



Increase Cooperation Optimal Development of Trained Children's Creativity by Playing with Natural Materials

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Abstract. Early age is often referred to as the golden age, where children begin to experience rapid growth and development. Children begin to experience growth in height, weight gain, development of thought patterns, and development of creativity. Given the importance of the role of early childhood education, educators as facilitators should present interesting and relevant learning to children's growth and development including their creativity. One of the appropriate learning methods for the development of children's creativity is the method of learning to play with natural materials. This study aims to improve the creativity development of trained children optimally by using the method of playing natural materials. The role of early childhood education in formal schools has a major role in the development of children's creativity. This research was conducted in TK Krajan 02 Village with a total of 8 children as respondents. After observation, it can be seen that learning in TK Krajan 02 Village is still considered monotonous so that children's creativity is still not optimally developed. From these problems, researchers used the method of playing natural materials to improve the development of children's creativity. This research is an experimental research using two cycles in the study. From the pre-cycle, cycle 1 and cycle 2, it can be seen that the development of children's creativity increases with the method of playing with natural materials. In the pre-cycle, the creativity level of kindergarten children in Krajan 02 Village is still in the medium and low categories. After cycles 1 and 2, the level of children's creativity development has increased in the medium to high category. Thus, it can be said that the method of playing with natural materials can increase the creativity development of trained children optimally.

Keywords: Creativity · Early Childhood · Playing Naturals Materials

1 Introduction

The early period when children begin to experience rapid growth and development is often called the golden age. A child's growth and development during this period occurs both physically and mentally. Children begin to experience height growth, weight gain, thought pattern development, and creativity development. Development is understood

to mean the process of physical and mental change that humans undergo gradually, systematically and continuously from birth to maturity (Yusuf in Wardhani & Surtikanti, 2018).

According to Khaironi in (Intan et al., 2022) early childhood education or what is often known as PAUD is an important part in forming the nation's generations or shoots to become the spearhead of the nation's struggle to be stronger in facing the future. Early childhood development is an important knowledge to know so that we can understand children's development and prepare various strategies to stimulate it, so that children's development can be achieved be optimal. Children's growth and development must be known by parents and educators as facilitators to provide good stimulation for children's growth and development. The formation of human values and personality is determined from an early age, where early education begins. In this case, early childhood education as a determinant of character formation in line with the development and growth of children. In the National Education System Law No. 20 of 2003 article 1 paragraph 14 states that Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which 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.

Given the importance of early childhood education, educators, as facilitators, should provide learning content that is interesting and relevant to children's growth and development. As a leader in learning, the teacher takes full responsibility for the existence of the learning that takes place. The teacher is the central point of contact for updating and improving the quality of education, her one of the most important prerequisites for achieving i.H. That is. The quality of student learning outcomes is highly dependent on the teaching ability of the teacher (Aisyah, 2021). Teachers should be able to communicate learning using interesting methods. Irrelevant and monotonous learning methods lead to ineffective learning patterns. This can affect a child's growth and development, especially a child's creativity. Creativity is a person's ability to produce something new, relatively different from the previous one, both in the form of ideas and actual works of art (Munandar, 2014). In the Golden Age, a child's creativity develops with stimulation from both the home and school environment. Appropriate and appropriate stimulation can bring out and develop children's creativity. A child's ability to create new things and test their ideas against what they have learned is an important factor in developing creativity.

The position of early formative years schooling in formal colleges performs an vital position in growing kid's creativity. Educators as facilitators are required to be able to present learning in the form of interesting games and contain stimulation for children's creativity. Conventional learning is no longer in line with current educational developments. The lecture method or just explaining without any interesting media or methods will only make children bored and not stimulate their growth and development. Teachers must be able to use learning methods that capture children's attention and encourage learning.

Learning method is a method or system used in learning that aims to enable students to know, understand, use and master certain learning materials. Interesting learning methods make students happier and understand the material presented by the teacher

(Fadlillah, 2012). Early childhood learning is done through play. In a school environment, play can be illustrated as a range of activities between free play, playing with teacher guidance and directed play. Basically learning in PAUD is playing, so the relevant method at this level of education is the play method (Wardhani & Surtikanti, 2018).

A learning does not run in early childhood without playing, every learning carried out in children is playing because in essence the child is in the playing period. As a teacher is able to apply learning in games to improve all aspects of child development (Septiadiningsih et al., 2019). Game-based learning methods must be able to stimulate children's growth and development and creativity. One of the appropriate learning methods for the development of children's creativity is the method of learning to play with natural materials. Natural materials used by children can stimulate children's creative imagination and artistic expression. Many media are found in the natural environment around children that can be used as a medium for learning. Utilization of natural material media as learning media can provide real experiences to children, so that children absorb knowledge more easily (Charney in Fauziah, 2013).

Based on the results of observations made by researchers, so far learning in TK Desa Krajan 02 is still using conventional learning methods. The media used so far have been quite diverse, but their use is still not optimal so that students have not been able to develop their creativity to the fullest. From this background, the researcher intends to conduct a study with the title "Perkembangan Kreativitas Anak Terlatih Optimal dengan Bermain Bahan Alam".

Based on the case above, effective learning must involve methods in its implementation so that what the teacher conveys can be well absorbed by the children. According to Isjoni in (Wardhani & Khotimah, 2018), The kid's creativity in mastering and the teacher's hobby in coaching are on the coronary heart of the mastering method. Learning is part of the learning strategy. A method is a method that a teacher uses to achieve a learning goal. Learning methods are the general behavioral patterns of teachers and students when conducting teaching and learning activities. Learning methods are all efforts of teachers to apply various learning methods in achieving the expected goals. Thus the learning method emphasizes how teacher activities teach children's learning activities (Latif et al., 2013). A learning method is a method or technique used to achieve a learning goal. A learning model is a general approach to the learning process, usually using methods in the learning process (Siswanto et al., 2019). Learning methods can be interpreted as unique methods or patterns that guide learners through the learning process, using different fundamental principles of education, different techniques, and other related resources (Ginting, 2008). The use of learning methods must be adapted to the conditions and needs of students. Good learning methods are characterized by being flexible, flexible, and adaptable to the student's personality and material. It is functional, combines theory and practice, and guides students to practical skills. Matter evolves, not diminishes. Give students the freedom to express their opinions. Put teachers in place and respect them throughout the learning process (Fathurrohman & Sutikno, 2007).

There are several principles in the application of learning methods such as teaching methods should be possible to lead to further student curiosity about the subject matter (curiosity), teaching methods must be able to provide opportunities for creative expression in the artistic aspect, teaching methods must allow students to learn through

problem solving, teaching methods must allow students to always want to test the truth of something (skepticism), teaching methods must allow students to make discoveries (inquiry) on a problem topic, teaching methods must allow students to be able to listen, teaching methods must allow students to learn independently (independent study), teaching methods must allow students to learn cooperatively (cooperative learning), teaching methods must allow students to learn independently to be more motivated in learning (Tanu, 2019).

One of the learning methods that are often and considered effective in early childhood education is the play method. Play is an activity carried out for its own sake, not based on final results, carried out in a fun, active, positive, and flexible way. This means that playing is solely a desire of oneself and not an activity carried out to please others (Smith and Pellegrini in Wardhani and Surtikanti, 2018).

Play is important for children. Games can provide an opportunity to practice skills again and again and develop ideas according to one's own methods and abilities (Nugraha & Ratnawati, 2003). Play is a phenomenon that has attracted the attention of educators, psychologists, philosophers and many others since several decades ago. They are challenged to better understand the meaning of play associated with human behavior (Patmonodewo, 2003).

Playing methods that can be applied to early childhood should use media that can increase children's creativity. Equipment materials used or provided in play activities should be a learning resource that can help develop all dimensions of the development of Kindergarten-age children, namely for cognitive development, creativity, language, social, emotional development for Kindergarten Children (Herni, 2018). A natural material is a material or material that occurs in a natural environment. Natural materials exist in nature and are part of the soil, animals and plants (Whittaker in Fauziah, 2013). Natural materials are all types of materials available in our environment that come from nature and its surroundings and are not created or engineered by humans. Natural materials are one of the learning mediums that can be used to convey the content and information to be taught and to enhance the creativity of students.

Types of natural materials that can be used as learning media, namely rocks, wood, seeds, leaves, midrib, bamboo (Fasha, 2021). Harnessing the natural environment fosters children's talents and potential. Nature is universal and inexhaustible, Nature is unpredictable, Nature is very rich, Nature is beautiful, Nature lives healthily, Nature creates many places, Nature heals and has nutritious value. In nature, children learn through play. The natural environment not only affects children's physical development, but also provides children with a real play experience (Greeman in Fauziah, 2013).

The advantage of using physical media is that it doesn't cost a lot or costs anything at all. Moreover, the necessary materials are readily available. The use of these media supports children's learning, stimulates the imagination, facilitates recall of meaningful experiences, and facilitates communication (Isenberg & Jalongo in Fauziah, 2013). In addition, we discuss natural material media as a means of interaction or communication using natural materials found in the natural environment. The advantage of using natural media is that the materials you need are readily available. Natural media use supports children's learning, stimulates imagination, facilitates recall of meaningful experiences, and facilitates communication. In addition, children's familiarity with

nature helps children develop natural history intelligence, and children become familiar with nature (Kasmawati, 2020).

Creativity is the imaginative, aesthetic, flexible, integrated, continuous, discrete, interdisciplinary, efficient and effective individual It's a mental process. A general understanding of creativity is that creativity is defined as the ability to create new combinations based on existing data, information, and elements, the ability to think about things in new ways, the ability to act, the ability to be flexible, or The ability to create something original look for problems (Helnita et al., 2015).

Creativity is a person's ability to create something new in the form of an idea or work based on the results of their imagination (Fauziah, 2013). Creativity is the cappotential to generate innovative new thoughts, in addition to the cappotential to conform new thoughts to current thoughts. Creativity is in the form of new ideas created by someone or renovating existing ideas to be more innovative and imaginative (Susanto, 2011). The characteristics of a creative or nonapptitude attitude are having a strong imagination, having initiative, having broad interests, having freedom in thinking, being curious, always wanting to get new experiences, having strong self-confidence, being enthusiastic, daring to take risks, dare to argue and have confidence (Susanto, 2011).

Creativity is a human capacity that may be developed. To broaden this creativity, there are elements which could guide your efforts to broaden your creativity (Susanto, 2017). Developing creativity is important because creativity affects people's lives. For example, creativity influences ideas, solves problems, and influences academic performance (U. Hasanah & Priyantoro, 2019). Efforts to foster creativity consist of valuing uncommon questions, valuing kid's unique and creative ideas, giving kids possibilities to analyze on their own, and profitable kids. Giving, taking time for kids to analyze and take part with out an ecosystem of evaluation (Adhipura in Susanto, 2017).

Creativity is not an incremental development; but an integral component of the spontaneous and potential play environment. Creativity is a fixed aspect in all aspects of development. Therefore, a learning is not only focused on one area; but must support and strengthen children's development in all aspects. A creative play environment is the philosophical basis of a form of learning that can develop creativity in early childhood. Play activities carried out by children basically reflect their level, level of development (Priyanto, 2014).

2 Method

This study uses an experimental method. The experimental method is part of the quantitative method and has its own characteristics, especially in the presence of control groups. In the scientific field, experimental design can be used in research because variables can be chosen and other variables that can affect the experimental process can be tightly controlled. Therefore, in this technique, the researcher manipulates at least one variable, controls other related variables, and observes the effect on the dependent variable. This manipulation of independent variables is one of the characteristics that distinguish experimental research from other studies (Sugiyono, 2011). Furthermore, it was explained that experimental studies involving manipulation are studies conducted with the aim of determining the effects of manipulation on observed individual behavior.

The operations performed may take the form of specific situations or actions given to individuals or groups, and after that the effects are seen (Indra et al., 2015). With the experimental method, this study aims to determine the effect of the application of the method of playing natural materials on the creativity of early childhood.

A population is a generalized domain that consists of: objects with certain qualities and properties that researchers can study and draw conclusions from (Sugiyono, 2010). The study population consisted of TK Desa Krajan 02 students only, for a total of 15 students. A sample is part of a population. The samples for this study were taken from his 10% of the 15 population. If you have less than 100 subjects like her, I would recommend making the survey a mass study with everyone included. Also, if there are many subjects, it may be 10% to 15%, 20% to 25% or more. Based on the explanation above, the researchers took an experimental sample of 8 students, because the research object was under 100, based on the theory above if the number of samples was below 100, then the sample used was entirely. So the sampling in this experimental study amounted to 8 students, class B1 as many as 4 students and class B2 as many as 4 students. This research was conducted at TK Krajan 02 Village, which has the address Dukuh Kauman, Krajan Village, Gatak District, Sukoharjo Regency. The research was carried out in the even semester of the 2021/2022 academic year.

Data series is the recording of activities or objects, facts or traits of a few or all contributors of a populace supporting or helping research (Nurlinayati et al., n.d.). Data series strategies for this take a look at the use of observational strategies, documentation. Observation is a complicated system, a system inclusive of diverse organic and mental processes. According to Morris in (H. Hasanah, 2017), observation is the activity of detecting and recording symptoms mechanically for scientific or other purposes. Observations can be recorded by means of a check list. The checklist is carried out by direct observation to the research site using a checklist () in the appropriate column, namely very well developed, given a score of 4, developing as expected, given a score of 3, starting to develop, given a score of 2, undeveloped, given a score of 1. Documentation techniques are used to obtain data about the school profile of the Krajan 02 Village Kindergarten, obtain data about the names of students who will be the research sample, and obtain data about student test scores.

Data analysis technique is a very important element in every time doing research. All the data that has been collected will be meaningless if there is no analysis, providing an overview and direction as well as the aims and objectives of the research. In quantitative research, the data analysis technique used by the authors is descriptive statistics. Descriptive statistics or “statistics used to analyze data by describing or explaining the data collected” (Sugiyono, 2010). According to Hasan in (Nasution, 2017) a description of descriptive or deductive statistics is the part of statistics that examines how data is collected and presented in an understandable way. Descriptive statistics refer only to describing or providing information about data, conditions, or phenomena. In descriptive statistics, function is to describe a condition, symptom, or problem.

Statistical data tries to describe a symptom that has been recorded through research instruments. The data obtained are processed in a series of steps. The first step is to manipulate (edit) the data, reviewing or modifying the collected data. Encodings and data conversions then give all data a unique encoding, such as specifying the same data

Table 1. Criteria for Assessment of Children's Creativity Level

	Interval Values	Interval Values
1.	85–100	High
2.	65–84	Medium
3.	45–64	Low
4.	25–44	Very Low

type category. Third, aggregation is the process of arranging data in a tabular format by creating tables containing the data according to your analytical needs (Aedi, 2010).

To determine the level of creativity of children, the author determines in 5 categories that is (Table 1):

3 Research Results and Discussion

Based on research conducted by the authors, TK Krayan 02 village did not have optimally developed pre-acting childhood creativity. The initial activities carried out before the actions were interviews, observations, and documentation at the Krajan 02 Village Kindergarten. From these activities, it can be seen that so far teachers are still applying conventional learning and are less attractive to students, so that students' creativity is not optimally developed. The teaching methods and media used by the teacher are only limited to existing tools and have been used for generations for years, so that learning seems monotonous and not close to the student's condition. By providing playing methods and natural media materials that are close to children, it shows that children's creativity is developing and learning is becoming more interesting. This is in line with student learning outcomes which have increased. The research was conducted by starting with observations in the pre-cycle without giving a method, then continued with 2 cycles with the application of the method of playing with natural materials. The following Table 2 shows the development of students' creativity from pre-cycle, cycle 1, and cycle 2.

Based on this table, it can be concluded that providing appropriate learning methods promotes the development of creativity and educates children optimally. Based on observation, some of the eight respondents fell into low and medium categories based on their children's creativity scores when teachers were still using traditional methods and monotonous learning media. I was. You can see that there is a student called.

Based on this, the researchers decided to provide interesting learning methods and media that are close to students that are able to improve the development of children's creativity so that they can be trained optimally. The method and learning media used by the author is playing with natural materials. In applying the learning method, the teacher must be able to adjust the type of method used. In early childhood, where learning is more dominated by games, the teacher must be able to find types of games that are interesting and relevant to the age of the students. One method of playing that is relevant and in accordance with the age of children at the PAUD level is the method of playing with natural materials. Methods that involve objects and things around them make children

Table 2. Research Results of Children’s Creativity Development

No Resp	Pe-cycle	Cycle 1	Cycle 2
1.	60	75	92
2.	63	70	85
3.	65	72	90
4.	61	70	86
5.	58	65	80
6.	48	60	87
7.	50	68	83
8.	61	78	95
Average	58,25	69,75	87,25

more interested and can stimulate their knowledge. Play means practicing, exploiting, fabricating, repeating, whatever practice can be done to imaginatively transform the same things as adults. Teachers therefore encourage creativity in children by choosing methods that stimulate motivation, curiosity and imagination. The method of playing with natural materials is considered to be closer to children and learning is more interesting because the media used is not foreign to children children, as well as learning by playing are considered more attractive to children (Hildbrand in Helnita, 2015).

From the table that has been presented, it can be seen that the development of children’s creativity from pre-cycle, cycle 1, and cycle 2 continues to increase. In cycle 1, the researcher observed when the teacher used the play method using several natural materials such as rocks, wood, twigs, plant seeds, midribs, and leaves, the children became interested and had curiosity about the media. In this cycle the children feel enthusiastic about learning so that the class feels alive and the learning process is fun, but in this cycle there are still some children who are less focused on learning so the results show that the category of creativity is still low. The use of new teaching materials made some students less focused so that the teacher had a little difficulty controlling the class and not focusing on the teaching material. From pre-cycle to cycle 1, it can be said that the development of children’s creativity with the application of playing natural materials increased by 11.5 and the majority of students had entered the medium category, although there were still low student developments. In cycle 1, out of 8 respondents the developmental children had not entered the high category so the researchers decided to continue in cycle 2.

In cycle 2 the teacher provides material with the method of playing natural materials with the same materials in cycle 1, but in this cycle the teacher is able to control the class and students are more focused on learning. Children are better able to be creative with natural materials provided by the teacher and focus on what they are doing. The results of cycle 2 there is an increase of 17.5. The significant increase in these results indicates that most of the children have developed optimally and are included in the high

category, but there are still two children who are in the moderate creativity category, namely respondents number 5 and 7.

From this research the authors can conclude that children's creativity is trained and develops optimally through the method of playing natural materials. Fun learning with media that are familiar to children and can be created to the maximum, making children's creativity develop optimally.

Human creativity emerges from an early age when children receive formal education. In this case, the role of education and teachers is very important in the growth and development of children, including the aspect of developing creativity. Early Childhood Education (PAUD) includes physical growth and development, fine and gross motor skills, thinking skills, creativity, mental intelligence, social-emotional development, attitudes and behavior, and religious and language development.. One Communicating with unique features and stages of early childhood development. When a child's golden age occurs, the learning process must involve something that stimulates the creativity and socio-emotions of the child. Learning methods and media used by teachers as facilitators must attract students and improve student competencies, especially the development of creativity (Katoningsih, 2021). As facilitators of early childhood creative development, teachers should facilitate the teaching and learning process and provide the facilities necessary to achieve the desired outcomes (Maghfiroh, 2021). In this study, instructors performed a position in supplying centers with inside the shape of herbal fabric media to help mastering sports and facilitate next innovative improvement all through early childhood.

4 Conclusion

Early childhood is the golden age when children experience growth and development. A child's growth and development during this period occurs both physically and mentally. Children begin to experience height growth, weight gain, thought pattern development, and creativity development. Since this age is a critical age that determines a child's growth and development, stimuli or stimuli related to growth and development are considered to be of great importance, especially in the development of a child's creativity gain. Education as a facilitator plays an important role in fostering children's creativity, so we need engaging learning and media that can stimulate children's creative development.

Appropriate and amusing studying strategies and studying media inspire kid's creativity. Learning methods that are suitable for early childhood must be game-based or by educational play and with media that are familiar to children such as natural materials that are often found in the surrounding environment. Observations display that kid's creativity in TK Desa Krajan 02 is still low because learning is still conventional and considered less attractive, and the media used is still monotonous by using existing tools and has been used for years. After being given treatment in the form of playing methods with natural media media, students' creativity increased because children became interested and the learning atmosphere became fun.

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