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THE INFLUENCE OF USE OF MONTAGE MEDIA ON THE CREATIVITY OF CHILDREN IN GROUP B RA ASH SHIDDIQ CILEUNYI BANDUNG DISTRICT

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Abstract

This research is based on the problems found during the initial observation at RA Ash Shiddiq Group B, where children's creativity has not yet developed optimally, with most children unable to coordinate eye and hand movements. This is due to the lack of supporting media in learning activities, as the focus is more on the use of pencils and paper, as well as worksheets. The aim of this research is to determine the effect of using montage media on the creativity of children in Group B of RA Ash Shiddiq Cileunyi. This research uses a quantitative approach with a quasi-experimental research method, implemented using a nonequivalent control group design. The sample used consists of all children in Group B of RA Ash Shiddiq, totaling 28 children divided into two groups: Group B1 with 13 children as the control group and Group B2 with 15 children as the experimental group. The results of the research show that there is an influence of montage media on the creativity of children in Group B of RA Ash Shiddiq Cileunyi, Bandung Regency. Based on the results of hypothesis testing, it is obtained that t_{hitung} (15,64) $> t_{tabel}$ (2,056) at a significance level of 5%. Thus, the null hypothesis H_o is rejected and the alternative hypothesis H_I is accepted.

Abstrak

Penelitian ini didasarkan pada permasalahan yang ditemukan pada saat observasi awal di Kelompok B RA Ash Shiddiq dimana kreativitas anak masih belum berkembang secara optimal, sebagian besar anak belum mampu mengkoordinasikan gerakan mata dan tangan. Hal ini disebabkan kurangnya media penunjang dalam kegiatan pembelajaran karena lebih fokus pada penggunaan pensil dan kertas serta lembar kerja. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan media montase terhadap kreativitas anak Kelompok B RA Ash Shiddiq Cileunyi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode penelitian quasi eksperimen dalam pelaksanaannya menggunakan rancangan *nonequivalent control group desaign.* Sampel yang digunakan adalah seluruh anak kelompok B RA Ash Shiddiq yang berjumlah 28 anak dibagi menjadi dua kelompok, kelompok B1 sebanyak 13 anak sebagai kelompok kontrol dan kelompok B2 sebanyak 15 anak sebagai kelompok eksperimen. Hasil dari penelitian menunjukkan terdapat pengaruh media montase terhadap kreativitas anak di Kelompok B RA Ash Shiddiq Cileunyi Kabupaten Bandung. Dilihat berdasarkan hasil uji hipotesis diperoleh t_{hitung} (15,64) $> t_{tabel}$ (2,056) *dengan taraf signifikansi* 5%. Dengan demikian hipotesis H_o ditolak dan H_I diterima.

Kata Kunci : **Kreativitas Anak**, **Media Montase**, **Anak Usia Dini**

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Introduction

Education is a useful forum for developing and educating people and can determine character and develop personal potential in children. Education is a teaching and learning system that must be obtained by everyone, both adults and children. Education is a learning process in order to gain knowledge, skills, and pass it on from the habits of one group to the next generation by means of training, teaching and research. With early childhood education, it is hoped that children can develop various potentials from various aspects. Aspects of early childhood development in Minister of Education and Culture Regulation Number 5 of 2022 contained in STPPA (Child Development Achievement Level Standards) in which there are six aspects of development in early childhood, namely: religious and moral values, physical-motor, cognitive, language, social-emotional and Pancasila. Each aspect of development has its own indicator of the level of development achievement based on the child's age range.

Every young child has a different and unique character according to their age stage. At the age of 0-6 years or often called the golden age, children experience very rapid growth and development, so to help develop potential from various aspects, creativity is needed in the learning process. Kindergarten/RA children are in the age range of 4-6 years, where at this age their cognitive development is in the preoperational phase of Piaget's cognitive stages theory. Children in the preoperational phase are able to think symbolically by imagining things, objects, people and events in their minds that are displayed when the child plays. This phase is usually called fantasizing or imagining, which is useful as a bridge to foster children's creativity. According to (Susanti, 2016) creativity is not something foreign to children's learning in Kindergarten and PAUD because everything that children do in Kindergarten and PAUD is a child's natural creativity.

(Masganti et al, 2020) stated that creativity is the ability possessed by a person to produce a new/original idea/product that has useful value. The results of the idea/product are obtained through a process of imaginative activity or thought synthesis, the results of which are not just a summary, but include the formation of new patterns and a combination of information obtained from previous experience. In an individual, there are two types of creativity characteristics, namely aptitude characteristics (thinking creatively) and nonaptitude characteristics (behaving creatively). According to Guilford (in Sudarti, 2020) creative thinking can be seen from the characteristics: Fluency of thinking, namely the ability to produce ideas, questions, answers, problem solving, suggestions and opinions (fluency); Dexterity or flexibility, namely the ability to use various approaches in solving problems, being able to find solutions (flexibility); Originality, namely the ability to produce or spark new ideas or thoughts, and combine things (originality); Detailing, namely the ability to develop and describe ideas, objects and situations in detail and detail (elaboration); and Assessing, namely making decisions about the situation, not only

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generating opinions but carrying them out (evaluation).

Creativity in early childhood can be developed through various learning media, learning media is anything that contains learning information that teachers use to transfer knowledge to children with the aim of stimulating children's thoughts, feelings, attention and interests, so that a learning process that is fun and enjoyable can be created. achieving the desired learning outcomes. There are various learning media that can be used to help the learning process and train children's creativity. One of the learning media that can be used in kindergarten/RA to develop children's creativity is montage media. According to Andini and (Hasibuan, 2016) this montage activity is an activity that collects various images and utilizes shapes or images that already exist. Apart from that, montage is designed to improve various kinds of cognitive, language, motor and other developments. The advantage of montage activities is that there is no need to make a pattern, children can just cut out and paste the pictures.

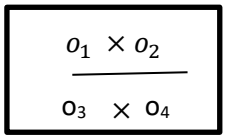
Montage according to (Novidewi Ayusari, 2019) is a combination of several images resulting from mixing elements from several sources, with a predetermined theme and then arranged on a flat plane. Montage media can be used as a learning medium in RA/TK, especially to develop children's creativity. Montage has the aim of increasing creativity, training imagination, and training children's hand-eye coordination. For RA children, this montage activity is quite interesting because through creating work children can express their joy in a creative play atmosphere. The benefits of montage activities for teachers and children in the teaching and learning process are that it further optimizes and broadens knowledge and can stimulate brain development in thinking, especially the development of creativity.

In line with research conducted by (Sri Rahayu and Mas'udah, 2017) with the research title Application of Montage Activities to Improve Fine Motor Skills in Group A Children at Kindergarten Al Wardah Peterongan Jombang. The research results show that teacher, child activity and fine motor skills have increased significantly from cycle I and cycle II. So that montage activities can improve children's fine motor skills which consist of aspects of holding, cutting, pinching and sticking. Based on initial observations at RA Ash Shiddiq Cileunyi, Bandung Regency, the creativity of group B children is still not developing optimally. Most of the group B children are not able to coordinate eye and hand movements such as cutting out pictures according to patterns and sticking pictures, this is due to the lack of supporting media in learning activities because they focus more on using pencils and paper and the worksheets used. Therefore, media is needed that can help the learning process so that children's creativity can develop according to expectations and learning objectives can be achieved optimally.

Method

This research was conducted using a quantitative approach. The quantitative

approach is research that is based on the philosophy of positivism, because it meets scientific principles such as concrete/empirical, objective, systematic, rational and measurable. Research data is in the form of numbers and uses statistics as an analytical tool. (Sugiyono, 2021). The research method used in this research is quasi-experimental, in its implementation it uses a nonequivalent control group design, where in this research there are two groups selected non-randomly, then given a pretest to determine whether the initial conditions are any differences between the experimental group and the control group (Sugiyono , 2021). This design can be described as follows:



Gambar 1. Rancangan *nonequivalent control group desaign*

Keterangan

O_1 = Nilai *pretest* kelompok eksperimen (sebelum dilakukan pelakuan)

O_2 = Nilai *posttest* kelompok eksperimen (sesudah dilakukan perlakuan)

X = *Treatment* (perlakuan)

O_3 = Nilai *pretest* kelompok kontrol (sebelum dilakukan pelakuan)

O_4 = Nilai *posttest* kelompok kontrol (sesudah dilakukan perlakuan)

The population in this study was group B RA Ash Shiddiq which consisted of two groups with a total of 28 children, namely group B-1 with 13 children and B-2 with 15 children, because the population was less than 100 people, there were no samples and subjects. The research was taken from the entire existing population. Of the two groups, Group B-2 was chosen as the experimental group using montage media and Group B-1 as the control group using mosaic media. Data collection techniques in this research, the author observed the creative work of children in the experimental group, before and after treatment using montage media, and observed the creative work of children in the control group, before and after treatment using mosaic media. The data analysis techniques use validity tests, reliability tests, normality tests, homogeneity tests and hypothesis tests.

Results and Discussion

This research is a quasi-experimental research conducted to find out whether or not there is an influence of montage media on the creativity of early childhood. The subjects in this study were 28 children from group B RA Ash Shiddiq Cileunyi, Bandung Regency, consisting of 13 children in group B1 and 15 children in group B2. Group B1 was the control group using mosaic media and B2 was the experimental group using montage media. This research was conducted in January 2024, the results of the research that has been carried out are data analyzed using appropriate data analysis techniques. As preparation, researchers conducted observations at the school in December 2023 to request permission to conduct research in group B RA Ash Shiddiq. From the observation results, it was found that the school principal gave permission to conduct research in January 2024, and knew that the number of group B children was 28 students.

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At the beginning of the meeting, the researcher conducted a pretest on both groups B1 as a control group using mosaic media and B2 as an experimental group using montage media. This was done to determine the initial creative abilities of children in both groups. In its implementation, it goes through three stages, namely, pretest, treatment and posttest, the results of the pretest and posttest are first tested for normality and homogeneity as a requirement in comparative analysis. The instruments used in the research were obtained from four indicators, namely: a) fluency in thinking, b) flexibility, c) originality, d) elaboration. All of these items are assessed using an assessment instrument that is in accordance with the assessment guidelines, then interpreted according to the average value of the indicators, namely: score 1 = Not Developed (BB); score 2 = Starting to Develop (MB); score 3 = Developing According to Expectations (BSH); and score 4 = Very Well Developed (BSB). Next, the average value for each item is interpreted based on the assessment criteria using a scale of 0-100. It is presented in table form as follows:

Tabel 1. Interpretation of Average Values of Indicators

Skala	Interpretasi
0-49	Gagal
50-59	Kurang
60-69	Cukup
70-79	Baik
80-100	Sangat Baik

A. Partial Analysis of Items Per Indicator (Experimental Group Pretest)

Pretest yang dilakukan pada kelompok eksperimen dilakukan untuk mengetahui kemampuan kreativitas anak sebelum diberikan *treatment* (perlakuan). Pada indikator pertama yaitu "kelancaran berpikir" diperoleh nilai rata-rata sebesar 53 yang berada pada rentang 50-59 dan diinterpretasikan pada kategori kurang. Pada indikator kedua yaitu "keluwesan" diperoleh nilai rata-rata 46 yang berada pada rentang 0-49 dan diinterpretasikan pada kategori gagal. Selanjutnya menghitung nilai rata-rata indikator ketiga "orisinalitas" diperoleh nilai rata-rata sebesar 46. Nilai tersebut bila dilihat pada tabel interpretasi pada rentang 0-49 dan dapat diinterpretasikan pada kategori gagal. Dan terakhir pada indikator keempat "elaborasi" diperoleh nilai rata-rata sebesar 40. Nilai tersebut bila dilihat pada tabel interpretasi pada rentang 0-49 dan dapat diinterpretasikan pada kategori gagal. Adapun disajikan dalam bentuk tabel sebagai berikut:

The pretest carried out in the experimental group was carried out to determine the children's creative abilities before being given treatment. In the first indicator, namely "fluency of thinking", an average value of 53 was obtained which was in the range 50-59 and was interpreted in the poor category. In the second indicator, namely "flexibility", an average value of 46 was obtained which was in the range 0-49 and was interpreted in the failure category. Next, calculating

the average value of the third indicator "originality" obtained an average value of 46. This value, when seen in the interpretation table, is in the range 0-49 and can be interpreted in the failure category. And finally, the fourth indicator "elaboration" obtained an average value of 40. This value, when seen in the interpretation table, is in the range 0-49 and can be interpreted in the failure category. It is presented in table form as follows:

Tabel 2. Interpretation of the Average Value of Experimental Pretest Indicators

No	Indikator	Nilai	Interpretasi
1	Kelancaran Berpikir	53	Kurang
2	Keluwesan	46	Gagal
3	Orisinalitas	45	Gagal
4	Elaborasi	40	Gagal
Sum			184
Average			46

B. Partial Analysis of Items Per Indicator (Experimental Group Posttest)

The posttest carried out in the experimental group was carried out to determine the children's creative abilities after being given treatment. In the first indicator, namely "fluency of thinking", an average value of 77 was obtained which was in the range 70-79 and was interpreted in the good category. The second indicator, namely "flexibility", obtained an average value of 74 which is in the range 70-79 and is interpreted in the good category. Next, calculating the average value of the third indicator "originality" obtained an average value of 75. This value, if seen in the interpretation table, is in the range 70-79 and can be interpreted in the good category. And finally, the fourth indicator "elaboration" obtained an average value of 75. This value, if seen in the interpretation table, is in the range 70-79 and can be interpreted in the good category. It is presented in table form as follows:

Tabel 3. Interpretasi Nilai Rata-Rata Indikator *Postestt* Eksperimen

No	Indikator	Nilai	Interpretasi
1	Kelancaran Berpikir	77	Baik
2	Keluwesan	74	Baik
3	Orisinalitas	75	Baik
4	Elaborasi	75	Baik
Jumlah			301
Rata-rata			75

C. Partial Analysis of Items Per Indicator (Pretest Control Group)

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The pretest carried out in the control group was carried out to determine the children's creative abilities before being given treatment. In the first indicator, namely "fluency of thinking", an average score of 45 was obtained which was in the range 0-49 and was interpreted in the failure category. In the second indicator, namely "flexibility", an average value of 44 was obtained which was in the range 0-49 and was interpreted in the failure category. Next, calculating the average value of the third indicator "originality" obtained an average value of 42. This value, if seen in the interpretation table, is in the range 0-49 and can be interpreted in the failure category. And finally, the fourth indicator "elaboration" obtained an average value of 50. This value, if seen in the interpretation table, is in the range 50-59 and can be interpreted in the poor category. It is presented in table form as follows:

Tabel 4. Interpretasi Nilai Rata-Rata Indikator *Pretest* Kontrol

No	Indikator	Nilai	Interpretasi
1	Kelancaran Berpikir	45	Gagal
2	Keluwesan	44	Gagal
3	Orisinalitas	42	Gagal
4	Elaborasi	50	Kurang
Sum		181	
Average		45	

D. Partial Analysis of Items Per Indicator (Control Group Posttest)

The posttest carried out in the control group was carried out to determine the children's creative abilities after being given treatment. In the first indicator, namely "fluency of thinking", an average value of 63 was obtained which was in the range 60-69 and was interpreted in the sufficient category. The second indicator, namely "flexibility", obtained an average value of 66 which is in the range 60-69 and is interpreted in the sufficient category. Next, calculating the average value of the third indicator "originality" obtained an average value of 66. This value, when seen in the interpretation table, is in the range 60-69 and can be interpreted in the sufficient category. And finally, the fourth indicator "elaboration" obtained an average value of 66. This value, if seen in the interpretation table, is in the range 60-69 and can be interpreted in the sufficient category. It is presented in table form as follows:

Tabel 5. Interpretation of the Average Value of Control Posttest Indicators

No	Indikator	Nilai	Interpretasi
1	Kelancaran	63	Cukup

	Berpikir		
2	**Keluwesan**	**66**	**Cukup**
3	**Orisinalitas**	**66**	**Cukup**
4	**Elaborasi**	**66**	**Cukup**
	Sum		**261**
	Average		**65**

Hasil analisis kreativitas anak menggunakan media montase pada kelompok eksperimen dan media mozaik pada kelompok kontrol yang dinilai melalui *pretest* dan *postest,* kemudian dianalisis menggunakan uji normalitas dan uji homogenitas sebagai uji persyaratan, dengan hasil sebagai berikut:

A. Pretest Data Normality Test

The normality test is used to determine whether research data is normally distributed or not distributed normally. The normality test was carried out using the Chi Square formula so that it could be concluded that the pretest in the experimental group and the control group had normally distributed data. Normality test results for pretest data are presented in table form as follows:

Tabel 6. Hasil Uji Normalitas Data *Pretest*

Nilai yang dicari	Kelompok Eksperimen	Kelompok Kontrol
Xt	59	61
Xr	36	31
Rata-rata (Mean)	47,7	45,85
Standar Deviasi	7,43	8,27
X^2_{hitung}	3,4319	0,3158
Drajat Kebebasan	2	2
Taraf Signifikansi	5%	5%
X^2_{tabel}	5,99	5,99
Interpretasi	**Normal**	**Normal**

The pretest results from the two groups had data that was normally distributed, with the normality test provisions $X^2_{hitung} < X^2_{tabel.}$in the experimental group obtained 3.4319<5.99, while in the control group it was obtained 0.3158<5.99 . So from the normality test it can be said that the pretest data in the experimental group and control group are distributed **normal.**

B. Uji Normalitas Data *Postest*

The normality test was also carried out on the posttest data, the same as the normality test on the pretest above, using the chi square formula to test the data. Based

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on the results of testing the posttest data, it can be concluded that the experimental group and control group had data that was normally distributed. The results of the normality test for posttest data are presented in table form as follows:

Tabel 7. Hasil Uji Normalitas Data *Postest*

Nilai yang dicari	Kelompok Eksperimen	Kelompok Kontrol
Xt	86	77
Xr	63	48
Rata-rata (Mean)	77	65,27
Standar Deviasi	7,27	7,19
X^2_{hitung}	5,166	2,008
Drajat Kebebasan	2	2
Taraf Signifikansi	5%	5%
X^2_{tabel}	5,99	5,99
Interpretasi	**Normal**	**Normal**

The posttest results from the two groups have normally distributed data, with the provisions of the normality test $X^2_{hitung} < X^2_{tabel.}$ in the experimental group was obtained $5{,}166 < 5{,}99$, while in the control group it was obtained $2{,}008 < 5{,}99$. So from the normality test it can be said that the posttest data in the experimental group and control group are distributed **normal**.

C. Uji Homogenitas data *Pretest*

After carrying out the normality test, then carry out a homogeneity test which aims to find out whether the data obtained is homogeneous or not. Judging from the pretest data obtained, both the experimental group and control group data were homogeneous. The homogeneity test results for posttest data are presented in table form as follows:

Tabel 8. Hasil Uji Homogenitas Data *Pretest*

Kelompok	Nilai Varians	Nilai F Hitung	Nilai F Tabel	interpretasi
Eksperimen	52,86	1,17	2,53	Homogen
Kontrol	51,69			

Based on the results of the homogeneity test on the pretest data, it shows that the data has F_{hitung} (1,24) $< F_{tabel}$ (2,53). So it can be concluded that this pretest data

is **homogen**.

D. Uji Homogenitas data *Postest*

After carrying out the normality test, then carry out a homogeneity test which aims to find out whether the data obtained is homogeneous or not. Judging from the posttest data obtained, both the experimental group and control group data were homogeneous. The homogeneity test results for posttest data are presented in table form as follows:

Tabel 9. Hasil Uji Homogenitas Data *Postest*

Data	t_{hitung}	t_{tabel}	Db	Interpretasi
Pretest kelompok eksperimen dan kelompok kontrol	1.40	2,056	26	H_o diterima dan H_a *ditolak*

Based on the results of the homogeneity test on the posttest data, it shows that the data has $F_{hitung}\,(1{,}17) < F_{tabel}\,(2{,}53)$. So it can be concluded that this posttest data is **homogen**.

E. Uji Hipotesis "t" Data *Pretest*

After carrying out the normality test and homogeneity test, the data obtained from the pretest data was normally distributed and homogeneous. Next, a hypothesis test or t test is carried out, this test is carried out to find out the final conclusion of the research. Based on the data analysis carried out, the results of the hypothesis test or t test on the pretest data are presented in table form as follows:

Tabel 10. Hasil Uji Hipotesis Data *Pretest*

Data	t_{hitung}	t_{tabel}	Db	Interpretasi
Postest kelompok eksperimen dan kelompok kontrol	15,64	2,056	26	H_o ditolak dan H_a *diterima*

Based on the data above, it is obtained $t_{hitung}\,(1{,}40) < t_{tabel}\,(2{,}056)$. At the 5% significance level with db (26). Therefore hipotesis H_o diterima dan H_a rejected. This means that there is no influence of montage media on children's creativity at that time *pretest*.

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F. Uji Hipotesis "T" Data *Postest*

After carrying out the normality test and homogeneity test, the data obtained in the posttest data is normally distributed and homogeneous. Next, a hypothesis test or t test is carried out. This test is carried out to determine the final conclusion of the research whether or not there is an influence produced. Based on the data analysis carried out, the results of the hypothesis test or t test on the posttest data are presented in table form as follows:

Tabel 11. Hasil Uji Hipotesis Data *Postest*

Kelompok	Nilai Varians	Nilai F Hitung	Nilai F Tabel	interpretasi
Eksperimen	55,24	1,24	2,53	Homogen
Kontrol	68,47			

Based on the data above, it is obtained t_{hitung} (15,64) $\geq t_{tabel}$ (2,056). Pada taraf signifikansi 5% dengan db (26). Therefore hipotesis H_o ditolak dan H_I diterima. This means that there is an influence of montage media on children's creativity at that time *postest*.

Conclusion

Based on the results of data analysis regarding the influence of montage media on children's creativity in group B RA Ash Shiddiq Cileunyi, Bandung Regency, it can be concluded that the creativity of children in the experimental group had pretest results with an average score of 46 and was in the range 0 - 40 interpreted as a failure category. Meanwhile, the posttest results in the experimental group had an average score of 75 and were in the range 70 - 79, interpreted in the good category. The creativity of children in the control group had pretest results with an average score of 45 and was in the range 0 - 40, interpreted as failing. Meanwhile, the posttest results in the control group had an average score of 65 and were in the range 60 - 69, interpreted in the sufficient category. Thus, the results of data analysis show that in the control group the average pretest score was 45 in the failed category and the average posttest score was 65 in the sufficient category. Meanwhile, in the experimental group the average pretest score was 46 in the failed category and the average posttest score was 75 in the good category. Based on the results of the hypothesis test, it is obtained t_{hitung} (15,64) $> t_{tabel}$ (2,056) pada taraf signifikansi 5% dengan db (26). Thus the hypothesis H_o rejected and H_I is accepted. This means that there is an influence of montage media on children's creativity in Group B RA Ash Shiddiq Cileunyi, Bandung Regency.

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