

# The Effect of Learning Strategies and Confidence on the Creativity of Children aged 4 - 6 Years at PAUD

Fitri Mariani <sup>1</sup> . Samsidar Tanjung <sup>2</sup> and Erma Yulia <sup>3</sup>

{fitrimariani1234@gmail.com}

Educational Technology, Postgraduate, Universitas Negeri Medan, Medan, North Sumatera, Indonesia<sup>1,2,3</sup>

**Abstract.** This study aims to: (1) whether there is a difference in the creativity of children given the Inquiry learning strategy than that given with the Expository learning strategy, (2) is there a difference in the creativity of children who have high self confidence compared to the creativity of children who have low self confidence, and (3) Is there an interaction between learning strategies and self confidence on the creativity of Children. The research quasi experiment. The instruments used in this study were a figural creativity test and childrens self confidence scale. Analysis of the data used is 2 x 2. The data analysis technique used two-way ANOVA at a significance level of=0.05. The results showed: (1) the creativity of early childrens provided with an inquiry learning strategy was higher than the creativity of children given an expository learning strategy, (2) the creativity of children who have high self confidence is higher than the creativity of children who have low self confidence, and (3) there is an interaction between learning strategies and confidence in the creativity of children. The research results obtained are expected to provide information for PAUD Institution managers and PAUD educators to use inquiry learning strategies in increasing the creativity of childrens in PAUD institutions.

**Keywords:** learning strategies- confidence- creativity of children

## 1 Introduction

The development of creativity through play activities must be directed at stimulating children's ability to make new combinations, foster fluency, flexibility, and originality as the ability to produce unusual responses, as well as stimulate thinking, taste, intuition, in children. developing children's creativity, such as role playing, telling stories through picture story books, drawing, listening to music, and others.

Role playing is a form of expression activity that is quite popular for kindergarten age children. Role playing is expression and communication that can create an active, fun, and enjoyable atmosphere. In accordance with the purpose of role playing, which is to train to express opinions smoothly, the media that will be used by children should be chosen objects that are easy to use to express their ideas and ideas.

However, based on interviews that have been conducted by researchers with several educators at PAUD IT Mufidatul Hilmi, Playgroups or Kindergartens, it shows that in general creativity is no longer considered important. This is due to the demands of parents as well as the

requirements to enter elementary education which requires children to be good at reading and arithmetic regardless of the child's ability. This is in line with what was conveyed by some parents of students in PAUD who wanted their children to be able to read, write and count after finishing learning from PAUD. Researchers also made initial observations on children at PAUD IT Mufidatul Hilmi, where children's creativity was still low. This Word document can be used as a template for papers to be published in EAI Core Proceedings. Follow the text for further instructions on text formatting, tables, figures, citations and references.

This is thought to be due to a lack of early childhood understanding of learning creativity. Another problem found in the field is the lack of attention from teachers and parents, in this case the teacher does not activate early childhood children who have good creativity so that they can develop their potential in helping their friends, who lack confidence to share knowledge with each other. In other words, cooperation in groups is less noticed. If group cooperation is carried out, generally what happens is that higher creativity is dominant to master what is given, while students with low achievement are less active and seem only as spectators or listeners.

Responding to the problems mentioned above, efforts need to be made by teachers to use teaching strategies that make the learning atmosphere more enjoyable so as to motivate children's confidence to learn, Suparno as quoted by Atmadi (2000: 186) said that, "Teachers, in the teaching and learning process, should pay more attention to what students like, what students don't like, what helps students learn and what hinders students from learning. In addition, the strategy used must also maximize the potential of children by paying attention to the uniqueness of each child, both his learning style, dominant intelligence, and taking into account other factors that can support the teaching and learning process in the classroom.

Using inappropriate learning strategies will result in children being bored and lazy to study. Teaching and learning activities that are less interactive and less varied, lead to boredom in children and reduce children's confidence. This will have an impact on the creativity obtained by the child.

### **1.1 The Nature of Creativity**

AUD's creativity is also characterized by the ability to form mental images, concepts of things that are not present in front of him. AUD also has fantasy, imagination to form concepts that are similar to the real world (Isenberg & Jalongo, 1993). Children's creativity is driven by their nature as thinking humans. Children become creative too because they need the satisfaction of emotional impulses.

But most importantly, the creativity of early childhood 4-6 years appears because children need strategies to build concepts and solve problems according to their intellectual level. Creativity arises from the ability to think divergently, laterally, and multi-directionally. In the brain hemisphere, creativity originates in the activity of the right hemisphere. Divergent thinking activities have generative, exploratory, unpredictable, and multi-responsible characteristics. However, the process of creativity also involves the ability to think convergently. Because in children the process of lateralization is taking place, stimulation of the right hemisphere of the brain becomes very essential and fundamental.

## **1.2 Inquiry Learning Strategy**

The Inquiry Learning Strategy (SPI) emphasizes the process of seeking and finding. Materials are not given directly. The role of children in this strategy is to find and find the subject matter for themselves. Meanwhile, the teacher acts as a facilitator and guide for children to learn. SPI is heavily influenced by the flow of cognitive learning.

According to this flow, learning is essentially a mental process and a thought process by optimally utilizing all the potential of each individual. Learning is more than just memorizing and accumulating knowledge, but how the knowledge gained is meaningful for children through thinking skills. Still according to this theory, learning is not essentially an observable behavioral event, but a person's process of interpreting his own environment. This mental process is actually a very important aspect of learning behavior itself.

SPI is a series of learning activities that emphasize critical and analytical thinking processes to seek and find answers to a problem in question. The thinking process itself is usually carried out through questions and answers between the teacher and the child. This learning strategy is often also called a heuristic strategy, which comes from the Greek, namely *heuriskein*, meaning I find.

## **1.3 Expository Learning Strategy**

Expository learning strategy the teacher is the main source of information, but other sources of data and information are also used. The main sources that are often used are textbooks. Other sources such as pictures, film strips, encyclopedias, libraries are also often used in expository learning strategies.

The expository learning strategy assumes that there is an important part of the content of the skills and values being taught. Teachers are prepared to teach this important lesson to students. Teachers and learning resources have a major role in transferring information. Skills and value from learning resources to students. However, teaching is not monotonous, learning is information that has been processed according to skills and needs. Information and skills to obtain information are considered important. Consequently, student creativity is measured by the amount of information that can be memorized or how effectively a skill can be used.

Expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.

## **1.4 Self Confidence**

The Nature of Children's Confidence The development of self-confidence has been stated by many experts. This is evidenced by the many opinions of experts regarding the notion of self-confidence. According to Miskell in Butolo (2013: 6) self-confidence is "belief in one's own abilities that are adequate and aware of their abilities, and can use them appropriately".

Meanwhile, according to Hakim in Ningsih (2014: 18) self-confidence is "a person's belief in all aspects of his strengths and that belief makes him feel capable of achieving various goals in his life". Aunillah (2011: 60) says that self-confidence is "an extraordinary strength. Confidence is like a reactor that generates all the energy that is in a person to achieve success. Regarding children's self-confidence, Woolfson in Ningsih (2014: 19) reveals that a confident child is a

child who always smiles and enjoys his life to the fullest. As quoted by Suyanto (2003:77), Erikson said that "children must be able to carry out developmental tasks to prepare themselves to enter adulthood. Need to have a certain skill. If the child is able to master a certain skill, it can lead to a sense of success, on the other hand, if he does not master it, it can cause a sense of inferiority.

**Table 1.** Differences in Early Childhood Creativity given educational stimulus with Inquiry Learning Strategies and Expository Learning Strategies.

Inquiry	Expository
Fun learning atmosphere	Material delivery process
Learning strategy contains planning	Strategy is more generally called the scientific approach.
Trying to do something so that he gains clarity or finds the answer to what he wants to know	Still conceptual
Curiosity about the natural state around him is human nature since he was born into the world.	Identify it with lecture

Source: Quantum Teaching

The research problem are: (1). Is the creativity of 4-6 year olds taught with inquiry learning strategies higher than children taught with expository learning strategies; (2) Do children aged 4-6 years who have high self-confidence have higher creativity than children who have low self-confidence; (3). Is there an interaction between learning strategies and confidence in creativity?

## 2 Method

This research will be carried out at PAUD IT Mufidatul Hilmi, District, Batu Bara Regency. The research was conducted in the odd semester of 2022/2023. This research was carried out for 6 meetings which took place in July-September 2022. The research time was determined in class and adjusted to 30 minutes for one meeting.

The method applied in this learning strategy is a Quasi Experiment 2 x 2 factorial design. This method is used because the class used for treatment is a class that has been formed previously or without changing the situation and conditions of the class that has been formed. Through this design, we compare the influence of the Inquiry learning strategy and the Expository learning strategy on role playing creativity in terms of Confidence.

## 3 Result and Discussion

### 3.1 Data Normality Test

The normality test was conducted to determine whether the research data were normally distributed or not. The normality test of the data was carried out with SPSS 26 for windows with the Liliefors test approach.

The hypotheses that underlie normality testing are:

H0 : Data is normally distributed

H1 : Data is not normally distributed

The results of the model residual normality test.

**Table 2.** Results of Variety Analysis

Source of Diversity	F count	F table	p-value
Learning strategies	6.092	$F_{0,05(1,116)}=3,92$	0.015
Confidence	0.740	$F_{0,05(1,116)}=3,92$	0.392
Interaction	0.098	$F_{0,05(1,116)}=3,92$	0.755

Based on the results of the analysis of variance, that the learning strategy variable has an F count (6.092) > F table (3.92) and p-value (0.015) < 0.05, then reject H<sub>0</sub>. So it can be interpreted that learning strategies have an effect on role playing creativity. So the inquiry and expository learning strategies can be said to be significantly different.

The self-confidence variable has F count (0.740) < F table (3.92) and p-value (0.392) > 0.05 then accept H<sub>0</sub>. So it can be interpreted that self-confidence has no significant effect on role playing creativity. In the interaction between learning strategy variables and self-confidence, it has F count (0.098) < F table (3.92) and p-value (0.392) > 0.05 then accept H<sub>0</sub>. So it can be interpreted that the interaction between learning strategies and self-confidence has no significant effect on role playing creativity.

## 4 Conclusion

The conclusions of this study are: The creativity of Early Childhood 4-6 years given the Inquiry learning strategy is higher than the creativity of Early Childhood 4-6 years given the Expository learning strategy. Creativity of Early Childhood 4-6 years who have high self-confidence is higher than the creativity of Early Childhood of 4-6 years who have low self-confidence. There is an interaction between learning strategies and confidence in the creativity of early childhood 4-6 years.

**Acknowledgments.** Through this research, it is shown that on average the creativity of children aged 4-6 years is higher by using inquiry learning strategies than those given by expository learning strategies. This shows that the inquiry learning strategy is more effective in increasing the creativity of 4-6 year olds because in learning that uses the 4-6 year old inquiry learning strategy they tend to be more active.

## References

- [1] Akbar, Maulana Sanjani. Implementation of the Inquiry Learning Strategy. Serunai Journal of Educational Administration. (2019)
- [2] Munandar, Utami. Creative development of gifted children. Jakarta: Creative creations. (2009)