

# Improving early childhood creativity through calligraphy activity from coffee dregs

Irmawati<sup>1</sup>, Raden Rachmy Diana<sup>2</sup>

<sup>1</sup>Department of Early Childhood Education, UIN Sunan Kalijaga Yogyakarta, Indonesia

<sup>2</sup> Department of Psychology, UIN Sunan Kalijaga Yogyakarta, Indonesia

<sup>1</sup>20204032017@student.uin-suka.ac.id, <sup>2</sup> raden.diana@uin-suka.ac.id

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## Abstract

Creativity in early childhood at TK Pertiwi 26-13 Bogares Kidul is still low. This situation can be seen from the lack of imagination, initiative, and confidence in children to try new activities while learning. The purpose of this research is to increase the creativity, interest, and enthusiasm of children in learning calligraphy. Besides that, it is also to reduce coffee waste in the coffee shops around TK Pertiwi 26-13 Bogares Kidul. This research method uses PTK. The CAR uses the planning, implementation, observation, and reflection stages. The research location was in group B2 in TK Pertiwi 26-13 Bogares Kidul, with 14 students. The study using tools such as research sheets along with study evidence. For the study of evidence using qualitative analysis. The effect of the research conducted shows that children's creativity increases. With the data in the first cycle, it was found that 35.7% of the children's creativity level was then continued in the second cycle, which could be increased up to 80%. Therefore it was concluded that the children's creativity experienced an increase through calligraphy activities from coffee dreg.

**Keywords:** early childhood creativity, calligraphy, coffee dreg

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<sup>1</sup> Corresponding Author: Irmawati

Affiliation: Department of Early Childhood Education, UIN Sunan Kalijaga Yogyakarta, Indonesia

Email: 20204032017@student.uin-suka.ac.id

## INTRODUCTION

The stage of child development at the ECE level has several aspects of development (Ita et al., 2020). Therefore, guidance is needed for children. More exclusive child guidance is given to early childhood education. Early childhood education is vital because the level of development in children is honed from an early age. Early childhood education is a stage of nurturing children aged zero to six years in an even way covering both physical and non-physical aspects through the stimulus to the physical and spiritual growth that early childhood has to improve ideally (Mansur, 2007).

The family does guidance to early childhood. In Permendikbud Number 137, the provision of guidance and early childhood services was broken into two are kindergarten / RA, KB, TPA, and SPS in early childhood are very influential. ECE is a development built during learning activities for pre-school education for early childhood with ages ranging from zero to six years (Depdiknas, 2014). Guidance in early childhood has the meaning of having a significant value to prepare an excellent Indonesian child and develop the child's future. Guidance should be given from parents or teachers at formal educational institutions (Raihana, 2018). Early childhood guidance conducted in early childhood education institutions is the concept of learning while playing (Lasaiba, 2016). The period of children aged zero to six years becomes a golden age. In this period, the child's brain will enter a rapid development during its lifetime (Fauziddin & Mufarizuddin, 2018).

The period of children is very decisive because it becomes the essential preparation of character that ensures the next stage of development of the child. When the creativity of the early childhood period increases to the most emergency period, the teacher's role is urgently needed. Each child has creative talents and is seen in terms of education. Creative talents can be improved after being instilled in ECE. If the child's talents are not secured since ECE, then the talent will not increase well, but the talent will become a buried talent that cannot be carried out. Therefore, education is needed to increase creativity in children (Sujiono, 2009). Creative adaptation becomes an alternative that can be taken to compensate for the transposition that occurs so that increasingly complex problems can also be resolved (Surya, 2018)

Coinciding with the need for early childhood education is now very felt. Early childhood education is helpful to advance all the abilities that children have. Early childhood education institutions, including kindergartens, are aspired to be an area for children to be able to explore, build deeds, skills, and creativity to be able to provide children so that they can adapt to the environment, as well as a leap in the growth and development of children to the next stage.

Kindergarten institutions have a meaningful capacity to build creativity in children. Creativity has a meaningful task in the development of the next child. Teachers who become providers can master their capacity to build creativity in children with developmental stimuli in children. Teachers can convey activities to build all the prospects of integrated child development form in activities designed according to the stages of developmental achievement that the child must achieve. Among the

developments that exist in children is the development of creativity. Children's creativity development can be obtained through faking. Creative faking has the meaning of the power of thinking through fostering creativity, inspiration, explaining ideas, and finding solutions to solve problems (Titi Nugraini, 2015).

In his base, all human beings have the creative ability of him to be born. However, all human beings have different creatives. Creativity is defined as the ability to give birth to a new creation, from a wholly new or variety or even transformation by combining something that exists. Creative children are wise children in dealing with problems, adapting quickly, having originality in their work, and thinking thoroughly (Sumanto, 2005). What is meant by children having high creativity is that those who have fluency when expressing ideas and have a peculiarity when doing works can also be called exclusive and extraordinary works. Suppose this design is connected with creativity. The child may make actual work even varies from all learning efforts to realize new work.

According to the psychological opinion, creativity becomes one meaningful measure where to put scholars in place of validity, validity, and virtue. Furthermore, psychological analysis thinking is not the culmination of everything but is the origin of the beginning of consciousness then creativity can spur people to carry out everything quickly and precisely. Therefore creativity must be increased in the private group to build the subsequent offspring more intelligent (Mardianto, 2014). Therefore, from the above opinion, creativity can be drawn; namely, creativity is the fruit of thought or inspiration in a person that can increase the level of life that can stimulate people to carry out something regularly and appropriately (Masganti, 2016).

There are several arguments as to why creativity is implemented from an early age. Argument means early childhood creativity increase is: 1) Creativity means for the creation of self-implementation. 2) Creativity means the solution of problems. 3) Creativity means to make yourself happy. 4) Creativity means it can add excellence in itself (Munandar, 2013). From the above exposure, it can be explained that the authenticity and victory of society and the state lie in the creative giving, which takes the form of new proposals, new creations. To achieve that situation, it takes deeds, speculations and creative properties instilled since early childhood.

One way to increase children's creativity is through play that is in harmony with the developmental arrangement in children begins with learning while playing (Keifer GEffenberger, 1967). Learning is presented in a game that can stimulate the child to continue developing in all aspects depending on the child's needs. Children will be happy if the learning activities provided by teachers can be exciting and innovative when conveying the theme of learning in early childhood (Vionitta & Suyadi, 2020).

The development of creativity has several functions. One of its functions is to increase creativity and the power of children to express and give birth to an actual. If the child's abilities are adequately stimulated, the child can create and express them into a work they produce. For example, children make dolls from used fabrics, and children can make discoveries to give birth to new works using other objects according to their imagination (Mulyati & Sukmawijaya, 2013). People learning calligraphy have a variety of purposes. One of the purposes of learning calligraphy is to contribute to learning qiraah

because calligraphy becomes a process in completing creativity, especially at the primary level (Fauzi & Thohir, 2021).

Arabic writing is popular as Islamic calligraphy. Cleverness in writing similar Arabic reading instructions began to be introduced to early childhood. Calligraphy statements based on English are detailed in Greek "kalios" which have a beautiful meaning, and "graphein," meaning writing or drawing. The true meaning of calligraphy is good writing skills or good writing. In Arabic, it is called khat which means beautiful line or writing (Sirojuddin, 1992).

In calligraphy, learning passes the change from time to time. In pursuing the learning of calligraphy, some things must be known as the root of calligraphy education. The root of calligraphy education referred to here is the essential thing that causes the need for calligraphy. There are three perspectives in calligraphy learning: preparing, making, and testing (Fauzi Salim Afifi, 1989). 1. Preparing calligraphy lessons, teachers should prepare a learning plan such as RPPH. 2. Making calligraphy activities several steps of implementation is the first step starting from early age calligraphy can start from introducing the letters of hijaiyyah lose, then continue by connecting the letters and new at the stage of connecting verses to become beautiful calligraphy. For early childhood, calligraphy learning is recommended to use attractive educational facilities so that the child is not saturated and make simple patterns from the point then scratches and continued to the line until the stage of connecting letters. Calligraphy learning in early childhood should often be done so that the child gets used to it and the child does not forget to make the form of calligraphy. 3. Test by using tasks to the child to make calligraphy according to the imagination and ideas that the child has.

Painting calligraphy is a manageable activity, but if 1. Have a burning spirit, 2. A firm puzzle, we can make calligraphy, 3. Have patience in following the learning process, 4. Can benefit free time (Mohamad Muspawi, 2018). There are several notions of media insight (Mahnun, 2012). The first media insight, from experts, determining media understanding is; people, instructions, rides, equipment, and networks, as well as in the form of activities that are infiltrated as learning techniques. Secondly, experts determine the meaning of the media is; mandate or explanation given through hardware, the third, which is the mandate delivered for stimulus in the learning process.

There are several understandings of learning media. Learning media is a complete part of the learning structure (Melianingsih, 2018). In Arabic, the media is a bridge or delivery of information starting from the carrier against the obtainer of information (Arsyad, 2017). Learning media is based on the learning process. Its impact when learning media is used as tools and subsite materials of objects. When not using learning media, activities at the learning stage can not take place properly. At the stage of presenting data an object can be delivered well and immediately.

Learning media can be used from the materials around us. Nowadays, coffee forms the hallmark of the main overall in the younger generation, and coffee into a valuable product in the world trade (Purwanto & Diasmara, 2020). The number of people consuming coffee makes the number of coffee shops stand. Usually, people, after drinking

coffee, do not place pulp on the coffee. Coffee grounds can be used for a variety of things, one of which is painting.

The coffee grounds used in the painting are the rest of the coffee taken from the juice or starch, which has no use (Adikasari, 2012). At the same time, coffee is a dish of coffee bean mixture that has been in the form of powder. Then it can be concluded that the coffee grounds are the rest of the coffee that has been drunk. The use of coffee grounds as calligraphy media and having benefits to reduce waste coffee grounds in the school environment area can be used as a medium of learning coffee grounds in calligraphy activities so that learning is not monotonous. Children will easily create ideas and ideas because the coffee grounds to get it are not required cost.

Sourced observations conducted at TK Pertiwi 26-13 Bogares Kidul. Researchers research learning. The children seem reluctant to complete the task while saying, "cannot mom and shut up." Because of exciting activities because it does not use learning media. Learning is less varied learning done previously in TK Pertiwi 26-13 Bogares Kidul that learning is less in group B2. Calligraphy activities in TK Pertiwi 26-13 Bogares Kidul have been running for quite a long time.

Nevertheless, the level of creativity of the child has not increased. When the child completes activities that have to do with creativity, there are 14 children, and it is found that 12 children do not want to work on the form of calligraphy that the teacher has exemplified so monotonously. This makes the level of creativity in children again decrease because calligraphy learning that is not attractive causes creativity in children to be low.

Some previous studies are relevant for us to review. First, there is the proprietary research journal (Anggia et al., 2018). This research was conducted within one month at RA Perwanida I Bandar Lampung to increase children's creativity using color games with thread media conducted for children aged 5-6 years we can know the composition of children's creativity development is at the BB stage as many as four children presented 20%. There is an MB rate of 7 children presented 35% next to BSH there are seven children presented 35% and with a level of BSB as much as two children presented 10%. Both researchers also reviewed the journal (Dwi Nurhayati Adhani, Nina Hanifah, 2017), which concluded that teachers and parents could educate teachers and parents to benefit coconut pulp to increase creativity in children. We can find through profit in the initial state is 25% because all children do not have creative skills. Then in cycle 1 gained a profit of 50.53%. That continued in cycle 2 with a profit of 83.11%.

The three studies from (Lailiyah 2019), through the introduction of hijaiyyah, then taught writing and connecting letters were done with teachers demonstrating on the board correctly. After making letters, the child is taught how to color and make a frame decoration that will be used to improve the fine motor. Then, the children must follow other activities that have to do with calligraphy and give gifts so that the child is always excited in following. The four studies from (Afnilaswati1 et al., 2020), in this study, have the result that the development of creativity by utilizing natural materials and the rest can successfully use three times the activity, through stimulation of children with instructions as often as possible, multiplying the media so that children grow new ideas and better

ambition to children can be more enthusiastic when winning the results of his creations. The five studies from (Astuti and Aziz 2019), this study was conducted at Tk Kanisius Sorowajan Yogyakarta on 08 September 2018. This study has a background. The need for creativity development in today's era uses integrated learning. The impact of this research is to prove the development of creativity implemented with various kinds of mixing science, art, language, religion, and IT to increase creativity implemented according to integrative.

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The innovation in this article is to increase the creativity of the researcher's children using calligraphy activities with coffee grounds where other researchers have not used it. Furthermore, the reviewer then surveyed the school environment. There are several coffee shops in front of TK Pertiwi 26-13 Bogares Kidul. Seeing this, teachers have the initiative to use coffee grounds as a learning medium in calligraphy activities. Coffee grounds are expected to be used to develop children's creativity. This research has the first goal that calligraphy activities with coffee grounds media can increase children's creativity. The second is to increase the child's interest and interest in calligraphy learning.

Moreover, the third is to reduce coffee waste around TK Pertiwi 26-13 Bogares Kidul. The benefits of this research are the first theoretical benefits, namely the existence of new science on how to increase creativity in children with Caligari activities from coffee grounds. The second practical benefit is that creativity can be increased in children with calligraphy activities from coffee grounds.

## **METHOD**

The location of this research was conducted at TK Pertiwi 26-13 Bogares Kidul located in Bogares Kidul Village RT 26 RW 04 Pangkah District Tegal Regency. This research was conducted in the 2020/2021 school year. There are two cycles in the study here: cycle I starting from 11 January to 25 January 2021, and cycle 2 starting from 01 to 11 February 2021.

This study uses the PTK method, and the method used is obtained from problems in the classroom. PTK is valuable research to renovate learning activities in the classroom. The research method used is PTK. Class action research is an observation about learning in the form of actions intended to be done and carried out in the classroom combined (Arikunto, 2015).

Regarding the description wherein this study, there are two cycles. In applying the action step plan, there are several steps, namely the first planning that contains activities that make RPPH make observation sheets and design evaluation tools. Planning is an agenda in learning that teachers use to increase children's creativity. The implementation of actions in this step is implementing the agenda carried out and run in the classroom. These three observations are the embodiment of the observation sheets that have been made at the planning stage. The four reflections are used to carry out improvements and plans for the subsequent learning. The study subjects had 14 children, with eight girls and six boys. The subject to be studied is a student of TK Pertiwi 26-13 Bogares Kidul. Use the Animal theme as a research subject. This study aims to find out how much profit and data collection techniques used are interviews and documentation.

In the research, there is a need for the design or design of research to make it easier for researchers when carrying out research (Iskandar, 2015). This research design uses the Arikunto class action research model, which has four steps: planning, implementation, observation, and reflection. Regarding the description wherein this study, there are two cycles. In applying the action step plan, there are several steps, namely the first planning that contains activities that make RPPH make observation sheets and design evaluation tools. Planning is an agenda in learning that teachers use to increase children's creativity. The implementation of actions in this step is implementing the agenda carried out and run in the classroom. These three observations are the embodiment of the observation sheets that have been made at the planning stage. The four reflections are used to carry out improvements and plans for the subsequent learning. The study subjects had 14 children, with eight girls and six boys. The subject to be studied is a student of TK Pertiwi 26-13 Bogares Kidul. Use the Animal theme as a research subject. This study aims to find out how much profit and data collection techniques used are interviews and documentation.

Research procedures in this study are peculiarities such as using stages since there are tensile and planning actions in the cycle (Nur Hamim dan Husniyatus Salamah, 2009) so that the design in this study is carried out in 2 cycles. The following are the stages of class action research conducted by researchers: 1—Precycle research (the beginning steps to find out the problem). Initially implemented PTK, researchers earlier conducted pre-cycle research using pre-cyclical research methods to learn what has been done. The use of pre-cyclical research to get problems in the classroom, especially during calligraphy activities. Sourced from the results of pre-cycle research, further planning of PTK will be held as the following learning correction. 2. Procedure for Implementing The Actions of Researchers to make corrections stemming from the findings of problems obtained from pre-cyclical research and evaluation of calligraphy learning. The evaluation results showed low central effectiveness, mainly seen from the lack of imagination, initiative, and confidence in the child to try new activities during learning. Increase children's creativity by calligraphy using coffee grounds. Research instrument to facilitate when conducted research obtain data for it used instrument made (Wahyuni et al., 2016). The instruments used are RPPH, observation sheet, and interview sheet. Data collection techniques become a way to collect the data needed to answer problem formulation (Noor, 2011).

The learning correction application is performed on two cycles. Cycle 1 describes the nature of cycle 2. The second cycle is to describe corrections when there are learning shortcomings in this second cycle. In the cycle, there are four steps such as Planning or Planning Action aims so that the problem found is the lack of creativity of the child finally researchers need to get away out of calligraphy learning with coffee grounds. We must prepare a learning implementation plan that will be used in KBM, determine achievement indicators, develop RPPH and develop action research instruments in this level of researchers conducting learning activities. Implementation of learning redirection leads in RPPH created that there is a learning activity that uses the medium of coffee grounds. While carrying out this activity, researchers act as observers who have the role of surveying teachers and students. There are two cycles to work on which each cycle has two encounters. In cycle 1, carry out calligraphy learning plan from coffee grounds, carry out learning procedures, perform effectiveness of calligraphy learning from coffee grounds, distribute gifts to students when the learning process successfully performs, decipher the data obtained and perform reflection activities in cycle 1 as an improvement to perform cycle 2. In cycle 2, check the inhibitory factors in the process of learning calligraphy from coffee grounds. Then, correct the learning process, make a learning implementation plan, carry out learning procedures, carry out observations of the effectiveness of calligraphy learning from coffee grounds, distribute gifts to students when the learning process successfully performs and describe the results of observations of learning implementation to make a corrective plan in the next stage. 3. Observation at this level, teachers step on assessing RPPH that created researchers RPPH analysis sheet. Next, the teacher monitors the learning process that is being carried out. 4. Reflection At this level, researchers test and process data from research results based on correcting learning that has been done.

## **FINDINGS**



Creativity owned by early childhood in TK Pertiwi 26-13 Bogares Kidul is still low. This situation can be known when researchers conduct research. As the learning activity progressed, researchers saw most of the children had less imagination, initiative and the child was afraid to do new activities. Moreover, the children do not want to do calligraphy activities that the teacher has exemplified. The children seem reluctant to complete the task while saying, "cannot mom and shut up."

The lack of creativity in group B in TK Pertiwi 26-13 Bogares Kidul is found in children who do not have the imagination to create according to their ideas. Children tend to say they cannot do it when they have not tried it. This condition can be observed through child pretests where there are only a few children who finish when given calligraphy tasks.

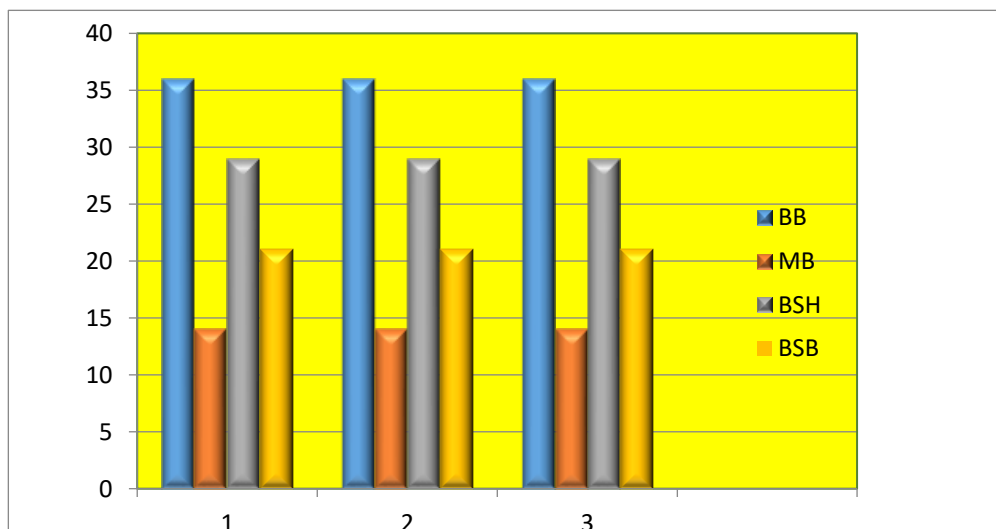
After doing pretest activities then conducted cycle 1, the researchers continued with the reflection to improve the conversion in learning activities. Based on the learning carried out by involving 14 children, but two children got the title BSB, three children got the title BSH, four children got the title MB and five children got the title BB. The above conclusions are obtained because the child does not understand the explanations conveyed by the teacher, as well as the use of incorrect learning media. Teachers also do not motivate children during learning, so there is no feedback. When carrying out cycle I several findings form interest for the research of teachers as well as fellow teachers are: the way used when the learning activities go well, although there are some difficulties, There are only three children who can carry out the learning in harmony with the instructions of the teacher that has been described, there are five children can not do good learning, The subject can be reviewed through three observation sections that can not be completed, and the child does not concentrate and feel saturated because of the learning media that is not attractive. Based on the data above can be explained in the following data:

**Table 1**  
**Profit Data Cycle I**

No	Parts analyzed	Parts analyzed			
		BB	MB	BSH	BSB
1	Children can capture exposure to calligraphy activities with coffee grounds	5	4	3	2
	Profit	35.7%	28.6%	21.4%	3%
2	Children can do calligraphy activities with coffee grounds media	5	4	3	2
	Profit	35.7%	28.6%	21.4%	14.3%
3	Children are able to create and imagine	5	4	3	2
	Profit	35.7%	28.6%	21.4%	14.3%

Sourced evidence of the profit graph picture appears in the skills gained by children from calligraphy activities with the medium of coffee grounds means it can increase imagination and children can be creative. With the acquisition of BSB, there are two children, namely profit 14.3%, with the acquisition of BSH is three children profit 21.4%,

next that gets MB is four children profit 28.6%, while those who get BB is five children profit 35.7%.



**Picture 1**  
**Cycle I Profit Graph Overview**

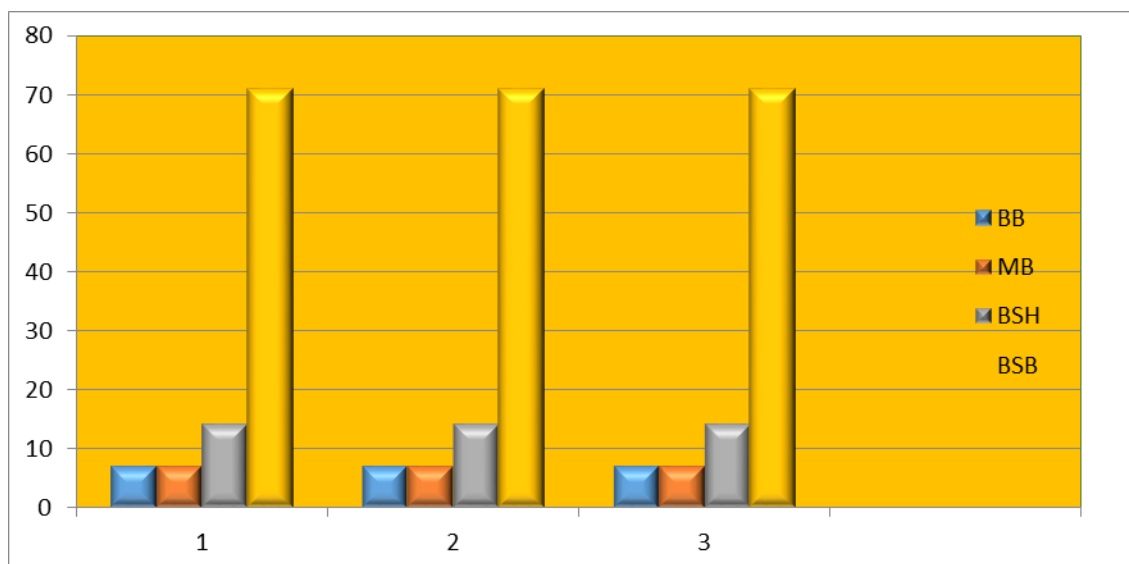
Therefore, the success rating of calligraphy activities with coffee grounds media shows that the success rating in conducting calligraphy activities with the medium of coffee grounds to increase children's creativity is calculated as small. Be source evidence of information in cycle 1. Then conducted reflections in learning, then at the time of carrying out learning cycle 2, we make a renewal of learning in cycle 2, namely through means including providing a better definition of learning activities using language that is easy for children to understand, class grouping so that it can be arranged to use learning media well. Invite children to use learning media by utilizing coffee grounds to be attractive to interests and stimulate children to create.

Actualization during the exploration of cycle two there are several effects, and findings found as follows: When the way in learning is going well, there are 12 children who can carry out learning consistent with the instructions given by the teacher, but there are two children still tricky in carrying out learning consistent with the instructions given by the teacher, the child looks so enamored and concentrates during learning. They set out from wanting to try to finish their calligraphy with coffee grounds according to the instructions given by the teacher, even they developed it according to their creativity without any help from the teacher. Based on the data above can be explained in the following data:

**Table 1.2**  
**Profit Cycle II Data**

No	Parts analyzed	Parts analyzed			
		BB	MB	BSH	BSB
1	Children can capture exposure to calligraphy activities with coffee grounds	1	1	2	10

	Profit	7.15%	7.15%	14.3%	71.4%
2	Children can do calligraphy activities with coffee grounds media	1	1	2	10
	Profit	7.15%	7.15%	14.3%	71.4%
3	Children are able to create and imagination	1	1	2	10
	Profit	7.15%	7.15%	14.3%	71.4%



Picture 1.2  
Cycle II Profit Graph Overview

The skills gained by children from calligraphy activities with the medium of coffee grounds means it can increase imagination, and children can be creative. Obtained data with the acquisition of BSB there are ten children profit 71.4%, by obtaining BSH there are two children profit 14.3%, then with the acquisition of MB there is one child profit 7.15%, and who obtain bb there is one child with a profit of 7.15%. Therefore, the graphic picture shows the actualization of calligraphy learning using coffee grounds in cycle 2, showing an excellent gain with BSH levels reaching 80%. Therefore, calligraphy learning with coffee grounds can increase children's creativity in B2 TK Pertiwi 26-13 Bogares Kidul in the second semester of the 2020-2021 school year.

## DISCUSSION

In children, creativity needs to be established early to have unique skills (Mulyati & Sukmawijaya, 2013). Therefore, the implementation of research conducted has the aim to increase children's creativity. There are several ways to develop creativity in TK Pertiwi 26-13 Bogares Kidul the way taken in the development of creativity using calligraphy activities with coffee grounds. Creativity will increase in the right place, which is a place that provides a sense of security and comfort and no pressure. (Miranda, 2016) Therefore, Tk Pertiwi 26-13 always provides a safe and comfortable place for children and creates a fun atmosphere not to get depressed. Therefore, in TK Pertiwi 26-13 always provide a safe

and comfortable place for children and create a pleasant atmosphere so that children do not get depressed, such as research conducted (Kolta et al., 2019) suggests that early childhood dream develop creativity can be obtained from a pleasant experience for children and strengthened from the learning environment set by teachers including providing a safe and comfortable place.

The development of creativity in calligraphy learning conducted in this study is by using coffee grounds. In contrast to the research conducted by (Syafrida 2019) research, researchers float children's creativity by using fruit print media. The results obtained using such media are very as good as possible.

Learning calligraphy was conducted at TK Pertiwi 26-13 Bogares Kidul before this research uses pencil media and picture books only. This makes the child feel bored and reluctant to complete the task from the teacher. Therefore, researchers used coffee grounds media in calligraphy learning. The use of coffee grounds media to increase children's creativity was chosen because of the many benefits of these coffee grounds if we want to use them. One of the utilization of coffee pulp waste in this study is to reduce waste coffee grounds that are disposed of in the environment of TK Pertiwi 26-13 Bogares Kidul. The use of coffee grounds conducted by researchers is as a learning medium in calligraphy activities.

In contrast to the research conducted by (Adikasari 2012), researchers used the pulp of coffee grounds to add nutrients to tomato plants with hydroponic media in her research. The results of this study proved that pulp and coffee could increase nutrient levels in tomato plants. Research also utilizes the medium of coffee grounds for the growth of salad plants. The results of the use of coffee grounds in this study reached a success rate of 95%. Looking at both studies on the utilization of coffee waste in plants, therefore researchers want to implement coffee grounds for the world of education, namely as a medium of learning.

This research went through two cycles with time according to schedule. Implementation by preparing suitable learning materials and media and the effect can be seen that can be fulfilled. The effect of the research conducted to 14 students with the title BSB several ten students profit 71.4%, students who earned the title of BSH several two students profit 14.3%, students with the title MB several one student profit 7.15% and students with the acquisition of BB several one student profits 7.15%. Based on the instructions, calligraphy activities with coffee grounds conducted in cycle two showed that the increased effect with BSH is 80%.

Based on the data above, two findings are found in cycle one and cycle 2 in this study. The findings in cycle 1 explained that three children could carry out matching commands according to the instructions described, five children can not do good learning, The subject can be reviewed through three observation sections that can not be completed and the child does not concentrate and feel saturated because of the learning media that is not attractive. The findings in cycle I triggered researchers to perform a no-go on cycle II. In this activity in cycle II, researchers improved calligraphy learning activities with coffee grounds by creating more protracted learning media and building good communication with children. Then the teacher held more intense calligraphy learning activities. So that

in cycle II can be achieved creativity speech with a profit of 80%. The effectiveness of research can be known through children now want to try to solve their calligraphy with coffee grounds according to the instructions given by the teacher, even they add it following their creativity without any help from the teacher. Children look more creative in creating calligraphy that they have made.

## CONCLUSION

TK Pertiwi 26-13 Bogares Kidul conducts calligraphy activities through coffee grounds media to increase children's creativity in class B. Pre-research creativity level is classified as very low. Then conducted research action in cycle 1, namely calligraphy activities with coffee grounds media. The results of a cycle I showed that the child's creativity has increased but did not reach the target desired by the researchers. Seeing the results of cycle 1, researchers reflected on heading to cycle II by improving calligraphy learning activities using coffee grounds, then continued by creating more anthrax learning media and building good communication with children. Then the teacher held more intense calligraphy learning activities. So that in cycle II can be achieved the results of maximum improvement of children's creativity. Through this research, the effectiveness of this research can be shown in children now want to try to solve their calligraphy with coffee grounds based on instructions given by the teacher. Even they develop it according to their creativity without any help from the teacher. Children look more creative in creating calligraphy that they make.

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