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Efforts to Increase Creativity through the Creation of Woven Patchwork Cloth for Children Aged 5-6 Years

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Abstract. This study aims to enhance the creativity of 5-6-year-old children through the creation of woven patchwork fabric at TK IT Auladi Palembang. The research method used is Classroom Action Research (CAR) with the Kemmis and McTaggart model, which consists of planning, implementation, observation, and reflection across two cycles. The subjects of this study were 20 children from Group B, selected based on their developmental stage and involvement in early childhood education, ensuring they were appropriate for assessing creativity development through hands-on activities like woven patchwork creation. Data was collected through observation and documentation, with observation focusing on children's engagement, participation, and creativity during the activity, while documentation provided additional insights into the learning process and outcomes. The indicators for observation and documentation included children's ability to follow the weaving process, creativity in the design of the patchwork, and overall engagement in the task. Data analysis was both qualitative and quantitative. Quantitative analysis calculated the percentage of children who demonstrated specific levels of creativity across each cycle, showing 66% of children starting to develop in Cycle I and 83% reaching a "very well developed" category in Cycle II. Qualitative analysis focused on field notes and observations to gain deeper insights into children's development. The results showed a significant increase in creativity after implementing woven patchwork activities, proving the method's effectiveness in fostering creativity in early childhood education.

Keywords: children's creativity, woven patchwork, classroom action research, PAUD

Introduction

Early childhood is a group of children who are experiencing unique growth and development. In this phase, children acquire learning through real experiences that allow them to show activity and curiosity. The golden age at the age from 0-6 years, is a sensitive period where children easily receive stimuli from the surrounding environment. Therefore, early childhood education (PAUD) aims to support their growth and development optimally (Harmi et al., 2022; Sutrisno, 2021).

One of the important aspects of child development is creativity, especially at the age of 5-6 years. Creativity reflects the ability to think uniquely and innovatively in finding new ideas and solutions. In this process, children process their ideas into something new and meaningful. To foster creativity, the right strategies are needed, such as providing freedom of expression, providing exploration media, and supporting children's imagination in the learning process. Children's creativity levels vary and are influenced by various factors (Sakti & Sit, 2024).

Some of the factors that play a role in the development of children's creativity in the school environment are freedom of expression and support from teachers. Teachers should not limit children's creativity with rules that are too strict or dictate what to do. In addition, creativity can also be hampered due to the lack of environmental support, both materially and thoughtfully, as well as the lack of opportunities for children to play and explore. Freedom in learning is very important so that children can discover and develop their own creative ideas (Azizah & Wardhani, 2022).

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Early childhood education has an important role in stimulating children's creativity by providing a variety of interesting learning methods. One of the media that can be used is patchwork. Through patchwork, children can learn to distinguish colors and motifs, cut, fold, and sew simply. This activity encourages children's imagination to develop naturally, as they can create works of art according to their own creativity. Patchwork can also be used as a tool to train fine motor skills and hone children's creative thinking skills in making something new (Fazalani & Saputra, 2022).

Research related to increasing creativity through the creation of woven patchwork fabrics has been conducted by Hasanah (2023). This research aims to overcome the lack of children's creativity due to conventional learning methods that do not provide opportunities for children to express themselves. By using woven patchwork, children are more active in exploration and creation of works, which ultimately increases their creativity.

At Auladi Palembang IT Kindergarten, there are still many children who have not shown optimal creative skills. This can be seen from the results of observations that show that children are less active in expressing ideas and producing creative works. Therefore, further research is needed to find out how the use of woven patchwork can effectively increase children's creativity.

Creativity is the ability to create something new, both in the form of ideas and real works. Creativity also plays a role in solving problems by finding new relationships between existing elements. In this case, creativity is often associated with four main aspects: person, process, press, and product. Semiawan in Rachmawati emphasized that creativity is the ability to generate new ideas and apply them in problem-solving.

While previous studies, such as those by Hasanah (2023) and Azizah & Wardhani (2022), have explored the role of various activities in fostering creativity in early childhood, there is a lack of research specifically examining the impact of woven patchwork fabrics on enhancing creativity in children aged 5-6 years. Most existing research focuses on general learning methods or uses other creative mediums without directly considering the benefits of patchwork. Furthermore, there is limited investigation into the practical application of woven patchwork fabrics in early childhood education settings, particularly in Indonesian kindergartens like IT Kindergarten Auladi Palembang. The gap lies in how these specific medium influences creativity within a structured early childhood education program.

This study introduces the novel approach of using woven patchwork fabrics as a tool to stimulate creativity in children aged 5-6 years. By incorporating patchwork into early childhood education, this research provides a fresh perspective on creativity development, highlighting how activities like color recognition, cutting, folding, and sewing can enhance children’s cognitive and motor skills. This research also explores the integration of patchwork in a classroom setting, emphasizing its potential to overcome challenges related to children’s low engagement in creative tasks and their limited opportunities for self-expression. By focusing on a specific age group and using a targeted method, this study contributes valuable insights into improving the creative development of young children.

Based on this background, this study focuses on children aged 5-6 years using the classroom action research method (PTK). This thesis is entitled "Efforts to Increase Creativity through the Creation of Woven Patchwork Fabrics for Children Aged 5-6 Years at IT Kindergarten Auladi Palembang", which aims to find the best strategies in developing children's creativity through the medium of woven patchwork fabrics.

Materials and Methods

This study used Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of four stages: planning, acting, observing, and reflecting. The research was conducted over two cycles, each consisting of six sessions, with the aim of improving letter recognition among 20 students at TK IT Al-Hafiz Cendekia using moving alphabet media. The study took place in Handayani Mulya, Talang Ubi, from February 5 to 24, 2025. The subjects of the research were 20 students selected based on their age group and current stage in developing

basic literacy skills. Research instruments included observation sheets, field notes, and documentation to gather data on classroom dynamics, teacher-student interactions, and learning outcomes. Data analysis involved both quantitative methods to calculate the percentage of students meeting letter recognition criteria and qualitative methods to analyze field notes regarding classroom interactions. The findings showed significant progress in the children's letter recognition abilities, indicating that moving alphabet media created a more engaging and interactive learning environment. This research emphasizes the importance of reflective practice in teaching, allowing for continuous improvement in instructional strategies. The findings provide valuable insights for optimizing teaching methods and enhancing educational experiences for young learners, supporting the idea that interactive tools that engage students can effectively foster literacy development in early childhood education.

Results and Discussion

The results of observations made in the implementation of the creation of woven patchwork in the pre-cycle are that children have not been able to achieve the success indicators in learning the creation of their respective woven patchwork fabrics. When the researcher and collaborator made observations, it was seen that most of the children were still stiff to do the creation of woven patchwork fabrics.

Based on the above, researchers and collaborators discuss the problems that occur as material to plan actions to be carried out in cycle 1. From the results of the pre-cycle assessment of class B of Kindergarten IT Auladi, it can be seen in Table 2 below.

Table 1.
Results of Pre-Cycle Children's Creativity Observation

No.	Name	Total Score	Average	Screening Criteria
1	ASY	4	25%	Not Yet Developed
2	AKN	4	25%	Not Yet Developed
3	AND	4	25%	Not Yet Developed
4	IKY	4	25%	Not Yet Developed
5	IZN	4	25%	Not Yet Developed
6	IMH	4	25%	Not Yet Developed
7	ASH	4	25%	Not Yet Developed
8	FTN	4	25%	Not Yet Developed
9	SHA	4	25%	Not Yet Developed
10	SHZ	4	25%	Not Yet Developed
11	YY	4	25%	Not Yet Developed
12	HNN	4	25%	Not Yet Developed

Based on Table 1 above, 12 children have not shown development in children's creativity, therefore, research on children's creativity will be carried out through the creation of woven patchwork fabrics. Table 4.2 will provide an overview of the pre-cycle observation of children's creativity.

Table 2.
Recapitulation of Pre-Cycle Children's Creativity Data

Screening Criteria	Sum Child	Level Completeness
Very Well Developed	0	0%
Growing Up With Expectations	0	0%

Start Growing	0	0%
Not Yet Developed	12	100%

Based on Table 2, it can be seen that the percentage of children's creativity reaches 100% with the undeveloped category. Through Figure 1, the results of children's observations on creativity can be seen.

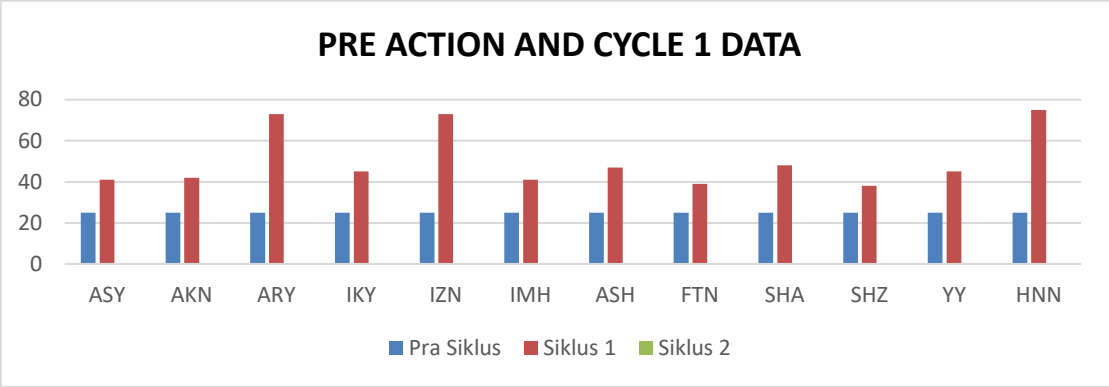

Figure 1.
Pre-Action Children's Creativity Observation Results

Based on Figure 1 from pre-cycle observation data, children's creativity through the creation of woven patchwork fabrics is still low. The graph below illustrates the results of these observations. This may require additional attention and intervention to help improve the children's creativity skills.

Pre-action reflection

Based on the data above, the researcher plans actions in the next cycle to improve the level of achievement of children's creativity through the creation of woven patchwork fabrics. And the researcher conducted an interview with one of the teachers who teaches at Kindergarten IT Auladi Palembang that it is true that children's creativity still needs to be improved, as seen when the child is playing and doing activities.

Results of Cycle 1 Research

After completing the creation of woven patchwork fabrics, the children rested and drank their own drinks. Then the researcher asked about the child's ability when creating woven patchwork fabric at the same time. And the researcher said that tomorrow they will still be creating woven patchwork fabrics. The teacher continued to arrange the children by sitting in a circle, then the teacher invited the children to sing, and then prayed after studying. The teacher asked for objects in Arabic and colors in English. Then the child wears a bag and shoes and shakes hands with the teacher to go home. For those who have not been picked up, they remain in the classroom and can play in the classroom with teachers and researchers.

The following are the results of children's creativity through the creation of woven patchwork fabrics in cycle 1 of the First Meeting.

Table 3.
Results of Cycle 1 of the First Meeting

Screening Criteria	Number of Children	Percentage %
Very Well Developed	0	0
Growing Up With Expectations	0	0
Start Growing	4	34%

Not Yet Developed	8	66%

Based on table 3 above, 8 children who entered the criteria have not developed, with a percentage of 66%, while children with the criteria have started to develop as many with 4 children with a percentage of 34%

Cycle 1 Meeting 2

Table 4.
Results of Cycle 1 of the Second Meeting

Assessment Criteria	Number of Children	Percentage %
Very Well Developed	0	0
Growing Up with Expectations	4	34%
Start Growing	8	66%
Not Yet Developed	0	0

Based on Table 4 above, it can be seen that children experienced an increase in assessment criteria in the form of 8 children with criteria starting to develop, with a percentage of 66%, while 4 children in the criteria of developing according to expectations, there were 4 children with a percentage of 34%.

Cycle 1 Meeting 3

After completing the creation of woven patchwork fabrics, the children rested and drank their own drinks. Then the researcher asked about the child's ability when creating woven patchwork fabric at the same time. And the researcher said that tomorrow they will still be creating woven patchwork fabrics. The teacher continued to arrange the children by sitting in a circle, then the teacher invited the children to sing, and then prayed after studying. The teacher asked for objects in Arabic and colors in English. Then the child wears a bag and shoes and shakes hands with the teacher to go home. For those who have not been picked up, they remain in the classroom and can play in the classroom with teachers and researchers.

Table 5.
Results of Cycle 1 of the Third Meeting

Assessment Criteria	Number of Children	Percentage %
Very Well Developed	0	0
Growing Up with Expectations	3	25%
Start Growing	9	75%
Not Yet Developed	0	0

Based on Table 5 above, it can be shown that 9 children entered the criteria of starting to develop, with a percentage of 75%, while in the criteria of developing according to expectations, it was at a percentage of 25%, with as many as 3 children.

Action Observation

Observation of actions carried out during children's creativity through the creation of woven patchwork fabrics. Researchers observe by recording the development experienced by the child and documenting it. The observation in cycle 1 was carried out from the 1st meeting to the 5th meeting. Observations were made using observation sheets during learning activities. Table 4.10 will show the observation data.

Table 6.

Observation Results of children's creativity cycle 1

No	Name	Percent Cycle of Each Meeting					Total Shoes	Pre Synthase	Information
		P.1	P.2	P.3	P.4	P.5			
1	ASY	4 25%	5 31%	5 31%	6 37%	6 37%	26 161%	41%	Begin Flower
2	AKN	5 31%	5 31%	5 31%	6 37%	6 37%	27 167%	42%	Begin Flower
3	AND	9 56%	9 56%	9 56%	10 63%	11 69%	48 300	75%	Flower Appropriate Hope
4	IKY	5 31%	7 43%	5 31%	6 37%	6 37%	29 179%	45%	Begin Flower
5	IZN	9 56%	9 56%	8 50%	10 63%	11 69%	47 294%	73%	Flower Appropriate Hope
6	IMH	4 25%	5 31%	5 31%	6 37%	6 37%	26 161%	41%	Begin Flower
7	ASH	5 31%	5 31%	6 43%	6 37%	8 43%	30 185	47%	Begin Flower
8	FTN	4 25%	4 25%	5 31%	5 31%	7 43%	25 155	39%	Begin Flower
9	SHA	9 56%	9 56%	9 56%	10 63%	11 69%	48 300	75%	Flower Appropriate Hope
10	SHZ	4 25%	4 25%	5 31%	5 31%	6 37%	24 149	38%	Begin Flower
11	YY	5 31%	5 31%	7 43%	6 37%	6 37%	29 179	45%	Begin Flower
12	HNN	9 56%	9 56%	9 56%	10 63%	11 69%	48 300	75%	Flower Appropriate Hope

From Table 6 above, the results of the observation of children's creativity in cycle 1 can be clarified through Table 7 below.

Table 7.
Results of Recapitulation of Children's Creativity Data in Cycle 1

Assessment Criteria	Number of Children	Percentage (%)
Very Well Developed	0	0
Growing Up with Expectations	4	33%
Start Growing	8	66%
Not Yet Developed	0	0

Based on Table 7 of the recapitulation of the data in Cycle 1 above, 8 children who entered the category began to develop, with a percentage of 66%, while 4 children who entered the developing category were 4 children with a percentage of 33%.

Based on the results of observations in cycle 1 above, it can be clarified through the graph below.

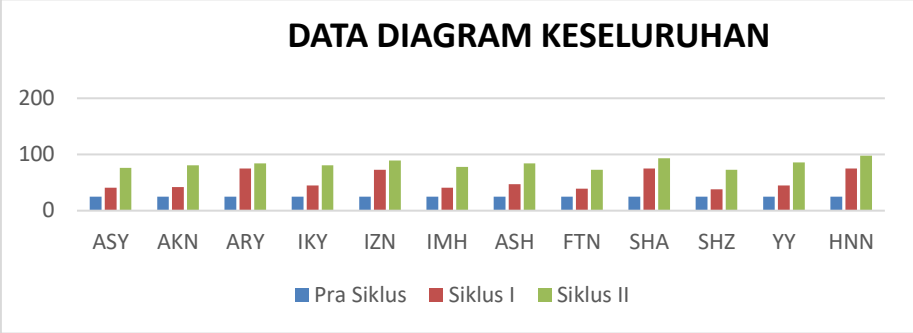

Figure 2.
Creativity Observation Results of Children Group B2 Cycle 1

In the graph 2 image, it is obtained from the creation of woven patchwork to increase children's creativity based on observations in cycle 1 of the increase, where before the action / pre-cycle shows that children are still not developing to creativity which is shown by an average class of 25% with information that 100% of children have not developed. Meanwhile, children in the first cycle showed an increase in children's creativity, where 8 children began to develop with a percentage of 66%, and 4 children developed according to expectations with a percentage of 33%.

Results of Cycle II Research

Cycle II Meeting 1

After completing the creation of woven patchwork fabrics, the children rested and drank their drinks. Then the researcher asked about the child's ability when creating woven patchwork fabric at the same time. And the researcher said that tomorrow they will still be creating woven patchwork fabrics. The teacher continued to arrange the children by sitting in a circle, then the teacher invited the children to sing, and then prayed after studying. The teacher asked for objects in Arabic and colors in English. Then the child wears a bag and shoes and shakes hands with the teacher to go home. For those who have not been picked up, they remain in the classroom and can play in the classroom with teachers and researchers.

Table 8.
Results of the Second Cycle of the First Meeting

Assessment Criteria	Number of Children	Percentage (%)
Very Well Developed	10	83%
Growing Up with Expectations	2	16%
Start Growing	0	0
Not Yet Developed	0	0

Cycle II Meeting 2

After completing the creation of woven patchwork fabrics, the children rested and drank their own drinks. Then the researcher asked about the child's ability when creating woven patchwork fabric at the same time. And the researcher said that tomorrow they will still be creating woven patchwork fabrics. The teacher continued to arrange the children by sitting in a circle, then the teacher invited the children to sing, and then prayed after studying. The teacher asked for objects in Arabic and colors in English. Then the child wears a bag and shoes and shakes hands with the teacher to go home. For those who have not been picked up, they remain in the classroom and can play in the classroom with teachers and researchers.

Table 9.
Results of Cycle 11 Second Meeting

Assessment Criteria	Number of Children	Percentage (%)
Very Well Developed	10	83%
Growing Up With Expectations	2	16%
Start Growing	0	0
Not Yet Developed	0	0

Cycle II Meeting 3

Table 10.
Results of Cycle II Third meeting

Assessment Criteria	Number of Children	Percentage (%)
Very Well Developed	10	83%
Growing Up with Expectations	2	16%
Start Growing	0	0
Not Yet Developed	0	0

In Table 10 above, 9 children are at the criteria of developing very well, with a percentage of 75%, while 3 children with the criteria of developing according to expectations are at a percentage of 25%

Action Observation

Observation of actions carried out during learning activities through the creation of woven patchwork to increase children's creativity. Researchers observe by recording the development experienced by the child and documenting it. Observations in cycle 2 were carried out using observation sheets during learning activities. Table 4.17 will show the observation data.

Table 11.
Observation Results of Children's Creativity Cycle II

No	Name	Percent Cycle of Each Meeting					Total Shoes	Pre Synthase	Information
		P.1	P.2	P.3	P.4	P.5			
1	Asy	8 50%	9 56%	10 63%	11 69%	11 69%	49 307	 76%	Very Well Developed
2	Akn	8 50%	9 56%	11 69%	12 75%	12 75%	52 325%	 81%	Highly Developed Good
3	And	9 56%	10 63%	11 69%	12 75%	12 75%	54 338%	 84%	Very Well Developed
4	Iky	8 50%	10 63%	11 69%	11 69%	12 75%	52 326%	 81%	Very Well Developed
5	Izn	10 63%	10 63%	11 69%	12 75%	14 87%	57% 357%	 89%	Very Well Developed
6	Imh	8 50%	9 56%	10 63%	11 69%	12 75%	50 313%	 78%	Very Well Developed

7	Ash	8 50%	10 63%	11 69%	12 75%	13 81%	54 338%	84%	Very Well Developed
8	Ftn	7 43%	9 56%	10 63%	10 63%	11 69%	47 294%	73%	Growing Up With Expectations
9	Sha	10 63%	11 69%	12 75%	13 81%	14 87%	60 375%	93%	Growing Very Well
10	Shz	8 50%	9 56%	10 63%	10 63%	10 63%	47 289%	73%	Growing Up With Expectations
11	Yy	9 56%	10 63%	11 69%	12 75%	13 81%	55 344%	86%	Very Well Developed
12	Hnn	10 63%	12 75%	13 81%	14 87%	14 87%	63 393%	98%	Very Well Developed

From Table 11 above, the results of observation of children's creativity in cycle II can be clarified through Table 4.18 below.

Table 12.
Results of the Recapitulation of Children's Creativity Data in Cycle II

Assessment Criteria	Number of Children	Percentage (%)
Very Well Developed	10	83%
Growing Up with Expectations	2	16%
Start Growing	0	0
Not Yet Developed	0	0

Based on table 12 of the recapitulation of the data of cycle II above, 2 children who entered the developing category were 2 children with 16%, while those who entered the developing category were very good, both ten children with a percentage of 83%.

Discussion

In the development of early childhood creativity, various important aspects need to be considered in order to support their creative potential. One of the main concerns is how to involve children in various activities that encourage them to think creatively. Afnita (2021) emphasized that the development of creativity in early childhood is highly dependent on the stimulation provided by the environment, be it through games, media, or social interactions. This process includes many aspects, such as the ability to imagine, solve problems, and express ideas freely. Creativity that develops from an early age will not only be useful in everyday life but also provide a strong foundation for future learning.

Various approaches to developing children's creativity have been applied by educators in various places. Azizah and Wardhani (2022) argue that stimulation provided through activities involving exploration of certain materials and media, such as arts and crafts, can increase children's creative abilities. In addition, activities such as drawing, coloring, and making crafts with used materials have been proven effective in stimulating children's creativity (Little Setyowati, 2021). By giving children, the opportunity to interact with various media and materials, they not only learn to be creative but also to solve problems independently. This allows children to feel more confident in developing their ideas.

The application of learning methods that focus on problem solving has also shown positive results in increasing children's creativity. Dakhi (2022) explains that learning models that prioritize cooperation and collaboration in solving problems can expand children's ability to think creatively. Through this approach, children are invited to communicate, share ideas, and learn from each other's experiences. This method is not only useful for increasing creativity but also helps children understand the importance of teamwork in completing tasks or challenges.

Based on research conducted by Fazalani and Saputra (2022), learning media such as batik patchwork can be used as a means to increase children's creativity in various art activities. This media teaches children to recognize patterns, colors, and textures, and trains their accuracy in arranging pieces of material into a complete work of art. The use of media like this not only introduces basic concepts in art but also improves children's fine motor skills, which are very important in early childhood development. In addition, involvement in creative activities like this gives children a great sense of accomplishment when they successfully complete a project.

In addition, exploration activities using simpler media such as bubble wrap also have a significant impact on increasing children's creativity. Based on a study conducted by Dewi et al. (2022), printing activities using bubble wrap give children the opportunity to explore textures and patterns in a fun and interesting way. This activity is not only fun but also encourages children to think creatively in producing works of art. It also helps in developing their fine motor skills, which are very important at this stage of development.

Over time, more and more education focus on the importance of developing creativity in a broader context. Haingu et al. (2022) showed that using traditional woven fabrics as a learning medium to introduce colors to children can also be an effective method in developing creativity. By utilizing the richness of local culture, children not only learn about arts and crafts, but also about the values contained in their own culture. This kind of approach gives children the opportunity to see the world from a broader perspective and introduces them to various forms of creative expression.

In addition, it is important to remember that the development of creativity also involves various other factors, including parenting patterns and social support. Hasanah (2023) stated that the role of play in supporting the development of children's creativity is very important. Through play, children can learn to imagine, interact with peers, and develop their social skills. In addition, play also gives children the freedom to explore various possibilities and ideas that arise in their minds.

This, it can be concluded that the development of creativity in early childhood requires a holistic approach, which includes various activities that stimulate children's creative thinking. Whether through media, problem-based learning, or exploration activities, all of these play an important role in supporting the development of children's creativity. As educators and parents, we need to provide ample opportunities for children to be creative and imaginative, so that they can grow into creative and innovative individuals in the future.

Conclusion

Based on the results of research and discussion, there has been an increase in children's creativity at Auladi Palembang IT Kindergarten for the 2025/2026 school year. This increase can be seen at the beginning of children's creativity, only reaching 33% to 66% in the first cycle, and then in the second cycle, increasing to 83%. Based on the results of the study, it can be concluded that the creation of woven patchwork fabrics can increase children's creativity at Kindergarten IT Auladi Palembang. This research was declared feasible and successfully used.

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