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**CREATIVITY DEVELOPMENT OF CHILDREN THROUGH TOURISM  
WORK METHOD**

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**ABSTRACT**

Drawing creativity is often underestimated. The consequences of the practice of sketching sometimes go unnoticed because it is only used for relaxation. This study uses a field trip approach to foster children's artistic creativity. This study uses a qualitative methodology, which allows us to quickly and effectively rework and restate our research. Data reduction, data presentation, data verification, and drawing conclusions are part of the data analysis in this study. In this study, data analysis includes data reduction, data presentation, data verification, and drawing conclusions. According to research findings, implementing the field trip strategy helps children sketch with more creativity, hold pencils properly, and draw straight and curved lines effectively. rewrite your text for you.

**Keywords:** *development, creativity, method of tourism.*



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## **1. INTRODUCTION**

Every early childhood has a variety of skills or skills that are not the same. By looking at these different kinds of skills, we should carry out some forms of developing these skills. Every personal skill possessed by early childhood is creativity. Creativity is a fundamental skill to be nurtured or grown at all levels of education. Creativity plays an important role in the activities of a child. Teachers have a vital role in developing these skills.

Drawing activities are often only used as a vehicle or a means of relaxation. Teachers or educators pay less attention to results or creativity in drawing activities. This of course greatly hampers the development of children's creativity. In the condition of learning to draw creativity which is still very low due to the fine motor skills of children who have not been trained so that children are not able to hold a pencil properly, the method used by the teacher is not suitable and the creativity of children's drawing is still very low, so to increase children's creativity using the field trip method.

According to Semiawan (Afnita, 2021) says that early childhood who are still in a period of growth and development need extra direction and care. In terms of child growth and development, parents must also be responsible for their children and their families. Not only providing nutritious food, but also children's education is most important from an early age (Nurbayani, 2017). Early childhood education services are the basis that greatly influences the development of subsequent children to adulthood. Guilford suggests that creativity refers to the skills that mark a creative person (Ngalimun, 2013). Meanwhile, according to (Munandar, 2004), the ability to create new combinations based on facts, information, or existing elements is the result of the interaction between a person and his environment. Modifying something that

already exists to fit a new idea is created. In other words, a new thought is created by combining the two previous conceptions.

One of the mental aspects that need to be researched and improved is creativity. Every child undoubtedly can develop into an extraordinary person. The presence of creativity can add to the dynamism of life. Drawing is a skill that can be developed from an early age as a technique for expressing creativity. The capacity to think of unexpected ideas and come up with an original solution to a problem is known as creativity. When new patterns are formed, knowledge from previous experiences is combined, old relationships are linked into new contexts, and new correlations are formed. All of these processes are part of creativity. Imagination or synthesis of ideas is two examples of creative activities that produce works of art. Therefore, creativity is a process that shows motivation and perseverance in user experience, knowledge, and information to create something fresh, original, and thus exclusive to the creator's work, whether in the form of thoughts or concrete or abstract works.

There are strategies for developing early childhood creativity can be done through many things (Mulyasa, 2012). First, by having a real work. At an early age, the child can use his imagination to create a work (image) through a real work that reflects his creativity. Children's creativity and cognitive abilities will develop when they produce authentic works. This strategy encourages children to explore new things and use their imagination. Every young person is free to use their imagination in a way that produces unique results. Second by imagination, the ability to imagine or create images based on reality or other people's experiences are called imagination. Imagination can be interpreted as fantasy. Children's



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imagination can help them think creatively and develop their thinking skills without being constrained by reality or everyday life. Children are free to think based on their experiences and imaginations.

Third through exploration. An exploration is a form of game activity that involves visiting a location and learning something new while having fun. Exploration activities in Kindergarten teach children to elaborate and utilize basic analytical skills to identify an object. Children benefit from exploratory activities in many ways, including a greater understanding of broad and realistic information; development of children's curiosity; clarification of the concept of knowledge and skills possessed; and a comprehensive understanding of human life with all its different circumstances and conditions. Through drawing activities, children can also imitate and reproduce nature based on their creativity and imagination.

Drawing is creating visual forms. Writing, scratching, and scribbling other objects with sharp tools are used to perform these activities and create drawings. This activity progressed from drawing accidentally while moving the hand to draw intentionally. After drawing, children will feel happy because they can now communicate with other people (Hajar, 2008). One way to show creativity is through drawing. Children have started this from the age of 0-2 years through scribbling. Scribbles are the initial form of creativity that will eventually become more subtle and diverse. Children sketch things they observe, enjoy, and feel. Children begin to scribble on paper or walls at their age. Parents and teachers can encourage children to sketch so that they can express their creativity in the available media. The child is then asked about the background of its creation. Children's stories are usually much more interesting than scribbles (Suyanto, 2005).

Drawing is a favourite activity among children. When a child draws an

event, it makes them feel as if the event is happening and they are a part of it. Therefore, drawing is a learning process for children as well as a task (Tabrani, 2014).

Pamilu (2007) explains that for young children, sketching is the right and appropriate method. They explore colours, textures, and shapes using image media at will, spontaneously, creatively, uniquely, and individually to realize, express themselves, and allow children to grow and strengthen their imagination and creativity. Early Childhood Education is the most conducive time to foster creativity. Therefore, it is very important to have games and educational programs that help foster creativity child.

There's a lot of importance of creativity in children (Mulyasa, 20212). Everyone's creativity manifests itself in different ways. People can become more self-actualizing through creativity. The ability to consider various solutions to a problem is creativity, which so far has not received much attention in PAUD. Besides that, children may feel fulfilled by engaging in creative activities. The fun will motivate children to do their tasks more effectively and meaningfully. Lastly, early childhood creativity can help children develop various potentials, skills, and personality traits. The invention may result in new inventions, inventions and technologies. As a result, cultivating attitudes, beliefs, and creative actions must start at a young age.

To improve the development of children's creativity in drawing this study uses the field trip method. Applying the field trip method as a learning method, children are invited to see a certain object to learn more. In the concept of tourism that is often done where children are only invited to a tourist attraction. The field trip method is useful for children to understand real life in their environment with a variety of activities. Seeing, hearing, smelling,



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and touching objects will be conveyed through the field trip method.

The field trip design technique that has been prepared by the teacher is practised through the use of the field trip method. The plan offers a guide to the schedule of activities that must be completed correctly. After the field trip is completed, the field trip assessment design is put into practice through the field trip evaluation. Drawing exercises can be used to assess the development of creativity through follow-up, namely incorporating the learning outcomes of field trips into classroom activities. If the child makes improvements, the intended purpose of the field visit has been achieved.

Because they are children who are starting the stage of cognitive development known as "pre-operational", applying the field trip to them will be very useful to increase their creativity and appreciation. That is, in early childhood education, learning about an experience occurs more quickly. According to Vera (Nashruddin, n.d.) teaching and learning activities outside the classroom will also emphasize the application of knowledge, namely the use of real learning tools and concern for the environment.

Here are the objectives of the field trip method are expected to: (1) can experience an object directly through the field trip; (2) can carry out their duties and ask questions directly; (3) be able to see, hear, research, and try what they face to conclude while studying subjects (Roestiyah, 2008).

This method has several benefits, including children can observe and directly internalize various activities, both individually and in groups, which will deepen and expand their experience. The object being reviewed, children can gain various knowledge and integrated experience, which is inseparable and integrated. Children can observe various realities up close and children can gather

information by talking to people or listening to lectures.

According to Sagala (2007) there are several weaknesses of this method, including it requires careful preparation by many parties, frequent field trips will interfere with class planning, especially if the location is far from school, sometimes experiencing transportation difficulties, if the location is difficult to observe, the child will become confused and fail to meet the goals that have been set and requires close monitoring. However, these weaknesses can be overcome by needing to set precise and unambiguous goals, determination of tasks to be completed before and after field trips, the third step field trip evaluation plan: the experience and results of the fourth step field trip: the following plan as a follow-up to the field trip experience, plan the following as a follow-up field visit experience. The author is interested in discussing testing children's drawing creativity through drawing activities using the field trip method based on facts that occur in the field and literature (Sagala, 2007).

## **2. METHODS**

The field trip method is used to support the development of early childhood creativity. The research method used in this research is using qualitative methods. According to (Creswell, 2010) qualitative research requires important efforts to ask questions to obtain specific data from respondents, and the data obtained are analyzed by theme induction and data interpretation ranges from specific to general. This research is field research (field research). According to (Moleong, 2007), Field research can be used as a strategy to collect qualitative data or as a general approach to qualitative research. In qualitative research, the researcher serves as a tool for interpreting what is happening by collecting data in a natural context.



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The data collection techniques in this study were observation, documentation, and interviews. Observations were made to provide generalizable data. In this study, observations were made to see how creative the children were in making sketches. The researcher uses the passive observation type. In passive participation type observation, the researcher visits the location of the activity but does not participate in it (Anggito & Setiawan n.d.).

The documentation is carried out to obtain the necessary data. Data sources for the entire research project are documented (Fitrah, 2017). Documentation data collected by researchers will be used to inform the research process. Interviews were conducted to obtain comprehensive, accurate, honest and in-depth information.

Data reduction, data presentation, data verification and conclusion drawing are used in data analysis in this study. Data reduction is used as a complement, to classification so that it can produce meaningful data and make it easier to conclude. Information in this study is presented as narrative text (in the form of field notes). Data verification is used to ensure the correctness of the data entered. Non-parametric statistical data analysis with quantitative methods was used to analyze the data for this study.

### **3. RESULT AND DISCUSSIONS**

Researchers studied children in group B because they wanted to encourage the creative growth of children between the ages of 5 and 6 years. Prior to conducting this research, in this case, children rarely explored or investigated their environment, so it was often observed at school that group B students were less creative and more passive when learning. Children's work is often not by the demands of the teacher so when they compete, their achievements are not as expected.

Therefore, research or studies that raise the topic of how to foster creativity in early childhood through field trips in group B Kindergarten of the Sokanegara Village through several stages such as scheduling acting, action or action, observation, and reflection.

Due to the geographical location of the Sokanegara Sub-district Kindergarten which is located in front of the highway, the children are invited out of the classroom to go to the highway.

#### **a. Scheduling**

The children are said to be carrying out drawing activities by looking at the object directly, that is, the children will be invited out of the classroom to see the conditions or conditions on the highway. Children will be able to see what is on the road.

#### **b. Action (acting)**

The children are lined up on the sidewalk, and the teacher accompanies them and gives directions. The children listen to the directions from the teacher.

#### **c. Observation.**

Children observe objects that can be seen on the road the results of the observation phase are now evaluated or analyzed along with the collected data. Teachers can evaluate the work based on the findings of observations or observations to determine whether the methods that have been used can help students become more creative in their talents or skills to ask questions, behave, recognize and understand the things around them.

### **4. CONCLUSION**

Research or studies that discuss the development of early childhood creativity with a field trip are very useful, as evidenced by the findings of research activities. These field trips are very quick to foster children's creativity in a natural setting. The children participating in this



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field trip, it was very exciting and energetic. In addition, they are easier to investigate what was witnessed in person. This is very helpful for developing creativity and allows early identification of a child's potential.

So that children can easily get to know the outside world, this field trip should be carried out every three months in a different location so that teachers or educators can recognize children's talents and potential from an early age.

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