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### The Use Of Inquiry Learning Strategies As An Effort To Develop Children's Creativity



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#### Abstrak

Strategi merupakan hal yang sangat penting dalam proses pengembangan segala aspek perkembangan anak usia dini, termasuk dalam mengembangkan aspek kreativitas anak. Akan tetapi, beberapa pendidik kadang melupakan peran strategi dalam proses pengembangan kreativitas anak. Oleh karena itu, penelitian ini mencoba menganalisis tentang penggunaan strategi yang tepat untuk mengembangkan kreativitas anak. Adapun strategi yang digunakan adalah strategi pembelajaran inkuiri. Oleh karena itu, penelitian ini bertujuan untuk menganalisis proses penggunaan strategi pembelajaran inkuiri dalam mengoptimalkan kreativitas anak. Penelitian ini menggunakan metode penelitian kualitatif dengan subjek penelitian adalah anak kelompok B di TK Jeumpa Ban Kemang. Penelitian ini juga menggunakan teknik pengumpulan data wawancara, observasi dan dokumentasi dengan teknik analisis menggunakan teknik Miles dan Huberman. Berdasarkan hal ini, diperoleh hasil bahwa strategi inkuiri sangat tepat digunakan sebagai salah satu cara untuk meningkatkan kreativitas anak.

#### Abstract

Strategy is essential in developing all aspects of early childhood development, including in developing aspects of children's creativity. However, some educators sometimes forget the role of strategy in the process of developing children's creativity. Therefore, this study analyzed the use of appropriate strategies to develop children's creativity. This study used an inquiry learning strategy to analyze the process of using inquiry learning strategies in optimizing children's creativity. This study used a qualitative research method with group B children in TK Jeumpa Ban Kemang as the research subjects. This study also used interview data collection techniques, observation, and documentation with analytical techniques, Miles and Huberman. Based on this, the results obtained that the inquiry strategy was very appropriate to be used as a way to increase children's creativity.



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## INTRODUCTION

Children are individuals who must be cared for and nurtured because children are a mandate from God. Therefore, parents must provide a good education for their children. One of the educational gifts that parents can provide is to provide education through Early Childhood Education services to develop all their potential, including the potential for creativity. Quality humans are individuals who can come up with creative ideas. Therefore, creativity needs to be nurtured in the form of stimulation from an early age.

Creativity is significant potential and must be given optimal stimulation. Yeni Rachmawati stated that there are at least four reasons why creativity is essential to be nurtured from an early age, namely (1) creativity is a form of self-realization, (2) creativity leads to the ability to solve problems, (3) creativity can provide individual satisfaction, and (4) creativity is a form of quality human embodiment (Rachmawati, 2010). However, Rogers (in Munandar, 1999) stated that creativity can be influenced by an environment that could provide psychological comfort and freedom. With an environment that allows children to be free, it will be easier to channel all the creative ideas they have.

According to Santrock (in Masganti et al., 2016), creativity is the ability to think about something different and uniquely provide solutions. Meanwhile, according to Munandar (in Asrul & Ahmad Syukri Sitorus, 2016), there are two definitions of creativity: (1) creativity is the skill in innovating and finding new things, and (2) creativity is the skill in proposing new ideas and can be used to solve problems. The form of creativity in children is like being able to create new products and give opinions about new things so that they can solve problems.

Creative individuals are characterized by high curiosity, high motivation, and imagination, are open to new things that they do not know, always looking for solutions to problems that occur, and always thinking about and rearranging problems by finding new relationships (Khadijah, 2008). 2016).

The way for children to be able to express themselves with the creativity they have is by providing comfort when children are doing creative activities and in solving problems, teaching children to appreciate the potential that exists in

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children, and teaching children to pursue their potential (Asrul & Ahmad Syukri Sitorus, 2016).

The development of creativity is one of the essential parts that teachers must consider. Teachers must build children's creativity by designing children's learning processes according to development and prioritizing aspects of early childhood development. Children's learning process will feel boring if they ignore children's creativity. If the child feels that learning is boring, the teacher will also feel the same way.

Teachers have an important role in optimizing children's creativity because teachers are role models for early childhood, making it easier to develop children's creativity. Therefore, teachers must be wiser and not make rules that kill children's creativity. Teachers must use the best opportunities inside and outside the room to invite children to optimize their creativity (Khadijah, 2015). To increase children's creativity, it can be done through playing or games such as playing collages from natural materials (Afnilaswati et al., 2020). Besides, teachers need to plan the use of strategies that will be used to achieve learning objectives. Strategy is the most important thing to achieve learning objectives. In choosing learning strategies for early childhood, teachers must pay attention to what abilities will be developed based on the activities and the selection of themes in these activities and patterns in the learning process (Khadijah, 2015).

In developing children's creativity, many strategies can be used: the inquiry learning strategy. This is based on the fact that many experts put forward arguments about the effectiveness of inquiry learning strategies to develop children's creativity. One of them is Metzler, who stated that the development of creativity in physical education can be done through inquiry learning strategies (Masganti et al., 2016).

A similar opinion was explained in the research carried out by Ni Made Ayu Suryaningsih stating that early childhood creativity increases with the implementation of guided inquiry learning. This is shown by the increase in children's creativity scores in cycles I and II, initially only 54.54%, to 86.36% in cycle II (Suryaningsih, 2016). In addition, Erina Dwirahmah's research also

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provided the same analysis in her research that she explained through an inquiry approach to creativity in drawing and playing with plasticine, children have relatively high final results, namely 53.60% for picture creativity and 54.00% for creativity with clay (Dwirahmah, 2013).

Agreeing with the analysis results above, Nurlita, in her research, also found similarities stating that children's creativity increased after being treated using inquiry learning strategies compared to using expository strategies in classes that were not given treatment (Nurlita, 2012).

The results of preliminary observations at TK Jeumpa Ban Kemang indicated that the strategies used by teachers in the learning process tended to be controlled by the teacher. This caused children to feel bored and not enthusiastic about learning because the activity carried out was only listening. Based on this, the researcher took action using inquiry learning strategies to increase children's creativity.

## **RESEARCH METHODS**

This study used qualitative research methods to describe the results of using inquiry learning strategies to increase children's creativity.

The subjects of this study were group B children at Jeumpa Ban Kemang Kindergarten. The data collection techniques used to facilitate the research process were interviews, observation, and documentation. The indicators achieved by children are based on the following research instruments:

**Table 1. Research Instrument**

<b>Dimension</b>	<b>Aspect</b>	<b>Indicator</b>
Drawing Creativity	a. Fluency in expressing ideas when drawing	<ul style="list-style-type: none"> <li>- Children can express their ideas when drawing independently</li> <li>- Children are creative in expressing ideas when drawing</li> </ul>
	b. The description of the strokes of the image is various and made in detail	<ul style="list-style-type: none"> <li>- Children can draw three or more shapes</li> <li>- Children can draw according to shapes</li> </ul>
	c. Work production through pictures	<ul style="list-style-type: none"> <li>- The children themselves make the pictures</li> <li>- Children draw according to real pictures</li> </ul>
	d. Fluency in expressing ideas when drawing	<ul style="list-style-type: none"> <li>- Children can express their ideas when drawing independently</li> <li>- Children are creative in expressing ideas when drawing.</li> </ul>

## **RESULTS AND DISCUSSION**

The results showed that the inquiry learning strategy was a solution to develop children's creativity. This can be seen from the results of interviews and observations. From the results of an interview with Ms. Hasanah as the head of the school, she explained that when using the inquiry learning strategy, the results of children's drawings were better so that children's creativity was significantly increased. The inquiry strategy process was carried out to emphasize the thinking process in children, namely children think for themselves with the teacher providing stimulation in the form of questions about the image that the child will draw.

Meanwhile, the observations indicated that the children's ability to color and color was better than before. The suitability of the colors depicted by the children indicated that the children started to think critically and analytically in drawing. This is undoubtedly following what is glorified in the inquiry learning strategy, which emphasizes critical and analytical thinking processes.

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In the aspect of fluency in expressing ideas when drawing, children achieve the indicator target; that is, they have been able to express their ideas independently. Out of 15 children, two children were Very Well Developed (BSB) = 13.3%, ten children with the criteria of Developing According to Expectations (BSH) = 66.6%, and three children were Starting to Develop (MB) = 20%. As for the indicators for creative children in expressing ideas when drawing, four children were Very Well Developed (BSB) = 26.6%, nine children with the criteria for Developing According to Expectations (BSH) = 60%, and one child was Not yet Developed (MB) 6.6 %. Based on this, it can be concluded that, on average, the children of group B in TK Jeumpa Ban Kemang achieved the criteria of Developing According to Expectations (BSH) for the fluency aspect in expressing ideas when drawing.

Then, in the aspect of parsing various drawings and making in detail for the first indicator, namely the children could draw three or more shapes. Out of 15 children, eight children achieved the Very Good Developing criteria (BSB) = 53.3%, and seven children achieved Criteria for Developing According to Expectations (BSH) = 46.6%. Meanwhile, on the indicator that children can draw according to shape, five children achieved the criteria for very good development (BSB) = 33.3%, eight children achieved the criteria for Developing According to Expectations (BSH) = 53.3%, and two children only reached the criteria for Starting to Develop (MB) = 13.3%. Based on this, it can be concluded that the aspects of parsing the drawings varied and were made in detail to achieve the criteria for Developing According to Expectations (BSH).

As for the aspect of working through pictures in the first indicator, namely the pictures made by the children themselves, fourteen children achieved the Very Good Development criteria (BSB) = 93.3%, and one child with the criteria for Developing as Expected (BSH) = 6.6%. Meanwhile, for the second indicator, namely children drawing according to actual pictures, there were still five children who reached the criteria for Starting to Develop (MB) = 33.3%, five children achieving the criteria for Developing According to Expectations (BSH) = 33.3%, and five children with the criteria of Developing Very Well (BSB) = 33.3%. Based

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on this, it can be concluded that working through images, on average, children achieved the criteria for Developing Very Well (BSB).

Based on the percentage results above, it is known that children's creativity has developed very well compared to without using inquiry learning strategies. Therefore, it can be understood that the inquiry learning strategy is suitable for developing children's creativity. This is because children's learning strategies provide freedom of expression so that children feel happy. Agreeing with the researcher's statement, Ali also stated that the use of inquiry learning strategies certainly makes children feel happy because learning is child-centered so that children can freely learn, conduct investigations, seek answers, and find answers (Mudrofir, 2016). Then, the results of Cahaya's research also indicated a significant difference in children's creativity when taught with the inquiry learning model, which was 31.56 higher than the group of children who learned to use conventional learning, which was 29.56 (Cahaya et al., 2020). In addition, other research results explained that using inquiry-based learning strategies can develop curiosity, cooperation, self-confidence, creativity, commitment, enthusiasm, perseverance, imagination, and reflexivity. Because inquiry-based learning will provide a meaningful experience, children get satisfaction even when they get a difficult task (Michalopoulou, 2014). Furthermore, the results of Rodriguez's research also concluded that students gained increased creative thinking skills after using Inquiry-Based Learning (IBL). Students also felt that learning felt more meaningful and had a satisfying learning experience (Rodríguez et al., 2019).

The inquiry learning strategy is very suitable to be used in learning children's creativity because Ngalimun explained that the purpose of the inquiry learning strategy is to make children disciplined and intellectually skilled so that children can raise problems, collect problems, then be able to find solutions or be able to solve problems. The purpose of this inquiry learning strategy is not much different from creativity. Therefore, it can be concluded that inquiry learning strategies and creativity have a sustainable relationship (Ngalimun, 2012). In creativity, there are important indicators that are the same as the purpose of inquiry, namely the creative thinking process that is applied to problem-solving and involves thinking to

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generate ideas (Larraz-Rabanos, 2021). This thinking is also in line with Taylor's research, which agrees on the compatibility between inquiry and creativity. He stated that in inquiry learning activities, a teacher could incorporate more aspects of creative thinking to lead to more meaningful learning (Thompson, 2017).

The teacher must pay attention to whether he has followed the inquiry learning strategy stages in implementing the inquiry learning strategy. Some teachers stated that inquiry learning strategies are not suitable for early childhood, even though, in essence, they do not correctly understand the steps of implementing inquiry learning strategies. Joyce, Weil, and Calhoan in Masganti explained that there are four stages of implementing inquiry learning strategies: the investigation stage, problem structuring, problem identification, and speculation to solve problems. Furthermore, Masganti explained that if the inquiry learning strategy is used in early childhood, the steps that must be taken are the children observe, group, show and distinguish objects. The child conducts experiments, the teacher demonstrates the experiment before the child tries it, giving the child the opportunity to do the experiment, and the last time doing a question and answer between the teacher and the child (Masganti et al., 2016).

However, every advantage has its drawbacks. The inquiry learning strategy has several drawbacks, including during the learning process, the child's success rate is a little challenging to control, children who have average abilities will be defeated by children who have above average abilities. Then, the inquiry learning strategy is only suitable for classes with few students (Mudrlofir, 2016). Furthermore, Abdul Majid also mentioned that the lack of inquiry learning strategies is also because its implementation requires a long time, which will undoubtedly make it difficult for the teacher to collide with the allotted time (Majid, 2013).

## **CONCLUSIONS**

Based on the results of the analysis and description of the research results above, it can be concluded that from the three aspects that were broken down into six indicators, the creativity ability of children's drawing has increased well.



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Therefore, group B children in Jeumpa Ban Kemang Kindergarten experience rapid creativity development and achieve the criteria for Developing According to Expectations (BSH) in two aspects, namely the aspect of fluency in expressing ideas when drawing and parsing various detailed drawings. Then, in working through pictures, the average child reaches the Very Good Development (BSB) criteria. With this, it can be seen that the inquiry learning strategy is a suitable strategy to use in developing children's creativity.

### SUGGESTIONS

Teachers can use varied methods as attractive as possible so that children more easily understand what is being taught and are more conceptualized and directed. Therefore, as a teacher, of course, we must be more careful in using learning strategies. This is done so that learning can run according to the objectives to be achieved.

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