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Enhancing Early Childhood Creativity Through Making Pictures with Origami Paper

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ABSTRACT	This study aims to enhance the creativity of early childhood students through origami paper folding activities at PAUD HI BKB Al-Firdaus, Tirtayasa, Serang-Banten. The study was conducted using the Classroom Action Research method, which was carried out in two cycles, each consisting of planning, action, observation, and reflection stages. The learning activities were integrated with daily lesson plans (RPPH) and centered around thematic materials such as "Professions" and "Farmers." Initial data collected during the pre-cycle showed that 60% of children were categorized as "not yet developed" in creativity. After implementing origami-based activities in Cycle 1 and Cycle 2, there was a significant improvement, with 85% of students reaching the "very well developed" level by the end of Cycle 2. The results demonstrated increased student enthusiasm, engagement, and creative expression during learning activities. The findings support the conclusion that using origami as an educational medium not only enhances creativity but also improves fine motor skills and spatial intelligence. This study aligns with previous research emphasizing the importance of educational tools in developing early childhood creativity. Therefore, origami-based learning activities are highly recommended as an innovative and effective method in early childhood education.
Keywords	: *Creativity, Early Childhood, Origami, Picture, Classroom Action Research*

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INTRODUCTION

Every human child born into the world is equipped with various potentials.(Yanti, NP, & Salmiwati, 2022;Tang, 2022), including creative potential(Rapiatunnisa, 2022)However, these potentials will not develop optimally without a conducive environment and support from adults or educators. To foster early childhood drawing creativity, we need to provide optimal services for the development of children's potential.

Early childhood education is the most appropriate time to develop creativity(Early, 2022; Mayar, F., Natari, R., Cendana, H., Hutasuhut, BRS, Aprilia, S., & Nurhikmah, 2022), including drawing creativity(Aprianto, D., Rusandi, H., Hidayah, N., Parihin, P., & Arfa, 2022)Therefore, it is necessary to have game and learning programs that can nurture and develop children's creative potential. Creativity is a manifestation of every individual.(Wondal, R., Arfa, U., & Jaelan, 2022;Palupi, DI, Rahmani, E., Yusnita, E., Gustina, H., Pertiwi, H., & Chalid, 2023). By being creative, people can actualize themselves.(Rijkiyani, RP, Syarifuddin, S., & Mauizdati, 2022;Nurlaili, N., Syahputri, N., Khoirunisa, K., Qori, A., & Nurhayati, 2022). Creativity is the ability to find various possibilities in solving a problem.(Wasehudin, W., Anshori, I., Rahman,

MT, Syafe'i, I., & Kesuma, 2021;Kolodner, J.L., & Penberthy, 2022;Husain, W., Abdullah, AW, & Katili, 2022). Creative activities are not only beneficial for personal development and the environment(Irawan, 2022), but can provide satisfaction to children(Behnamnia, N., Kamsin, A., Ismail, MAB, & Hayati, 2020;RAS Harahap, 2022).

Drawing creativity is a general ability to create something new.(Kurnia, 2015), either in the form of new products or ideas that can be applied to solve problems. Developing creativity is very important(Yates, E., & Twigg, 2017; Mynbayeva, A., Vishnevskay, A., & Sadvakassova, 2016), because by being creative a person can realize or actualize himself which is the highest basic need in human life(Safrianti, M., & Kamal, 2022)One approach used in early childhood to stimulate and develop children's drawing creativity is through play activities carried out in their environment using origami paper as a medium.(Song, Y., Yang, C., Gai, W., Bian, Y., & Liu, 2020; Pradipta, RF, & Dewantoro, 2019)or educational game tools, or using flash card game media, namely learning media in the form of picture cards containing writing and pictures.(Anisa, AN, Syafrudin, U., & Drupadi, 2021; Aisyah, N., Ridwan, H., Faisol, W., & Muawanah, 2022).

There are many kinds of children's drawing creativity(Husni, 2018), one of them is several people who are members of a group of origami lovers, using origami as a way to express their creativity(Chairoh, SZ, Lubis, L., & Darmayanti, 2019)Scientists, architects, and mathematicians explore the geometry of origami for its beauty and other applications in their fields. Adult enthusiasts utilize origami for hobbies, leisure time, aesthetics, and more.(Milanesi, 2018; Stebbins, 2021)Educators use origami to help their students learn and develop their creativity.(Megahed, 2017; Hao, G., & Pentek, 2021).

Origami for children is a very fun activity.(Budinski, 2021;Arslan, O., Eroglu, D., & Tatli, 2022)The success of paper folding is reflected in the child's expression when they complete the fold. Playing origami not only brings joy but also fosters creativity and imagination, and most importantly, develops fine motor skills.(Yeni, Y., Susianti, C., & Adi, 2021; Ammosova, V.G., & Nikolaeva, 2022)Learning to stay concentrated and focused in following the steps of making an origami model is a form of learning while playing.(Zheng, H., Fu, J., Zha, Z. J., & Luo, 2019;Neu, D. A., Lahann, J., & Fettke, 2022)All of the above is essential to prepare children for school age. For young children, the folded shapes are still simple objects.(Mulyadi, YB, Suryameng, S., & Sarayati, 2022). Children are not yet able to follow complex folding stages.

Most children do not like paper folding activities.(Oktaviana, 2022;Fenyvesi, K., Budinski, N., & Lavicza, 2014)One mistake educators make is choosing a folding model. This mistake can have an impact on children. If the folding model chosen is not for beginners, children will feel inadequate.(Rahayu, 2022;AULIA, A., Ulfah, SM, & Amrindono, 2022). And the first experience with this activity will make the child think that folding is a difficult activity to do.

Origami is also known as art, origami art is the art of paper folding which was popularized in Japan.(Gao, Y., Yi, H., Li, F., Tao, K., Wu, J., Miao, J., ... & Yuan, 2021; Chen, CH, & Lin, 2022)This art form is growing rapidly due to the widespread availability of materials. The art of origami is evolving, with the use of not only paper but also other materials that can be folded. By regularly practicing their origami folding skills, students can improve their creativity and motor skills.

This study aims to enhance the creativity of early childhood children through picture-making activities using origami paper, employing a Classroom Action Research approach. Through this activity, children not only learn to recognize shapes and colors but are also encouraged to imagine, combine shapes, and express their ideas visually. In the process, children develop not only fine motor skills but also divergent, flexible, and original thinking abilities (Anshori, I., Husaini, U. M., Nurhidayati, D., & Fidiyani, 2025). However, there are several gaps in previous research that serve as an important basis for conducting this study.

First, most studies on children's creativity still focus on conventional drawing or painting activities (Anshori, I., Putri, A. S., Qonitah, A., & Ramadhan, 2024), while the use of origami as a medium in creative learning contexts remains very limited. Second, the integration of drawing activities and origami folding techniques into a single, cohesive learning activity has rarely been explored, even though this combination has the potential to create activities that are not only enjoyable but also actively stimulate creative thinking in children. Third, there is a lack of empirical documentation in the context of early childhood education in Indonesia, particularly those employing a Classroom Action Research approach to evaluate and enhance learning practices through artistic media such as origami (Anshori, I., Syafe'i, I., & Zahrotunnisa, 2024). Fourth, the limited number of studies highlighting the reflective role of teachers in developing creativity-based learning methods, especially those involving simple yet educational media like origami paper, makes this research highly relevant (Anshori, I., Setiaji, H., & Anita, 2023). Through the Classroom Action Research approach, teachers serve not only as implementers but also as researchers who systematically reflect on and evaluate their instructional strategie.

Therefore, this study is expected to provide a theoretical contribution to the development of early childhood education literature, as well as a practical contribution for teachers and education practitioners in designing innovative, enjoyable, and impactful learning activities that enhance children's creativity.

METHOD

This research is a classroom action research.Classroom Action Research is research conducted by teachers in their own classes.(Saribas, D., & Ozer, 2022; Murphy Odo, 2022)by Planning, Implementing, and Reflecting on actions collaboratively and participatively(Gkloumpou, A., & Germanos, 2022; Monem, R., & Cramer, 2022)with the aim of improving his performance as a teacher, so that student learning outcomes can increase(Hidayat, M., & Sujarwo, nd).Classroom Action Research (CAR) comes from the English word Classroom Action Research, which means research conducted in a class to find out the effects of actions applied to a research subject in that class.

Classroom Action Research (PTK) is research conducted by teachers in the classroom or school where they teach, with an emphasis on refining or improving learning practices and processes. The research process is cyclical, referring to the Kemiis and McTaggart model. This cycle occurs several times until the desired objectives are achieved. Each cycle consists of four stages: planning, action, observation, and reflection. Initial planning activities begin with an introduction. This research also discusses how to carry out learning actions and how to carry them out. Observations during the research actions are carried out by the researcher. Observations are based on prepared observation guidelines. Important events during the process are recorded in learning notes. Reflection is carried out by the researcher and the teacher. This activity discusses providing meaning, explaining, and concluding the results of the actions taken. Based on the conclusions from this reflection activity, a plan for the next cycle is made for research actions deemed sufficient. Evaluation of research results is carried out to assess the results of the implementation of observations and reflections on each action.

This research was conducted at PAUD HI BKB Al-Firdaus, located in Susukan Village, Tirtayasa District, Serang Regency, Banten. The subjects in this study were 20 children of PAUD HI BKB Al-Firdaus, consisting of 12 boys and 8 girls aged 5-6 years in study group B. The research method used was action research. Researchers referred to the Kemmis and Mc. Taggart action research model which includes 4 stages, including planning, action, observation and reflection. Data sources in this study are divided into 2, namely primary and secondary. Primary data includes data obtained from informants or people who can provide information. Such as teachers, principals and students. Secondary data includes scientific literature such as books,

journals and other literature related to this research. Data collection techniques used observation, interviews, and documentation. Data analysis techniques include data reduction, data presentation and drawing conclusions.
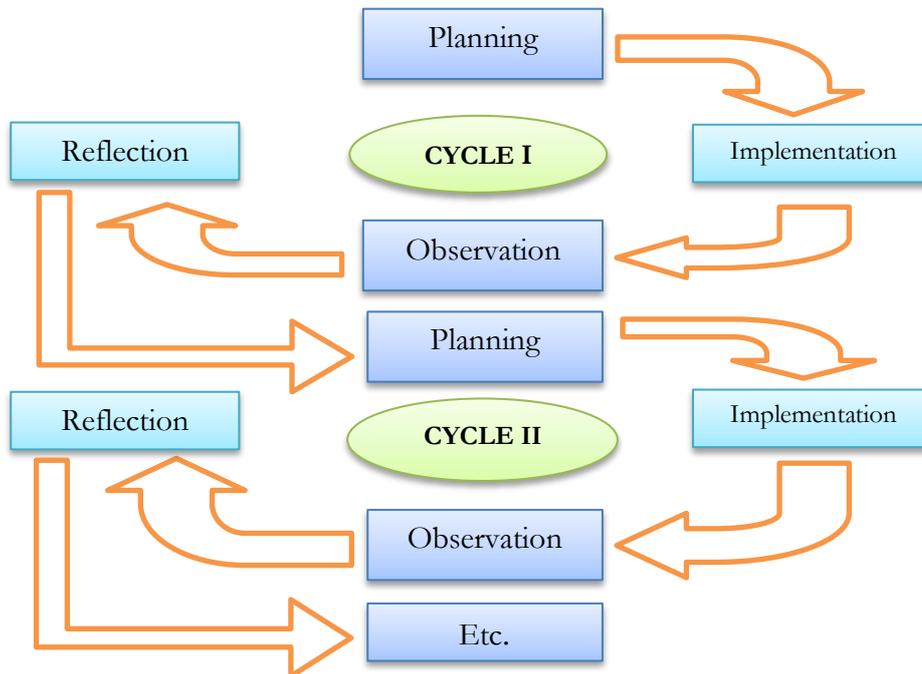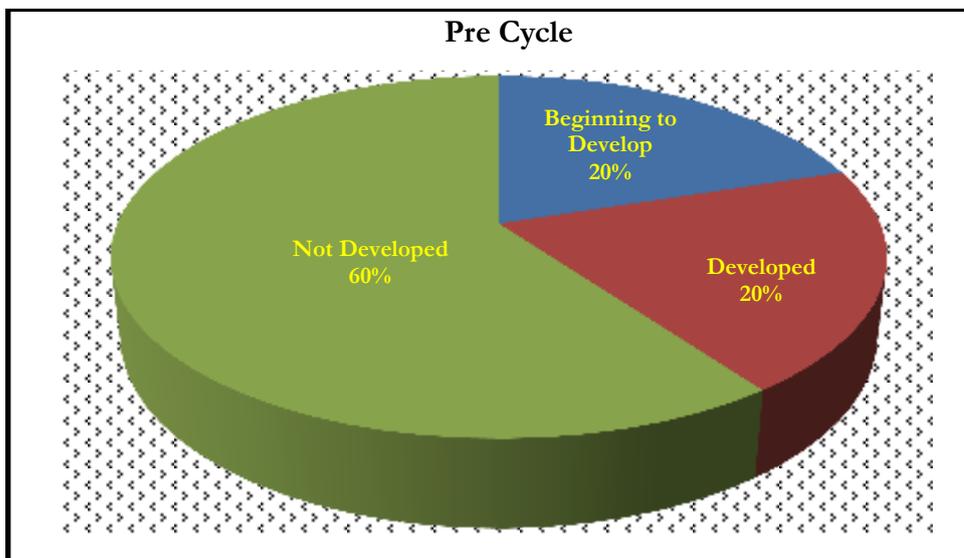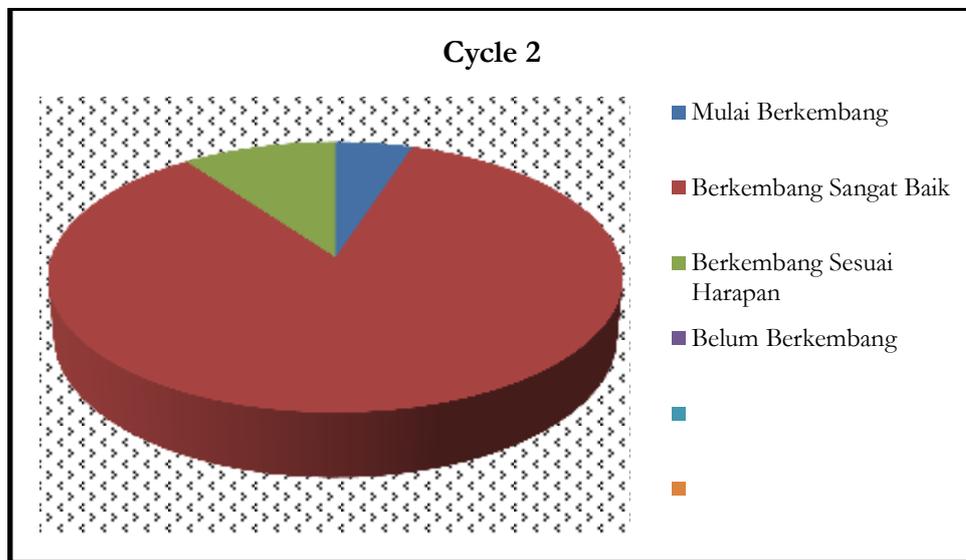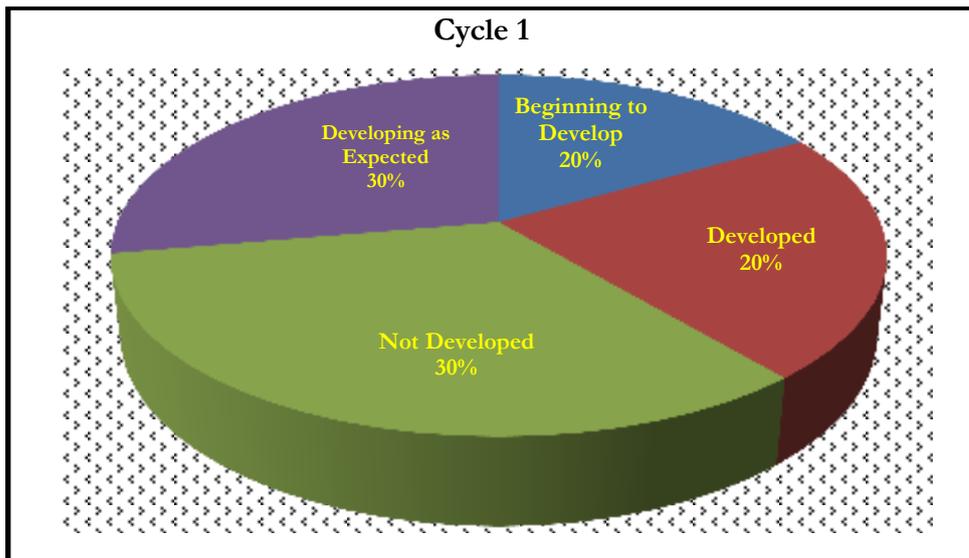
Figure 1. Classroom Action Research Model According to Kemmis & Mc. Taggart

RESULTS AND DISCUSSION

Result
Pre Cycle, Cycle 1 and Cycle 2

Cycle 1

- Beginning to Develop 20%
- Developing as Expected 30%
- Developed 20%
- Not Developed 30%

Cycle 2

- Mulai Berkembang
- Berkembang Sangat Baik
- Berkembang Sesuai Harapan
- Belum Berkembang

DISCUSSION

The first step in data collection is to conduct a pre-test (pre-cycle). This test is conducted to determine the child's score before receiving treatment. After the pre-test, the next step is to provide the treatment to the child. In this case, the treatment takes the form of an origami paper folding game, where the origami paper folding is carried out according to the daily learning implementation plan (RPPH). After the treatment is complete, a final test (post-test) is administered. In this pre-cycle, students are presented with five questions, each answer having a different value.

The data above is data obtained by researchers from the pre-cycle test results. The data shows that 20% of children did not understand or had not yet developed, 20% of students were beginning to understand or were beginning to develop, and 20% of students had already understood or developed. Furthermore, to increase children's creativity, stimulation was provided through a paper folding game, which falls into the cycle 1 category.

In the planning stage of cycle 1, the topic of the material presented was professions, with the subtheme being police. The results from cycle 1 showed that students were quite active and creative, and they began to develop well. The data above is data obtained by researchers from the

results of the cycle 1 test. The data above explains that 30% of children who do not understand or have not developed, 20% of students who are starting to understand or are starting to develop, 20% of students who have understood or developed, and 30% of students who are developing according to expectations. There is a slight change in improvement from the pre-cycle results.

In this second cycle, the theme presented was farmers. The results of this second cycle showed that most students were more creative and enthusiastic about participating in the learning process. The data above is the data obtained by researchers from the results of the cycle 1 test. The data above explains that 30% of children who do not understand or have not developed, 20% of students who are starting to understand or are starting to develop, 20% of students who have understood or developed and 28% of students who develop according to expectations. There is a slight change in improvement from the pre-cycle results. The data from the pre-cycle, cycle 1 and cycle 2 results regarding the increase in creativity of early childhood at PAUD HI BKB Al-Firdaus can be seen in the following table.

Table 1. Data from the Results of Pre-Cycle, Cycle 1 and Cycle

Description	Beginning to Develop	Well Developed	Developing as Expected	Not Developed	All Student
Pre Cycle	60%	20%	20%		20
Cycle 1	30%	15%	25%	30%	20
Cycle 2	20%	20%	0%	85%	20

The results of the research from both cycles showed significant progress. The results of written assessments showed an increase in children's interest and enthusiasm in learning activities, so the research concluded in the second cycle.PAUD HI BKB Al-Firdaus, Tirtayasa District, Serang RegencyA significant increase in the percentage of development was observed. In cycle II, there was a very good increase, from 20 students who showed very good development (BSB) in cycle one to 85% drastically, developing according to expectations from 20% to 10% of BSH and starting to develop (MB) from 20% to 5%, while not yet developing from 60% to 0%.

Based on the results of the development of origami paper drawing techniques implemented at PAUD HI BKB Al-Firdaus, it is highly feasible to implement. The presentation results show positive and effective results. These development results are closely related to the research findings.(Laili, RA, Mintarsih, M., Astuti, MD, & Susanti, 2017)which states that children's creativity scores increase significantly when they use educational games, one of which is origami paper. In addition to training students' motor skills, it also trains their creativity.(F. Harahap, 2019). In addition to training students' motor skills, using origami paper as a medium can also improve student learning outcomes. This is in line with research from(Setiawan, 2017)which states that the teaching and learning process using origami paper media will attract students' interest in learning, thus helping them to have high enthusiasm for learning and get maximum results from the material presented. In his research, it resulted in an increase in student learning outcomes of 79% in cycle I and 91% in cycle II.

Using origami paper media can certainly increase children's creativity.(Hasanah, U., & Priyantoro, 2019), especially in early childhood education institutions (PAUD). In addition to enhancing children's creativity, using origami paper in the learning process can train students' spatial mathematical intelligence. Spatial intelligence is a student's intelligence in mathematics related to the topic of geometric shapes. By becoming accustomed to using origami paper, students will skillfully visualize objects in great detail. This is in line with research. (Wardhani, D., Irawan, EB, & Sa'dijah, 2016)which states that the use of origami paper in the mathematics learning process has many benefits, apart from training students' fine motor skills and creativity, it also has an impact on the development of a more genius brain.(Hidayat, 2020).

The value of creativity and development of children's fine motor skills has become a definite thing in the use of origami paper media in the learning process.(Cllaudia, ES, Widiastuti, AA, & Kurniawan, 2018)Using origami paper as a medium can also help improve the fine motor skills of students with intellectual disabilities, as written in his research.(Pradipta, RF, & Dewantoro, 2019), which explains that origami paper folding is an activity that trains motor skills, involving finger movement skills, wrist movement skills, and skills in moving both hands. It contains many benefits, especially for students with intellectual disabilities, including improving intellectual abilities, increasing creative abilities, stimulating the performance of the right and left brain to be balanced, increasing imagination, increasing the ability to concentrate, and can increase students' memory capacity.

CONCLUSION

The data collected from pre-cycle, Cycle 1, and Cycle 2 tests indicate a significant improvement in children's creativity and engagement in the learning process. Initially, 60% of the children were categorized as not yet developed in creativity, but by Cycle 2, this number dropped to 0%, with 85% of the children showing very good development and 20% developing as expected. The implementation of origami folding activities, aligned with daily lesson plans on thematic topics such as professions and farmers, successfully stimulated children's fine motor skills, spatial intelligence, and creative thinking. The progressive increase in children's active participation and creative output throughout the cycles supports the effectiveness of origami as a learning medium. These findings are consistent with previous research indicating that educational play using origami paper significantly improves creativity, motor skills, and cognitive abilities in young children. Origami not only helps in developing fine motor coordination but also enhances spatial reasoning, attention, imagination, and memory capacity, which are crucial for early childhood development. Therefore, the use of origami paper as a media in early childhood education is highly recommended due to its positive impact on children's creativity and overall learning outcomes. This study concludes that origami-based activities are effective, engaging, and practical for fostering creativity in early learners, making it a valuable addition to early childhood curricula.

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