



## Efforts to Increase The Creativity of Low Class Students by Using Origami Paper at State Elementary School 050696 Namu Poultry

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### ABSTRACT

This research aims to increase the creativity of lower class students at SD Negeri 050696 Namu Unggas. This research is classroom action research (PTK). This research has four steps in each cycle, consisting of planning, action, observation and reflection. This research was carried out at SD Negeri 050696 Namu Unggas for class I students, totaling 18 students consisting of 7 male students and 11 female students. This research was carried out in the odd semester of the 2023/2024 academic year. Data collection techniques are observation and assignment. Based on the results research is known to exist increase percentage from cycle I meeting 1 as much 70% Then on cycle I meeting 2 increase become 75%. On cycle II meeting 1 experienced an increase from the results of cycle I meeting 2 became 80% later increase Again on cycle II meeting 2 become 85%. With exists enhancement the learning using origami paper give effect real to creativity Study student. Application learning with origami paper can be done increase creativity Study student. Efforts made by teachers to increase the creativity of lower class students in using origami art at SD Negeri 050696 Namu Unggas include creating comfortable learning room conditions, increasing motivation for lower class students and encouraging student creativity.

### Introduction

Education currently implemented generally still pays little attention to aspects of educational effectiveness. Education is only impressed as a form of formality and routine, without a deeper understanding of the essence of education itself. So that the formation of human resource character through education is in accordance with the objectives of the national education system law (Widiansyah, 2018). National Education outlines five main missions, one of which is to help and facilitate the development of the full potential of the nation's children from an early age until the end of life in order to create a learning society (Ali, 2009). Thus, it can be concluded that the Indonesian government recognizes that education is important and strives for education from an early age (Wahyuningsih, 2017). In the world of education, the use of learning media is also very necessary, one of which is the art of paper folding (Guslinda & Kurnia, 2018). The art of paper folding is one thing that can arouse passion or make children feel happy and enthusiastic about learning (Andriyani, 2018). The art of paper folding focuses on students' willingness, needs, desires and encouragement to participate and achieve success in the learning process (Suryana, 2021). In general, children will show progress in simple fine motor control behavior at the age of 4-5 years (Sari et al., 2022). Fine motor skills increase at the age of 5-12 years, which is marked by a significant increase in fine motor skills in the wrist area. In fact, there are many approaches to using methods for teaching (Maharani et al., 2020). While many programs offer instructions for improving the ability to fold figures (origami), these problems are

specifically caused by students' low motivation to learn. To improve students' abilities by emphasizing the importance of providing opportunities for children to use origami art methods (Setiawan et al., 2022). Such skills can be taught in interesting and stimulating ways so that children are able to carry them out from stage to stage, including the teacher introducing types of folds and continuing to introduce the art of folding (Rahayu et al., 2019). It is these forms of using folding art methods that need to be given to children, because they have never been introduced to reading words (because the rules are not yet allowed). Therefore, children's folding skills are still low. Using the art of folding as a learning medium for lower grade elementary school children is one strategy in improving children's folding art skills (Syamaun & Irfani, 2019).

Therefore, learning media through the art of origami today is an inevitable need. Teachers, as learning designers, need to choose media that suits the material and learning strategies used. In order to choose appropriate media, teachers need to know the various types of media with their respective characteristics. Even though there are many types of sophisticated electronic media, this does not mean that simple media is no longer relevant to use. At times teachers only need simple media, but at other times, simple media is combined with sophisticated media, thus creating multimedia for certain learning. Creativity is very important to develop because creativity can improve children's academic achievement. So, the higher the creativity a child has, the higher the academic achievement achieved. Apart from that, playing helps children get to know themselves, other people and their environment. Through the art of origami, one can develop one's entire personality, including motor skills, language, social, emotional and intelligence. Creativity is defined as a person's thinking activity that is "unique" outside the usual way of thinking of ordinary people in general. And it is a concept that can be explained from various points of view, which will influence creativity (Wiryaningsih et al., 2016). It is known that many students whose creativity development is still low. This is based on the minimum development criteria Starting to Develop (MB). Seeing the results presented above, it is very necessary to improve the creativity used to improve the art of origami paper folding. In sharpening students' ideas and imagination with fun activities. Related to the creativity of lower grade elementary school students which is related to fine motor skills, children are not yet able to grasp, touch, squeeze, perfectly. The activity of folding paper indirectly moves their fine motor skills slowly and can distinguish what they are holding (Laili, 2017). Therefore, the problem that exists in the classroom is that some children are unable to fold paper. The paper folding activity is one that arouses students' interest.

## Research Methodology

This research is classroom action research (PTK). This research has four steps in each cycle, consisting of planning, action, observation, and reflection (Roostin, 2020). This classroom action research aims to increase the creativity of teaching and learning in the classroom. By conducting this research, teachers can better understand the learning process that occurs in class, find solutions to the problems they face, as well as implement and evaluate the effectiveness of new strategies or methods and learning and structured interview tests and so on (Sugiyono, 2013: 12). This research was carried out at SD Negeri 050696 Namu Unggas for class I students, totaling 18 students consisting of 7 male students and 11 female students. This research was carried out in the odd semester of the 2023/2024 academic year. Data collection techniques are observation and assignment.

## Results and Discussion

Results study Which Already done use using origami paper at SD Negeri 050696 Namu Unggas done For observe *fluency, flexibility, originality, elaboration, and sensitivity* towards students to increase student creativity in lower grades on cycle I until with cycle II. Based on results on cycle I meeting 1 get average percentage as big as 70% including in category Good, then in cycle I meeting 2 has increased to 75% including in category Good, from cycle I meeting 2 experience enhancement on cycle II meeting 1 to 80% including in category Good. Then it increased return on cycle II meeting 2 become 85% including in category very Good. Results from cycle I until cycle II get average 77% Where percentage This includes categories good which means student experience enhancement creativity on every the cycle. Study This use study action class Which held in elementary school Country 050696 Namu Poultry. As for the explanation as follows:

### 1. Cycle I Meeting 1

Every meeting compile planning, objective from the preparation of this plan so that learning can accomplished And efficient. Planning learning poured in form learning using origami paper. Researcher Also prepare material teach , means And infrastructure learning as support in the implementation of learning. On cycle I meeting 1 This study the material about material see And use color. In accordance with model PTK Kemmis & MC Tagert action And observation held researcher in a way simultaneously with helped Teacher class as observer. Implementation learning refers on use of origami paper. After held cycle I meeting 1 researcher with observers discuss results observation of that action already implemented. Based on results observation, researcher concluded that learning not enough maximum, matter This can seen from results implementation observations learning Which Not yet fulfilled. Following reflection on cycle I meeting 1 related to researchers

and participant educate:

- a) Related with researchers
  - 1). Researcher not enough interesting in delivery material And delivery task
  - 2). Researcher not enough maximum in use media Study
  - 3). Researcher not enough appropriate in distribution group
- b) Related with participant educate
  - 1). Student not enough enthusiastic with the material provided researcher
  - 2). Student not enough enthusiastic moment the researcher said material
  - 3). Student difficulty in working on the project due to members group which no equally. Based on the reflection above, the researcher plans repair on cycle I meeting 2 Which will discussed on cycle I meeting 2.

## 2. Cycle I Meeting 2

Meeting 2 followed by all student. Based on reflection from cycle I meeting 1 researcher stage repair in delivery material And task as well as repair on style learning researcher. So that student enthusiastic in follow learning Which given. After held cycle I meeting 2 researcher together observer discuss results observation cycle Which has held. Based on the results observations , the researcher concluded that material teach along with means And infrastructure Which given not enough maximum, Where researcher No show means And required infrastructure in a way real only through picture just, so that student not understanding material.

## 3. Cycle II Meeting 1

On meeting This researcher prepare planning learning to use origami paper, which is included means And infrastructure Which used at meetings. Implementation meeting 3 followed by all students. Based on the results observation meeting 3 Which has held observer together researcher discuss results observation. Based on the results observation, researcher conclude that learning Not yet accomplished with fully. Following reflection on cycle II meeting 1 there are still some student Which difficulty to form origami paper. The rest the other students get determine form origami paper desired .

## 4. Cycle II Meeting 2

Based on reflection on cycle II meeting meeting 1 researcher stage internal improvements use tool And material For make desired shape, after That Students can make various type shapes from origami paper.

## Conclusion

Based on the results and discussion described above, the conclusion in this research is the use of origami paper This can increase students' creativity with average mark There was a significant increase in student learning creativity from cycles 1 and 2. Matter This can seen from results study experience increase percentage from cycle I meeting 1 as much 70% Then on cycle I meeting 2 increase become 75%. On cycle II meeting 1 experienced an increase from the results of cycle I meeting 2 became 80% later increase Again on cycle II meeting 2 become 85%. With exists enhancement the learning using origami paper give effect real to creativity Study student. Application learning with origami paper can be done increase creativity Study student . Efforts made by teachers to increase the creativity of lower class students in applying the art of origami at SD Negeri 050696 Namu Unggas include creating comfortable learning room conditions, increasing motivation for lower class students and encouraging student creativity.

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