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Application of Color Play with Yarn Media to Develop Children's Creativity in PAUD Nurul Iman

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Abstract

Children's creativity can be developed through play because if balanced with play, children can learn to control themselves. Therefore, this study plans to find out whether colour plays with yarn media can develop early childhood creativity in PAUD Nurul Iman, Talang Baru Village, Pajar Bulan District, and find out the supporting and inhibiting factors in the development of early childhood creativity through colour play. The research method used in this study is Classroom Action Research, which is research conducted in a class to determine the consequences of actions applied to a research subject in that class. Based on the results of research conducted for two cycles and each cycle carried out for three meetings, it can be concluded that the increase in creativity in PAUD Nurul Iman children, Talang Baru Village, Pajar Bulan District, Lahat Regency occurred because of learning carried out through colouring activities with yarn media. This is shown by the increase in children's creativity in each cycle. Based on the data in this study, the creativity of PAUD Nurul Iman children, Talang Baru Village, Pajar Bulan District, Lahat Regency, in each cycle has increased to 80.6% of 21 children.

Keywords: Color Games; True Media; Children's Creativity.

Introduction

Early Childhood Education (PAUD) is a level of education before the basic education level, which 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 the readiness to enter further education, which is held on a formal path, informal, and informal (Aprinawati, 2017; Ariyanti, 2016; Ashadi, 2017). Children's creativity can be developed through play because when balanced with play, children can learn to control themselves, understand life, and understand their world (Agustina *et al*., 2023; Alfiyanto, 2020). So, play is a mirror of child development. Childhood is the right time to start providing various stimulus stimuli so that children can develop optimally. What someone learns in the future, namely providing education for early childhood and preschool children (TK), will be more meaningful if educational methods are carried out that can be fun and educative according to their talents and characteristics. Therefore, they need play tools as a medium of education and learning in kindergarten. Several characteristics characterize a person's creativity. As stated by Luluk Aasmawati, the characteristics of a creative attitude are: a) Form a strong interest, b). Fun and immersed in some activities c). Showing curiosity, such as tending to independent activities d). Doing new things in your way (having initiative) e). Combining things or ideas in new ways (Asmawati, 2016).

Based on initial observations made at PAUD NURUL IMAN, Talang Baru Village, Pajar Bulan District, it was obtained that the students there had creative abilities that were still not so good. This can be seen when children do skill tasks, and some children follow the example and do not dare to try to add other existing examples. In addition, some children look bored and sleepy, lack interest, and are busy playing alone while working on skills such as drawing, colouring, tracing, scissors, etc. With hand skills, children can manipulate materials, creativity and imagination. Children are

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trained accordingly. Based on the results of the second observation in PAUD Nurul Iman, Talang Baru Village, Pajar Bulan District, Lahat Regency, students have poor creativity skills. This is seen when children work on skill activities. Some children follow the example and dare not try adding another form of the existing one. In addition, children look bored, sleepy, lack of interest, and are busy playing alone when drawing, colouring, tracing, scissoring and other skills in other activities, such as colouring with finger painting techniques. Children's creative ability has not developed optimally. When giving colour, it can be seen that several children see and imitate the work of the teacher and the theme. This is due to the narrow classroom conditions and incomplete learning media. In her journal, Aisyah states that colour play influences the development of early childhood creativity. Play is a voluntary activity by children without coercion from anyone, including parents (Aisyah, 2017). The desire to play arises by itself due to the sense of pleasure in children. Often, children play carefree and purely for fun. For this reason, children play without any burden, including the final results that will be obtained (Yani, 2021).

Play for early childhood is familiar. Every time there is an early childhood, there must be play activities. Play and early childhood are like two sides of a coin. One side and the other complement each other and cannot be separated (Amalia & Rusmayadi, 2023) because play is a child's world. Play is a series of activities or activities for children to have fun. Whatever the activity, as long as there is an element of fun or happiness in early childhood, it is called play. (Fadillah, 2019). Childhood is the right time to start providing various stimulus stimuli so that children can develop optimally. What someone learns in the future, namely providing education for early childhood and preschool children (PAUD), will be more meaningful if educational methods are carried out that can be fun and educative according to their talents and characteristics (Beta, 2019). Therefore, they need play tools as a medium of education and learning in kindergarten.

Media is a helpful tool in teaching and learning, especially in kindergarten. With the media, it can make it easier for teachers to deliver teaching materials to their students. The importance of media in teaching and learning is that it can bring and arouse a sense of fun and joy in children, renew their enthusiasm to strengthen their knowledge and enliven the atmosphere of learning activities (Jagat *et al*., 2022). The function of the media is a stimulant and tool provided by teachers to encourage children to learn quickly and is a hearing and vision aid for students to gain significant experience. Based on the above problems, to reduce these problems, the author tries to do a media that can increase creativity, one of which is by using colour games with yarn media with the title "Application of Color Games with Yarn Media to Develop Children's Creativity in PAUD Nurul Iman.

Literature Review

Early Childhood Education (ECE) is a critical stage in human development, where fostering creativity is essential. Creativity in young children can be defined as the ability to generate new ideas, often manifesting through engaging and educational activities. Several studies emphasize the importance of creativity as it directly influences cognitive and emotional development in early childhood. For instance, creativity is closely linked to problem-solving abilities, adaptability, and overall cognitive growth (Aisyah, 2017; Agustina *et al*., 2023). Thus, developing creativity from a young age is crucial for preparing children for future educational challenges. In the realm of ECE, the use of various media has been recognized as an effective method to stimulate creativity. Learning tools such as visual aids, hands-on materials, and interactive media play a significant role in enhancing children's engagement in learning activities. Research by Aprinawati (2017) highlights that the use of visual aids in ECE not only captures children's attention but also helps in retaining their interest and improving their cognitive abilities. Additionally, media that cater to different learning styles—visual, auditory, and kinesthetic—allow children to learn in a manner that best suits their individual needs (Asmawati, 2016). This adaptability in teaching methods is essential for fostering an environment where creativity can thrive.

Color games, in particular, have shown to be highly effective in boosting creativity among young children. According to Yani (2021), playing with colors allows children to explore various combinations and develop a sense of aesthetics, which is a key component of creativity. The freedom to experiment with colors encourages children to express

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themselves without the fear of making mistakes, thus fostering a creative mindset. Moreover, Amalia and Rusmayadi (2023) found that color games also improve fine motor skills, which are crucial for activities such as drawing and painting. These activities not only enhance creativity but also contribute to the overall development of children's motor skills. One innovative approach in ECE is the use of yarn media for coloring activities. This method combines the tactile experience of handling yarn with the visual stimulation of colors, providing a multi-sensory learning experience. Research by Jagat *et al*. (2022) indicates that using yarn as a medium for creative activities can significantly enhance children's fine motor skills and stimulate their imagination. The tactile feedback from the yarn helps children to develop a better understanding of texture and form, which are important aspects of creative expression. Furthermore, the use of yarn in coloring activities encourages children to think beyond traditional methods of creating art, thereby expanding their creative horizons. Despite the clear benefits of using media and creative activities in ECE, there are several challenges that educators face. One major challenge is the limited availability of resources in many early childhood education centers. This limitation can restrict the opportunities for children to engage in creative activities, thereby hindering their creative development. Ariyanti (2016) points out that many ECE institutions, especially in underfunded areas, struggle to provide adequate materials and tools for creative learning. This lack of resources can lead to a more structured and less flexible learning environment, which may stifle children's natural creativity.

Another challenge is the need for educators to balance structured learning with opportunities for free expression. While structured activities are important for teaching specific skills, they should not come at the expense of creative freedom. Beta (2019) argues that too much structure in educational activities can inhibit children's ability to think creatively. It is essential for educators to find a balance between guiding children and allowing them the freedom to explore their ideas independently. This balance is critical for fostering an environment where creativity can flourish. The effectiveness of creative activities in ECE is also supported by research on the psychological benefits of play. Play is a natural way for children to learn and explore their environment. According to Fadillah (2019), play-based learning is particularly effective in early childhood because it aligns with the natural developmental stages of young children. Through play, children learn to solve problems, make decisions, and develop social skills, all of which are essential components of creativity. This form of learning is both enjoyable and educational, making it an ideal approach for ECE. In addition to the direct benefits of creative activities, there is also evidence that creativity in early childhood has long-term effects on academic success. Children who engage in creative activities early on tend to perform better academically in later years. This correlation is likely due to the development of cognitive skills such as critical thinking, problem-solving, and adaptability, which are all enhanced through creative play (Alfiyanto, 2020). Therefore, investing in creative activities during early childhood is not only beneficial for immediate developmental outcomes but also for long-term educational success. Fostering creativity in early childhood through the use of media and creative activities is crucial for holistic development. The benefits of creativity extend beyond immediate cognitive and motor skill improvements, influencing long-term academic success and personal growth. Despite challenges such as resource limitations and the need for a balanced educational approach, the importance of creativity in ECE cannot be overstated. By continuing to innovate and adapt educational methods, educators can ensure that children are given the best possible foundation for their future learning and development.

Methodology

This study employed a collaborative Classroom Action Research (CAR) approach, designed to enhance the effectiveness of educational practices through iterative cycles of planning, action, observation, and reflection. The research was conducted at PAUD PKK Nurul Iman, located in Talang Baru Village, Pajar Bulan District, Lahat Regency. The collaborative nature of this research involved close cooperation between the researchers and the teachers working at the institution. The process began with the formulation of the research plan, which involved the development of a detailed lesson plan known as the "Rencana Kegiatan Harian" (RKH). This plan was jointly created by the researchers and the teachers, ensuring that the learning objectives, materials, and methods were aligned with both educational standards and the specific needs of the students.

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Once the plan was established, the teacher took the lead in implementing the classroom activities, adhering to the guidelines set forth in the RKH. The teacher's role was pivotal, as they facilitated the learning process and directly interacted with the students. During this phase, the researcher played a more observational role, carefully monitoring the implementation of the planned activities. This involved noting student engagement, the effectiveness of the instructional methods, and any immediate outcomes related to student creativity and participation. Following the completion of each cycle of classroom activities, the researcher and teacher convened to discuss the outcomes. This reflection phase was crucial as it allowed both parties to evaluate the strengths and weaknesses of the activities carried out. Through this reflective dialogue, they identified areas for improvement, which informed the adjustments made in subsequent cycles of the research. The iterative nature of Classroom Action Research meant that this cycle of planning, action, observation, and reflection was repeated, with each iteration aiming to refine the teaching methods and enhance student outcomes. The collaborative approach ensured that the findings from the research were immediately applicable in the classroom setting, providing a practical framework for continuous improvement in early childhood education practices at PAUD PKK Nurul Iman.

Results and Discussion

Results

Precycle

Before researchers conduct Classroom Action Research, the initial activity is to determine students' initial condition before the action. Researchers and colleagues make observations on subjects. This action is necessary because by knowing the initial conditions, researchers and colleagues (collaborators) can measure the extent of the success rate of the implementation of PTK. The following are the results of initial observations on increasing children's creativity presented in the form of Table 1.

Table 1. Children's Creativity Ability in Precycle

Indicator	BB		MB		BSH		BSB	
Show curiosity, such as (tend to do independent activities)	9	42.9%	10	47.6%	2	9.5%	0	0%
Do new things in their way (have initiative)	8	47.6%	11	52.4%	2	9.5%	0	0%
Combining things or ideas in new ways	8	9.5%	12	57.1%	1	4.8%	0	0%

Based on the results of observations in precycle activities, an overview of the results of early childhood creativity abilities in PAUD Nurul Iman was obtained with indicators showing curiosity such as (tending to do independent activities), doing new things in their way (having initiative), combining things or ideas in new ways, In indicators showing curiosity such as (tending to do independent activities) there were nine children (42.8%) of the total The number of children (21 children) with the category of undeveloped, eight children (38.1%) of the total number of children (21 children) with the category of starting to develop, four children (19.1%) of the total number of children (21 children) with the category of developing as expected, 0 children (0%) of the total number of children (21 children) with the criteria of developing very well. In the indicator of doing new things in their way (having initiative), there were eight children (38.1%) out of the total number of children (21 children) with the category of undeveloped, 11 children (52.4%) of the total number of children (21 children) with the category of starting to develop, two children (9.5%) of the total number of children (21 children) with the category of developing as expected, 0 children (0%) of the total number of children (21 children) with the criteria of developing very well. In the indicator of doing new things in their way (having initiative), there were eight children (38.1%) of the total number of children (21 children) with the category of undeveloped, ten children (47.6%) of the total number of children (21 children) with the category of starting to develop, three children (14.3%) of the total number of children (21 children) with the category of developing as expected, 0 children (0%) of the total number of children (21 children) with the criteria of developing very well.

Based on the description above, it shows that six children in the category of undeveloped, 13 children with the category of starting to develop, 2 children with the category of developing as expected, and 0 children with the category of developing very well (see appendix). The data shows that children's creativity has not developed properly. This

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situation is the reason for an effort to increase children's creativity through colour play with thread media. The capabilities mentioned above are also presented in Figure 1.

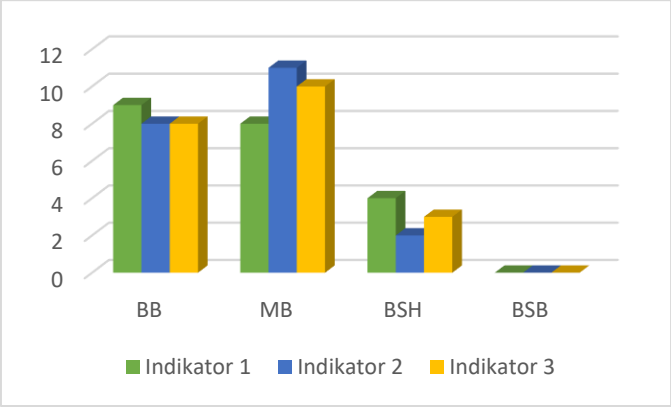

Figure 1. Graph of Children's Creativity Before Action

Cycle I

First Cycle Action Planning

In the action planning stage of cycle I, researchers carry out activities that include planning the implementation of learning. Learning plans to increase creativity through colour games with yarn media were prepared by researchers and class teachers who are collaborators. At the planning stage carried out by researchers are:

1) Develop a daily activity plan (RKH) that contains activities to increase creativity through colour play with yarn media. RKH can be seen in the appendix.
2) Teachers prepare tools and materials for learning through color games with yarn media, including yarn, dyes, and HVS paper.
3) The teacher prepares an observation sheet that shows curiosity, such as (tending to do independent activities), doing new things in their way (having initiative), and combining things or ideas in new ways.

Implementation of Cycle I Actions

First Meeting

Cycle I of the first meeting will be held on Tuesday, February 26, 2024, with the universe theme. The implementation of the first cycle of the first meeting includes three activities, namely the beginning, core and closing activities.

1) Initial activities
   The initial activity begins with reading short prayers in class and reading prayers before studying. Then, the children sang and patted, followed by gross motor activities, and the teacher began to be absent.
2) Core activities
   In the core activity, teachers and researchers work together to introduce the rules of play: children must make colours by mixing water and dyes. Then, the teacher explains what the child will do and directs the child on colouring activities with yarn media. Because it is still in the early stages, children still need a lot of guidance in colouring activities with yarn media. Teachers accompany and guide children in colouring activities with yarn media, and researchers observe every incident in the classroom. Children are still confused about what to draw because it is the first time children do colouring activities with yarn media. Therefore, the teacher helps to give an idea. Then, children are asked to be creative themselves by adding figures they like so that they can think creatively and imagine what they will describe on the paper provided. After all the children finished colouring activities with yarn media, the teacher asked them individually to tell the paintings of their work, why they painted the shape, and why they chose the colour according to the theme. Thus, the teacher will know the extent of student creativity. At the end of the colouring activity with yarn media, the teacher assessed the results of the students' performance one by one by giving awards to children who had succeeded in the form of "stars" and providing motivation to those who had not succeeded, so that the next opportunity would be even better.

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3) Concluding Activities
In the closing activity, the teacher asked the child about his feelings today after colouring with yarn media. Then, the teacher invites the children to discuss what activities have been carried out today. The teacher asks if the child has started to be able to paint the figure without the teacher's help. Teachers tell short stories and give moral messages to children. Then, the teacher informs the children about tomorrow's activities and invites them to sing again. The lesson ends with reading prayers and greetings after learning.

Second Meeting

The first cycle of the second meeting will be held on Tuesday, February 27, 2024, with the theme of the universe. The implementation of the first cycle of the second meeting includes three activities, namely the initial, core and closing activities.

1) Initial activities
The initial activity begins with reading short prayers in class and reading prayers before studying. Then, the children sang and patted, followed by gross motor activities, and the teacher began to be absent.
2) Core Activities
Before learning activities begin, as usual, teachers or researchers prepare tools and places of activities that will be used for research. Furthermore, the teacher told the children that they would be invited to do colouring activities with yarn media in the classroom, and then the children were asked to sit neatly and quietly in their respective seats. Before implementing the game activity, considering that the activity experienced a little problem at the first meeting of the first cycle, the researcher again explained the colouring procedure with the correct thread media. The children were asked to pay attention to the teacher, and then the teacher gave a re-explanation of the activity material to be carried out, and the children seemed happy to listen to it. The steps in colouring techniques with yarn media include:
   a) Teachers prepare tools such as dyes, water, plastic cups, yarn and HVS papers.
   b) The teacher lets the child make colours in a plastic cup with water and dyes.
   c) The teacher asks the children questions about how to colour with the medium of yarn. The teacher asks the child to answer the questions the teacher asks.
   d) Next, the teacher explained the procedures for correctly holding and dipping yarn and described it in HVS paper.
   e) Next, the teacher gives the child worksheets as HVS paper.
   f) The teacher allows the child to carry out the activity.
   g) The teacher controls every child's activities, and if children can't / don't want to work, the teacher can help the child.
3) Concluding Activities
In the closing activity, the teacher asked the child about his feelings today after colouring with yarn media. Then, the teacher invites the children to discuss what activities have been carried out today. The teacher asks if the child has started to be able to paint the figure without the teacher's help. Teachers tell short stories and give moral messages to children. Then, the teacher informs the children about tomorrow's activities and invites them to sing again. The lesson ends with reading prayers and greetings after learning.

Observation

Observation is the observation of the learning process, the influence and control of actions carried out or introduced to children. Observations are made at the time the class action is performed. Based on the results of the first and second meetings in cycle I, an overview of the results of creativity abilities in children is obtained through colouring activities with yarn media. The results of children's ability to colour with thread media at the first and second meetings show that children's creative abilities in indicators show curiosity such as (tend to do independent activities), doing new things in their way (have initiative), doing new things in their way (have initiative) increased from the recycle. Fine motor skills in early childhood in PAUD Nurul Iman, Talang Baru village, Pajar Bulan District, Lahat Regency, achieved through mosaic technique activities at the first and second meetings of cycle I actions are described through the following table:

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Table 2. Children's Creativity in Cycle I Actions

No	Indicator	Indicator I		Indicator II		Indicator III	
		Total	%	Total	%	Total	%
1	BSB	1	4.8	1	4.8	0	0.0
2	BSH	11	52.4	7	33.3	7	33.3
3	MB	5	23.8	9	42.9	11	52.4
4	BB	4	19	4	19	3	14
Total							

Based on children's creativity achieved through colouring activities with yarn media at the first and second meetings in cycle I, it can be affirmed that children's creativity abilities have increased. This can be seen from the results of observations made in cycle I, if in the precycle aspects, The indicators show curiosity, such as (tend to do independent activities) there are nine children (42.8%) of the total number of children (21 children) with the category of undeveloped, eight children (38.1%) of the total number of children (21 children) with the category of starting to develop, four children (19.1%) of the total number of children (21 children) with the category of developing as expected, 0 children (0%) out of the total number of children (21 children) with very good development criteria. In the indicator of doing new things in their way (having initiative), there were eight children (38.1%) out of the total number of children (21 children) with the category of undeveloped, 11 children (52.4%) of the total number of children (21 children) with the category of starting to develop, two children (9.5%) of the total number of children (21 children) with the category of developing as expected, 0 children (0%) of the total number of children (21 children) with the criteria of developing very well. In the indicator of doing new things in their way (having initiative), there were eight children (38.1%) of the total number of children (21 children) with the category of undeveloped, ten children (47.6%) of the total number of children (21 children) with the category of starting to develop, three children (14.3%) of the total number of children (21 children) with the category of developing as expected, 0 children (0%) of the total number of children (21 children) with the criteria of developing very well.

In the first cycle, there was an increase in indicators showing curiosity such as (tending to do independent activities) there was one child (4.8%) of the total number of children (21 children) with the category of undeveloped, 11 children (52.4%) of the total number of children (21 children) with the category of starting to develop, five children (23.8%) of the total number of children (21 children) with the category of developing as expected, four children (19.0%) of the total number of children (21 children) with the criteria of developing very well. In the indicator of doing new things in their way (having initiative), there was one child (4.8%) of the total number of children (21 children) with the category of undeveloped, seven children (33.3%) of the total number of children (21 children) with the category of starting to develop, nine children (42.9%) of the total number of children (21 children) with the category of developing as expected, four children (19%) of the total number of children (21 children) with the criteria of developing very well. In the indicators of doing new things in their way (having initiative), there were 0 children (0%) of the total number of children (21 children) in the category of undeveloped, seven children (33.3%) of the total number of children (21 children) with the category of starting to develop, 11 children (52.4%) of the total number of children (21 children) with the category of developing as expected, three children (14.0%) of the total number of children (21 children) with the criteria of developing very well. The percentage of final achievement of children's fine motor skills in the Precycle study can be explained in Figure 2 below:

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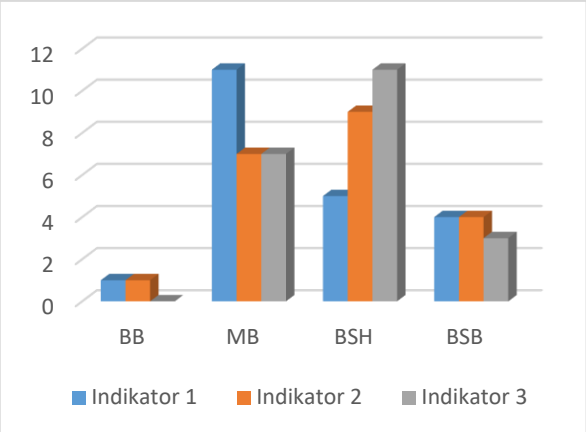

Figure 2. Observation Results of Cycle I

Based on the results achieved, it is known that there is a significant increase from before the action, with a value of 67.7%, with the category starting to develop. It shows increased children's creative abilities but does not achieve the expected results. Therefore, mosaic technique activities are continued in cycle II actions.

Reflection

Based on the results of observations in cycle I, problems that become obstacles in learning need reflection for further action. As for the shortcomings that exist in cycle I, researchers and teachers found several problems, including:

1) Children have difficulty making colours in the plastic cup, so there are glasses in the classroom, such as spilt water and spilt colour powder.
2) The HVS paper is too thin and easily torn, so children become afraid to put the thread on it.
3) The results are less than optimal because the media tools and materials are still not optimal.

Based on the above problems, reflection on the results of learning activities is then held. Researchers review, see, analyze and consider the results or impacts that have been done. This is done as material for the design of problem-solving activities based on the results of observations of the implementation of cycle 1. The plans for some of these problems include:

1) The teacher prepares the dye directly before the children come in the bottle. When the activity is carried out, the teacher puts the dye into the plastic cup, so the activity is expected to be more efficient.
2) Replace HVS paper with Concorde paper because it is thicker than HVS paper, so it is not easily torn when exposed to colour water, and children become bolder when applying thread on Concorde paper.
3) Through the plan above, it is hoped that children's creativity can develop through the success indicator, which is that 80% of children can achieve a score equal to 3 (Developing as Expected).

Cycle II

The research results in cycle II will be described based on four components: Planning, implementation of cycle II, Observation, and Reflection.

1) Planning

Cycle II actions are carried out in 2 meetings. In the action stage of cycle II, researchers and class teachers carry out the following activities:

a) Develop a Daily Learning Planning Plan (RPPH)
   The researcher prepares the daily learning implementation plan based on a predetermined agreement. Researchers and class teachers provide colouring activities with yarn media in the core activities. The study used the theme of recreation. The tools and materials used are colourful liquids with red, yellow, green, blue, red, and black colours made from colour powder mixed with a little water, liquid dye paint, and Concorde paper as a base for colouring.

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b) Prepare observation sheets
Observation sheets are used to record observations during the study. The assessment is determined by a score of 4 (Very Good Development), a score of 3 (Developing as Expected), a score of 2 (Starting to Develop), and a score of 1 (Not Developing).

Implementation of Cycle II

1) First Meeting of Cycle II

Cycle II of the first meeting will be held on Wednesday, February 28, 2024, with the universe theme. The implementation of the second cycle of the first meeting includes three activities: the initial, core and closing.

a) Initial activities
The initial activity begins with reading short prayers in class and reading prayers before studying. Then, the children sang and patted, followed by gross motor activities, and the teacher began to be absent.

b) Core Activities
In the core activity, teachers and researchers introduce the game's rules: colour water should only be applied to the paper provided. Share colour liquid should be shared only with group mates. If finished, immediately wash your hands and dry them. Then, the child is invited to observe the tools & materials that the researcher has provided. Then, the teacher explains what the child will do and directs the child on colouring activities with yarn media. At this stage, the child begins to be able to describe for himself what the child will form, and the teacher only mentions the theme. Teachers accompany children in colouring activities with yarn media, and researchers observe and observe every incident in the classroom. After all the children finish colouring activities with yarn media, the teacher will know the extent of student creativity.

c) Concluding activities
In the closing activity, the teacher asked the child about his feelings today after colouring with yarn media. Then, the teacher invites the children to discuss what activities have been carried out today. The teacher asks if the child has started to be able to paint the figure without the teacher's help. Teachers tell short stories and give moral messages to children. Then, the teacher informs the children about tomorrow's activities and invites them to sing again. The lesson ends with reading prayers and greetings after learning.

2) Second Meeting of Cycle II

Cycle II of the first meeting will be held on Thursday, February 29, 2024, with the universe theme. The implementation of the second cycle of the first meeting includes three activities: the initial, core and closing.

a) Initial activities
The initial activity begins with reading short prayers in class and reading prayers before studying. Then, the children sang and patted, followed by gross motor activities, and the teacher began to be absent.

b) Core Activities
In the core activity, teachers and researchers work together to introduce the game's rules: colour water should only be applied to the paper provided, and colour liquid should be shared only with group mates. If finished, immediately wash your hands and dry them. Then, the child is invited to observe the tools & materials provided by the researcher. Then, the teacher explains what the child will do and directs the child on colouring activities with yarn media. At this stage, the child begins to be able to describe for himself what the child will form, and the teacher only mentions the theme. Teachers accompany children in colouring activities with yarn media, and researchers observe and observe every incident in the classroom. After all the children finish colouring activities with yarn media, thus the teacher will know the extent of student creativity.

c) Concluding activities
In the closing activity, the teacher asked the child about his feelings today after colouring with yarn media. Then, the teacher invites the children to discuss what activities have been carried out today. The teacher asks if the child has started to be able to paint the figure without the teacher's help. Teachers tell short stories and give moral messages to children. Then, the teacher informs the children about tomorrow's activities and invites them to sing again. The lesson ends with reading prayers and greetings after learning.

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Observation

Observation is the observation of the learning process, the influence and control of actions carried out or introduced to children. Observations are made at the time the class action is performed. Based on the results of the first and second meetings in cycle II, an overview of the results of creativity abilities in children is obtained through colouring activities with yarn media. The results of children's ability to colour with thread media at the first and second meetings are known that children's creative abilities in indicators show curiosity such as (tend to do independent activities), do new things in their way (have initiative), do new things in their way (have initiative) increased from the precycle. Fine motor skills in early childhood in PAUD Nurul Iman, Talang Baru village, Pajar Bulan District, Lahat Regency, achieved through mosaic technique activities at the first and second meetings of cycle II actions are described through the following table:

Table 3. Children's Creativity in Action Cycle II

No	Indicator	Indicator I		Indicator II		Indicator III	
		Total	%	Total	%	Total	%
1	BSB	0	0.0	0	0.0	0	0.0
2	BSH	3	14.3	2	9.5	0	0.0
3	MB	11	52.4	11	52.4	14	66.7
4	BB	7	33	8	38	7	33
Total							

Based on children's creativity achieved through colouring activities with yarn media at the first and second meetings in cycle II, it can be affirmed that children's creativity abilities have increased. This can be seen from the results of observations made in cycle II. If in cycle I indicators show curiosity, such as (tending to do independent activities) there is one child (4.8%) of the total number of children (21 children) with the category of undeveloped, 11 children (52.4%) of the total number of children (21 children) with the category of starting to develop, five children (23.8%) of the total number of children (21 children) with the category of developing as expected, four children (19.0%) out of the total number of children (21 children) with very good development criteria. In the indicator of doing new things in their way (having initiative), there was one child (4.8%) of the total number of children (21 children) with the category of undeveloped, seven children (33.3%) of the total number of children (21 children) with the category of starting to develop, nine children (42.9%) of the total number of children (21 children) with the category of developing as expected, four children (19%) of the total number of children (21 children) with the criteria of developing very well. In the indicators of doing new things in their way (having initiative), there were 0 children (0%) of the total number of children (21 children) in the category of undeveloped, seven children (33.3%) of the total number of children (21 children) with the category of starting to develop, 11 children (52.4%) of the total number of children (21 children) with the category of developing as expected, three children (14.0%) of the total number of children (21 children) with the criteria of developing very well.

In the second cycle, there was an increase in indicators showing curiosity, such as (tend to do independent activities) there were 0 children (0%) of the total number of children (21 children) with the category of undeveloped, three children (14.3%) of the total number of children (21 children) with the category of starting to develop, 11 children (52.4%) of the total number of children (21 children) with the category of developing as expected, seven children (33.3%) of the total number of children (21 children) with the criteria of developing very well. In the indicator of doing new things in their way (having initiative), there are 0 children (0%) of the total number of children (21 children) with the category of undeveloped, two children (9.5%) of the total number of children (21 children) with the category of starting to develop, 11 children (52.4%) of the total number of children (21 children) with the category of developing as expected, eight children (38%) of the total number of children (21 children) with the criteria of developing very well. In the indicator of doing new things in their way (having initiative), there are 0 children (0%) of the total number of children (21 children) in the category of undeveloped, 0 children (0%) of the total number of children (21 children) with the category of starting to develop, 14 children (66.7%) of the total number of children (21 children) with the category of developing as expected, seven children (33.3%) of the total number of children (21 children) with the criteria of developing very

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well. The percentage of final achievement of children's fine motor skills in the Precycle study can be explained in Figure 3 below:

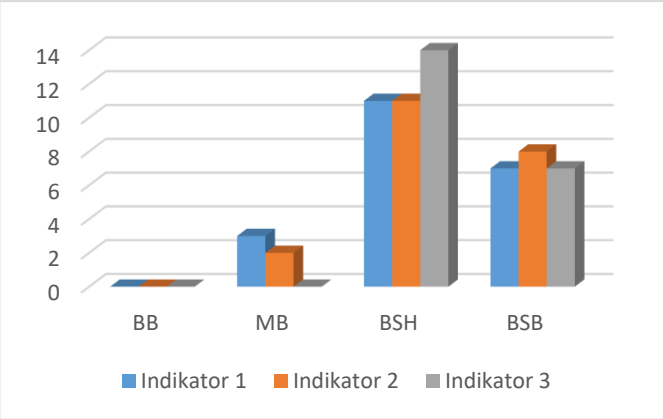

Figure 3. Observation ResulBased on these data

Figure 3. Observation ResulBased on these data, significant development has been achieved in implementing cycle II actions, and the percentage of children with good criteria has reached above 80.6%. The activity is stopped by referring to the opinion of success indicators that the success rate in research that reaches 76-100% is included in the category of very well-developed. This study's hypothesis states that early childhood creativity in PAUD Nurul Iman, Talang Baru Village, and Pajar Bulan Subdistrict, Lahat Regency, can be improved through colouring activities with benanng media. The improvement can be seen from the children's success in the initial condition before the action, cycle one action and cycle two action. The results of the upgrade can be described as follows:

1) Children's fine motor skills before the action were known in tracing patterns, cutting patterns, and sticking patterns, obtaining an average score of 44% of the total number of children (21) with undeveloped categories.
2) Children's fine motor skills in the first cycle with two encounters were known in the aspects of tracing patterns, cutting patterns, and sticking patterns. They got an average score of 67.9% of the total number of children (21), with categories starting to develop.
3) The fine motor skills of children in cycle II were carried out with two meetings, and it was known that in the aspects of tracing patterns, cutting patterns, and sticking patterns, they got an average score of 80.6% of the total number of children (21 children) with very well developed categories.

Thus, the action hypothesis that states that early childhood creativity in PAUD Nurul Iman, Talang Baru Village, and Pajar Bulan Subdistrict, Lahat Regency, can be improved through colouring activities with yarn media is proven. The results of these improvements are presented in the following table:

Table 4. Early Childhood Fine Motor Before Action, Action Cycle I and Cycle II

Indicator	Precycle	Increase	Cycle I	Increase	Cycle II	Increase
BB	28.57143	44%	0	67.9%	0	80.2%
MB	61.90476		42.85714		0	
BSH	9.52381		47.61905		71.42857	
BSB	0		9.52381		28.57143	

Based on the development of creativity through colouring activities with yarn media in early childhood at PAUD Nurul Iman, Talang Baru Village, Pajar Bulan District, Lahat Regency in the table above, a graph of the results of the improvement can be made through the following figure:

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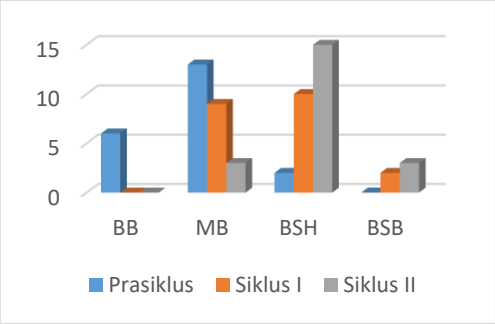

Figure 4. Early Childhood Fine Motor Before Action, Action Cycle I and Cycle II

Discussion

This study used the Classroom Action Research (PTK) method, which was carried out on class children in PAUD Nurul Iman, Talang Baru Village, Pajar Bulan District, Lahat Regency. This study was conducted in two cycles, the first cycle two meetings and the second cycle two meetings, each meeting 5 X 30 minutes. This study aims to increase early childhood creativity through colouring activities with yarn media. The stages in learning are planning, implementing, observing and reflecting on data resulting from creativity data obtained from the results of documentation and observations carried out in cycles I and II. The research was conducted in PAUD Nurul Iman, Talang Baru Village, Pajar Bulan District, Lahat Regency. Each cycle is carried out in two meetings. The planning stage in Cycle I includes activities Coordinating with class teachers as research collaborators, namely as implementers of actions, Setting the time for the implementation of class action research in Cycle I, Planning and compiling RPPH (Daily Learning Implementation Plan), which will be used as a reference in the implementation of learning, especially in increasing creativity, Researchers prepare materials for colouring with yarn media that will be used during The process of activity takes place. Researchers prepare observation sheets to see increased creativity and prepare tools to document learning activities, such as cameras. During the implementation of class actions, researchers make observations (observations) by filling in instruments that have been prepared, namely observation sheets on the readiness of students during activities and assess the increase in children's creativity. The following are the observations of students in increasing creativity through colouring activities with yarn media. In the first cycle, there were two children (9.52%) with the category of very well developed (BSB), ten children (47.6%) with the category of developing according to expectations (BSH), nine children (42.8) with the category of starting to develop (MB) and 0 children (0%) with the category of undeveloped (BB).

The results of the above observations show that children's creativity through colouring activities with yarn media in the first cycle has not been successfully achieved because students who achieve the category of having creativity through colouring activities with good yarn media (Very Good Development / BSB) are only ten children (47.6%). So, researchers made observations in cycle II. Based on the explanation above, it can be seen that several problems have arisen in the implementation of cycle I meetings 1 and 2. The obstacles in cycle I am meeting 3 are: (1) Children have difficulty making colours in the plastic cup, so glasses are used in class, such as spilt water and spilt colour powder. (2) The HVS paper is too thin and easily torn, so children become afraid to put thread on it. (3) The results are less than optimal because the media tools and materials are still not optimal.

Therefore, children's creativity ability in PAUD Nurul Iman, Talang Baru Village, Pajar Bulan District, Lahat Regency through colouring activities with yarn media must be continued in cycle II actions. In addition, there is also a need to improve the obstacles found in Cycle I. The corrective steps implemented are as follows: (1) The dye is prepared directly by the teacher before the children come in the bottle, and when the activity is carried out, the teacher puts the dye into the plastic cup, so it is expected that the activity will be more efficient. (2) Replace HVS paper with Concorde paper because it is thicker than HVS paper, so it is not easily torn when exposed to colour water, and children become bolder when applying thread on Concorde paper.

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In Cycle II, improvements need to be made because the implementation of actions in Cycle I still has many shortcomings. The reflection on cycle I am expected to provide changes in the process of activities and the results of cycle II for the better. The activities carried out in cycle II remain the same, namely colouring with yarn media. When the implementation of the action takes place, the researcher makes observations (observations) by filling in the instruments that have been prepared, namely observation sheets on the readiness of students during the activity and assessing the increase in children's creativity. The following are the observations of students in increasing creativity through colouring activities with yarn media in cycle II. There were six children (28.6%) with the category of very well developed (BSB), 15 children (71.4%) with the category of developing according to expectations (BSH), 0 children (0%) with the category of starting to develop (MB) and 0 children (0%) with the category of undeveloped (BB). The above observations showed that increasing children's creativity through colouring activities with yarn media in cycle II was successfully achieved because students who achieved creativity through good figure book media (Very Good Development / BSB) were only 15 children (71.42%).

The obstacles obtained in Cycle I actions have been overcome in Cycle II. The activity went smoothly, and the children seemed enthusiastic about participating in the activities given because they could be directly involved in learning, so they did not just listen to explanations from the teacher. There are still three children who do not meet the criteria. The problem-solving aspect has not met the success indicators due to a lack of confidence in children. Hence, children still need teacher help in colouring, but this is not a problem because overall, the increase in children's creativity through colouring activities with yarn media in children in PAUD Nurul Iman Talang Baru Village, Pajar Bulan District, Lahat Regency has experienced an increase Significant. Children's creativity through colouring activities with yarn media has met the set indicators of 80.2%. This can be seen from the observations achieved by children. Therefore, the research was deemed sufficient and stopped until Cycle II. Based on the results of the research that has been carried out, conclusions can be drawn that colouring activities with yarn media from cycle I to cycle II have increased. This improvement is shown through children's creativity observed in implementing learning activities.

Conclusion

Based on the results of research conducted for two cycles and each cycle carried out for three meetings, it can be concluded that the increase in creativity in PAUD Nurul Iman children, Talang Baru Village, Pajar Bulan District, Lahat Regency occurred because of learning carried out through colouring activities with yarn media. This is shown by the increase in children's creativity in each cycle. Learning steps to increase children's creativity are introducing the rules of play: colour water should only be applied to the paper provided, and colour liquid should only be used with group mates. If finished, immediately wash your hands and dry them. Then, the child is invited to observe the tools & materials provided by the researcher. Then, the teacher explains what the child will do and directs the child on how to do colouring activities with yarn media. At this stage, the child begins to be able to describe for himself what the child will form, and the teacher only mentions the theme. Teachers accompany children in colouring activities with yarn media, and researchers observe and observe every incident in the classroom. After all the children finish colouring activities with yarn media, the teacher will know the extent of student creativity. Based on the data in this study, the results of children's creativity in each cycle have increased. Children's creativity at the Cycle II stage reached 80.6% of 21 children. This shows that increasing creativity in PAUD Nurul Iman children, Talang Baru Village, Pajar Bulan District, Lahat Regency can be done through playing with colours using yarn media.

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