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## IMPROVING STUDENT'S CREATIVITY THROUGH MOZAIC ART IN SBdP SUBJECTS

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### Abstrak

Tujuan penelitian untuk mengetahui 1) Kreativitas siswa kelas IV A MI Nurul Falah sebelum diterapkan kegiatan membuat mozaik. 2) Kreativitas siswa kelas IV A MI Nurul Falah ketika menerapkan kegiatan membuat mozaik setiap siklus. 3) Peningkatan kreativitas siswa melalui seni rupa mozaik pada mata pelajaran SBdP siswa kelas IV A MI Nurul Falah setelah diterapkan kegiatan membuat mozaik setiap siklus. Pendekatan penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) dengan pendekatan campuran. Subjek penelitian adalah Kelas IV A MI Nurul Falah Jatinangor sebanyak 25 siswa. Teknik pengumpulan data penelitian menggunakan observasi dan dokumentasi. Berdasarkan hasil observasi pra siklus sebelum menerapkan mozaik kreativitas siswa dikategorikan kurang sekali dengan persentase 11,44%. Pada siklus I tindakan I aktivitas guru mencapai skala 61,29%, pada siklus I tindakan II aktivitas guru mencapai 77,41%. Kemudian aktivitas siswa pada siklus I tindakan I mencapai 60,75%, pada siklus I tindakan II aktivitas siswa mencapai 77,16%. Adapun saat penerapan mozaik pada siklus II tindakan I aktivitas guru mencapai 83,87%, pada siklus II tindakan II aktivitas guru mencapai 90,32%. Kemudian aktivitas siswa pada siklus II tindakan I mencapai 81,08%, pada siklus II tindakan II aktivitas siswa mencapai 86,08%. Pada siklus I berdasarkan hasil observasi kegiatan siswa diperoleh nilai rata-rata hitung sebesar 77,16% dengan kriteria baik. Pada siklus II diperoleh nilai rata-rata hitung sebesar 86,08% dengan kriteria sangat baik. Dengan demikian terjadi peningkatan kreativitas pada setiap siklusnya dengan angka persentase 8,92%. Dari data tersebut disimpulkan bahwa melalui mozaik dapat meningkatkan kreativitas siswa. Maka, proses pembelajaran dinyatakan tercapai dan meningkat dari keadaan sebelumnya.

**Kata kunci:** *kreativitas; mozaik; SBdP*

### Abstract

*The purpose of the study was to find out 1) The creativity of the fourth grade A MI Nurul Falah students before the activity of making mosaics was applied 2) The creativity of the fourth grade A MI Nurul Falah students when implementing the activity of making mosaics every cycle 3) Increasing students' creativity through mosaic art in the SBdP subject of class IV A MI Nurul Falah after applying the activity of making mosaics every cycle. The research approach uses the Classroom Action Research (CAR) method with a mixed approach. The research subjects were Class IV A MI Nurul Falah Jatinangor with 25 students. Research data collection techniques using observation and documentation. Based on the results of pre-cycle observations before applying the student's creativity mosaic, it was categorized as very poor with a percentage of 11.44%. In the first cycle of action I teacher activity reached a scale of 61.29%, in the first cycle of action II teacher activity reached 77.41%. Then the student*

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*activity in the first cycle of action I reached 60.75%, in the first cycle of action II student activity reached 77.16%. Meanwhile, when applying the mosaic in the second cycle of the first action, the teacher's activity reached 83.87%, in the second cycle of the second action the teacher's activity reached 90.32%. Then the student activity in the second cycle of action I reached 81.08%, in the second cycle of action II the student activity reached 86.08%. In the first cycle, based on the results of observations of student activities, the average value of the calculation was 77.16% with good criteria. In the second cycle, the average score was 86.08% with very good criteria. Thus there is an increase in creativity in each cycle with a percentage rate of 8.92%. From these data, it can be concluded that through mosaics it can increase students' creativity. So, the learning process is declared to be achieved and improved from the previous state.*

**Keywords:** *creativity; mosaic; SBdP*

## INTRODUCTION

Education is one of the areas for a person to develop his creativity. Everyone is born with uniqueness that can be seen from their creativity. Creativity is a person's ability to create something new or how someone solves a problem. In the process of creativity students have levels, where they create new works, through sight and observation and then imitate.

Creativity is one of the abilities possessed by a person, but in its application it must be often trained and developed. Creativity can be seen in terms of personality in the results of personal uniqueness related to the environment and describes the various characteristics of each individual, namely curiosity, high imagination, confidence, perseverance, and interest. Creativity can arise through the difficulties faced so that a person will get used to thinking creatively, but that does not mean that someone has to face difficulties first so that his creativity can develop. Apart from education, creativity is still seen as part of the

activities and products of the arts (Sitepu, 2019). The development of basic skills in educational activities can improve and foster student creativity. The purpose of increasing creativity can make students creative in thinking, saying, doing handwork, doing art and doing body exercises to train fine motor aspects and gross motor skills in students.

Creativity in the world of education can be seen in the subjects of Cultural Arts and Crafts (SBdP). Art education in the world of education has the aim of providing an increase in the creative nature, sensitivity of taste, and also the ability to express opinions by creating a work of art. (Putri & Suprayitno, 2022). Artwork can be produced from an idea, imagination, observation, and discovery. Art is divided into five branches based on the audience, namely: visual arts, music arts, dance arts, theater arts, and literary arts (Suhernawan & Nugraha, 2010). Cultural arts lessons are very important for students as actors in social life because they can develop the spirit of creativity, sensory



sensitivity, and are able to create art in a directed environment and conditions. Then, art in the world of education has a social function as a means to facilitate the delivery of messages, both in the form of visuals (images) and audio (sound) or both.

This research is to increase students' creativity in creating mosaic art. However, in observations made at MI Nurul Falah Jatingangor, it was found that several Class IV A students had low creativity during the learning process. Creativity development activities only become an activity that makes students burdened during learning. This is where the role of the teacher as an educator is expected to improve students' creative abilities. As stated by Juhji (2016) that the teacher as the main actor in the implementation of educational programs in schools has a very important role in achieving the expected educational goals. There are so many roles of teachers in the world of education, one of which is to encourage creativity.

Creativity for teachers is very important because teachers are required to demonstrate and demonstrate the creative process. Creativity is characterized by the activity of creating something that didn't exist before or innovating something that already existed before. As a result, teachers are always trying to find better ways to serve students so that students see it as something creative.

Learning about mosaic art helps students develop artistic skills and encourages them to play. This is because art and play are instinctive actions that help students grow and develop. Mosaic art helps students by enabling them to express themselves through creativity during several stages of development. This causes students to be able to meet their emotional needs and support their creativity. As stated by Mulyasa (Hasnawati & Anggraini, 2016) that "the learning process is essentially to develop student activity and creativity, through various interactions and learning experiences".

A person's success can be seen from his courage in trying something according to his abilities. To make students dare to express their abilities, it is necessary to carry out learning stages assisted by teachers, so that students are able to express all their ideas and abilities through mosaic art. So that later it can be seen whether students become more creative or not (Putri & Suprayitno, 2022).

Furthermore, research will be carried out to find out more about how mosaic art can improve students' creativity. The research is based on the description of the background of the problem that has been presented above. So this research was formulated with the following title: "Improving Students' Creativity Ability Through Mosaic Art in SBdP Subjects".

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The purpose of this research can be formulated as follows: 1) To find out the creativity of the fourth grade A MI Nurul Falah students before applying the mosaic making activities; 2) To find out the creativity of class IV A MI Nurul Falah students when implementing the activity of making mosaics in each cycle; 3). To find out the increase in students' creativity through mosaic art in the SBdP subject of class IV A MI Nurul Falah after applying the activity of making mosaics in each cycle.

## **METHOD**

The research was conducted using a mixed approach. The research method used is Classroom Action Research (CAR) in English terms, namely Classroom Action Research, with the aim of improving the process and improving the quality of the learning process. (Mulyasa, 2013).

The reason for using the CAR method is because the method is collaborative, namely cooperation between various skills, professions and disciplines in an effort to bring about change, improvement and improvement of learning activities and can solve problems in the learning process in the classroom.

The data sources of this research are divided into two, namely: a. Primary data sources are sources of data or information obtained by researchers directly from research subjects through established instruments. Primary data sources are more accurate because these data

sources are presented in detail so that they are often needed for decision-making purposes (Sudirman, 2022). The primary data sources in this study were obtained when teachers and students were conducting learning activities. Primary data sources are students of class IV A MI Nurul Falah Jatinangor. b. Secondary data sources are data sources that have been available in various forms, generally in the form of published and unpublished records, evidence, journals or historical reports. Secondary data sources are mostly statistical data or data that have been processed in such a way that they are ready for use (Moehar, 2002). This study uses secondary data sources in the form of books, journals and research results that are relevant to the variables studied, namely student learning creativity.

The data collection technique in this study uses observation type data collection techniques and uses documentation type data collection techniques. Observational data collection techniques that have specific characteristics are not limited to people, but also other natural objects. Sutrisno Hadi (Sugiyono, 2017) argued that, observation is a complex process, a process that is composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

The observation process is carried out by involving someone as an observer to see, record, and record



student activities in the learning process, so that the teacher focuses on implementing the learning scenario, because the teaching process is carried out by the teacher. In the learning process, the observer also observes by looking at, and taking notes on the teacher's teaching activities, so that the teacher gets an overview for improvement in subsequent learning.

This study observes students and teachers through the observation sheets that have been provided. This observation was used to obtain data on teacher and student activities in the process of increasing creativity in class IV A MI Nurul Falah.

And using documentation-type data collection techniques through teacher and student activities in learning, namely documentation in the form of photos of learning activities, observation sheets for teacher and student activities, and observation sheets for increasing creativity in the SBdP learning process on Mosaic material in class IV A.

According to Firmansyah (Wiriatmadja, 2009) so that you have a recording tool to describe what is going on in class at the time of learning in the context of classroom action research, then to capture the atmosphere of the class, details about important/special events that occurred, or illustrations of certain episodes, these electronic tools can only be used to help describe what you noted in the field notes whenever possible. The electronic device used in

the research process is a digital camera to facilitate the observation process. An update in this study is the discovery of the effectiveness of the mosaic method at a new research locus that has not been studied before.

## **RESULTS AND DISCUSSION**

### **The Creativity of Class IV A MI Nurul Falah Students Before the Mosaic Making Activities Are Implemented**

Based on the results of research on student creativity before the activity of making mosaics was applied in the pre-cycle learning process, the overall grade IV A MI Nurul Falah was in the very poor category, this was based on the student's average score of 23.83%. The aspect of achievement that has not been maximized is because before the fourth grade A MI Nurul Falah student learning is carried out, the teacher still dominates the learning process so that students become passive.

One of the factors that cause students to be passive is because the teacher only provides material that is less interesting while the students just sit and listen. In addition, the teacher only uses available media so that students feel bored while following the learning process, this results in a lack of creativity during the pre-cycle.

## Creativity of Class IV A MI Nurul Falah Students When Implementing Mosaic Making Activities Every Cycle

### a. Activities of teachers and students in cycle I

The teacher's activities during learning in action I are included in the sufficient category with a score of 61.29% and student activities during learning in action I get a score of 60.75%. While the second action shows that the teacher's activity during learning has increased to 77.41% and the student's activity during learning in the second action gets a value of 77.16%.

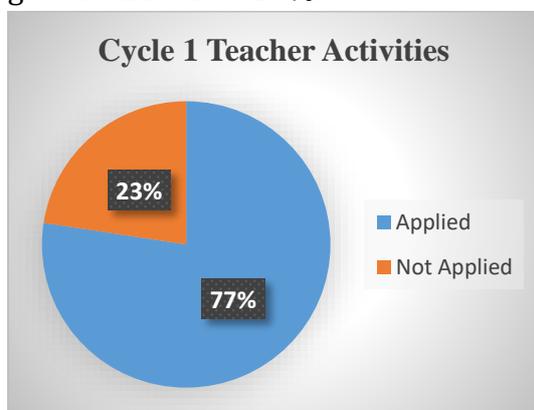


Chart 1

This can be seen in Chart 1 showing that the teacher's activities during learning using mosaics in cycle I are included in the good category by obtaining an average value of 77% and indicators that have not been achieved by 23%. The aspect of achievement that was not maximized in cycle I was due to it being less conducive when learning to use the mosaic applied by the teacher, because when explaining the rules and steps in making the mosaic there were some students who

did not pay attention, as a result some students did not understand. Therefore, the activities of teachers and students still have to be improved in cycle II so that all stages can be conveyed optimally.

### b. Activities of teachers and students in cycle II

The teacher's activities during learning in action I are included in the good category with a score of 83.87% and student activities during learning in action I get a score of 81.08%. Whereas in action II, the teacher's activity during learning has increased to 90.32% and student activity during learning in action II has a score of 86.08% with a very good category.

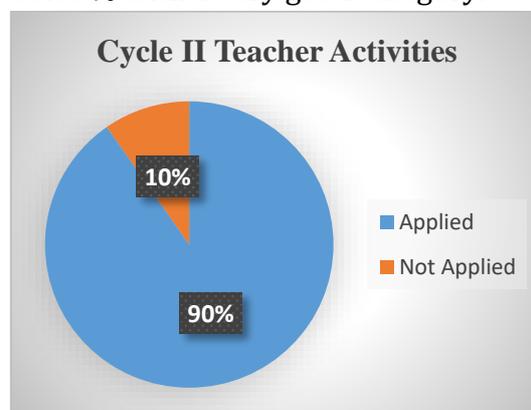


Chart 2

This can be seen in chart 2 shows that the teacher's activities during learning using mosaics in cycle II are included in the very good category by obtaining an average value of 90% and indicators that have not been achieved by 10%. This shows that the achievement of teacher activities in cycle II has achieved a significant increase. The aspect of achievement that has met the criteria very well in cycle II is because student

learning activities using the mosaic applied by the teacher have been running optimally. Teachers can facilitate students in the classroom when when learning mosaics and when explaining the rules, steps in making mosaics, students can pay close attention so that students can understand. Students feel that making mosaics is fun learning and students can produce creative works.

This is because the teacher does his job as a motivator and facilitator who helps students well in the learning process. The increase in the average value of teacher and student activities can be graphed as follows:

Table 1. Enhancement of Teacher and Student Activities

Cycle	Teacher/Student	Average	Criteria
Cycle I	Teacher	77,41 %	Good
	Student	77,16 %	Good
Siklus II	Guru/Siswa	Rata-rata 90,32 %	Very Good
	Teacher	86,08 %	Very Good

**Improving Student Creativity through Mosaic Art in Sbdp Subjects for Class IV A MI Nurul Falah after the Mosaic Making Activity in Each Cycle was applied.**

a. Student creativity in cycle I

Based on the results of the calculation of the observation data in the first cycle, it was obtained information that the average value of

student creativity in the first cycle was 77.16% with good criteria. The number of students who have creativity with the assessment criteria can be seen in the following table:

Table 2. Student Creativity Ability in Cycle I

Student Creativity Measure	Total students	Assessment criteria
≤ 54%	-	-
55-59%	-	-
60-75%	-	-
76-85%	12	Good
86-100%	13	Very Good

From table 2 it can be seen that the creativity of the first cycle students, 12 students who obtained good criteria and 13 students who obtained very good criteria. Namely, students who obtained very good criteria with a score of 87.5% were three people, with a score of 83.33% were four people, with a score of 81.25% were one person, and with a value of 77.08% were five people. While students who obtained good criteria with a score of 75% were four people, with a score of 72.91% were two people, with a value of 70.83% were five people, and with a value of 66.66% were one person.

Based on the data above, information is obtained that students who are in the 60-79% value range because they do not really understand the instructions given by the teacher, and some are starting to understand

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about every task submitted by the teacher but still needs to be explained. While students who get a score range of 80-90% already understand about every command delivered by the teacher without needing to be explained again. The results of the average value of student creativity achievement based on table 4.15 obtained a value of 77.16%. Therefore, the learning process needs improvement and for the next meeting the teacher needs to pay more attention to student activities.

#### b. Student creativity in cycle II

Based on the results of the calculation of the observation data in the second cycle, it was obtained information that the average value of student creativity in the second cycle was 86.08% with very good criteria. The number of students who have creativity with the assessment criteria can be seen in the following table:

Table 3. Student Creativity Ability in Cycle II

Student Creativity Measure	Total students	Assessment criteria
≤ 54%	-	-

## CONCLUSION

Based on classroom action research conducted in class IV MI Nurul Falah Jatinangor Sumedang, it can be concluded that the creativity of students in class IV A MI Nurul Falah before the activity of making mosaics in learning, students' creativity was categorized as lacking. This is based on the results of the pre-cycle activity

55-59%	-	-
60-75%	-	-
76-85%	-	-
86-100%	25	Very good

From table 3 it can be seen that the creativity of students in cycle II with a total of 25 students is in the very good category. Overall, the fourth grade A MI Nurul Falah students were in the very good category based on the students' average score of 86.07%. If this figure is consulted on the pre-determined assessment criteria, it is categorized as very good, then the learning process is declared to be achieved and improved from the previous situation.

With the results of this presentation, this research supports the results of previous research or the theory that has been discussed in the discussion that mosaic work can increase students' creativity.

observation sheet with an average value of 11.44%.

Then the creativity of the fourth grade A MI Nurul Falah students when implementing the activity of making mosaics in each cycle, namely in the first cycle of action I the teacher's activity reached a scale of 61.29% and in the first cycle of action II the teacher's activity



reached a scale of 77.41%. Then the student activity in the first cycle of action I reached a scale of 60.75% and in the first cycle of action II the student's activity reached a scale of 77.16%. Meanwhile, when the application of the mosaic in the second cycle of action I for teacher activity reached a scale of 83.87% and in the second cycle of action II the teacher's activity reached a scale of 90.32%. Then the student activity in the second cycle of action I reached a scale of 81.08% and in the second cycle of action II the student's activity reached a scale of 86.08%.

And the improvement of students' creativity through mosaic art in the SBdP class IV A MI Nurul Falah subject after applying the activities of making mosaics in each cycle the following results were obtained: in the first cycle based on the results of observations of student activities, the average score was 77.16% with good criteria. In the second cycle, the average score was 86.08% with very good criteria. Thus there is an increase in creativity in each cycle with a percentage rate of 8.92%.

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