

INQUIRY LEARNING MODEL FOR INDONESIAN LANGUAGE SUBJECTS GRADE 5 ADVERTISING MATERIALS

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Abstract. Lego games are one of the games that are often used in early childhood education. When playing with lego the children were very enthusiastic. This happens because the lego game can develop children's creativity and imagination. This study aims to describe the lego game in developing creativity and imagination power in early childhood. This research method uses a *congruent embedded* that applies one stage of qualitative data collection at a time. The results of this study found that the development of creativity and imagination in early childhood can be stimulated by playing with lego. Several results show that the advantages of children who often play with Legos include: the better their imagination in playing projects, the more developed their language vocabulary; their fine motor through the fingers flexible, and develop children's social-emotional through interaction with other playmates.

Keywords: playing lego, children's creativity and imagination.

INTRODUCTION

As we know learning in early childhood is to develop their creative abilities, we are required to be able to stimulate every child as much as possible so that children can develop all aspects of their development, namely physical aspects of fine and gross motor skills, cognitive aspects, language aspects, aspects of social, cultural and artistic aspects. During the development period in its golden age, it becomes a very important period to continue to grow and develop aspects of intelligence that will continue to be experienced by children throughout their lives. As we know that good child development is perfect, the more complete the better the level of attainment of intelligence (Suyadi, 2010).

Creativity is a child's thinking power to create an idea or ideas to produce something new that makes the next way to create and influence other activities (Priyanto, 2014). While imagination is the imagination or wishful thinking possessed by children to be effective in giving birth to the creations they want, this is in line with their creativity. So the creativity and imagination of children greatly influence each other (Tarsa, 2016).

To support the goals of education in early childhood as stated above, adequate facilities and infrastructure must be needed to make it a success. Children are not only required to be intelligent in the brain, but children must also be able to manage their psychological aspects, for that, a conducive environment is needed and a comfortable situation is so that children can carry out their learning process with a sense of security, comfort and happiness, children do not feel pressured or its demands that make him stressed in the learning process because, in essence, the learning process of early childhood is through play (Zulaikhah, et.al., 2019).

The age of 2-7 years is a period of children with full imagination or high imagination, pretend play and cognitive power at the concrete operational stage, namely, the child must play using objects, what he thinks can be directly poured, one of which is to play with lego. In the early

constructive phase, the child is in the golden age of his creativity, the child is imitating whatever he has seen in his life and what is in his mind, for that children need media to express their ideas in 3-dimensional media, and one of them is by playing lego (Andini & Lestarinigrum, 2018).

This research is based on the results of observations in TK Tunas Rimba I class B2 which was observed from the beginning of the school year that children could not maximize their creativity and imagination. from a total of 21 children in class b2, it was seen that 9 children were able and by the standards of creativity and imagination, the remaining 13 children who were seen through observation and observation were not able and by the standards of creativity and imagination. for this reason, of the 13 children who are less or not capable by the standards of creativity and imagination, i want to develop through playing with lego by fully involving the children themselves and not forgetting full help from parents to stimulate them at home.

RESEARCH METHOD

This research was conducted with a *congruent embedded* using qualitative data collection techniques for a certain time. Qualitative data was obtained by observing the activities of children who had before playing with Legos and after playing a lot with Legos. We cannot deny that the development of children's creativity has its uniqueness, because every child has different developments, then the companion should and should continue to provide stimulus and stimulation to children so that children always have a passion for learning and continue to excel which can develop creativity with maximum (Sugiarti, 2020).

The focus of this research was conducted at Tunas Rimba I Kindergarten in Purwokerto in Class B2 with some observations of 13 students, namely children who were less creative and not enthusiastic about learning from a total of 21 students. The technique of collecting data is through observation or observation of children who we previously observed were less creative and less enthusiastic about learning, or sometimes children looked bored.

RESULT AND ANALYSIS

The results of this study found that the development of creativity and imagination in early childhood can be stimulated by playing with lego. From the observations of this study, it can be seen that there is an increase in children's creativity, but this success is not only from the companions at school but also the contribution of parents at home who help children in playing Lego at home. The results of the observations can be seen in the following table:

Table 1. Results Before playing lego and after playing lego

NO	CHILDREN'S NAME	BEFORE PLAYING LEGO	AFTER PLAYING LEGO
1	Kika	Less creative	More
2	Oliv	Less creative	More
3	Ardhan	Less creative	More
4	Ezel	Less creative	More
5	Asya	Less creative	More
6	Fahri	Less creative	More
7	Abi	Less creative	More
8	Arkhan	Less creative	More

9	Inara	Less creative	More
10	Faaza	Less creative	More
11	Eta	Less creative	More
12	Arsyila	Less creative	More
13	Jihan	Less creative	More

Benefits of children who often play with Lego the better their imagination, among others (Andini & Lestarinigrum, 2018):

1.1 In-play projects

Children can develop extraordinary creativity which is sometimes beyond what adults think. The child fantasizes about making something that he has seen around him, this illustrates that the child is also coming out of his ideas with a constructive pattern that can continue to increase with a companion stimulus so that his imagination power continues to be explored.

1.2 Children's language vocabulary is growing

Children who often play with Legos can bring up many words, so this is the need for continued assistance, we need to continue to stimulate with open questions to children so that we can continue to explore what is on their minds.

1.3 Fine motor skills through the fingers are more flexible

Children who play with lego with their fingers will continue to follow their creativity, children are more adept at playing lego by twisting, and uniting with the right one with their partner. Of course, this will greatly affect other learning, for example when children are colouring and drawing.

1.4 Can develop emotional social because by playing lego children can interact with other playmates.

When playing lego, children certainly have conversations with their friends so that they can develop their social intelligence through interaction.

CONCLUSION

Based on observations and observations, it can be concluded that playing Lego can increase the creativity and imagination of children in Tunas Rimba I Kindergarten in class B2 with the number of children being observed as many as 13 children. play lego. By playing Lego children can create various works such as buildings, transportation equipment, houses and so on. In addition, parents are also very enthusiastic when they see their children are able to work better and have an effect on other learning.

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