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PROJECT-BASED MEDIA USING COLLAGE PASTE TECHNIQUES ON STUDENTS' CREATIVITY IN ARTS, CULTURE, AND CRAFTS LEARNING IN FOURTH GRADE OF ELEMENTARY SCHOOL

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ABSTRACT

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This study aims to implement media project using paste collage technique. Classroom Action Research was used in this study. Data were collected from observation and interview activities. The main respondents of this study were fourth grade students of SD Negeri Inpres Tanjung Ria totalling 14 students. The data obtained was analysed qualitatively and then described. The research was carried out in three cycles, namely Pre-cycle, Cycle I, and Cycle II activities. The success target used by researchers is when the average student score shows a percentage of 70%. Based on the results of the pre-cycle stage research, it can be seen from the average percentage obtained, which is 39%. As for the first cycle stage, the average percentage increased by 58.5%, while for the second cycle stage the percentage increased by 80%. Thus, Project-Based Media Using the Collage Paste Technique can be said to be able to increase the creativity of grade IV SD students.

ABSTRAK

Penelitian ini bertujuan untuk menerapkan media proyek menggunakan teknik tempel kolase. Penelitian Tindakan Kelas digunakan dalam penelitian ini. Data dikumpulkan dari hasil observasi dan kegiatan wawancara. Responden utama dari penelitian ini adalah siswa kelas IV SD Negeri Inpres Tanjung Ria berjumlah 14 siswa. Data yang diperoleh dianalisis secara kualitatif kemudian dideskripsikan. Penelitian dilaksanakan III siklus, yaitu kegiatan Pra siklus, Siklus I, dan Siklus II. Adapun target keberhasilan yang digunakan peneliti yaitu ketika hasil rata-rata nilai siswa menunjukkan presentase 70%. Berdasarkan hasil penelitian tahap prasiklus terlihat dari rata-rata presentase yang diperoleh yaitu sebesar 39%. Adapun tahap siklus I rata-rata presentase meningkat sebanyak 58,5%, sedangkan untuk tahap siklus II presentase meningkat sebanyak 80%. Dengan demikian, Media Berbasis Proyek Menggunakan Teknik Tempel Kolase dapat dikatakan mampu meningkatkan kreativitas siswa kelas IV SD.

Introduction

The Ministry of Education and Culture's Data and Information Technology Center said the project-based learning model involves students in solving problems. Project learning is carried out independently or in groups through a scientific process with a certain time limit so that it can produce a product that can then be presented to others. The project model and media used can be adjusted to the objectives and learning materials during the learning activities. (Mufid & Indratma, 2021).

According to the Teacher Research Center Team, project-based learning steps are carried out in several stages, including determining the project, designing the project being created, and determining the time and place for project implementation. This project creation process can be in the form of project implementation procedures from start to finish, making project reports, collecting project results, and assessing project results. (Mufid & Indratma, 2021).

Project-based learning has features that distinguish it from other learning models, including projects being the core of learning, driving questions focusing on problems to encourage students to find solutions using relevant scientific concepts or principles, students building their knowledge by conducting independent investigations with the help of teachers, while students are at the core of the problems discussed. (Widyastuti, 2022).

According to Djamarah, there are two categories of media, namely sound media and image media. Sound media is media that comes from sound, such as radio or cassettes. At the same time, image media is media that is produced by displaying still images, such as frames, films, pictures, photos, or paintings. Both sound media and image media are expected to be able to grow and stimulate children's creative ideas. (Pantiwati & Permana, 2020). Creativity is closely related to divergent thinking, which is a way of thinking to produce various relevant answers. A person can also do something new by collaborating with multiple data and information that has been previously obtained. This new thing can be made or received from within oneself, the surrounding environment, or the school environment, especially teachers as educational staff. (Safitri, Yuliana, Alfian, Taradipa, & Aryani, 2020). Creative thinking shows that Creative Thinking Ability is the ability of students to find problem-solving strategies with various and different answers through logical processes and previously acquired knowledge so that unique and detailed problem-solving is obtained based on their understanding. (Yuliyanto, 2024).

Educators must be able to create an environment that encourages children to think creatively. Mayesky states that there are three methods to help children grow in a creative environment. First, develop creative questions for children so that children are interested in the questions given. Second, teachers should have the skills to motivate students so that students become interested in the lessons provided by the teacher. Third, create a creative environment for children so that they can feel happy and comfortable when they are at school. To help and make it easier for students to explore their abilities, one way to do this is by showing and providing a variety of different media. (Nurani, 2020).

According to (Setiawan, 2023), thinking is an art that produces a work of art. The basic materials used are obtained from the surrounding environment. In general, the art of pasting is divided into three types, namely montage, mosaic, and collage. Montage itself comes from images that have been formed and then reassembled. Mosaics use pieces of paper, while collages use various materials.

Based on the results of pre-cycle learning of the Arts and Culture subject for class IV of Tanjung Ria State Elementary School, with the activity of doing a project, namely making

a creating by sticking pictures using basic materials of colored paper pieces. As for the results of the activities that have been carried out, it can be seen that the majority of students' creativity levels are low. It was proven that out of the 14 students present, 10 students were stuck on collages with fairly similar models and sizes of paper cuttings. The collage is only attached to the main image, and many of them are not even adjusted to the shape and pattern. Meanwhile, the other four students were able to stick according to the shape and pattern of the picture, but neatness and consistency were still lacking. This can be seen from the irregular and different sizes of the colored paper pieces. Judging from the results of students' work, many students are still unable to develop their creativity.

According to (Damayanti, 2022), student creativity can be stimulated by providing stimulation to students. Stimuli are distributed so that children are interested in doing college activities by providing support at the beginning of learning, the learning process, and the end of learning. Stimulation must be present so that activities run according to the teacher's plan and can have a positive impact on the development of students' creative powers. Teachers can also utilize various environmental potentials in schools as a means to support children's creative attitudes.

Previous research has been conducted by (Damayanti, 2022), who said that the use of collage media is done by providing collage materials. Students can choose materials and stick them to the selected picture. Before learning to use collage media was carried out, students tended not to develop properly; however, after learning by drawing and sticking, students were more enthusiastic and were able to make a collage according to their wishes.

Based on the results of previous research, the researcher intends to apply project media using the collage pasting technique in the fourth grade of Tanjung Ria State Elementary School to increase student creativity. The success of the research can be seen when the child shows development and successfully makes a collage. The increasing results of student colleges measure student success.

Methods

Researchers used classroom action research to conduct this research. According to Sanjaya, class action research is research that requires a person to think systematically and appropriately (Azizah, Fatonah, Yuliwulandana, Rizqiyani, & Erviani, 2022). Therefore, its implementation must be planned in such a way that the results are profitable and can improve the quality of learning. There are four stages in conducting Classroom Action Research. These stages include planning, implementation, observation, and reflection. (Gall, Gall, & Borg, 2010).

The planning stage of this research consists of determining the class as the research subject, making a learning plan, determining the focus of observation, determining the elements, determining the type of data, determining the observer, making research instruments, and determining the success criteria. The stages of implementing this research consist of students preparing origami paper pieces, preparing pictures that will be attached to the origami paper pieces, making a collage with origami paper pieces, and collecting the collage for the teacher. The observation stages of this research consist of the collage-making process carried out by students, from the start of making the collage until the students finish making their collage. The reflection stage of this research consists of the teacher analyzing and assessing the results of the students' collage work.

A total of 14 fourth-grade students of Tanjung Ria State Elementary School, consisting of 6 males and eight females, were respondents in this study. The researcher randomly selected respondents. The author collected data qualitatively by collecting observation results and conducting interviews. According to Noor, qualitative research is a problem that occurs in life

that involves phenomena that occur in nature. (Rahayu. 2020). The following is an observation sheet used by researchers to collect data:

Table 1: Student Creativity Observation Sheet

Student Name :

Type of activity: Making a Collage

No	The assessed part	Development parameters	Assessment Results			
			U	SD	DAE	DVW
1	Self	Students can show themselves. Students can make pictures.				
2	Amplifier	Students can create a work. Students can be creative according to their wishes.				
3	Process	Students can express ideas/concepts.				
4	Product	Students can create different works.				

Information

Undeveloped is abbreviated as (U)

Starting to Develop abbreviated as (SD)

Developing As Expected is abbreviated as (DAE)

Developing Very Well abbreviated (DVW)

Researchers obtained the highest and lowest scores after collecting and analyzing the data. The High Score (HS) is four, and the Low Score (LS) is 1. The researcher filled in the data by correcting each description of the development indicators after two meetings (cycle I to cycle II). Analysis of observation sheets to determine the increase in children's creativity, using percentage analysis [11] with the formula:

$$Pi = \frac{f}{n} \times 100\%$$

The explanation of the formula above is::

Pi = Presentation results

F = Total Score achieved by the child

N = Number of children

The Director General of Pendas stated that the measurements in observing the initial observation sheet were divided into four criteria, namely U (Undeveloped), Starting to Develop (SD), DAE (Developing As Expected), and DVW (Developing Very Well). (Fardiah, Murwani, & Dhieni, 2019). The criteria used by researchers as a reference for determining the assessment of learning actions to be implemented in class are as follows:

Table 2: Percentage of Assessment Categories

No	Types of Assessment	Percentage Value
1	Undeveloped-U	0% - 39%
2	Starting to Develop-SD	40% - 59%

No	Types of Assessment	Percentage Value
3	Developing As Expected-DAE	60% - 79%
4	Developing Very Well-DVW	80% - 100%

Results and Discussion

The research was conducted in the fourth grade of Tanjung Ria State Elementary School using the Classroom Action Research type, with project media used to increase children's creativity. The research was conducted by 14 students, including six male students and eight female students. Class learning lasts for 2 lesson hours, and at the end of the lesson, students will be asked to create a final result in the form of a collage. The data obtained from the field will then be analyzed for each development indicator that has been made. The research results from the pre-cycle, cycle I, and cycle II show that the average value of the collage pasting results experienced a significant increase.

After data analysis was carried out, the results obtained were the average value of fourth-grade students of Tanjung Ria Inpres State Elementary School in the Arts, Culture and Crafts subject at the pre-cycle learning stage reached 39%, while in cycle one, it reached 58.5%. Student creativity results increased by 19.5% in cycle I learning. In cycle II learning, the results of student creativity have reached 80%, so the results of student creativity have increased by 21.5%. Thus, cycle I to cycle II increased by 19.5%, while from pre-cycle to cycle II, it increased by 41%. So, the overall average is 80%, and the target has been achieved well.

Table 3: Pre-cycle, Cycle I, and Cycle II Creativity Results Data

No	Student Name	Score					
		Pre Cycle		Cycle I		Cycle II	
		Score	Notes	Score	Notes	Score	Notes
1	APNI	43%	SD	78%	DAE	85%	DVW
2	BCZH	36%	U	50%	SD	85%	DVW
3	GABA	36%	U	57%	SD	85%	DVW
4	JMK	36%	U	50%	SD	71%	DAE
5	MRI	43%	SD	50%	SD	85%	DVW
6	RAMCD	36%	U	57%	SD	85%	DVW
7	SGD	43%	SD	78%	DAE	85%	DVW
8	SM	36%	U	57%	SD	71%	DAE
9	VAP	43%	SD	78%	DAE	85%	DVW
10	YAK	36%	U	50%	SD	71%	DAE
11	ZEM	43%	SD	50%	SD	71%	DAE
12	AR	43%	SD	57%	SD	85%	DVW
13	SCM	36%	U	57%	SD	85%	DVW
14	AB	36%	U	50%	SD	71%	DAE

No	Student Name	Score					
		Pre Cycle		Cycle I		Cycle II	
		Score	Notes	Score	Notes	Score	Notes
Average		39%		58,5%		80%	

The data obtained above shows that the learning outcome data for cycle I of fourth-grade students at Tanjung Ria State Elementary School in Arts and Culture subjects obtained a total score of 819%, with an average score of 58.5. A total of 8 students obtained the criteria of Undeveloped (U), six students obtained the criteria of Starting to Develop (SD), 0 children obtained the criteria of Developing As Expected (DAE), and 0 children obtained the criteria of Developing Very Well (DVW).

The planning stage includes the implementation stage of this research based on the curriculum used, namely the K-13 curriculum, selecting competency standards and basic competencies in the Arts, Culture, and Crafts subjects using project media. Then, prepare a learning implementation plan for cycle I.

Implementation Stage The stages of learning activities in cycle I are divided into three activities, namely initial activities, core activities, and closing activities. Initial activities are opened by greeting students and asking how they are, asking one of the students to lead a prayer, taking attendance of students, and motivating students to be enthusiastic about following the lesson. After that, students listen to the teacher explain today's activities and learning objectives in a language that is easy for students to understand. The teacher opens the core activity by providing an overview of the material by drawing on the board, and students listen to the material from the teacher. Students read reading materials in printed books and independently create concept maps related to the images they have created. Students begin to express their ideas in the form of images, and students add other images according to each child's creativity. Closing activities involve students collectively concluding the material they have learned during the day, asking questions about the material to find out how well students have learned it, giving teachers the opportunity for students to share their opinions about what they have learned, and assessing learning outcomes. The teacher ends the lesson by praying according to their respective religions and beliefs.

The observation stage in this study was carried out to obtain information by observing collage-making activities. The following are the observation results obtained:

Table 4: Cycle I Observation Results

Percentage	Number of Children	Percentage of Number of Children	Information
80%-100%	0	0%	Developing Very Well
60%-79%	3	21%	Developing As Expected
40%-59%	11	78%	Starting to Develop
0%-39%	0	0%	Undeveloped

Based on the summary of the table above, it can be explained that the learning outcomes of fourth-grade students at Tanjung Ria State Elementary School in Arts, Culture, and Crafts

subject for the U (Undeveloped) criteria are 0 students with a percentage of (0%). The SD (Starting to Develop) criteria are 11 students with a rate of (78%). The DAE (Developing As Expected) criteria are three students with a percentage of (21%). Students have not achieved the DVW (Developing Very Well) criteria, so the rate is (0%).

The reflection stage, based on the observation results above, is carried out by the teacher by conducting self-reflection and deciding to make improvements in the following cycle II.: using a variety of image media to arouse students' interest in developing their creativity so that their learning outcomes improve. In addition, the involvement of all students in each collage creation must be considered by the teacher.

Based on the data obtained above, it is known that the learning outcome data carried out in cycle II, fourth-grade students of Tanjung Ria Inpres State Elementary School in the Arts, Culture and Crafts subject obtained a total score of 1,120% with an average score of 80. A total of 9 students received the DVW (Developing Very Well) criteria, while five students obtained the DAE (Developing As to Expected) criteria. The planning stage for cycle II activities begins by making improvements to this cycle. Cycle II improvement aims to use a variety of graphic media and actively involve all students in the class in creating and arranging collages.

In the implementation stage of cycle II, there are three activities, namely initial activities, core activities, and closing activities. In the initial activity process, the teacher greets the students and asks how they are, asks the class leader to lead the prayer, takes attendance of the students, and carries out apperception as the beginning of the teacher's communication before starting the core lesson. Students listen to the teacher's explanation regarding the activities to be carried out today and the goals to be achieved in easy-to-understand language. The core activity in cycle II begins with the teacher providing an overview of the material by drawing on the board. Students listen to the material given by the teacher. The teacher sticks various examples of collages on the board, and students begin to express their ideas by cutting origami paper into small pieces and then sticking the pieces of origami paper into the picture that has been made.

Closing activities involve students working together to conclude the material that has been studied, asking questions about the material to find out whether the material has been studied well, giving students the opportunity to express their opinions about what they have learned, and the teacher assessing learning outcomes.

Observation activities in this study were carried out to obtain information by observing collage-making activities. The following are the results of the observations obtained:

Table 5: Summary of Student Creativity Results Data Cycle II

Percentage	Number of Children	Percentage of Number of Children	Information
80%-100%	9	64%	Developing Very Well
60%-79%	5	36%	Developing As Expected
40%-59%	0	0%	Starting to Develop
0%-39%	0	0%	Undeveloped

Based on the summary of the table above, it can be explained that the learning outcomes of fourth-grade students at Tanjung Ria State Elementary School in Arts, Culture, and Crafts subject for the U (Undeveloped) criteria are 0 students with a percentage (0%). The SD (Starting to Develop) criteria are 0 students with a percentage (0%). The DAE (Developing As

Expected) criteria are five students with a percentage (36%). The DVW (Developing Very Well) criteria are eight students, a percentage (64%).

Reflection Stage: the researcher reflects and draws conclusions that the learning improvement actions carried out by the researcher have been successful.

The research results from the pre-cycle, cycle I, and cycle II show that the average value of the collage pasting results experienced a significant increase. According to Maxwell, creativity involves a process of reciprocal relationships with something new, using an open mind to examine problems, making connections, learning from mistakes, and using imagination to explore new possibilities. (Sudibjo, Sari, & Lukas, 2020). The results of this study also support previous research studies conducted by (Fardiah et al., 2019 Jahra, Maula, & Nurasih, 2022; Sudibjo et al., 2020), which found that increasing student creativity when learning takes place at school can be achieved by making collages with various media by utilizing the surrounding environment.

The direct involvement of students in project activities can improve students' understanding of the material provided so that the learning outcomes obtained are better. (Ruhul Jihadah Gaffar, M. Juaini, 2023). Project activities can improve student learning achievement. Second, teaching materials that use projects are proven to be effective in developing high-level thinking skills, such as critical and creative ThinkThinkingaddition, project activities can 1) increase student involvement, and Project Learning increases student involvement in learning, as evidenced by the active participation of students during the implementation of projects. Students engage in a variety of activities that not only develop their conceptual understanding but also enhance their practical and problem-solving skills.; 2) The formation of the character of Pancasila students through the Project Learning model, with a focus on real-life projects, provides a positive contribution to the formation of student character through Pancasila values. Students not only gain factual knowledge but also practice skills such as cooperation, creativity, independence, and critical thinking. (Faslia, Aswat, & Aminu, 2023).

Project activities can guide and attract students' attention so that they can understand the learning objectives to be achieved. (Labib & Puspitawati, 2018; Sari & Rahayu, 2020) Through project activities, students can freely explore and gain a rich understanding of concepts and ideas. (Maysarah, Saragih, & Napitupulu, 2023).

Conclusion

As a result of the discussion above, several conclusions were obtained, namely: 1) The use of the project method with collage techniques can improve the learning outcomes and creativity of fourth-grade students at Tanjung Ria State Elementary School in the subject of Arts and Culture. It is proven from the data that the creativity results have increased, from the pre-cycle percentage results of 39%, the cycle I percentage results reaching 58.5%, and the cycle II percentage results reaching 80%. 2) The results of the evaluation using the project method with the collage technique in the pre-cycle, cycle I, and cycle II experienced an increase, as seen from the increasing percentage of scores obtained. Of the 14 4th-grade students, the children's creativity results increased by 19.5% in cycle I learning. In cycle II learning, children's creativity results reached 80%, so children's creativity results increased by 21.5%. The results from cycle I to cycle II showed an increase of 19%, while from pre-cycle to cycle II, there was an increase of 41%. Based on the results of the research discussion, the suggestions given to researchers who will research similar things include: 1) For researchers who will conduct similar research, the researcher recommends that the project method using the collage pasting technique can be used as an alternative effective and innovative method in

learning Arts, Culture and Crafts, especially material on pasting art at the elementary school level, especially grade four. 2) The project method using collage techniques can be used as a learning medium to develop students' talents and interests, both at school and outside school. The weakness of this research is that the school environment is not utilized to find basic materials for collage art, such as dry leaves, dry tree trunks, and seeds. However, it only uses origami paper as the basic material.

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