

Creative Thinking Skills Improvement through Pretend Play Method

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Abstract

The purpose of this study is to improve students' creative thinking skills through the pretend play method in group B aged 5-6 years in the 2nd semester of the 2022/2023 academic year. This research method is classroom action research that follows the model of Kemmis and Taggart. This study includes 2 cycles where each cycle includes 4 stages, namely planning, acting, observing and reflecting. The research time is 1 month, from May 2023 to June 2023 with 16 research subjects, while the data was collected through observation, interviews and documentation. Data processing techniques using rubric success criteria with the highest score 4= children independently do it, 3= children are sometimes assisted by teachers, 2= children are often assisted by teachers, 1= children are assisted by teachers. The results showed that there was a significant improvement in creative thinking skills in group B age students. This is evidenced by the average results of creative thinking skills in each cycle increased, namely in cycle I = 30%; cycle 2 = 40%; And cycle 3 = 80% and the results of observations made concluded that creative thinking skills through the pretend play method are fun for students. This study concluded that creative thinking skills through the pretend play method can improve students' creative thinking skills.

Keywords: Creative thinking skills, Early childhood, Pretend play.

1 INTRODUCTION

Early childhood education is the most basic education and occupies the position of the golden age. A coaching effort aimed at children from birth to the age of six years is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Permendikbud, 2003). The role of early childhood education stimulation in the form of providing a conducive environment must be prepared by educators, both parents, teachers, caregivers or other adults around children, so that children have the opportunity to develop all their potential. Play is central to early childhood learning, it integrates all leading learning and forms of builder in children, enabling them to operate at the highest level.

By playing educators can see the development, skills, thinking, and creativity of children. By playing educators can see the development, skills, thinking, and creativity of children (Singer M, 2016). In playing that children do, creative thinking skills will develop in accordance with the stimulation carried out by educators and people around their environment.

Children play need creative characters so that control, emotions, thinking, and expression in using tools or games found in the environment around them are able to increase creative thinking with the props they use (Surya, 2015). A meaningful method or game is needed to train creative thinking skills in children. Imagination and play are interrelated in the process of interaction of thought and action in the intellectual development of the child. Dauksas (2014) explained that play is an opportunity for children

to perform various creative thinking skills of children higher than the conventional approach (Morelock, 2003). Pretend Play can improve the way children think more creatively.

Their games mostly give roles to inanimate objects like their teddy bears. Munandar (2014) said that a person's quality of life can be improved, one of which is by creativity. Playing with pretend elements, namely children imagine acting out the attitudes and behaviors of others (Parsosns, 2013). In pretend play games, children imagine as if they become a favorite character equipped with equipment or media that supports the game (Davis, 2013). Based on the results of pre-action conducted by researchers to class teachers, it is stated that creative thinking skills in KB/TK Mutiara Montessori Depok are currently still not optimal. Weaknesses in creative thinking skills in children today lack of creative thinking skills in problem solving, teacher communication with peers and socializing children.

Children's learning outcomes show that there are still children who have blades that are not in accordance with expectations. Low understanding of children in creative thinking skills that have not been achieved. These learning problems need efforts to improve the quality of learning in creative thinking skills, it is necessary to pay attention to changes in the learning process, one of which is marked by changes in methods. One method that can be applied in an exploratory nature is pretend play.

Pretend play method, children's creative thinking skills develop so that children can solve problems, communicate with teachers, between others and the surrounding environment. Based on these things, this study focuses on discussing creative thinking skills. In learning creative thinking skills, the role of the pretend play method is very important in developing creative thinking skills so that children are able to be creative thinking skills in facing challenges in the era of increasingly advanced technology. As educators we need to innovate and make learning methods creative and fun for children.

2 RESEARCH METHODS

This study was conducted on children aged 5-6 years old group B KB/TK Mutiara Montessori whose address is Jalan Tirta Melati Block 31 No. 17 RT. 006 RW. 003, Abadijaya Village, Sukmajaya District, Depok City, West Java Province. The sample used in this study was 16 B3 group children who were given a direct practical learning model with the pretend play method. This method involves all children in 1 class of 16 children. 1 to 2 children will take turns to become a character or model who will be played according to the theme with the tools (equipment) used. One of the children becomes a model that has been adjusted by the teacher according to the theme. The teacher explains in advance the role that will be played, after explaining how to play and the rules. The teacher chooses one or two children to act out the character or model according to the theme described. The game time performed is 60 minutes. At that time, teachers and researchers observed the child's creative thinking skills during the game. Assessment is carried out using observation sheets, interviews, and documentation.

In the initial step of research planning before taking action in the first cycle, there are several new plans carried out, namely the teacher makes a written plan as outlined in the weekly activity plan according to the theme, makes a daily activity plan according to the theme, prepares flattening for pretend play activities according to the theme, formulates assessment instruments. Furthermore, the teacher or researcher carries out actions that have been planned as an effort to improve and improve or the desired learning process and learning achievement.

The actions taken by teachers are efforts to improve creative thinking skills through the pretend play method by preparing tools, explaining material, directing children, children to do activities with tools that have been provided by teachers or researchers. Observations are made during the learning process. Observations made in the learning process are the learning process, teacher activities, children's activities, children's responses and skill improvement in creative thinking skills. At this stage, the teacher or researcher observes

the impact or results of the actions implemented on the child. Whether the actions taken can provide an increase in skills (skills) regarding creative thinking skills or not. When observing the recording is done on the form that has been prepared, the impressions that arise and everything that really happened that is helped by the teacher or researcher. This activity is carried out to find weaknesses and strengths of the implementation carried out, identify the obstacles faced, and analyze what occurs.

3 RESULT AND DISCUSSION

This study used 10 instrument items, namely: 1) complete pretend play activities on time, 2) spontaneous responses to master's questions, 3) get to know various pretend play tools, 4) generate many ideas to do something, 5) give different answers from others, 6) can do new things in pretend play games, 7) ask master lots of questions, 8) answer questions in detail, 9) skillfully explain things in pretend play, 10) be quick in giving a response or response to something just seen.

To find is Carried out. Researches made observation. Observations made by researches for time in May 2023 as supporting data from the actual research. The action taken in the pre-action study is following creative thinking skill, where the child lines up neatly and follows the creative thinking skill with pretend play method movement led by the teachers, then the observer assesses the results of the child's movements. The teacher assesses the results of the development of children's movements through creative thinking skill with pretend play method.

Table 1. Pre-Action Creative Thinking Skill with Pretend Play Method

No.	Description	Pre Action	Value (%)
1	Low Score	10	25%
2	High Score	14	35%
3	Mean	11.56	30%
4	Range of Values	4	10%

Based on the observation sheet of the assessment instrument, it is known that the lowest acquisition score is 10 with a percentage of 25%, the highest score is 14 with a percentage of 35% and the average value of acquisition is 11.56 with a percentage of 30% and has not met the expected success requirement of 75%, While the highest value with percentage is 35%. This means that the ability behavior of children in the B3 "Mutiar Montessori Kindergarten" is still low, so action needs to be given to improve creative thinking skills in cycle I.

Table 2. Cycle I Creative Thinking Skill with Pretend Play Method

No.	Description	Cycle I	Value (%)
1	Low Score	12	30%
2	High Score	23	58%
3	Mean	16.13	40%
4	Range of Values	11	27.5%

Observation sheet of the research instrument, it is known that the lowest acquisition score is 12 with a percentage of 30%, the highest score is 23 with a percentage of 58% and the average value of acquisition is 16.13 with a percentage of 40% and has not met the expected success requirement of 75%, while the highest value with percentage is 58%. and has not met the requirements for the expected success value of 75%.

This means that the creative thinking skills of children in the B3 Mutiar Montessori Kindergarten group are still low, so action needs to be given in cycle 2. It is known that the lowest acquisition score is 30 with a percentage of 75%, the highest score is 34 with a

percentage of 85%, the average obtained is 31.88 with a percentage of 80%. and has not met the requirements for the expected success value of 75%. The results of obtaining the second cycle value have exceeded the specified success criterion, which is 75%. Then the study of this action is not continued or stopped.

Table 3. Cycle II Creative Thinking Skill with Pretend Play Method

No.	Description	Cycle II	Value (%)
1	Low Score	30	75%
2	High Score	34	85%
3	Mean	31.88	80%
4	Range of Values	4	10%

The results of the research that conducted for 8 days from June 5-15 June, 2023 at Mutiara Montessori Kindergarten, there has been an improvement in creative thinking skill in group B students. In cycle I there's an increase in terms of pretend play compared to the pre-action time even though the value obtained in cycle I was the lowest value 12 with a percentage of gains 30% and the highest value of 23 with a percentage of gains of 58%. When compared with pre-action, in cycle I there was an increase in creative thinking skill with pretend play method. In cycle II, the lowest value was 30 with a percentage of 75% and the highest value was 34 with a percentage was 80%. Overall in cycle II obtained an average percentage 80%. This value has reached the set success criteria 75%. Based on the success criteria of research in cycle II students who are in accordance with the success criteria of 16 children. Therefore, this action research is not continued in cycle III. This action is proven that playing with the pretend play method can improve students' creative thinking skill.

4 CONCLUSION

The use of the pretend play method can improve students' creative thinking skills. The results of observing the activity process through pretend play can be seen an increase in the average value of preaction, cycle I and cycle II. And also based on the criteria of learning success of pre-action learners, cycle I and cycle II have met the specified success criterion of 75%. With the pretend play method, it provides new innovations in learning models that can improve creative thinking skills, so that students and educators can be creative in technological media in the field of education.

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