear of being wrong. It aligns with what Nancy said: choosing materials and objects to be pasted can train children's courage.[12]

In the indicator of arranging materials, there is one sub-indicator, namely, being able to arrange materials according to the image pattern. The results showed that most children could arrange the materials in the picture field according to shape. However, some children still imitate their friends

[10] Jamaris, *New Orientations in Educational Psychology*.
[11] Yeni Rachmawati and Euis Kurniati, *Strategies for Developing Creativity in Kindergarten Age Children* (Jakarta: Ministry of National Education, 2005).
[12] Beal Nancy, The *Secret of Teaching Art to Children* (Yogyakarta: Pripoenbooks, 2003).

and need teacher assistance. Based on the results of data processing on the indicator of arranging materials, the average value is 78.3. This figure is 76 - 100 and can be interpreted as a "Very Good" category. From here, by arranging materials according to the drawing pattern, children are required to think to adjust the shape of the material to the drawing pattern. In addition, Novi Mulyani said that creativity has several components, including thinking activities and producing works or products.[13] Therefore, the attitude patterns seen in some of these children can be understood as early childhood creativity.

In the indicator of sticking results, there is one sub-indicator, namely, being able to apply glue and paste collage materials. Based on the results of this study, most children have been able to apply and paste materials on their own without the help of others. Some children have been able to paste materials neatly. The data processing results on the sticking indicator obtained an average of 85. This figure is 76 - 100 and can be interpreted in the "Very Good" category.

The researcher found that some children showed diligence and effort to complete the tasks given to completion. In addition to training creativity, collage-making activities can train patience and skills, eye and hand coordination, and accuracy. That is as stated by Rahyubi: When attaching materials to the image pattern, concentration is needed to coordinate the eyes and hands, as well as skills in sticking, which will help stimulate the fine motor skills of early childhood.[14] In line with her, Nancy said pasting activities can train children's fine motor skills, creativity, and concentration.[15] Of course, it is difficult for children to concentrate fully for a long time. However, the development shows they can show a meticulous and patient attitude through collage-making activities.

Then, on the indicator of telling with one sub-indicator, namely being able to explain what they made. The results showed that some children still had difficulty explaining what shape they were making. However, others could answer and describe the results of their work. In the telling indicator, the average value of 63.3 is obtained, in the range of 51 - 75, so the telling aspect can be interpreted in the "Good" category.

Language skills are one of the aspects that must be developed in early childhood. According to Khadijah, early childhood education aims to optimize all aspects of development and potential in children, including religious and moral aspects, social-emotional, language, physical motor, and

[13] Mulyani, *Developing Early Childhood Creativity*.
[14] Heri Rahyubi, *Learning Theories and Motor Learning Applications* (Bandung: Nusa Media, 2014).
[15] Nancy, *Secrets of Teaching Children Art*.

artistic aspects.[16] That means that language skills are one of the critical aspects of children's abilities that require stimulation. Through storytelling activities, as has been done, children's language skills will be trained, and their vocabulary will increase. In addition, children's courage in conveying their work using oral language will also develop.

Ammy Ramdhania suggests that with collage-making activities, children's creativity will be able to increase. It is indicated by children's ability to creatively choose materials, arrange shapes, identify colors, and combine them according to their creativity to produce good work.[17] In addition, with collage, they can also recognize the properties of the materials that have been provided. Early childhood can also be trained in perseverance and patience to complete their work until the end.

In the indicator of fluency in choosing materials with one indicator of fluency in taking and choosing materials, children are allowed to choose their materials as desired, such as the color of the materials and tools used. The fluency indicator is in the sufficient category. It means that some children already dare to choose materials according to their wishes, although there are children who are still shy about choosing their materials. From the fluency indicator, an average value of 2.67 is obtained in the range of 2.50 - 3.24, which can be categorized as "Developing as expected."

Through the opportunity for them to choose their materials, they can learn to identify the types of materials and determine what materials are appropriate but still according to the directions given by the teacher. Then, the children's fluency in solving problems can also be shown by the challenge of choosing the right color for the material without the help of others.

Meanwhile, in the indicator of flexibility in compiling materials, there are two sub-indicators: the flexibility of compiling materials to become images and indicators of timeliness. The flexibility indicator shows a good category. That can be seen in some children who have been able to arrange their materials without the help of others until completion, as well as the ability to complete their collection activities on time. That is in line with the results of the average value obtained from this indicator, which amounted to 2.80. This figure is 2.50 - 3.24, categorized as "Developing as expected."

When children can complete a collage, they tend to grow in confidence. Thus, they learn to strive to complete the task well to get self-satisfaction and a sense of pride in what has been produced. This self-confidence is essential when it comes to children's creativity because it will be easier for children to be creative if accompanied by courage.

---

[16] Khadijah, *Early Childhood Cognitive Development: Theory and Development* (Medan: Perdana Publishing, 2017).
[17] Ammy Ramdhania and Triyuni, *Asiikk... Playing While Creating* (Yogyakarta: Pustaka Grhatama, 2012).

Meanwhile, the indicator of originality in sticking without the help of others shows results in the "Developing as expected" category. Most children have been able to stick their materials without the help of others. In the indicator of sticking without the help of others, children learn to complete their tasks, stimulating the nature of responsibility in children. When they are faced with the task of sticking without the help of others, children will try and think about how they can do it themselves; besides that, it also teaches children to solve their problems. It is relevant to what Jamaris said: that creativity's characteristics are generally seen in the thought process to solve problems.[18] Flexibility or flexibility in creativity is the ability to try or create various ways to solve problems.[19] Thus, sticking activities are closely related to children's ability to solve problems independently as a form of creativity.

In the sensitivity indicator, there is one sub-indicator, namely the child's sensitivity in cleaning up / cleaning up the tools and materials used; the research results show that some children need more initiative to clean up the tools and materials they have used. From the sensitivity indicator, the average value of 2.53 is 2.50 - 3.24, which can be categorized as Developing As Expected. In the creativity indicator, it can be found that children's sensitivity develops along with activities that hone their creativity.

According to Jamaris, sensitivity is a response to the situation at hand.[20] The children's initiative to clean up the tools that have been used shows their sensitivity to situations that are not ideal, chaotic, and messy situations. It stimulates them to take the initiative to clean up after themselves as soon as they are finished. From this, making collages also provides opportunities for children to train their sensitivity.

Based on the research and data analysis that has been carried out using the Spearman correlation coefficient formula, it can be concluded that collage-making activities and early childhood creativity have a significant relationship. The relationship between collage activities and creativity is included in the Very Strong / Very High category because, based on research, children are enthusiastic when doing collage. Collage activity is one of the suitable activities to be applied to early childhood. Collage activities can help develop children's creativity through their creations of choosing materials, arranging colors, and combining them as desired/created so that beautiful works are produced. In addition, collage also trains children's concentration, perseverance, patience, and fine motor

[18] Martini Jamaris, *New Orientation in Educational Psychology* (Jakarta: Penamas Murni Foundation, 2010).
[19] Jamaris.
[20] Jamaris.

skills through their finger skills and helps children recognize colors and how to combine them.[21]

Overall, the research results related to the implementation of collage-making activities showed an excellent process. Of the four indicators, an average value of 74.15 is obtained, in the range of 51 - 75, and included in the "Good" category. Based on the results of research conducted on 15 children using four indicator items, namely fluency, flexibility, originality, and sensitivity. Of the four indicator items, an average value of 2.78 was obtained, interpreted as "Developing as expected." Assessment based on the four indicators shows that the activity of making collages closely correlates with early childhood creativity.

Based on Permendikbud 137 of 2014 concerning National Standards for Early Childhood Education, it states that the level of achievement of the development of creativity for children aged 5-6 years in the aspect of children's art development is to make works like the natural form using various materials.[22] Children can learn to utilize the materials around them through creative activities with various materials. Then, by doing the work, the child will more easily see, remember, and practice the activities carried out during learning to stimulate the development of children's creativity to help express ideas/ideas, explore, imagine, and create. Early childhood teachers can choose suitable collage activities to provoke children's creativity by providing colorful collage media or various characters.

E. Conclusion

Based on the study's results, college activities are categorized as good, with an average score of 74.15. Seen from children's enthusiasm when working on collages, children are allowed to take their materials, arrange materials according to the shape of the image pattern, attach materials correctly and without the help of others, and children can explain the results of their work when asked. Early childhood creativity is categorized as Developing as Expected, with an average value of 2.78 seen from children being able to choose their materials adjusted to the color and shape of the image. Children learn to solve problems by completing their collage work and children's sensitivity to the situation at hand by having the initiative to clean up the tools that have been used. Thus, a significant relationship exists between college activities and early childhood creativity.

[21] Ramdhania and Triyuni, *Asiikk... Playing While Creating*.
[22] "Regulation of the Minister of Education and Culture of the Republic of Indonesia on National Standards for Early Childhood Education," Pub. L. No. 137 (2014).

References

Jamaris, Martini. *New Orientations in Educational Psychology*. Jakarta: Penamas Murni Foundation, 2010.

Khadijah. *Early Childhood Cognitive Development: Theory and Development*. Medan: Perdana Publishing, 2017.

Mulyani, Novi. *Developing Early Childhood Creativity*. Bandung: Remaja Rosdakarya, 2019.

Nancy, Beal. *Secrets of Teaching Art to Children*. Yogyakarta: Pripoenbooks, 2003.

Nurjatmika, Yusep. *Variety of Daily Activities for Kindergarten*. Yogyakarta: DIVA Press, 2012.

Pamadhi, Hajar, and Evan Sukardi S. *Children's Art Skills*. South Tangerang: Open University, 2021.

Regulation of the Minister of Education and Culture of the Republic of Indonesia on National Standards for Early Childhood Education, Pub. L. No. 137 (2014).

Rachmawati, Yeni, and Euis Kurniati. *Strategies for Developing Creativity in Kindergarten Age Children*. Jakarta: Department of National Education, 2005.

Rahyubi, Heri. *Learning Theories and Motor Learning Applications*. Bandung: Nusa Media, 2014.

Ramdhania, Ammy, and Triyuni. *Asiikk... Playing While Creating*. Yogyakarta: Grhatama Library, 2012.

Sit, Masganti, Khadijah, Fauziah Nasution, Sri Wahyuni, Rohani, Nurhayani, Ahmad Syukri Sitorus, Raisah Armayanti, and Hilda Zahra Lubis. *Early Childhood Creativity Development: Theory and Practice*. Medan: Perdana Publishing, 2016.

Solichah, Silvana, and Novidewi Ayusari. *Collage Skills*. Yogyakarta: Indopublika, 2017.

Sujono, Yuliani Nurani, E. Leony Tampiomas, Malpaleni Satriana, Eriva Syamsiatin, Opih Rofiah Zainal, Rita Rosmala, and Aprianti Yofita Rahayu. *Cognitive Development Methods*. 2nd ed. South Tangerang: Open University, 2021.

Sumanto. *Development of Kindergarten Children's Art Creativity*. Jakarta: Department of National Education, 2005.

Susanto, Ahmad. *Early Childhood Development: An Introduction to Its Various Aspects*. 1st ed. Jakarta: Kencana, 2014.

Law on the National Education System, Pub. L. No. 20 (2003).