



## Utilization of Used Materials to Increase Early Childhood Art Creativity in Flamboyan Kindergarten

Nur Istiana Makarau<sup>1</sup>, Hibana<sup>2</sup>, Susilo Surahman<sup>3</sup>

UIN Sunan Kalijaga Yogyakarta<sup>1</sup>

UIN Sunan Kalijaga Yogyakarta<sup>2</sup>

IAIN Surakarta<sup>3</sup>

[21204031035@student.uin-suka.ac.id](mailto:21204031035@student.uin-suka.ac.id)<sup>1</sup>, [hibana@uin-suka.ac.id](mailto:hibana@uin-suka.ac.id)<sup>2</sup>, [susilo.surahman@iain-surakarta.ac.id](mailto:susilo.surahman@iain-surakarta.ac.id)<sup>3</sup>

*Received: 20 January 2022*

*Reviewed: 27 January 2022*

*Accepted: 7 April 2022*

### Abstract

Early childhood is the basis for instilling life values in order to become creative and innovative human beings and have skills, one of which is by utilizing used materials in a learning activity at school. The purpose of this study was to find out more about the use of used materials as a medium to increase artistic creativity in early childhood in Flamboyan Kindergarten. This study uses a qualitative research method with a qualitative descriptive approach. Observation, interview, and documentation are data collection techniques. While the data analysis techniques include data reduction, data presentation, and drawing concluding. The results showed that the use of used materials can increase artistic creativity in Kindergarten Flamboyan which is used as teaching material by paying attention to aspects of child development. This is evidenced by the children exploring and creating works from used materials accompanied by their homeroom teacher.

**Keywords:** Used Materials, Artistic Creativity, Early Childhood

### Introduction

The age of 0-6 years is the age range of children that we often hear of the golden age, where this period is very influential in the life of every human being. The golden age period requires the role of adults in stimulating the growth and development of children so that later they become human beings who can interpret the values of life and have good character. Art creativity needs to be introduced, instilled in early childhood. With this, children can work with the results of ideas and get motivation from those around them. As Utami Munandar stated children have natural creativity since childhood (Munandar, 1997).

Imagination, skills, speech, activity, and fostering a sense of pleasure, become part of early childhood creativity. Game tools with ideas can increase children's creativity (Maimanah, 2021). We can observe children moving from the first activity to another with enthusiasm and not feeling tired. Every child has a world of play and gets to experience a fun learning process that involves his five senses. Play is synonymous with fun activities, where children live together in situations filled with happiness and cheerfulness. Children's play activities often choose games that are in line with their heart's desires, hopes, and bring joy. Early childhood education is related to creativity, namely being able to imagine, pouring ideas in his mind into

action, and being able to try to solve the problem in his way. Children's play activities can lead to creativity, thus providing a tool or media that is needed in the learning process and creativity at an early age.

Creativity needs to be developed in skill to think creatively, explore and develop children's talents and interests (Rohani, 2017). Activities that foster creative ideas in children are creative potentials that naturally exist in children, therefore developing children's potential and optimizing their abilities require proper coaching. For example, in children's daily activities, children begin to use objects that are around them to make game tools such as mini house walls from used cardboard. Teachers need to develop each child's potential and hone their abilities. Development that can be done through the stage of children's play activities which simultaneously occurs in the child's learning process, so that children get the opportunity to try to find, observe and explore, and can be creative and imaginative which then children will grow into creative people.

Creativity in art early childhood can be seen from the results of their work, without any coercion and orders that are adjusted to the wishes of the teacher. In the process, the teacher should master the method so that artistic creativity in early childhood, especially with the use of used materials, can run according to the expectations and desired achievements. It should be understood that the process of increasing creativity is more important than the work made by children. Several aspects of development are expected to develop properly.

Used materials can be used as learning media, which is a form of concern for the environment (Rose & Miranda, n.d.). Utilization of used materials in Early Childhood Education (PAUD) institutions aim to provide opportunities for children to find out the benefits of used materials as a media or game tool that can foster interest in learning and bring happiness in every learning process through the use of used materials. Therefore, growing children's interest requires the role of teachers who are creative and able to combine learning media through used materials in the surrounding environment. This does not run from the direction of early childhood education, namely to develop the potential of children to become creative human beings. Currently, we find many creations and innovations in making interesting learning media for early childhood. However, there are not a few teachers who do not have comprehensive skills or expertise and concepts in utilizing used materials to increase the creativity of early childhood, especially to serve as learning media or educational game tools. As (Atira et al., 2021) suggest there may be teachers who do not want to be bothered by making media because of the lack of understanding in utilizing the materials around them. Research (Atira et al., 2021) shows an increase in children's creativity by using used materials such as recognizing and mixing colors, making pictures in painting activities. The results of the study (Suzana et al., 2021) state that the use of used materials can be used as learning media, especially to improve children's cognitive during the Covid-19 pandemic. The research that the researcher wants to examine is related to the use of used materials in increasing artistic creativity in early childhood. Field results obtained by researchers that TK Flamboyan has utilized used materials as evidenced from the work found in the classroom and outside the classroom. Concern for used materials in Flamboyan Kindergarten can be seen from the storage area for used materials used

as a tool to support the development of creativity of teachers and students, especially in the use of used materials as an effort to increase artistic creativity of early childhood in Flamboyen Kindergarten Nambo Lempek. This study aims to find out more about the use of used materials in increasing early childhood artistic creativity in Flamboyen Kindergarten by analyzing the activities of teachers and students in using used materials as media that is always applied in Flamboyen Kindergarten.

## **Methods**

This study uses a qualitative research type with a qualitative descriptive approach, this is because the data obtained are qualitative. This research is located in TK Flamboyen Nambo Lempek, Nambo District, Banggai Regency, which was conducted in December 2021 until completion. The research subjects are the principal, homeroom teacher of class A which has 15 students. Data collection techniques were carried out through observation, interviews, and documentation, while data analysis techniques included data reduction, data presentation, and drawing concluding (verification). Observations were made by looking at the conditions of the learning process, then on data collection techniques through interviews with the principal and homeroom teacher of class A. The documentation obtained by the researcher is to collect some data including learning devices such as the work of children displayed and photos of the learning process by utilizing used materials carried out in group A TK Flamboyen.

## **Results and Discussion**

### ***Utilization of Used Materials***

The results of research in the field indicate that the use of used materials in Flamboyen Kindergarten is generally used as a learning medium that is often used because it is an alternative media that is easily available in the surrounding environment and is one of the Institution's efforts in preserving the environment and recycling used materials that can be used as teaching materials. at Flamboyen Kindergarten. The use of used materials in Flamboyen Kindergarten regarding its use has been carried out for a long time and every year Flamboyen Kindergarten always produces creative works and even more and more. Used materials become materials that are always used in children's learning activities at school, both as teaching aids, making works, and other children's playing media. The teaching aids obtained do not need to be expensive, the teacher only needs to use used materials by innovating and being creative from these materials (LAILIYAH, 2021).

The teacher's efforts in providing used materials for children to explore with used materials that are around it, the used materials used have value to increase the artistic creativity of early childhood so that they can produce satisfying and enjoyable works. This used material becomes something new and in it, there is aesthetic value as well as educational value if it can be processed and can be created according to what is desired (Amalia, 2020). Therefore, do not limit children's space in making modifications to used material equipment to create interesting

work and increase children's interest in preserving the environment and introduce the use of used materials that are not just thrown away, but can be used as educational games, works of art, etc. Used materials that are used can also train early childhood to create an environment-friendly atmosphere, reprocess them to reduce waste, especially waste that is difficult to decompose.

Creativity is a process of a child's activeness, how children are directly involved, respond and take the initiative so that children will act more than just passively receiving something. The COVID-19 pandemic is not an obstacle for Flamboyant Kindergarten to use materials as a bridge to increase creativity. The use of these used materials has become a routine at the Flamboyant Kindergarten as stated by the Principal of the Flamboyant Kindergarten, namely: *"We are here, including my teachers, all teaching aids are always made from used materials"*. (Interview with the Principal).

This statement is a response that illustrates that the learning process in Flamboyant Kindergarten often uses used materials which is one way to increase children's creativity. As for the use of used materials in the institution, such as teaching aids or learning media, wall decorations, ceiling decorations that have been designed and made as attractive as possible. The use of these materials will also not be a result of creativity except with the involvement, cooperation, and efforts of all parties in Flamboyant Kindergarten on how to process and make these materials into something useful. The teachers at the Flamboyant Kindergarten have good creativity and it can be seen from the beautiful and unique works of teachers and children that we can find both in every room and outside the classroom, as the Principal said *"The teachers in this kindergarten have good creativity"* (Interview with the Principal).

The expression above explains that the teachers in the Flamboyant Kindergarten have good creativity so the enthusiasm and efforts of teachers arise in increasing children's creativity. The development of children's creativity usually aims to encourage children to think creatively, express their ideas which are characterized by divergent thinking, with the characteristics of flexibility, fluency, originality, and deepening of thinking. The development of creativity should be carried out through fun activities (Rahayu, 2020), providing the opportunity to find the child's identity, which is why children want to always try and try. As explained by Utami Munandar (1997) in creativity there are four stages or steps that need to be passed by a child, namely the first is fluency, relating to how the teacher can explain the goals in a group of children who will carry out an activity and accept each other's opinions or suggestions as a strategy to get ideas, secondly flexibility, where each child has different and varied ideas so that children determine according to their ideas, the third is originality, this relates to an idea that is rarely known and has never been introduced to children, the fourth is elaboration, this is done as the development of more detailed ideas so that they can be worked on.

As for the form of support from the principal to increase the creativity of teachers and students by giving attention and positive responses, discussing, looking for ideas together then collecting used materials that can be reprocessed into a work which in the process is expected to increase children's creativity. The used materials that are obtained either come from places of activity such as events around the place of residence which are often found such as used plastic

bottles, used plastic cups, used cardboard from the nearest store, and others. The use of used materials is very useful in increasing children's creativity if they are given proper assistance and guidance from teachers and their parents at home. In the children's learning process, used materials in the Flamboyant Kindergarten are used as teaching aids, as stated by the principal: *"... in the learning process of our children, we always use it as a teaching aid in one theme by using the used materials"* (Interview with the Principal).

The learning carried out at the Flamboyant Kindergarten always uses used materials in every theme that has been designed and compiled in the learning curriculum at Flamboyant Kindergarten. Used materials are very easy to find in the surrounding environment (Sudiarni & Gunawan, 2021). The principal said that used materials were very easy to get because they were everywhere, sometimes local people were confused and wondered if teachers and principals took used materials from the surrounding environment, this is because they have no awareness from some people that used materials are used can also be reprocessed through human hands, especially in children and ideas that are poured into the child's learning process at school and in the environment where the child lives.

Children's play activities in daily activities are seen from the aspect of child development, teachers always use used materials as a fun learning process for children. The used materials used are used bottles, used plastic spoons, hotel glass lids, and so on. The used materials used are adjusted to the child's learning plan as stated by the homeroom teacher of class A as follows: *"The use of used materials here is adjusted to the children's daily activities"* (interview with Mrs. DT as the homeroom teacher for class A).

The statement above relates to learning in Flamboyant Kindergarten often using used materials by adjusting the themes and learning plans that have been made by the teacher. So, the teacher will prepare in advance any used materials that will be used in every learning activity, both as teaching aids and to make a work of the child himself. The researcher conducted research in class A which consisted of 15 children with 1 homeroom teacher and 1 assistant teacher. One of the government's policies is to allow students to come to school, to participate in the learning process by complying with health protocols and limiting the number of children who come to school. Flamboyant Kindergarten, especially in class A, every school day there are five children from the total number of children who come to school and have been scheduled only on days that have been determined by the homeroom teacher. In the process of using used materials, educators provide used materials and children can process them into works. The stages in the process of activities at TK Flamboyant include:

- a. Make a plan related to the use of used materials
- b. The teacher provides used materials that are easy to find and safe when used on children.
- c. The teacher looks for creative ideas from the internet about the use of used materials in schools
- d. The teacher learns and masters the ways of using used materials in works, props, and other children's play media.
- e. The teacher gives examples to children as a starting point so that children are interested in using used materials in increasing creativity

- f. The teacher gives freedom to children to make something from used materials according to the wishes and ideas of each child's mind.
- g. The teacher accompanies, supports the child, and appreciates every process and work of the child

### ***Early Childhood Art Creativity***

The results showed that the use of used materials in increasing artistic creativity, it is the responsibility of teachers by utilizing current technology, they look for ideas on social media to find out how to use used materials into a work and then practice it with students at school. Examples of works made such as making a lion's head from a hotel glass lid and so on. In the activities carried out with friends accompanied by the teacher, there is a process in increasing children's artistic creativity from the way children determine and try to be creative according to their ideas and imagination to create a beautiful work. Creativity is a person's ability to create something new and unique, be it an idea or a work that is original and different from what already exists. A person is said to be creative if can think differently way from others and then produce unique solutions in dealing with problems (Kurnia, 2015).

Creative children usually have curiosity, broad interests, have hobbies, and creative activities, so children tend to be confident, independent, children do not care about ridicule or criticism from others, because what they do is what makes children happy (Fatmala & Hartati, 2020). To find out the interests and talents of children, it is important to introduce artistic creativity to children by giving them the freedom to explore their artistic creativity (Mansur et al., 2021). Children's imagination and creative ideas always coexist with their artistic soul, as we all know that art is part of beauty. The beauty that exists in early childhood depends on how children can explore each activity and a fun learning process. The same thing is expressed by Lubis (2021) that exploring activities from various media will provide opportunities for children to realize ideas and imaginations to produce creativity and artistic spirit in children.

The results obtained by the researchers that the homeroom teacher of class A is very concerned about the developmental aspects when children apply used materials to increase their creativity. Art creativity at an early age in Flamboyan Kindergarten is also developed along with other developmental aspects. The activities start from aspects of religious and moral values, such as children being able to distinguish between God's creations and which are made by humans, the teacher always invites children to express gratitude to God who has made all of his creations very useful for human life. Furthermore, the physical aspects of motor skills, especially fine motor skills. Such as the skills of the fingers and wrists, as well as training eye coordination (Waslimah et al., 2020). The teacher provides a stimulus by giving children the freedom to be creative, the teacher invites children to make anything through used materials that have been prepared by the teacher in class. From the creative hands of children, teachers can see the process of children's involvement in utilizing these used materials. As research (Putri, 2021) college activities use media from used materials. The activities such as cutting, pasting, gluing, and so on.

The next aspect that is developed is the child's cognitive ability. The teacher brings children to be able to understand the concept of numbers, classify, the group from the type of objects, colors, textures, and so on. For example, children can name and count how many bottles are available, children can also learn to distinguish which bottles are high or low, then sort the bottles from lowest to highest. As revealed (Pratiwi et al., 2018) recycled materials, can be used as a variety of counting game activities for children. Furthermore, children can also recognize the color of bottle caps from all the bottles that have been provided. In the language aspect, learning by using used materials as exemplified earlier, the child is introduced to any letters that are on the bottle packaging then the child can pronounce the letters. The socio-emotional aspect in the use of used materials is related to developing a child's ability to complete an activity, to be involved in playing or making something, the homeroom teacher of class A also said

*“...the socio-emotional aspect of children can be seen from the cooperation of the children, helping each other to friends who are not able to afford it” (interview with Mrs. DT as the homeroom teacher for class A)*

The statement put forward by the homeroom teacher of class A is important about the socio-emotional development of children. The ongoing interaction between the teacher and the child as well as the child and child's friends will make the atmosphere in the classroom more interactive and the child will release emotions according to what activities the child is doing at that time. Therefore, teachers at Flamboyan Kindergarten always support and provide positive responses when children do it, especially when learning activities are taking place. Furthermore, the stimulation of the art aspect by the teacher to the child is how the child produces their work and is the result of the ideas and creativity of each child. So, the artistic creativity of children in Flamboyan Kindergarten has various stages by trying to stimulate the six aspects of development in children which then the child will produce a work that makes the child happy with his work. Teachers always respect and give appreciation to every process and result of children's work. Examples of children's artistic creativity by using used materials at the Flamboyan Kindergarten, such as making a lion's head from a hotel glass lid. Teachers take advantage of these materials that were previously unthinkable to become something of value and use in a kindergarten lesson. Another example is the child making bees from used bottles, then the child attaches pieces of paper that have been in the form of wings and other parts, and the child then the results can be used as props in children's play activities at other times. Examples of works in increasing children's artistic creativity using used materials at Flamboyan Kindergarten are as follows.



Fig. 1. The process of making a lion's head from a hotel glass lid

Art creativity is the beauty of something that is obtained when someone can produce something from what is in his mind (ideas) and or works that come from the objects around him. Imagination in early childhood is the child's ability to produce both ideas and works that come from the child and have aesthetic value, the emergence of children's interests, positive reactions and triggers children to like something. Therefore, it is necessary for a teacher to be a good example, be active, innovative, and always provide creative learning to children. To be more conducive and increase children's interest in learning, teachers should be more creative in planning learning activities that are tailored to the theme (Ariska, 2021). A creative teacher will have a desire to realize an idea which will then make the child creative as well.

Learning at the Flamboyant Kindergarten certainly has a few shortcomings or obstacles in utilizing used materials as an element to increase artistic creativity in early childhood. However, until now there have been no obstacles felt by the teacher related to providing used materials in every child's activity because the materials are relatively easy to obtain. The obstacle faced is that sometimes children feel less interested at the beginning of the activity when the teacher introduces the used material to the child. In addition to the packaging that is less attractive to children, especially compared to game tools that do not come from used materials, both the color and condition of the goods and also the child's understanding that used materials are materials that have no benefit. As said by the homeroom A class about the weakness of the use of used materials according to the homeroom A class that is *"the form of used materials whose source is known from waste or discarded materials"*. (interview with Mrs. DT as the homeroom teacher for class A).

The shortcomings experienced by teachers encourage teachers in Flamboyant Kindergarten to use more used materials which are more attractive and certainly safe to use. Teachers at Flamboyant Kindergarten believe that used materials can be turned into extraordinary works if children can use these materials, and teachers can provide a good and mature starting point, so children are more interested in using these used materials.

Efforts made by the homeroom teacher of class A to develop creative ideas are by looking for information on the internet regarding what can be done or what works can be made by children to increase children's artistic creativity so that children are more interested in using used materials as a medium to increase their creativity. In addition to being a skilled teacher, one must also be a teacher who can manage time well to be more effective and efficient (Setyowati, 2021). Class A's homeroom teacher said

*"I also have to be more creative too, I have to be able to do it first, I have to think about the tricks first so that these children feel interested in what I will do with the used materials". (interview with Mrs. DT as the homeroom teacher for class A).*

Creativity is the key to someone interpreting everything in his life. A creative teacher is always driven to be diligent and look for ways or solutions in solving a problem related to children and their learning. In connection with training or the like as an effort to use used materials in attracting children's interest and increasing children's artistic creativity, so far this has never been done by teachers from TK Flamboyen. However, teachers at Flamboyen Kindergarten can make learning activities while playing with children at Flamboyen Kindergarten through the use of used materials by looking for ideas or examples on the internet, then discussing with other educators and school principals, so that the institution can produce creative and capable children, developing aspects of development through the use of used materials.



Fig. 2. Display of children's artistic creativity

The homeroom teacher of class A considers this used material very important to introduce to children, the homeroom teacher of class A who is also the motivating teacher from Banggai district. Motivating teachers are selected teachers who are required to be able to streamline teaching and learning activities in schools both with students and the school community, become skilled, creative, innovative teachers, able to use technology as a supporter to improve quality, conduct reflection, and improve the implementation of sustainable learning (Mulyasa, 2021). Class A's homeroom teacher has a program plan related to the use of used materials and hopes that the plan can be realized as soon as possible, which is to invite parents of students to collect used materials so that they can train children's creativity, then pour out the ideas that are in the child's mind with used goods. Such as by telling parents to bring boxes of milk, plastic bottles, used cans. Class A's homeroom said *"It is very important to encourage children to be independent in learning, they can develop what is on their mind"* (interview with Ibu DT as the homeroom teacher for class A).

Freedom to learn is a policy program announced by the Minister of Education and Culture of the Republic of Indonesia to restore the national education system to the essence of the law by realizing the freedom of both teachers and students in schools to be free to innovate, learn independently and be creative (Sherly et al., 2021). Class A's homeroom teacher always shares knowledge with fellow teachers at Flamboyen Kindergarten, by inviting and giving each

other support so that they can make the best use of used materials in the surrounding environment because the use of used materials aims to improve the learning environment to be of high quality

## Conclusion

Based on the results of the study, it can be said that the use of used materials can increase children's artistic creativity in Flamboyan Kindergarten by going through the steps of using used materials to improve children's artistic abilities. Starting from learning planning, the teacher prepares tools and materials, to the process which then produces a work from used materials. In the process, the teacher pays great attention to developmental aspects so that it can be optimized. The teacher becomes a facilitator as well as a motivator so that children are able to be creative and pour their ideas into the media used by the material provided by the teacher. The application of learning using media from used materials is a characteristic of Flamboyan Kindergarten because of the awareness of institutions that care about the environment and want to process used materials into something useful.

## References

- Amalia, D. (2020). PENGGUNAAN MEDIA BAHAN BEKAS UNTUK MENGEMBANGKAN KEMAMPUAN MOTORIK HALUS ANAK USIA DINI KELOMPOK B DI TK AL-FITRAH ACEH BESAR. *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini*, 5(1).
- Ariska, K. (2021). Pemanfaatan Bahan Bekas dengan Decoupage untuk Mengembangkan Kreativitas Anak Usia Dini pada Pembelajaran Online. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 4(2), 189–200.
- Atira, Nurhidayah Ilyas, S., & Rusmayadi, R. (2021). Pengaruh Kegiatan Melukis Menggunakan Bahan Bekas terhadap Peningkatan Kreativitas Anak. *Jurnal Pelita PAUD*, 5(2), 213–221. <https://doi.org/10.33222/pelitapaud.v5i2.1316>
- Fatmala, Y., & Hartati, S. (2020). Pengaruh Membatik Ecoprint terhadap Perkembangan Kreativitas Seni Anak di Taman Kanak-Kanak. *Jurnal Pendidikan Tambusai*, 4(2), 1143–1155.
- Kurnia, S. D. (2015). Pengaruh kegiatan painting dan keterampilan motorik halus terhadap kreativitas anak usia dini dalam seni lukis. *Jurnal Pendidikan Usia Dini*, 9(2), 285–302.
- LAILIYAH, A. (2021). PENGGUNAAN BAHAN ALAM DAN BARANG BEKAS SEBAGAI MEDIA KOLASE UNTUK MENGEMBANGKAN KEMAMPUAN MOTORIK HALUS ANAK KELOMPOK B DI TKIT DAARUSSALAM TULUNGAGUNG.
- Lubis, F. (2021). *Optimalisasi Kreativitas Seni Melalui Alat Musik Bahan Bekas Anak Usia Dini*. UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU.
- Maimanah, M. (2021). PENGEMBANGAN KREATIVITAS SENI ANAK MELALUI BERMAIN MOZAIK DI TK PERTIWI SUKOSONO KEDUNG JEPARA. *Wawasan Pendidikan*, 1(1), 115–126. <https://doi.org/10.26877/wp.v1i1.9258>
- Mansur, D., Kalalo, G., & Tampi, F. L. (2021). Pemanfaatan Alat Musik Dari Bahan Bekas Untuk Meningkatkan Kreativitas Seni Anak Usia Dini Di TK Frater Don Bosco Tomohon. *Kidspedia: Jurnal Pendidikan Anak Usia Dini*, 2(1), 11–15.

- Mulyasa, H. E. (2021). *Menjadi Guru Penggerak Merdeka Belajar*. Bumi Aksara.
- Munandar, U. (1997). Mengembangkan Inisiatif Dan Kreativitas Anak. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 2(2), 31–42.
- Pratiwi, A. R., Fitroh, S. F., & Adhani, D. N. (2018). Pengaruh Metode Bermain dengan Bahan Bekas Terhadap Kemampuan Berhitung Anak Kelompok B 5-6 Tahun. *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 5(1), 64–74. <https://doi.org/10.21107/pgpauddtrunojoyo.v5i1.3851>
- Putri, R. (2021). Meningkatkan Kemampuan Motorik Halus Anak Melalui Permainan Kolase Bahan Bekas Studi Literatur. *Jurnal Golden Age*, 5(2), 314–322.
- Rahayu, N. (2020). Meningkatkan Kreativitas Seni Melalui Permainan Kolase Ampas Kelapa Anak Usia Dini di PAUD Al-Faiz Kota Langsa. *At-Tarbawi*, 7(1), 1–13.
- Rohani, R. (2017). Meningkatkan Kreativitas Anak Usia Dini Melalui Media Bahan Bekas. *JURNAL RAUDHAH*, 5(2).
- Rose, R., & Miranda, D. (n.d.). Peningkatan Kemampuan Mengenal Bilangan melalui Media Visual dari Bahan Bekas pada Anak Usia Tk. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(12).
- Setyowati, C. (2021). Meningkatkan Kreativitas Anak melalui Media Bahan Bekas. *Journal Ashil: Jurnal Pendidikan Anak Usia Dini*, 1(1), 80–91.
- Sherly, S., Dharma, E., & Sihombing, H. B. (2021). Merdeka belajar: kajian literatur. *UrbanGreen Conference Proceeding Library*, 183–190.
- Sudiarni, B. N., & Gunawan, I. M. (2021). Analisis Pengaruh Media Bahan Bekas Terhadap Keterampilan Motorik Halus pada Anak Usia 5-6 Tahun di PAUD Al Hikmah. *Jurnal Paedagogy*, 8(4), 594. <https://doi.org/10.33394/jp.v8i4.3409>
- Suzana, S., Karim, A., Amanah, A., & Munajim, A. (2021). Bermain Kognitif Matematika Anak Melalui Pemanfaatan Barang Bekas pada Masa Pandemi Covid-19. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(2).
- Waslimah, E., Alim, M. L., & Syahrial, S. (2020). Peningkatan Kemampuan Motorik Halus Anak dengan Metode Demonstrasi dalam Pemanfaatan Bahan Bekas. *Journal of Education Research*, 1(3), 265–275.