

Developing Students' Creativity through Leaves Organic Waste at Kindergarten in Padang City

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Abstract—This study is aimed to train the creativity of kindergarten teachers, so that they can utilize organic waste from leaves to be used as works of art in the form of printing with leaves. The method implemented is the lecture method, demonstration and job-sheet giving. Followed by the method; practicing with guidance. The results of this training can make school environmental identities that are filled with several organic waste plants that can be used as learning in kindergartens, such as for learning media on motoric development, art, and beauty. Organic materials can develop creativity for kindergarten children such as stamping with leaves, can be used as a variety of developing kindergarten children's creativity. Which is polished with thick watercolors will give high beauty to kindergarten children. After getting training, teachers ask kindergarten children start looking for the leaves that he likes and then print them, they are very happy to do beautiful organic waste material activities as stamped in kindergarten

Keywords—Creativity Development, Leaves Organic Waste, Kindergarten

I. INTRODUCTION

Kindergarten (TK) Pertiwi VI is surrounded by hills that grow from various plants that can be used to develop the artistic creativity of kindergarten children. Therefore, educators should be able to develop ideas in the form of art that is in the kindergarten environment because art is the development of the right human brain (child).

Art education has an important role for human life, because education is a life experience in various environments that has a positive effect on individual development that lasts for a lifetime. Education takes place since early childhood continues until the end of life where early age is a very important development period in human life. At this time all the great instruments of man were formed, not just intelligence but all psychic skills, experts named this period as the golden age of development. According to Law number 20 of 2003 concerning the National Education System article 1 paragraph 14 that early childhood education is an education that provides education services to early childhood in the age range of 0-6 years. Educators must be able to provide services professionally to their students in order to lay the foundation towards developing attitudes, knowledge and skills so that students are able to adjust to the environment and prepare themselves to enter basic education. As for early childhood development such as religious, social, emotional, language, cognitive, physical, and artistic values. In this golden age, there is a lot of potential that must be developed. This potential must be facilitated properly so that it can develop optimally. One facility that can develop children's potential is a sense of art.

As stated by Munandar (1999: 46) creativity is the general ability to create something new, either in the form of new products or ideas that are applied in solving problems, or as the ability to see elements that already existed before.

Furthermore, the Ministry of Education (2000) explained that creativity in this brand is also colored by: (1) fluency in the field of dealing with problems, ideas, and material, (2) easily controlling oneself in every situation, (3) responses to others, (4) think integrally. This creativity development is based on high sensitivity, from external stimuli (art objects). Moreover, Bastami (2001) explains the purpose of beauty learning in drawing is to pour out the contents of his heart expressed in lines. Then according to Muhammad (2008) the purpose of beauty learning in drawing is (1) stimulating and developing the right brain hemisphere, (2) growing creativity, (3) opening insight, and (4) reflecting children's creativity and intelligence. Suryanto (2005: 67) also argues that the contribution of IQ in life is only 20% while the remaining 80% requires emotional and social intelligence, strong will, tenacity, perseverance, courage to face challenges, the ability to work with others and creativity is more promising a person's life success. Graphic art is the activity of creating bi-dimensional art that is done by typing a reference tool that has been given ink / paint in the field of drawing (Sumanto, 2005). Then Moeslichatoen (1995) also says that the more repertoire of children's knowledge about the real world, the faster their cognitive development, especially in convergent, divergent thinking skills and the ability to make judgments. Based on the explanation above, we as educators need to utilize leaves organic waste in the school environment to make a beautiful work of art.

II. METHOD

This method is carried out by transmitting science and technology, theory and art practice / labeling skills with leaf material for kindergarten teachers at Koto Luar Village, Pauh District Padang, with 25 teachers. In accordance with the basic principles of learning to stamp leaf material practically to kindergarten teachers, namely by conducting technical concepts counseling through: lectures, demonstrations and job sheet giving. Then proceed with the method; practicum with guidance, the steps to be taken in this activity is as follows:

A. Preparation for Administration and recruiting participants

There are 3 types of activities carried out at this preparation step, namely (1) preparation of activity schedules, (2) coordination of permit management, and (3) recruitment of participants. In accordance with the purpose of service to train the development of kindergarten teachers

creativity, in order to utilize organic waste from leaves to be used as works of art in the form of printing with leaves.

Community service especially to TK Pertiwi VI about the use of leaves organic waste to develop creativity in Kindergarten, which is to help kindergarten teachers to be able to: 1) understand the principles and development process of the design to be implied into the leaf arrangement and flower-shaped plant crossings, humans, animals and puppets, so that the picture design varies, and 2) develops the techniques of leaf crossing and midrib workmanship with understandable stamped techniques.

These two objectives are interrelated; the purpose in the first item is an understanding of the process and requirements for the design and development of the design, while the second objective is the application of understanding into products of economic value from the objectives in the first item. This goal can be achieved well, in terms of understanding the kindergarten teachers have been able to understand the notions and principles of labeling.

III. RESULT AND DISCUSSION

Target audiences have been able to understand the criteria that must be considered in making and developing stamp designs, namely: (1) Functional, (2) ergonomic, (3) economical, and (4) aesthetically. Labeling created by target audiences has been useful (functional), gives satisfaction and consumer comfort (ergonomics) has aesthetic values.

In functional leaves organic waste is the number of leaves that are wasted just like this, it can be used to develop children's artistic and fine motor creativity. Whereas for ergonomics is to maintain as long as the knowledge possessed to utilize organic waste such as security is a guarantee of the safety of people who use these handicraft products in the case that the leaf curry organ waste, then comfortability is comfort if the handicraft product is used has a good value to use. Applied craft products are handicraft products that have high practical value crafts and flexibility of use. Craft products are used products, namely craft products whose form is in accordance with their use or application. The product used is required to provide convenience and ease of use so that the user does not experience difficulties in the user. For economics in kindergarten teachers can reduce financial expenditure at the school. Furthermore, the wasted leaves can be colored and printed on the leaves arranged in such a way as to look beautiful (aesthetic). The implication of the achievement of the first goal is the application to the learning media (the purpose of the second item) to observe the learning media created by the kindergarten teachers, this goal has been achieved.

With basic technical skills, brand images are developed to be used; as a result they can be obtained. The results of the image with a variety of flower shapes.

The development of stamped image models with leaves and midrib is the application of techniques with new types of models. The technique developed is stamped, sticking with the model in the form of kindergarten teachers can make pictures as learning tools with elements of the picture, namely by applying thick watercolors to the leaf surface,

attaching to the drawing area the images provided, so as to produce prints.

The process of drawing work by stamping with leaves and cross section by moving the shape of the leaf and the cross section that has been formed is cut in two dimensions so that the desired shape of the image seems beautiful and attractive. This process creates an atmosphere of enthusiasm to demonstrate it. But that high spirit is the skill of kindergarten teachers to make learning media with stamped techniques.

From the discussion adapted to two aspects of the problem and output targets on aspects of the problem.

1. TK Pertiwi Teachers have identified and managed organic waste in the kindergarten environment can be used as learning material for art development in kindergarten. In accordance with the output target: (1) a product of fine art works that has material from the surrounding environment has been produced. These materials include various types of leaves, midribs, and twigs.
2. From various types of materials from organic waste plants. Teachers of kindergarten have been able to choose and prepare the wasted materials in the environment to be achieved. In training activities, the kindergarten teacher chooses organic waste in the form of plants. For art development in kindergarten.
3. Mastery and application of learning materials for the development of art in kindergarten with external targets:
 - a) Improved understanding by the Pauh District Kindergarten Teachers who were training at TK Pertiwi VI, Pauh District Padang
 - b) Products in the form of fine art works from organic waste materials produced by each participant are 3 products.

IV. CONCLUSION

Agreeing from the fact that a community service plan was born can produce school-based environmental identities that are planted with several organic waste plants that can be used as learning in kindergartens, such as learning media for development, art, motorbike, and beauty. As leaf organic matter can develop creativity for kindergarten children such as stamping with leaves, midribs, unused twigs, and plant midribs can be used for various development of kindergarten children's creativity. In this case, organic waste materials such as leaves, midribs, and twigs that are polished with thick watercolors then stamped on paper will be able to provide high beauty for kindergarten children. After getting the training participants / teachers were tried to kindergarten children who took part in the training starting from looking for leaves, midribs, and twigs that he liked then printed by kindergarten children. They were very happy to do organic waste materials as stamped in kindergarten.

In accordance with the results of the activity, it is suggested to:

1. Teachers choose organic waste material around the school to carry out community service. The important

thing is teachers and kindergartens children can develop fine motor skills, art and beauty. \

2. Kindergarten teachers prioritize materials in the environment for the learning process in kindergarten.
3. Teachers should not be swiftly affected by the flow of foreign products to develop development in kindergarten.

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