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Reimagining Creativity Development through *Inkblot* Exploration: Evidence from *Loen Sayang* Kindergarten

Putri Maqfirah [1], Mutia Sari [2], Russy Ranggayoni[3], Sherif Mohamed A. Ismail[4], Ayesha Fakhar Naeem[5]
[1,2,3] Universitas Islam Negeri Sultanah Nahrasiyah Lhokseumawe
[4] American University in Cairo, Egypt
[5] International Islamic University Islamabad (IIUI), Pakistan

Abstract. The development of children's creativity in Loen Sayang Kindergarten is still underdeveloped as they had limited opportunities to think independently and express ideas through drawing activities. This study aimed to develop the creativity of children aged 5-6 years through inkblot technique activities in Loen Sayang Kindergarten. This study employed a qualitative approach using classroom action research (CAR). The subjects of the study were 15 children in class B1 at Loen Sayang Kindergarten. Data collection techniques include observation, interviews and documentation. Data analysis techniques used are data reduction, data presentation and drawing conclusions. The results of the study in the pre-action 10 children or 66.67% (BB), 5 children or 33.33% (MB), (BSH) and (BSB) has not yet been found. As for the results of the achievement of actions in cycle I, there was an increase, 4 children or 26.67% (BB), 8 children or 53.33% (MB), and 3 children or 20% (BSH) and (BSB) were not yet there. In cycle II, children's creativity increased so that there were no longer any children in the (BB) category. Only 2 children or 13.33% (MB), 6 children or 40% (BSH) and 7 children or 46.67% (BSB). Based on the results of the study, it can be concluded that inkblot technique activities can develop the creativity of children aged 5-6 years.
Keywords: Creativity, *Inkblot* Technique, Early Childhood Education

Abstrak. Perkembangan kreativitas anak di TK Loen Sayang masih kurang optimal karena anak belum memperoleh ruang yang cukup untuk berpikir dan mengekspresikan ide melalui kegiatan menggambar. Penelitian ini bertujuan untuk mengembangkan kreativitas anak usia 5–6 tahun melalui kegiatan teknik inkblot di TK Loen Sayang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis Penelitian Tindakan Kelas (PTK). Subjek penelitian adalah 15 anak kelas B1 di TK Loen Sayang. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Adapun teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian pada pra-tindakan menunjukkan bahwa 10 anak atau 66,67% berada pada kategori BB, dan 5 anak atau 33,33% berada pada kategori MB, sedangkan kategori BSH dan BSB belum ada. Pada siklus I, terjadi peningkatan hasil tindakan, yaitu 4 anak atau 26,67% berada pada kategori BB, 8 anak atau 53,33% pada kategori MB, dan 3 anak atau 20% pada kategori BSH, sementara kategori BSB masih belum ada. Pada siklus II, kreativitas anak meningkat sehingga tidak ada lagi anak dalam kategori BB. Tercatat 2 anak atau 13,33% berada pada kategori MB, 6 anak atau

Corresponding Author : mutiasari@uinsuna.ac.id
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40% pada kategori BSH, dan 7 anak atau 46,67% pada kategori BSB. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa kegiatan teknik inkblot dapat mengembangkan kreativitas anak usia 5–6 tahun.
Kata Kunci: Kreativitas, Teknik *Inkblot*, Pendidikan anak usia dini

Introduction

For children under six, there is a set of guidelines called "Early Childhood Education" designed to promote healthy development. School programs such as *Raudhatul Athfal* (RA) and Kindergarten (*TK*) are examples of formal programs offered by the government, while programs such as Playgroups (*KB*) and Childcare Centers (*TPA*) are examples of non-formal programs (Wasis, 2022). Apart from that, there are also informal channels such as education in the family which plays an important role as the first learning environment for children (Hidayat & Nurlatifah, 2023).

Because children experience rapid growth in cognitive, social-emotional, language, motor, and artistic abilities, their development is greatly influenced by early childhood education (Iqbal et al., 2023; Ilham et al., 2023; Suwanto & Rahman, 2022; Rahman et al., 2025). Therefore, a well-designed early childhood curriculum must encourage the development of children's skills to their full potential. One trait that should be encouraged from an early age is creativity, as this trait helps children express themselves and also plays a role in their ability to think and solve problems (Dhani et al., 2023).

Creativity can arise through curiosity or inquisitiveness, which leads a person to try new things or unique methods, thus generating ideas that can result in a work of art, whether in the form of a drawing or other work. According to Rahayu et al. (2022), the definition of creativity is the capacity to reframe a problem in a way never before thought of and produce a genuine and original solution. The ability to think of fresh ideas or find new approaches to old problems is what we mean when we talk about creativity. Creativity requires a free and innovative mind, one that can see things from multiple perspectives. In early childhood learning activities, children's creativity can be seen in the way they play, imagine, and try new ideas (Aisyah, 2017).

Creativity in early childhood refers to the capacity for imaginative play, the development of original thought processes, and the acquisition of expressive language skills (Khairiyah, 2022). Therefore, nurturing children's creativity from an early age is crucial (Mohammed, 2018). Creativity in children is characterized by several traits that should be considered when assessing their developmental progress (Long et al., 2022).

These traits include a strong sense of curiosity, the ability to work independently to create something, the capacity to answer basic questions, and the capacity to take responsibility for their work (Annisa, 2024). At an early age, when children are still easily influenced and responsive to their surroundings, it is important to observe the characteristics of creative development. If appropriate and correct stimulation is provided, creativity will develop optimally.

Researchers observed children at Loen Sayang Kindergarten on January 7, 2025, and found that children's creativity in drawing was still underdeveloped. Of these, 5 children had begun to develop (MB) and 10 children had not yet developed (BB). Several students in the class demonstrated this. When children were engaged in drawing activities, they still struggled and felt confused because they were not given enough space to think and express ideas through drawing. This was due to the teacher's use of imitation techniques, where students were asked to copy the teacher's drawings. The drawing exercises used by the teacher still used tools and media such as pencils, erasers, crayons, and sketchbooks, without additional tools and media such as food coloring, paint, HVS paper, and the like.

Based on these findings, the researcher developed the creativity of children aged 5-6 years through inkblot techniques. The inkblot technique is a method of creating abstract artwork by splashing or pouring watercolors onto a sheet of paper. The paper is then folded in half and pressed to spread the color. When the paper is unfolded, a pattern is created from this process (Saripudin et al., 2020). The inkblot technique is a free drawing activity that can train children to create ideas or concepts independently (Ferliana et al., 2023). This technique gives children complete freedom to express their imaginations without strict limitations, allowing them to develop their creativity. Inkblot techniques can be introduced to children by showing them the results of an inkblot and engaging in inkblot activities, with the hope of fostering creativity and encouraging them to generate ideas.

Methodology

The population of this study was children aged 5-6 years at Loen Sayang Kindergarten. The sample consisted of 15 children in group B1 who participated in the inkblot technique activity. This study took place at Loen Sayang Kindergarten over two cycles, each consisting of three meetings, for a total of six meetings. The study took place from April to May 2025. Data collection techniques were carried out through participant

observation, interviews, and documentation (Thalib, 2022). Observations were used to track the development of children's creativity during the inkblot technique activities. Interviews were conducted with class teachers and the principal to obtain supporting information, while documentation in the form of photographs of the activities and children's work served as visual evidence of the actions.

In analyzing the objects studied in this study, a qualitative method was used, namely a method aimed at obtaining in-depth data regarding the process of implementing inkblot techniques in developing the creativity of children aged 5–6 years (Fiantika et al., 2022). This study uses classroom action research (CAR) because it focuses on improving and enhancing the quality of classroom learning through planned and repeated actions.

The qualitative approach in this study allows researchers to understand learning phenomena directly in the field (Kusumastuti & Khoiron, 2019). The researcher played an active role throughout the activity and interacted with the children and the class teacher. During the implementation of the intervention, the class teacher served as a supporting informant to obtain additional data regarding the implementation of the learning activities and the children's responses during the *inkblot* technique.

Data analysis in this study used the Miles and Huberman model, which includes three stages: data reduction, data presentation, and conclusion drawing (Qomaruddin & Sa'diyah, 2024). To maintain the validity of the data, triangulation techniques are used, by comparing the results of observations, interviews, and documentation so that research findings are more accurate, valid, and accountable.

Results and Discussion

The process of developing children's creativity through *inkblot* techniques at Loen Sayang Kindergarten has been implemented effectively and systematically, demonstrating the potential of this innovative pedagogical approach in early childhood education. Throughout the research period, direct observations revealed that teachers played an active and facilitative role in guiding children through the creative process. Teachers provided structured yet flexible guidance, encouraging children to experiment freely with colour combinations, explore diverse shape formations, and interpret ambiguous visual patterns through their own imaginative lenses. This hands-on involvement ensured that children received appropriate scaffolding while maintaining autonomy in their creative expression.

To ensure the validity and comprehensiveness of the research findings, the researchers employed multiple data collection methods. In addition to systematic classroom observations, extensive documentation was gathered, including photographs of children engaged in *inkblot* activities, samples of children's completed artwork, and visual records of the creative process from initial ink application to final interpretation. This triangulation of data sources strengthened the credibility of the findings and provided rich contextual evidence of children's creative development.

The results of the intervention demonstrated remarkable improvement in the creativity levels of children aged 5-6 years in group B1 at Loen Sayang Kindergarten. The developmental progression of children's creative abilities was systematically tracked and categorized across four distinct stages: "Not Yet Developing," "Beginning to Develop," "Developing as Expected," and "Very Well Developed." The accompanying table and diagram clearly illustrate the positive trajectory of children's creative growth following the implementation of the *inkblot* technique, with a substantial number of children advancing through multiple developmental stages over the course of the study.

Interviews conducted with key stakeholders—including the school principal and the group B1 class teacher—provided valuable insights into the institutional context and pedagogical strategies supporting creativity development. The principal emphasized the school's commitment to fostering creativity through the provision of a stimulating learning environment, exploration-based pedagogical activities, and educational play equipment. She highlighted the importance of connecting learning themes to children's everyday experiences and valuing each child's unique creative process and output, rather than focusing solely on finished products. However, she also acknowledged that limited availability of learning tools and materials posed ongoing challenges to fully optimizing creativity development initiatives.

The group B1 class teacher corroborated these observations, noting that children demonstrated positive and consistent improvement in creative expression throughout the study period. Despite facing similar constraints related to supporting facilities and resources, the teacher successfully implemented a play-while-learning approach combined with demonstration methods and positive reinforcement strategies. By offering verbal praise and recognition, the teacher effectively enhanced children's confidence and intrinsic motivation to engage in creative work. Significantly, prior to this research, the *inkblot* technique had never been utilized at Loen Sayang Kindergarten,

making this study a pioneering innovation in the school's approach to developing creativity among children aged 5-6 years.

Based on the results of the pre-action study, 10 children (66.67%) were in the Not Yet Developing (BB) category, 5 children (33.33%) were Beginning to Develop (MB), and none were Developing as Expected (BSH), and none were Developing Very Well (BSB). After implementing the *inkblot* technique in cycles, I and II, data was obtained from each child, indicating daily progress. On the first and second days, the children were unable to complete the assigned activities. However, by the third day, the children gradually began to understand the activities. In detail, it can be explained that in cycle I, 4 children (26.67%) were in the Not Yet Developing (BB) category, 8 children (53.33%) were Beginning to Develop (MB), 3 children (20%) were Developing as Expected (BSH), and none were Developing Very Well (BSB). In cycle I, children's creativity only reached 20%. Furthermore, children's creativity development in cycle II showed better results, with no more children in the Not Yet Developing (BB) category, 2 children (13.33%) were Starting to Develop (MB), 6 children (40%) were Developing as Expected (BSH), and 7 children (46.67%) were Developing Very Well (BSB). In cycle II, children's creativity reached 86.67%. This indicates that the application of *inkblot* techniques is effective in developing the creativity of children aged 5-6 years in class B1 of Loen Sayang Kindergarten.

The graph showing the percentage of children's creativity development from the pre-action stage to cycle I to cycle II is as follows:

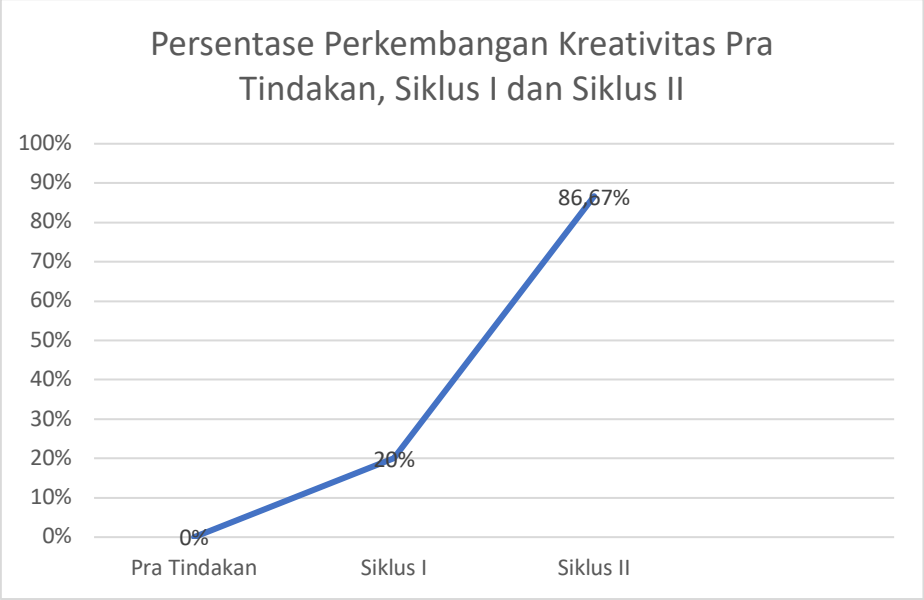

Figure 1. Graph of Creativity Development in the Pre-Action stage, Cycle I and Cycle II

The graph above illustrates a substantial and progressive increase in the percentage of children's creativity development across three distinct phases: the pre-action stage, cycle I, and cycle II. During the pre-action stage, prior to the implementation of *inkblot* technique activities, the percentage of children demonstrating creative development remained at 0%, indicating minimal observable creative expression. Following the introduction of the intervention in cycle I, a notable improvement emerged, with the percentage rising to 20%. By cycle II, the results showed a dramatic increase, reaching 86.67%, which represents a significant enhancement in children's creative capacities. The implementation of *inkblot* technique activities proved instrumental in unlocking children's creative potential. When provided with opportunities to express their imagination through interpreting and elaborating on *inkblot* images, children began to exhibit greater confidence in articulating their ideas (Langston-George et al., 2016). They demonstrated increasing willingness to experiment, explore unconventional interpretations, and construct original forms based on their personal perspectives and imaginative thinking. This developmental trajectory occurred gradually and cumulatively, with creativity emerging through repeated exposure and practice over successive sessions.

The growth of creativity observed in this study can be attributed to multiple interacting factors. Children's creative expression was stimulated through various sources, including teacher guidance and modeling, peer interaction and collaborative learning, and the activation of children's prior experiences and personal associations (Nikkola, Kangas & Reunamo, 2024). These combined influences created a rich learning environment conducive to creative development.

In this sense, the *inkblot* technique offers a promising approach to developing creativity in young children, as it directly engages the core indicators of creative thinking. According to Aderibigbe (cited in Nurjan, 2018), creative thinking comprises four key dimensions: fluency, the ability to generate multiple ideas; flexibility, the capacity to produce diverse and varied concepts; originality, the skill to create novel and unprecedented ideas; and elaboration, the ability to expand ideas into more detailed and sophisticated forms. These indicators align closely with the cognitive processes activated through *inkblot* activities, where children interpret ambiguous visual stimuli and construct meaning through imagination. The findings of the present study support this theoretical framework. Following the implementation of *inkblot* technique activities,

children demonstrated marked improvement in creative expression and divergent thinking. These results are consistent with prior research by Saripudin, Khaeriyah, and Lestari (2020), who found that *inkblot* techniques effectively foster creativity in early childhood education settings. Collectively, this evidence suggests that *inkblot* activities are a valuable pedagogical tool for enhancing creativity in children aged 5-6 years, providing both cognitive stimulation and opportunities for self-expression.

Conclusion

The classroom action research conducted over two cycles at Loen Sayang Kindergarten provides compelling evidence that the *inkblot* technique is an effective pedagogical tool for fostering creativity in children aged 5-6 years. Throughout the intervention period, observable changes in children's behavior and engagement patterns emerged consistently. Children demonstrated increased levels of active participation, exhibited greater enthusiasm during learning activities, and showed enhanced confidence in expressing their imaginative ideas through visual representation. The unstructured nature of *inkblot* activities appeared to reduce inhibitions, allowing children to explore creative possibilities without fear of making mistakes or producing "incorrect" responses. The quantitative data further substantiates these qualitative observations, revealing a dramatic improvement in children's creative development across the two cycles. In cycle I, only 20% of children achieved the expected level of creative competency, indicating that initial exposure to the technique required adjustment and familiarization. However, by the conclusion of cycle II, this percentage had increased substantially to 86.67%, representing more than a fourfold improvement and demonstrating the cumulative effect of repeated practice and teacher-guided exploration. These findings confirm that the *inkblot* technique successfully creates an engaging and enjoyable learning environment while simultaneously stimulating higher-order cognitive processes associated with creative thinking, including divergent thinking, imaginative interpretation, and original idea generation.

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