



## CREATING CRAFTS TO INCREASE CREATIVITY DURING PANDEMIC

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ABSTRACT	Keywords
Creativity is a trait that dares to break the paradigm so that it can produce something, and help children become better at doing various things. The purpose of this research was to prove the effect of making crafts on increasing creativity during the pandemic in students of SMPN 1 Mojoagung Jombang. The design of this research used a one-group pre-post test design. The population in this research were all students of class IX SMPN 1 Mojoagung Jombang as 287 respondents. The sample of this research were all students of class IX F, G, H, and I SMPN 1 Mojoagung Jombang as 107 respondents with a cluster random sampling technique. The instrument used is a questionnaire to assess creativity with test results 100% valid and reliable with = 0.798. This research was at SMPN 1 Mojoagung Jombang in November 2021. There was an increase in creativity from 43 (40%) respondents before making crafts. And after making crafts increased to 69 (64%) respondents. Statistical Wilcoxon Sign Rank test results = 0.00. it means that there is an effect of making crafts on increasing creativity. Creative thinking is needed to create new ideas in making crafts so that they can produce diverse products.	<b>Craft, Creativity, Pandemic</b>

## INTRODUCTION

Creativity is a trait that dares to break the paradigm so that it can produce unique products/somethings and provide added value that has new functions and meanings by remaking and changing the functions of basic materials. creativity can make children think creatively in finding new ideas. Creative thinking can help children become better at doing various things.

The development of creativity can be reviewed through a cognitive development process so that teenagers are at

the formal operational stage where children interact with their environment is very broad and reaches many peers and even tries to be able to interact with adults so that it has the potential to increase the development of children's creativity. Factors that support the development of children's creativity are children who can do a combination of actions and combinations of various objects proportionally based on logical thinking (Agustina, 2018).

The results of research by Frida Setia Risfania, Khavida Rizza Umami, & Hajar Nurma Wachidah in 2020 at Pondok

Pesantren Al - Istiqomah II show that creativity is a person's ability to carry out a business that produces works or products, the higher the level of creativity, the higher the level of productivity to produce money from products that have been produced (Frida Setia Risfania, Khavida Rizza Umami, & Hajar Nurma Wachidah, 2020). The results of Yustina & Suwondo's 2015 research at the Biology Education Study Program FKIP Riau University showed that the Scientific Attitude Score and Product Creativity in Project-Based IPL Learning was product creativity in the form of scientific reports ranging from 68 to 90, with an average score of 80.10 categorized as good (YUSTINA & SUWONDO, 2015). The results of Yustina & Suwondo's 2015 research at the Biology Education Study Program FKIP Riau University showed that the Scientific Attitude Score and Product Creativity in Project-Based IPL Learning was product creativity in the form of scientific reports ranging from 68 to 90, with an average score of 80.10 categorized as good (NEGARA & DIPERDAGANGKAN, n.d.). The results of Yustina & Suwondo's 2015 research at the Biology Education Study Program FKIP Riau University showed that the Scientific Attitude Score and Product Creativity in Project-Based IPL Learning was product creativity in the form of scientific reports ranging from 68 to 90, with an average score of 80.10 categorized as good (Sari & Ernawati, 2017).

To produce diverse products, creative thinking is needed in finding new ideas. Thus, making handicrafts activities can increase children's creativity. If the stimulation of creativity is not done well then the child is not creative. Children who are not creative tend to be unable to face future problems because they are unable to find solutions to problems, thus children are not ready to create a bright future.

Efforts made to increase product creativity can be done by increasing insight and knowledge based on reading sources or visiting craft centers in various regions.

## METHOD

The research design is a one-group pre-post test design (Purnomo & Bramantoro, 2018). The independent variable in this research is making crafts and the dependent variable is creativity. The population in this research were all students of class IX SMPN 1 Mojoagung Jombang as many as 287 students. The sample of this research were all students of class IX F, IX G, IX H, and IX I SMPN 1 Mojoagung Jombang as many as 107 respondents. The sampling technique used is cluster random sampling. The measuring instrument used is a questionnaire to assess creativity with test results 100% valid and reliable with  $\alpha = 0.798$ . This research was conducted at SMPN 1 Mojoagung Jombang in November 2021. Data collection was carried out by assessing (pre-test) the creativity of the respondents using a questionnaire (before making crafts with hard materials). Then carried out the implementation of making handicrafts of hard materials, followed by an assessment of creativity after carrying out the activities of making handicrafts of hard materials (post-test). After the data was collected, editing, coding, scoring, and data analysis were carried out using the Wilcoxon Sign Rank Test statistical test with  $\alpha = 0.05$  (Heryana, 2017).

## RESULTS

Table 1. Frequency Distribution of Respondents by Gender at SMPN 1 Mojoagung Jombang.

No	Gender	Frequency (F)	Percentage (%)
1	Male	45	42
2	Woman	62	58
	Total	107	100

Based on table 1, it is known that most of the 58 (58%) respondents are women.

Table 2. Frequency Distribution of Respondents by Age at SMPN 1 Mojoagung Jombang.

No	Age (Years)	Frequency (F)	Percentage (%)
1	13	1	1
2	14	46	43
3	15	58	54
4	16	2	2
Total		69	100

Based on table 2, it is known that most of the 58 (54%) respondents are 15 years old.

Table 3 Distribution of Frequency Based on Education Level of Respondent's Father at SMPN 1 Mojoagung Jombang.

No	Father's Education Level	Frequency (F)	Percentage (%)
1	Did not finish Elementary School	4	4
2	Primary School	13	12
3	Junior High School	24	22
4	Senior High School	52	49
5	College	14	13
Total		107	100

Based on table 3, it is known that most of the 52 (49%) education levels of the respondent's fathers are high school.

Table 4 Distribution of Frequency Based on Education Level of Respondent's Mother at SMPN 1 Mojoagung Jombang.

No	Mother's Education Level	Frequency (F)	Percentage (%)
1	Did not finish elementary school	3	4
2	Primary School	17	12
3	Junior High School	29	22
4	Senior High School	48	49
5	College	10	13
Total		107	100

Based on table 4, it is known that most of the 48 (49%) education levels of the respondents' mothers are high school.

Table 5 Distribution of Creativity Frequency at SMPN 1 Mojoagung Jombang.

No	Creativity	Before		After	
		F	%	F	%
1	Positive	43	40	69	64
2	Negative	64	60	38	36
Total		107	100	107	100
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Based on table 5, it is known that before making crafts, students' creativity was positive as many as 43 (40%) respondents. After making crafts increased to 69 (64%) respondents. And = 0.00. this shows that there is an effect of making crafts on increasing creativity

## DISCUSSION

Based on table 5, it is known that before making crafts, students' creativity was positive as many as 43 (40%) respondents. Most of the respondents are not afraid of failure and also dare to try various solutions to solve problems so that they find the right solution.

According to Munandar 1992 creativity is an ability that reflects fluency, flexibility, originality in thinking, and the ability to collaborate on an idea (Munandar, 1992). Creative children tend to have great curiosity, are confident and independent, feel challenged by pluralism or complexity, dare to take risks, and think divergently. At the adolescent stage, individuals go beyond the real world, concrete experiences and think abstractly and more logically (Muri'ah & Wardan, 2020).

Research result Agogué & Parguel 2020 shows that an individual who is labeled as being creative consequently has a higher perception of his or her creativity and therefore has higher confidence in his or her capacities to perform creatively, explaining why subjects labeled as "creative" were found to display higher creativity performance (Agogué & Parguel, 2020).

Teenagers' thinking has started to be abstract where children can think about solving problems through their imagination without having to have real problem objects so that they can think beyond the existing reality and can think about possibilities that can happen in the future. Children who think abstractly can spend time studying material thoroughly, can work alone, do work systematically, have intellectual abilities, always ask the cause of something, write analytical essays, rely on lecture notes and written materials, and like to do library research (Sit, 2012).

Teenagers also have systematic thinking, where children can do things according to the right sequence, stages, steps, or planning. The child will collect information or data about the problem at hand, then try to think of various solutions to the problem. Furthermore, children will try various possible solutions that can be done to solve problems based on their knowledge and experience so that they get effective and efficient results.

Based on table 5, it is known that after making positive student creativity crafts as many as 69 (64%) respondents. Children's creativity can also be influenced by age of the child. Based on table 2, it is known that most of the 58 (54%) respondents are 15 years old.

Creativity develops according to age. At the age of 11 years and over, children's creativity enters the formal operational stage. According to Gowan (1987), individual creativity begins to develop well. Torrance (1977) in adolescence has begun to think abstractly and systematically to solve hypothetical problems. Even able to think beyond the existing reality. Thus, it can be calculated the possibilities that will occur in the future (Windha Kurnia, 2011).

Creative children seem to escape for a while from the problems they face, in the

sense of not thinking about it consciously but depositing it in the preconscious. Thus, inspiration or new ideas will begin to emerge, then these ideas will be critically and convergently evaluated and confronted with reality.

Based on table 5, it is known that before making crafts, students' creativity was positive as many as 43 (40%) respondents. And after making crafts increased to 69 (64%) respondents. Based on the results of statistical tests showed = 0.00. it means that there is an effect of making crafts on increasing creativity.

According to Munandar in 1992, broadly, creativity can mean creative potential, creative processes, and creative products. The process of creativity through artistic activities is the best way that can be done because doing art activities means that a creative process occurs (Munandar, 1992).

The creative process starts from oneself in the form of thoughts, feelings, and imagination, then poured through certain media and techniques. The process of making crafts is always related to conscious or intentional activities through a long process of preparation and manufacture with careful thought and usually rational.

Creative children will always try to give birth to ideas with new attitudes, new views, new concepts, and are never satisfied with existing ones, always restless with circumstances, uncomfortable and unhappy with what already exists. Creative thinking is needed to create new ideas in making crafts so that they can produce diverse products. Thus, making handicrafts activities can increase children's creativity.

## CONCLUSIONS

There is an increase in children's creativity where before making crafts, positive students were 43 (40%) respondents. And after making crafts increased to 69 (64%) respondents.

Statistical test results = 0.00. it means that there is an effect of making crafts on increasing creativity.

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