



THE INFLUENCE OF NON-DIRECTIVE TEACHING MODELS IN IMPROVING PICTURE STICKING CREATIVITY IN EARLY AGE CHILDREN IN NORTH MINAHASA PRESCHOOL

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Article history:		Abstract:
Received:	11 th November 2023	This research focuses on a non-directive approach model in order to facilitate children's learning . This approach is very important because firstly this model strengthens and improves the quality of the learning process because this model is student-centred, secondly the development and exploration of knowledge no longer allows conventional learning approaches which are directive in nature. Third, the development and progress of communication and information technology produces a lot of information, problems or cases of a personal, social and academic nature. Students and young children need to be equipped and facilitated to be able to solve these practical problems. This research has such a wide scope of problems, so that research problems are seen and studied in several problem areas, both as main research and as part research. Based on data analysis then results study can concluded that activity drawing done through drawing above ground , drawing on top manila paper , and drawing with finger hands on HVS paper , can increase creativity children in Group A PAUD North Minahasa in Karang hamlet, Banyurejo, Tempel District, Sleman Regency. Visible creativity covers 4 aspects that is fluency, flexibility , authenticity, and elaboration Increased creativity child through a number of stages , namely child see or observe picture already there , then imitate and finally can make different picture as results thinking child Alone . Creativity the showed with achievement score category creativity tall before action done reached 20%, increased to 60% on action cycle I, and increased to 92.5% on action cycle II.
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INTRODUCTION

The developments and changes that occur in the school's strategic environment have very broad implications, including in the field of education. Efforts to develop a competency-based curriculum currently being developed are an important implication of this change. This means that schools at all levels of education are required to be able to increase relevance by strengthening the basic competencies of graduates. The relevance of these competencies is measured in the absorption capacity of graduates entering higher levels of education, competing in the job market, and also professional abilities in terms of knowledge, attitudes and skills of graduates. The low quality of student learning outcomes today reflects the low guarantee of competency standards possessed by each graduate. For early childhood school graduates , the low quality of learning outcomes will have important implications, namely a weak basis for supporting academic abilities at higher levels of education, and a weak basis for being competitive in the job market.

The most fundamental weakness at this time is the overall symptoms of a learning process that is directive in nature and centered on teachers /tutors . Teachers teach and present lesson materials through the lecture method, and students take notes and listen to what the teachers explain. Students are rarely facilitated to learn, so this causes the learning process to be inefficient, ineffective, and of course unproductive in the sense of not improving student learning outcomes.

The weakness of the directive learning model is that students are not given the opportunity to learn creatively, innovatively, and are given less experience to find their own personal, social and academic problems. Directive learning will be less motivating for student learning, because even if students learn, it is more driven by the supervision of teachers or parents. In a directive learning process, students tend to learn by rote (*rote learning*) rather than learning meaningfully.

RESEARCH METHODS

This research is descriptive research following the following PTK research model and syntax:

Researcher Practitioner	A. Information systems project development	Action goal: Implemented information system, development data, journal, etc.
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Provide settings and data for

Researcher	B. Interpretive analysis of workplace experience	Interpretive goal: Rich representation of workplace experience of development
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Are aligned within

Researchers & organizational stakeholders	C. Integration within organizational context	Development goals: organizational models, alternative perspectives.
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The research model is elaborated into the following steps and research activities:

Stage study	Executor	Research Activities
Planning	Research team	Identify the characteristics of non-directive learning
		Estimation time implementation
		Analysis source Power supporter
		Data collection instrumentation
		Developing a non-directive development model package for teachers
		Data analysis
		Preparation of the model framework
		Dissemination of the model framework

RESEARCH RESULTS AND DISCUSSION

On activities action cycle I is known a number of obstacles that cause creativity child through activity draw Not yet Lots enhancement. The cause is lack of encouragement or motivation to child before activity held . as a result child No interested in follow activity drawing , proven Still There is the original child forced follow activity the . Hurlock (1978: 11) states that conditions that can increase creativity child such as encouragement . Children need encouragement or motivation For creative and free from ridicule .

Creative child usually considered different with other friends and maybe do something strange according to adults and make parent worry . Implementation action cycle II shows enhancement creativity child . Enhancement This Because child do activity draw with happydan No afraid of being wrong. Children don't reluctant Again follow drawing , because draw is need for they . Like what was expressed by Hajar Pamadhi (2008: 2.8) that activity draw is activity instinctive or experience for child . Because almost every day child do activity This For tell a story with other people. Activity draw is something activity art painting which is visual language and is a communication medium (Suwarna, 2005: 10) . It means that child can communicate through the picture that he for Alone . Activity drawing at North Minahasa PAUD group A can be done help child For disclose creativity child . Through 4 aspects observed (fluency , flexibility , originality , and elaboration) can is known smoothness child in make How many Lots image , ability child

tell / explain results the picture with Language child yourself , whether picture child is original artificial child on base thought they Alone or copy Friend Good part nor completely , whether child show ability explain about development of ideas/ ideas child after see results picture they Alone .

Through activity draw is known that the original child No Want to speak with the teacher being brave and willing speak with the teacher. For children who don't Want to drawing , with started drawing above land becomes like make crossing out or the picture above paper . Activity or activity draw for child is a medium of expression and communication that can create atmosphere active , fun and enjoyable (Depdikbud , 2005: 47).

Study action cycle I and cycle II show results that activity draw can increase creativity child in verbal and non-verbal forms . Verbal creativity takes the form of ability child give explanation about reason to results the image (dexterity) as well ability child tell development the idea (elaboration) . As stated by Saiful Haq (2009: 1-2) explains that picture seen as something decomposition stated explanation in scratches . Besides that enhancement creativity can seen in form non-verbal that is Ho many amount images produced by the child (fluency) as well authenticity drawings made by children .

Circumstances mentioned above in accordance with theory about typology the child stated that expression creative art appearance child covers a number of typology picture child namely : 1) Visual Type , namely children who have sharpness appreciate it something through sense his eyesight , so work picture tend based on similarities form seen or live it . If child see something from direction behind so He will draw in accordance what he Look . 2) Haptic type (non-visual) , ie children who have sensitivity or sharpness feeling or eye his heart , so created image sometimes No shaped in accordance what are they say and tend based on expression or reaction emotional No based on results vision sense his eyes (DG Higher Education , 2005: 29-30).

Apart from that , stages creativity child through activity draw This started from observe or see picture friend , then copy picture friends , and so on create different picture with Friend . Imitation process child become stages For produce new image based on experience see picture previously .

Based on results observations in the field at the time activity draw taking place nor afterwards show Other successes include : through activity draw can bring atmosphere happy in children , eliminates fear For drawing , giving rise to courage child speak ie moment child tell the picture , train cooperation in group ie moment activity drawing above manila paper . Activity process like This in accordance with what the researcher expected that is children Want to do activity draw with happy or not forced . Motivation from the teacher, sentences or positive words from teachers, atmosphere happy , and giving freedom for children in draw can increase creativity child . Study about activity draw with soil media , manila paper , and fingers hand using creative pasta proven can increase creativity children in group A at PAUD North Minahasa . The more varied media used the more make child happy and creative .

Study action class This have limitations namely the media used is using the media above soil , manila paper , and fingers hand with creative pasta . Based on results research conducted in group A PAUD North Minahasa , researcher find that the media varies can interesting attention child . Interest This make child like do activity draw and show different creativity . _ However Because various thing , researcher No capable use more media Lots Again . Apart from that , look from the researcher's fluency side No find limitation about How many Lots amount images produced by children in period time certain .

CONCLUSION

Based on data analysis and results study can concluded that activity drawing done through drawing above ground , drawing on top manila paper , and drawing with finger hands on HVS paper , can increase creativity children in Group A PAUD North Minahasa in Karang hamlet , Banyurejo , Tempel District , Sleman Regency . Visible creativity covers 4 aspects that is fluency , flexibility , authenticity , and elaboration Increased creativity child through a number of stages , namely child see or observe picture already there , then imitate and finally can make different picture as results thinking child Alone . Creativity the showed with achievement score category creativity tall before action done reached 20%, increased to 60% on action cycle I, and increased to 92.5% on action cycle II.

SUGGESTION

Based on conclusion results research above , author submit suggestions as following :

1. For kindergarten teachers
Activity draw can used as one of the method For increase creativity child . Researcher find that the media varies can increase creativity , because interesting attention child and create child like . Kindergarten teachers should use more media varied for the child the more creative .
2. For the head school
Head school as leader at school can provide the necessary media in effort approach enhancement creativity child through activity drawing done outside as well as inside class .
3. For other researchers
Study This only using the media above land with using twigs and sticks , with manila paper , and use finger hands on HVS paper . For researchers else , necessary prepare more media varied for creativity child age early can develop optimally. So researchers can add with using other media such as : paint and cotton / marbles / brushes / thread or other appropriate media the situation and conditions of each kindergarten.

Other researchers are also needed look for theory related with determination benchmark about aspect creativity seen from fluency side (how much amount resulting image child).

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