

Implementation of Basurek Batik Mosaics in Learning Art Creativity for Early Childhood

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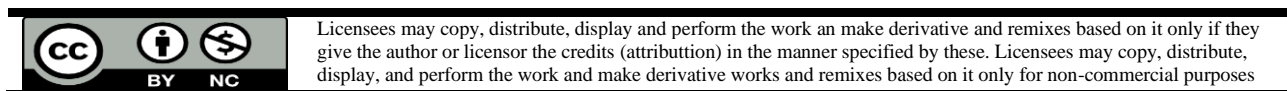
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Abstract

This study aimed to determine the implementation of Basurek Batik mosaics in the learning art creativity and to find out the obstacles and efforts to overcome the problems in implementing the Basurek Batik mosaics in children aged 5-6 years at the IT Kindergarten Baitul Izzah Bengkulu City. This study applied a qualitative method. Sources of data in this study came from an art teacher and 13 students during teaching and learning activities at the Basurek Batik Mosaic Art Creativity Center. The results of the study showed that the implementation of Basurek Batik mosaics for art creativity of children aged 5-6 years at TK IT Baitul Izzah, Bengkulu City, started from the strategy process of selecting simple image patterns, introduction to materials and how to use the tools in Basurek Batik Mosaic activities, the creative process of selecting materials, the process of cutting, and pasting patterns to produce artistic creativity in the form of Basurek Batik mosaics. Activities that trained students' hand and eye movements contributed greatly to training children's fine motoric skills.

Keywords: *basurek batik mosaics, art creativity, early childhood*

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INTRODUCTION

Creativity is the ability to create imaginative new ideas and also the ability to adapt new ideas to existing ideas through revitalizing old concepts so as to produce innovative and creative new concepts according to the child's developmental level. Creativity is an aspect of development that must be considered early in children. Said that the lack of good creativity development from an early age has a negative impact on children's lives in the future. Continuous learning of the arts created in early childhood needs to be carried out in the most basic education units (PAUD/TK). In fact, during the learning process of artistic creativity in early childhood/kindergarten, some students still seem unable to be creative and make works even though teachers and parents have provided motivation and guidance in implementing art learning. In other words, students still do not explore their creativity during learning activities. In this context, it can be said that from the very beginning, early childhood is less interested in learning how to be creative. As a result, early childhood learning outcomes are not sufficient for creative arts (Sutanto, 2009).

Fostering children's art creativity requires adequate human resources with competency qualifications that are in accordance with the needs of children's creativity development. In fact, the number of teachers at creative arts centers in PAUD/Kindergarten is still considered a sideline, not a priority. Usually, certain teachers, who sometimes do not match their qualifications, foster

children's creative arts with makeshift methods and experiences. In addition, the number of teachers who manage art centers is also inadequate. These factors make it difficult for schools to develop children's creativity creatively and innovatively due to the limited number of experts and inadequate numbers (Montolulu, 2010).

Children's art creativity in educational institutions, especially PAUD/TK are not supported by adequate facilities. This is one of the reasons why children's interest in learning does not grow. Learning from creative arts centers in early childhood requires several facilities that support learning. However, some PAUD/TK still lack the availability of supporting facilities. Schools only provide basic facilities and infrastructure such as infrastructure in the form of classrooms, leadership rooms, teacher rooms, classrooms, administrative rooms, library rooms, laboratories, canteens, sports fields, places of worship, and parks (Iskandar & Gandarum, 2019).

Common problems were faced by Early Childhood Education (PAUD) or Kindergarten (TK) educational institutions as described above were also faced by the Baitul Izzah IT Kindergarten in Bengkulu City, especially the lack of students' interest in the activities provided by the arts center. The low students' learning achievement is caused by a lack of focus on ongoing learning so that learning activities become less effective. In addition, school facilities do not support student creativity so that student learning outcomes have not reached the competencies expected by schools. Fortunately, the school is supported by teachers who are creative and have good competence in fostering students in art centers. They implemented the Besurek Batik Mosaics in the Student Creativity Center. This is what prompted researchers to investigate the implementation of the Basurek Batik Mosaics in learning art creativity for early childhood (Pahlawan et al., 2022).

Mosaic art is the process of covering a surface with small pieces arranged in a pattern to form a whole. Mosaic art is included in fine motoric skills, which can be demonstrated by holding toys, buttoning clothes, or doing other things that require hand skills, as Santrock calls fine and controlled movements as fine motor movements. Children's fine motoric skills that have not yet developed optimally are the reason for mosaic activities at school and how to improve these fine motoric skills is a challenge for teachers in kindergarten or PAUD. Mosaic art activities can improve children's fine motoric skills to coordinate fingers, wrists and eyes through cutting and pasting pieces of patchwork or paper on mosaic motifs (Panamuan & Fran, 2018).

Children's talents and creativity must be nurtured and developed so that they become creative people with their talents and creativity. As creative individuals, they can not only improve their personal quality but also the quality of life of the nation and state. Creative thinking leads to doing creative things. The education system must have the capacity to foster innovative and productive ways of thinking, behaving and attitudes, as well as logical reasoning. However, there are still very few schools that organize activities to help children develop their creativity and talents. This is partly due to the fact that very little has been written about creativity, talent and efforts to develop it. Creativity can also be understood as the capacity to identify various potential solutions to a problem to show fluidity and originality in thinking and collaborating (Prima, 2021).

Many studies have been conducted regarding the development of art creativity. Described learning centers in Kindergartens in Pati. The results of the study show that kindergartens in Pati Regency applied learning centers using four platforms: the arrangement of the playing environment, the steps before playing, the steps during play and the steps after playing. However, each institution has differences in the implementation of learning centers, division of activity time, and distribution of teachers (Asih et al., 2022). Described differences in the effectiveness of using Looseparts media in increasing teacher creativity and pedagogical competence. The results showed that there was an increase in creativity and pedagogic competence using Loose parts media according to the treatment given. It is proven that the Looseparts media-assisted center learning model is effectively used to increase the creativity and pedagogical competence of

Kindergarten Teachers. Describe the importance of art activities in schools for children's multiple intelligences. The results of the study show that art activities are very beneficial for young children and affect their intelligence during the development process (Prima, 2021).

Previous research has focused more on discussing the development of creativity in early-aged student art centers, especially regarding the principles of implementing learning in student art centers, describing differences in the effectiveness of using certain media for the competence of teaching teachers, and the importance of art activities for early childhood development. However, previous studies have paid little attention to contexts that are local wisdom, such as regional batik to be used as a learning medium in art creativity so that students are not only creative but develop a love for local works of art. Therefore this study will discuss how the Basurek batik mosaic was used to teach children aged 5 to 6 years and the obstacles encountered as well as the solutions offered when learning about the center of artistic creativity through the Basurek batik mosaic (Rahmawati et al., 2022).

METHODS

This study applied a qualitative method. In this study, the researcher described the experience of a group of students in the Basurek Batik Mosaic activity. All the phenomena they describe became data in research (Creswell, 2014). The data were sourced from one teacher who supervised the creative art center and students class B1 TK IT Baitul Izzah Bengkulu City with a total of 13 students. Data collection was carried out by conducting interviews with teachers of creative arts centers to obtain data regarding the process of implementing learning activities with Basurek Batik Mosaics. During the teaching and learning process, the researcher used an observation checklist to observe teacher-student interactions and used field notes to record situations that had not been recorded in the interview questions and statements in the observation checklist. During learning activities, researchers documented the activities considered important and archive all research documents to support data authenticity. The data that have been collected were analyzed using the interactive data analysis model of (Miles & Hubberman, 2015), namely: data reduction, data presentation, and drawing conclusions.

FINDING AND DISCUSSIONS

RESULT

The Learning Process of Art Creativity of Basurek Batik Mosaic

The implementation of the Basurek Batik Mosaics in art center at the IT Baitul Izzah Kindergarten, Bengkulu City, went through several stages, starting with the process of choosing a picture pattern, introducing equipment and its use, and the creative process of Batik Mosaic.

1. Choosing Picture Pattern

In choosing a pattern/image design, it must be as simple as possible so that it is easy for students to understand. Hence, it makes it easier for students to create or form new objects.

Drawing patterns must be simple in terms of shapes and patterns so that students can easily understand the material being studied. This simplicity also supports students to be creative in creating new forms according to their imagination abilities (Arts Creativity Teacher).

Simple picture patterns make it easier for students to carry out creative processes in class by using tools. As the result, they can train them to be artistic in coordinating their fingers. The observation results show that the teacher applies some simple patterns for children with

newspaper cuttings. However, there are still many students who have not been able to be creative in completing their Maozaik. The teacher repeated several times the application of Besurek Batik Mosaic learning to students. This repetition aimed to increase students' understanding, skills, and creativity so that they are accustomed to doing creative activities.



Picture 1
The Proses of Simple Image Pattern Selection

The selection of image patterns also built the imagination of students. Strong imagination is a necessary skill in artistic work.

To hone students' imaginations, as teachers, we invited students to express themselves through depicting the activities carried out, coloring the pictures that have been patterned, and telling what they have done even though the pictures they make didn't really look alike. Teachers do not demand children to be perfect (Art Creativity Teacher).

Building students' creativity for having strong imagination abilities, the teacher does not only teach students to make a basurek batik mosaic pattern. Students are also trained to express their artistic creativity. In this section the teacher can see the extent to which students imagine thinking of ideas that did not exist before, to exist. Through expression in the image patterns created, students become active, imaginative, confident, and independent. Based on the results of observations, the teacher did not stress the children to make the pattern perfectly, the teacher gave students the freedom to draw the basurek batik mosaic pattern according to their wishes. The teacher only directed and supervised students when carrying out creative activities.

In the early process of the basurek batik mosaic creative art, the teacher also developed the principle of cooperation in completing creative works of art. Students are directed to cooperate with each other in completing a task.

Basurek batik mosaic activities for children do not have to be done individually. Activities are also carried out in groups. Students are given different tasks and responsibilities in completing a mosaic. Someone is responsible for making leaves, flower petals, and so on. Students become enthusiastic and gain new experiences (Art Creativity Teacher).



Picture 2
Student's Collaboration
In Completing the Basurek Batik Mosaic Project

Students also learnt to build cooperation in producing creative works of art. In addition, students also learned to be given responsibility and complete assignments with full responsibility. Collaboration taught students to see how their friends' Art work. They got new ways of completing a task with a sense of responsibility, collaboration, creativity, and innovation. Students were motivated to be better at completing their creative artwork in the future. The observation results show that students were seen collaborating on projects given by the teacher in groups. Students worked together to create Batik Basurek mosaic art. Students did activities according to their portion. There were those who cut paper and cloth (materials), glue them, attach pieces of cloth and paper to the picture patterns. Finally, their creative art projects were completed quickly.

2. Introduction to Equipments and their Usage

In carrying out Besurek Batik mosaic art creativity, teachers needd to prepare several equipments that needs to be introduced to students first. It aimed to make students understand their functions and help students use them in the process of Basurek batik mosaic art activities.

The materials used in the activities of the besurek batik creativity art center require simple materials and equipment such as: besurek cloth (patchwork) paper, pencil, scissors, and glue (Art Creativity Teacher).

Due to this activity is a teacher's initiative, schools or institutions did not provide these materials and equipment. Based on the results of observations, the teacher provided all the needed materials and equipment. In the process of introducing materials and equipment, students have started to be curious and have high curiosity. In this phase, the teacher played the role of building students' curiosity into motivation.

The teacher gave guesses to the children about the materials and equipment brought to class to grow students' curiosity. This approach is a useful starting point for awakening students' knowledge and reasoning power. After that, the teacher explained one by one the materials and equipment needed (Art CreativityTeacher).

In mosaic activities, curiosity is a way of thinking, attitudes, and actions that reflect curiosity about something seen, heard, and studied in depth about mosaic activities. Children's curiosity can make it easier for them to communicate with their friends. Curiosity will also improve soft skills such as active listening. Students listen to and understand the teacher well when the teacher explained the rules and materials in the mosaic activity. The observation results showed that each teacher gave a guess on a piece of equipment used, students look active. They answered in turn and motivated other students' curiosity. After knowing the

materials and equipment that will be used in the activities of the art creativity, the activity was continued by introducing the functions of these materials and equipment. At this stage, the teacher generated children's knowledge of the activities that will be carried out later.

3. *The Creative Process of Batik Mosaic Art: Selection of Materials, Cutting and Pasting Patterns*

After the material selection process, the creative process of the Besurek batik mosaic art began with the teacher guiding students to cut pieces of paper or patches to form small pieces and after that the process of pasting the pattern on the paper on the mosaic mat. In the first phase, students learn to cut the material they have chosen.

At this stage, the teacher guided students to cut paper or cloth. Students were taught how to hold scissors, use scissors, and the dangers of scissors. This activity is the stage of introducing tools and their applications for cutting paper or patchwork (Art Creativity Teacher).

Guiding students to cut paper or rags into small pieces, the teacher provides strict supervision. In addition, many students were not able to cut materials; teachers also anticipated the dangers of misuse of scissors for early childhood. Therefore, the teacher repeatedly reminded the function and dangers of scissors during the teaching and learning process. Scissors can be used after the teacher's command. The observation results show that the teacher patiently guided students in introducing materials and equipment, using scissors, how to cut, and the dangers of scissors. Students can cut paper and patchwork into small pieces.

In the process of sticking patterns, the teacher tried to encourage students to stick pieces of paper or patches on a good and correct picture pattern.

Our efforts to encourage children to be able to stick pieces of paper or patchwork on the correct image pattern according to the design, namely by guiding, directing, and explaining to students that pasting pieces of paper or patchwork must be in patterns or lines. By following an example, students will imitate neat work (Art Creativity Teacher).

Students were taught to be careful in sticking to the cut patterns. The patterns were pasted inside the lines to produce a mosaic that was shaped and has artistic value. The results of the observations showed that students used glue to stick the patterns and pasted them onto paper that already had a picture pattern or Besurek Batik design on it. Before sticking the patterns, the teacher explains to the students how to paste the correct patterns so that the results were good and beautiful.



Picture 3
The Process of Mosaic Batik Basurek Art

Selective in choosing materials, careful in cutting patterns, as well as precise and harmonious in pasting patterns to form a beautiful Basurek Batik mosaic, are creative activities

that not only produce works of art for children but also build students' self-confidence for the better.

After producing the Basurek Batik Mozaik, students were welcomed to show it to their friends in front of the classroom. Teachers and friends appreciated the work. This action motivates students to always be creative, building self-confidence, and is proud of the work they produce (Art Creativity Teacher).

After the Batik Basurek art activities were over, the teacher continued to motivate students and build their confidence to work, to become active, creative and innovative people. The self-confidence that is built will be very useful for students to be more flexible in creativity, appear in front of the class without any fear or anxiety, produce works of art according to their wishes and abilities. The results of the work shown to friends also become a motivation for classmates to participate in exploring potential and developing creativity. The observation results show that the teacher acts as a motivator for students to continue working, an encouragement to build students' confidence in the creativity they produce. The activities of the Basurek Batik art were not only a means of developing students' artistic creativity but also an arena for motivating students and building their self-confidence.

The activities in Basurek Batik creative arts also fostered children's courage in taking risks for a job.

The activities of the Basurek Batik Mozaik creativity art taught students to dare to take risks for the work being carried out. As the result, the students have the courage to take risks for the tasks they are working on so that these students can carry out their assignments thoroughly with courage and strong confidence (Art Creativity Teacher).

Daring to take risks is one of the keys to success since students who dare to take risks mean they are students who dare to accept challenges to achieve success because without risk people will never be successful in carrying out their duties as well as children who are going through the educational process. The observation results show that the teacher motivated students so that children dare to try to produce works of art in the form of Basurek Batik mosaics. Some students seemed afraid to start because they felt they could not. They were afraid of failure and being laughed at by their friends. Teacher motivation made students dare to try and face the risk of success or failure.

The activities of the Basurek Batik Mozaik art were able to foster students' courage to think and have faith.

The teacher gave freedom to students to dare to argue and believe that they are capable of producing a work (creativity). Teachers never limit the creativity of students. They are given the freedom to think, give opinions, and create something. The teacher only provides support so that students do not feel pressured (Art Creativity Teacher).



Picture 4
Students' Explain to Friends
their Besurek Batik Mosaic

The learning process at the Besurek Batik Mozaik creativity art center with all its sequences does not only develop early childhood creativity. The teacher also offered a variety of positive characters such as being brave in expressing opinions. The freedom given by the teacher during the activity process gave space for students to further develop their thinking and dare to give opinions in front of the class regarding the works of art they create. Even this process has implications for the self-confidence of early childhood students. Observation results show that the teacher did not limit students' freedom in creativity so that students were motivated to produce works of art that match their imagination.

The Obstacles in the Implementation of Besurek Batik Mosaics and Their Mitigation Efforts

Each activity will face several obstacles in its implementation. Likewise the activities of the Basurek Batik Mozaik creativity art center at the IT Baitul Izzah Kindergarten, Bengkulu City. During the process of the activity, three obstacles were found which were quite disruptive to the smooth running of this activity, including: the lack of student interest in learning the creative arts center, the lack of teacher creativity in the learning of the creative arts center, and the inadequate facilities and infrastructure to support activities.

1. Less Stable on Students' Interest in Learning Art Creativity

Students are less interested in learning the Basurek batik mosaic creativity art center. Arousing students' enthusiasm to continue learning is the teacher's task so that students continue to be creative in the learning process.

Students' learning motivation is always up and down so that their interest is unstable in learning at the Batik Basurek mosaic art center. As teachers, it is our duty to arouse students' interest. One of them is by using a project-based learning approach to study at the Basurek Batik Mosaic art center. Students are given tasks to complete in groups so that there is a division of tasks from each student in their respective groups. The joint activity required them to produce a learning product in the form of a Basurek Batik mosaic art so as to arouse their interest in learning (Art Creativity Teacher).

Early childhood students have an unstable interest and motivation to learn. This becomes an obstacle when they learn a material. Creative teachers are required to find solutions to problems that occur to students almost every day. Collaborative project-based assignments in the Besurek Batik Mozaik art center are the best solution to this problem. Students are more enthusiastic in completing their assignments because they are done in groups. They are more motivated to do the task that is their portion. Students' motivation and interest become stronger when the artwork in the form of Basurek Batik Mosaics that they produce together can be well appreciated by the teacher. Based on the results of observations, the teacher asked students to work on the Basurek Batik Mosaic project together with the division of tasks according to

students' interests. They seem happy to complete their responsibilities and focus on artistic creativity in this lesson.

2. *Limited Creativity of Teachers in Learning Art Creativity*

Teachers have limited creativity in using methods, approaches, techniques, and media in learning Basurek Batik Mosaic art creativity for early childhood.

Some teachers still apply old teaching methods and approach. They seem less creative in dealing with challenges in the classroom. As a result, students are increasingly disinterested in participating in art creativity in classroom. For this problem, we have included teachers in seminars or training activities to increase their capacity in the development of early childhood in art creativity (Art Creativity Teacher).

Some teachers need to increase their capacity in handling creative arts classes. There are changes in innovative patterns, methods, approaches and media applied in classroom as solutions to problems faced by students. Providing various trainings to teachers is the best solution for teachers in increasing their capacity in the field of creative arts centers. Not only as a provision for teaching but to broaden the insights and experiences of teachers. Based on the results of observations, teachers who are still not proficient in using good methods, models, approaches, they seem to be not maximizing the limited means to develop students' creativity in class and those who do not use media according to its function effectively and efficiently.

3. *Inadequate Facilities*

Some students have the ability to learn art creativity, but they are not supported by adequate school facilities. This is one of the obstacles to student development in art creativity.

Actually, many students are talented in art and have good creativity. Sometimes it's a bit difficult for us to develop their potential because our school facilities and infrastructure are still limited. One of the efforts made to overcome this problem was self-initiated to bring materials and equipment from home so that the activities of the Basurek batik mosaic art activity continued and could build student creativity (Art Creativity Teacher).

Building student creativity is not only based on students' talents. Facilities and infrastructure that support the smooth running of the Basurek Batik Mosaic Art activities also need to be provided to support student talent to achieve the goal of developing students' creativity. The results of observations show that in the activities of the Basurek batik mosaic creativity art center, teachers took the initiative to provide materials and equipment for their own activities from home for the smooth running of teaching and learning activities. Schools have not facilitated this activity through the provision of learning materials and facilities.

Discussion

The results of the study showed that the implementation of Basurek Batik mosaics in learning the Art creativity of children aged 5-6 years at TK IT Baitul Izzah, Bengkulu City, started from the strategy process of selecting simple image patterns, introduction to materials and how to use the tools in Basurek Batik Mosaic activities, the creative process of selecting materials, the process of cutting, and pasting patterns to produce an artistic creativity in the form of Basurek Batik mosaics. Systematic work process encouraged students' habits that everything needs a process and has a work sequence. To produce something requires a long process and needs patience. The results of this study have implications for the formation of student character later, especially in building an active, creative, confident, collaborative, high curiosity, and courageous spirit. Art creativity was created not only for artistic creativity but also for

fostering students' enthusiasm and building positive character as a process of building a better generation (Ridwan et al., 2022).

The obstacles encountered during the teaching and learning process were first, the lack of student interest in learning the creative arts centers. This obstacle is overcome by the way the teacher gives students collaborative project-based assignments so as to motivate students to complete their assignments and provide appreciation for students who have good artistic creativity. Second, the teacher's creativity is limited in the learning of creativity art centers. This obstacle can be overcome by involving teachers in seminars and capacity building training in the field of early childhood creative arts centers. Third, the facilities for art creativity activities were inadequate. This obstacle was overcome by the teacher's initiative to provide their own materials and equipment for the Basurek Batik Mosaic activities. In dealing with obstacles, teachers with all their limitations must be creative in finding solutions to obstacles that arise during the teaching and learning process in the classroom so that technical obstacles are no longer a big problem in the teaching and learning process (Setianingsih et al., 2022).

It is clear that the activities of the Basurek Batik art creativity have positive implications for students' growth. They are not only taught to be creative, but also learn to build self-confidence and be able to communicate with peers. For early-age student learning, an indirect learning process is appropriate since students enjoy their study period without being burdened by heavy thoughts but learning outcomes can be achieved with joy, being active, and producing creative works of art. Most importantly, the Basurek Batik Mozaik art activities motivate students to be creative so that they are active in moving their hands and eyes for their fine motoric development.

The findings of this study indicate that training fine motoric skills of early-age students, an art creativity in kindergarten or early childhood education is an activity to move students as an active, productive, cheerful, and communicative generation. Through creative activities, teachers can include various character education directly to the target of its application rather than theory, such as: cooperation, sharpening students' imaginations, building creativity and accuracy, building self-confidence, growing courage and taking risks on a task, and the courage to express opinions. Under the supervision and guidance of the right teacher, all these positive characters can be embedded and applied in the lives of early childhood students (Dewi & Surani, 2018).

Mozaik Batik Basurek art creativity was very useful for growing students as creative individuals since art is included in one aspect of early childhood development. It opens opportunities for children to express themselves through creativity. Martha, Loita & Giyartini (2022) developed *Blow Painting* activities to develop Early Childhood Art Creativity. This activity makes it easier for teachers and parents to invite children to imagine and be creative. Blow painting activities can be a reference for educators in developing children's artistic creativity because this activity has many benefits such as training creativity using various media, training children's emotional intelligence and training children's fine motor skills. Efforts to develop student creativity were also developed utilizing leftover materials in art creativity learning for early childhood. Leftover material can be an effective and economical medium that is able to attract students' attention in learning art creativity for early childhood. This activity creates a fun atmosphere, encourages children to be active and imaginative. Art creativity is an important part of early childhood development, especially for developing imagination skills, training creativity, training emotional intelligence, forming students to be active, and also training children's fine motor skills. The teacher efforts have supported the expected character education goals in the national curriculum that has been designed by the State (Andriadi, 2020).

Basurek Batik Mozaik creativity not only build students' creativity but also stimulate children's fine motoric development since the activities are more on synchronization between hand and eye movements so that students are better trained in the use of their hands. Early childhood is a unique individual who needs to be given different learning from children over his age. Learning

in the form of Besurek Batik Mosaics provides various contributions for children. Similar to the research conducted by by Suarmini, Suyanta & Putra (2022) stimulating children's fine motor skills through the activity of making educational game tools. This activity is able to stimulate various aspects of children's abilities, especially fine motor skills. Nur Insana et al., (2022) proved that collage activities have a positive influence on the fine motor development of children aged 5-6 years. Ridwan, Nurul, & Faniati (2022) developed the use of loose part media to improve children's fine motor skills. It proved that the use of loose parts is effective as a means of developing fine motor skills in early childhood. Any art activities for children that involve hands-on activities will have an impact on children's fine motoric development, as well as the activities of the Besurek Batik Mosaic art creativity (Sumiyati et al., 2020).

Technical barriers to the implementation of prolonged classroom learning activities interfere with the teaching and learning process. Obstacles such as lack of facilities have become classic obstacles that always occur repeatedly in educational institutions. Not only temporary anticipatory actions carried out by teachers as a solution, but serious attention is needed for the fulfillment of learning facilities and infrastructure for students. Another obstacle is the lack of teacher creativity in developing artistic creativity. In other kindergarten schools also experience the same problem. Setianingsih, Wahyuningsih, & Riyadi (2022) stated that the limited ability of teachers in art requires training. Implementation for teacher preparation and teacher training for learning music in early childhood needs to be socialized and followed up.

CONCLUSION

After completing this research, the research findings showed that the implementation of Basurek Batik mosaics in the learning art creativity of children aged 5-6 years at the IT Baitul Izzah Kindergarten, Bengkulu City, started with the strategy process of selecting simple image patterns, introducing materials and how to use the tools used. in Basurek Batik Mosaic activities, the creative process of selecting materials, cutting processes, and pasting patterns so as to produce an artistic creativity in the form of Basurek Batik mosaics is not just a process of creativity by students. However, during the teaching and learning process, the teacher builds a lot of student personality such as a spirit of cooperation. Students are required to collaborate with their friends to complete a Basurek Batik Mosaic project by being assigned responsibilities that must be completed. This means that this activity also teaches students to be responsible for all assignments that have been given to them. In addition, the teacher also stimulates students to be able to imagine strongly and encourages them to have high curiosity. This can encourage students to think critically later. Other good characteristics that are implicated in this artistic activity are creative and meticulous nature. The teacher always motivates students to be creative which in turn builds students' self-confidence. Students are also given the opportunity to show their artwork to friends and are given the opportunity to explain their artwork. This activity builds students' courage to argue and take risks in an assignment. In addition, this activity greatly contributes to the development of fine morals in young children because most of the activities train students in using balance and hand movements.

Obstacles cannot be avoided in a teaching and learning process. However, how the teacher's initiative in dealing with it is the most important thing. The obstacles encountered during the teaching and learning process were: first, the lack of student interest in learning art creativity. This obstacle is overcome by the way the teacher gives students collaborative project-based assignments so as to motivate students to complete their assignments and provide appreciation for students who have good artistic creativity. Second, the teacher's creativity is limited in the learning of creativity art centers. This obstacle can be overcome by involving teachers in seminars and capacity building training in the field of early childhood creative arts centers. Third, the facilities for activities are inadequate. This obstacle was overcome by means of the

teacher's initiative to provide their own materials and equipment for the Basurek Batik Mosaic activities so that these activities could continue to be carried out.

The findings showed that the learning of art creativity does not only foster the artistic creativity of early-age students but also fosters a variety of positive characters for students. The results of this study are important for policy makers in kindergarten or early childhood education to further develop student art creativity with more varied varieties since this kind of learning process indirectly contributes to building the positive characters of the nation's generation. However, it is also necessary to pay attention to the problem of learning facilities that must be equipped by schools to maximize the potential and creativity of students and it is also necessary to conduct training for teachers to increase their capacity. In short, they can be more professional in carrying out their duties.

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