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The Use of Natural Material Media to Develop the Creativity of Children Aged 5–6 Years

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ABSTRACT
Creativity is an important aspect that needs to be developed in early childhood education. However, in kindergarten learning activities, the development of children's putrabangsacreativity is often limited due to the lack of varied learning media. One alternative learning media that can be used is natural materials that are easily found in the surrounding environment. This study aims to determine the use of natural materials to develop the creativity of kindergarten children putrabangsa. This study used Classroom Action Research conducted in two cycles consisting of planning, action, observation, and reflection stages. The subjects of the research were 13 children in group B of kindergarten. Data collection techniques included observation, documentation, and field notes. Data were analyzed descriptively to determine the improvement of children's creativity during the learning process. The results showed that the use of natural materials improved children's creativity. Children became more active and enthusiastic and were able to express their ideas and imagination through various works made from natural materials such as leaves, twigs, and seeds. Therefore, natural materials can be used as effective learning media to develop creativity in kindergarten children.

Keywords: Children's Creativity, Natural Materials, Learning Media, Early Childhood Education.

I. Introduction

Early childhood education is a crucial stage in the process of human development. At this stage, children experience very rapid growth and development, which is often referred to as the golden age. During this period, various aspects of development grow optimally, including cognitive, language, social-emotional, physical-motor, moral, and creative development. These developmental aspects form the foundation for children's future learning and overall personality formation. Therefore, providing appropriate educational stimulation during early childhood is essential to support optimal growth and development in various domains. Educational activities that are meaningful, engaging, and developmentally appropriate can significantly influence children's learning experiences and help them reach their developmental potential (Pratiwi & Setiawan, 2022). One important aspect of early childhood development is creativity (Nurfadila, 2025). Creativity refers to the ability of an individual to produce new ideas, concepts, or works that are original and meaningful. In early childhood, creativity can be observed through children's ability to imagine, explore, experiment, and create various forms of work based on their own ideas. Creative activities allow children to express their thoughts and feelings freely while developing their imagination and problem-solving abilities. Developing creativity in early childhood is essential because it helps children think flexibly, build self-confidence, and develop the ability to face challenges in learning situations. According to research by Sari and Hidayat (2021), creativity in early childhood education plays a significant role in supporting cognitive flexibility

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and independent thinking skills that are necessary for lifelong learning. Similarly, international studies indicate that creativity-oriented learning environments encourage children to explore ideas and develop innovative thinking from an early age (Robinson & Taylor, 2023).

However, in many kindergarten learning practices, classroom activities often remain monotonous and teacher-centered. Children are frequently asked to imitate examples provided by teachers rather than explore their own ideas and creativity. Such learning approaches limit children's opportunities to experiment and create freely. As a result, children may become passive learners who rely heavily on instructions rather than actively developing their own creative thinking. This situation can hinder the development of creativity because children are not given enough space to explore materials, experiment with ideas, or produce unique works. Previous studies have highlighted that overly structured learning activities in early childhood classrooms may reduce opportunities for children to engage in creative exploration and independent expression (Yuliani & Handayani, 2021). Therefore, teachers need to design learning activities that encourage children to explore, experiment, and express their creativity in a supportive learning environment. One effective way to stimulate children's creativity is through the use of interesting and varied learning media. Learning media play an important role in supporting the learning process because they help children understand concepts through concrete experiences. Appropriate learning media can stimulate children's curiosity, encourage exploration, and make learning activities more engaging and meaningful. In early childhood education, learning experiences that involve direct interaction with materials are particularly beneficial because young children learn best through hands-on activities. According to Rahmawati and Nugroho (2022), the use of interactive learning media can significantly increase children's motivation, participation, and creativity during classroom activities.

One type of learning media that can be effectively used to support creative development is natural material media. Natural materials are resources that come from the surrounding environment, such as leaves, twigs, seeds, stones, sand, shells, and fruit peels. These materials are easily available, environmentally friendly, safe for children to use, and highly versatile for various creative activities. Teachers can use natural materials in activities such as making collages, arranging shapes, constructing simple structures, or creating artistic works. These activities encourage children to experiment with different textures, shapes, and colors while expressing their ideas creatively. Studies have shown that the use of natural materials in early childhood classrooms can promote sensory exploration and imaginative thinking (Widodo & Ananda, 2023). The use of natural materials in learning activities also provides opportunities for children to become familiar with their surrounding environment. Through activities involving natural objects, children can learn to appreciate nature and develop a sense of environmental awareness. Such experiences help children understand that many useful learning resources exist in their natural surroundings. In addition, natural material activities can improve children's fine motor skills. Activities such as picking up small objects, arranging materials, sticking items, and building simple structures help strengthen the muscles in children's hands and fingers, which are essential for later writing skills. According to an international study by Lee and Kim (2022), hands-on learning activities using natural materials can enhance both creativity and fine motor development in early childhood learners.

Furthermore, learning activities that involve natural materials tend to be more engaging for children because they allow freedom of exploration. Unlike structured worksheets or rigid tasks, natural material activities encourage children to experiment with different combinations and create unique works based on their imagination. Each child may produce a different result even when using the same materials, which highlights the originality of children's creative expressions. This type of learning approach supports child-centered education where children actively participate in constructing their own knowledge and experiences. Research by Putri and Suryana (2024) indicates that creative activities using natural materials significantly increase children's engagement, imagination, and self-expression during classroom learning. Based on the explanation above, the use of natural material media can be considered an effective alternative learning strategy for developing creativity in kindergarten children. Natural materials provide meaningful learning experiences, encourage exploration, and stimulate children's imagination. In addition, they help create a

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learning environment that is enjoyable, interactive, and environmentally conscious. Therefore, integrating natural materials into early childhood learning activities is expected to support the development of children's creativity and other developmental aspects simultaneously.

Based on the background described above, this study focuses on examining the implementation of natural material media in learning activities at Putra Bangsa Kindergarten. The research seeks to understand how teachers utilize various natural materials, such as leaves, seeds, stones, and other environmental resources, as learning media in classroom activities. In addition, this study aims to explore how these materials are integrated into creative learning processes that allow children to explore, experiment, and produce their own works during classroom activities. Furthermore, this study also investigates the development of children's creativity after the implementation of natural material media in learning activities. The research examines whether the use of natural materials can encourage children to become more imaginative, expressive, and innovative in creating various forms of artistic or constructive work. Through this investigation, the study aims to determine the extent to which natural material media can support the development of creativity among children aged 5–6 years at Putra Bangsa Kindergarten.

II. Literature Review

2.1. Creativity in Early Childhood

Creativity is the ability of an individual to generate new ideas, thoughts, or works that differ from previous ones. In early childhood education, creativity is an important aspect that needs to be developed because it helps children think flexibly, use their imagination, and express themselves freely. Creativity enables children to explore various possibilities and develop original ways of understanding their surroundings. According to Utami Munandar, creativity refers to the ability to create something new, either in the form of ideas or concrete works that are relatively different from what already exists (Munandar, 2019). Therefore, creativity is not only related to artistic activities but also to children's capacity to think, solve problems, and produce innovative ideas.

In early childhood, creativity is commonly expressed through play activities such as drawing, building objects, arranging materials, storytelling, and creating various forms of artwork based on their imagination. Children who possess high levels of creativity generally demonstrate strong curiosity, enthusiasm for trying new experiences, and the ability to find different ways to solve problems. They also tend to ask many questions and show interest in exploring their environment. Creative activities allow children to develop cognitive, emotional, and social abilities simultaneously, making creativity an essential component in holistic child development (Runco & Acar, 2020).

Furthermore, creativity can develop optimally when children are provided with opportunities to explore, experiment, and express their ideas freely during the learning process. Learning environments that encourage exploration and play-based activities can stimulate children's creative thinking. Teachers play an important role in creating supportive classroom environments that allow children to express ideas without fear of making mistakes. Research also indicates that supportive teacher interactions and flexible learning strategies significantly contribute to the development of creativity in young learners (Suyanto, 2021; Beghetto & Kaufman, 2021). Therefore, educators must design learning activities that stimulate imagination and encourage active participation.

In addition, Conny R. Semiawan explains that creativity can develop effectively when children are exposed to diverse and challenging learning experiences. A pleasant learning atmosphere, combined with engaging learning media, can stimulate children to think creatively and produce innovative ideas. Varied learning experiences encourage children to explore different possibilities and develop confidence in expressing their thoughts. Recent studies also highlight that creative learning environments significantly influence children's cognitive and social-emotional development during early childhood (Semiawan, 2020; Lucas & Spencer, 2019).

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2.2. Learning Media

Learning media refers to all tools, materials, or resources that can be used to convey information or messages in the learning process in order to stimulate children's attention, interest, and motivation. In early childhood education, learning media play a crucial role because children learn best through direct experiences and concrete objects rather than abstract explanations. Effective learning media help children understand concepts more easily by allowing them to see, touch, and manipulate objects directly during learning activities (Moeslichatoen, 2020). The use of learning media in teaching and learning activities can also make the learning process more interactive and enjoyable. Children become more actively involved in classroom activities when they are given opportunities to interact with materials and explore objects around them. Research shows that appropriate learning media can increase student engagement and improve learning outcomes because children are able to connect theoretical knowledge with real-life experiences (Sari & Pratiwi, 2022). Learning media used for early childhood should be concrete, attractive, safe, and appropriate for the developmental stage of the child. Properly designed learning media encourage children to participate actively in learning activities while simultaneously supporting the development of multiple domains such as cognitive, language, social-emotional, and motor development. Therefore, teachers must carefully select learning media that are relevant, stimulating, and developmentally appropriate.

2.3. Natural Material Media in Early Childhood Learning

Natural material media refers to learning materials derived from the surrounding environment, such as leaves, twigs, seeds, stones, sand, and fruit peels. These materials are easily found in nature, environmentally friendly, safe for children, and can be used creatively in various learning activities. The use of natural materials in learning provides meaningful experiences because children interact directly with real objects found in their environment (Rachmawati & Kurniati, 2020). According to Yeni Rachmawati and Euis Kurniati, the use of natural materials in learning activities can provide authentic learning experiences and stimulate children's creativity through exploration and experimentation. Children can manipulate natural objects in various ways, such as arranging, sticking, grouping, sorting, and designing creative artwork based on their imagination. These activities allow children to freely explore ideas and develop innovative thinking (Rachmawati & Kurniati, 2020; Hidayati, 2023).

Through activities involving natural materials, children also develop fine motor skills as they handle small objects, arrange materials, and create different forms of artwork. In addition, such activities foster curiosity and environmental awareness, as children learn to recognize and appreciate natural elements around them. Studies in early childhood education highlight that natural-material-based learning activities significantly support creativity development, sensory exploration, and environmental awareness among young learners (Wahyuni & Suryana, 2021; Nugraha, 2022). Therefore, natural material media can serve as an effective alternative learning medium for developing creativity in early childhood education. By providing opportunities for hands-on experiences and enjoyable learning activities, natural materials help children explore their imagination, express ideas freely, and develop creative thinking skills in meaningful ways.

III. Research Method

This study employed Classroom Action Research (CAR) as the main research method. Classroom Action Research was chosen because it allows teachers and researchers to directly improve the learning process in the classroom through a series of planned actions and reflections. This research was conducted in two cycles, and each cycle consisted of four stages: planning, action implementation, observation, and reflection. In the planning stage, the researcher prepared learning plans, learning materials, and instruments needed for observation. The action implementation stage involved applying the planned learning activities in the classroom. During the observation stage, the researcher carefully monitored the learning process and

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the children's responses to the activities. Finally, the reflection stage was conducted to evaluate the results of the actions taken and to determine improvements for the next cycle. Classroom Action Research is widely used in educational settings because it provides opportunities for continuous improvement in teaching practices and learning outcomes (Sari & Nugroho, 2021; Kemmis et al., 2018).

The subjects of this research were children in Group B at Putra Bangsa Kindergarten, consisting of 13 students. These children were selected as the research subjects because they were at a developmental stage where creativity and active participation in learning activities are essential to be stimulated. Early childhood education emphasizes the importance of providing meaningful learning experiences that encourage children to explore ideas, express themselves, and develop their creative abilities (Susanto, 2020; Craft, 2019). Data collection in this study was carried out through several techniques, including observation, documentation, and field notes. Observation was used to monitor and assess the development of children's creativity during the learning activities. Documentation was conducted by collecting photographs of learning activities and children's work as supporting evidence of the research process. In addition, field notes were used to record various events, interactions, and situations that occurred during the learning process. The data obtained were analyzed using descriptive qualitative analysis, focusing on the development of children's creativity in each learning cycle. This approach allows researchers to interpret changes and improvements in children's learning behavior throughout the implementation of the research (Miles et al., 2020; Wibowo, 2022).

IV. Results and Discusion

4.1. Results

In the first cycle, the learning activities were conducted by utilizing natural materials such as leaves, twigs, and seeds to create simple collage artworks. The use of natural materials was intended to stimulate children's creativity and provide them with opportunities to explore their surrounding environment as a learning resource. Natural materials are considered effective media in early childhood education because they are easily accessible, environmentally friendly, and capable of encouraging sensory exploration among young learners. Through this activity, children were expected to express their imagination and develop their creative abilities by arranging various natural objects into artistic compositions. During the implementation of the first cycle, the teacher began the learning activity by introducing several types of natural materials and explaining how these materials could be used to form simple collages. The teacher also demonstrated an example of a collage made from leaves and seeds to provide an initial illustration for the children. After the explanation, each child was given the opportunity to choose natural materials and begin creating their own collage work. The teacher guided the children throughout the activity and encouraged them to experiment with different shapes and arrangements.

However, the results of the first cycle showed that many children were still hesitant when creating their artworks. Several children appeared unsure about how to begin arranging the materials, and some of them preferred to wait for instructions or examples from the teacher before starting their work. This behavior indicated that the children were not yet fully confident in expressing their ideas independently. In addition, a few children were still dependent on the teacher's guidance and tended to imitate the example that had been demonstrated earlier rather than creating their own original designs. Despite these challenges, positive progress could still be observed among several children. Some children began to show curiosity and interest in the natural materials provided. They explored the different textures, colors, and shapes of leaves, twigs, and seeds, and gradually attempted to combine them into simple patterns. These children demonstrated early signs of creativity by arranging materials according to their own preferences. Although the results were still relatively simple, their willingness to try indicated that the use of natural materials had started to stimulate their imagination. Furthermore, classroom observations during the first cycle also revealed that the learning atmosphere became more engaging compared to conventional activities. Children appeared enthusiastic when collecting and selecting natural materials, and they enjoyed touching and manipulating the objects.

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The hands-on experience allowed them to actively participate in the learning process. Nevertheless, the level of creativity shown by the children had not yet reached the expected level, as many of them were still hesitant and relied on teacher guidance.

Based on the reflection conducted after the first cycle, the teacher concluded that improvements were necessary to enhance children's creativity in the next cycle. The teacher needed to provide more varied activities, clearer instructions, and stronger encouragement to help children feel more confident in expressing their ideas. It was also important to give children greater freedom to explore and create without feeling afraid of making mistakes. In the second cycle, the teacher implemented several improvements based on the reflection from the first cycle. The learning activities were designed to be more varied and challenging in order to further stimulate children's creativity. One of the activities introduced in this cycle was creating animal-shaped collages using seeds and other natural materials. This activity encouraged children to imagine different animal forms and represent them visually through creative arrangements of seeds, leaves, and twigs. At the beginning of the activity, the teacher introduced several examples of animals and discussed their shapes with the children. However, unlike the first cycle, the teacher emphasized that the children were free to create any animal they liked using the available materials. The teacher also motivated the children by explaining that every artwork would be unique and that there was no single correct answer. This approach aimed to build children's confidence and reduce their dependence on teacher examples.

During the implementation of the second cycle, significant improvements in children's creativity were observed. Most children showed greater enthusiasm and participation in the activity. They immediately began selecting natural materials and experimenting with different ways of arranging them to form animal shapes. The classroom atmosphere became livelier as children discussed their ideas with peers and shared materials with one another. Compared to the first cycle, the children in the second cycle demonstrated higher levels of independence and creativity. Many children were able to develop their own ideas without waiting for instructions from the teacher. They explored various combinations of seeds, leaves, and twigs to create different patterns and shapes. Some children even created imaginative animal figures that were not directly introduced by the teacher, showing their ability to think creatively. In addition to the improvement in creativity, children also appeared more confident in presenting their work. After completing their collages, several children voluntarily showed their artwork to the teacher and their classmates. They proudly explained the animals they had created and described the materials they used. This behavior indicated an increase in self-confidence and communication skills, which are also important aspects of early childhood development.

Another positive outcome observed in the second cycle was the diversity of artworks produced by the children. Unlike the first cycle, where many collages looked similar due to imitation of the teacher's example, the second cycle produced a wider variety of designs. Each child created a unique collage with different shapes, patterns, and arrangements of materials. This diversity clearly reflected the development of children's creative thinking. Overall, the results of the second cycle demonstrated that the use of natural material media in learning activities was effective in enhancing children's creativity. The improvements in teaching strategies, combined with more varied activities, successfully encouraged children to become more active, confident, and imaginative. The children not only produced more diverse artworks but also showed greater independence in expressing their ideas. Based on the observations and reflections conducted throughout both cycles, it can be concluded that integrating natural materials into creative learning activities provides meaningful learning experiences for young children. Such activities allow children to explore their environment, develop artistic skills, and build confidence in expressing their creativity. Therefore, the use of natural materials can be considered an effective and engaging learning strategy in early childhood education.

Table 1. Improvement of Children's Creativity from Cycle I to Cycle II

Aspect Observed	Cycle I	Cycle II
Children's participation	Some children were still passive and hesitant	Most children actively participated in activities

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Creativity in artwork	Simple collages and many imitated teacher's example	More varied and original artworks
Independence	Children often waited for teacher instructions	Children created ideas independently
Confidence	Children were shy to show their work	Children confidently presented their artwork
Learning atmosphere	Quite engaging but still limited participation	More lively, interactive, and enthusiastic classroom

Based on the implementation of the research that has been conducted, the use of natural material media in learning activities provided a positive impact on the development of children's creativity. Through activities that involved natural materials such as leaves, twigs, and seeds, children were able to explore their imagination and express their ideas more freely. The learning process became more engaging because children were directly involved in hands-on activities that allowed them to manipulate real objects from their environment. The results of the study indicated that children became more active during the learning process. They showed greater enthusiasm when participating in creative activities and were more willing to experiment with different materials and shapes. In addition, the use of natural materials helped children develop their confidence. Many children who were initially hesitant gradually became more confident in expressing their ideas and showing their artwork to their peers and teachers. This improvement demonstrates that providing opportunities for creative exploration can significantly support the development of children's creative abilities.

Furthermore, the learning activities encouraged children to produce a variety of creative works. Each child created unique collages and designs based on their own imagination, which reflected the diversity of their creative thinking. These findings suggest that natural material media can be an effective tool in stimulating creativity in early childhood education. However, the reflection also highlights the important role of teachers in facilitating children's creativity. Teachers need to provide wider opportunities for children to explore materials, experiment with different ideas, and express themselves without excessive limitations. By creating a supportive and encouraging learning environment, teachers can help ensure that children's creativity develops optimally. As a follow-up to this research, teachers are expected to continue using natural materials as creative and innovative learning media in classroom activities. Natural materials are easily available, environmentally friendly, and highly effective in stimulating children's curiosity and imagination. Therefore, integrating such materials into daily learning activities can provide meaningful and enjoyable learning experiences for children. In addition, teachers are encouraged to design various learning activities that can further enhance children's creativity. These activities may include collage making, natural art projects, environmental exploration, and other creative tasks that involve the use of natural materials. By providing diverse and engaging activities, children will have more opportunities to develop their creative thinking and problem-solving skills. Schools are also expected to support the use of natural materials as learning media by providing adequate facilities and resources. This support may include creating spaces for creative activities, encouraging the collection of natural materials around the school environment, and promoting innovative teaching practices among educators. With strong support from both teachers and schools, the development of children's creativity can be fostered more effectively.

4.2. Discusion

The findings of this study indicate that the use of natural material media can significantly improve children's creativity in early childhood learning activities. Natural materials such as leaves, seeds, stones, twigs, and sand provide concrete and meaningful learning experiences for children. Unlike abstract learning tools, natural materials allow children to interact directly with objects found in their surrounding environment. This hands-on experience makes learning more engaging and enjoyable, which in turn increases children's enthusiasm for participating in classroom activities. Previous studies have also emphasized that experiential

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learning using concrete materials can stimulate curiosity and encourage children to explore ideas more freely (Sari & Pratiwi, 2022; Wahyuni & Suryana, 2021). In early childhood education, creativity development requires learning activities that allow children to explore, experiment, and express their imagination. Natural materials provide a flexible medium that children can manipulate in various ways, enabling them to create different shapes, structures, and artistic products based on their own ideas. Through such activities, children are not limited by rigid rules or predetermined outcomes, allowing them to think more openly and creatively. Research in early childhood learning environments shows that open-ended materials significantly encourage divergent thinking, which is a key component of creativity development (Runco & Acar, 2020; Beghetto & Kaufman, 2021).

The results of this study also show that children become more enthusiastic and actively involved when learning activities involve natural materials. The novelty and variety of materials stimulate children's curiosity and motivation to participate in learning tasks. When children are encouraged to explore natural objects, they tend to ask more questions, observe carefully, and experiment with different combinations of materials. Such activities contribute not only to creativity but also to cognitive development, as children learn to analyze, compare, and make decisions during the creative process (Nugraha, 2022; Hidayati, 2023). Another important aspect highlighted in this research is the role of imagination in the creative process. Natural materials do not have fixed shapes or functions, allowing children to transform them into various creative works according to their imagination. For example, leaves can become decorative patterns, stones can be arranged into shapes or structures, and seeds can be used to create mosaics. These activities encourage children to generate original ideas and express their thoughts visually. Such creative exploration supports the development of divergent thinking skills, which are essential for problem-solving and innovation in later stages of education (Lucas & Spencer, 2019; Fitriani & Rahmawati, 2023).

In addition to stimulating creativity, the use of natural material media also contributes to the development of children's fine motor skills. Activities such as arranging, sorting, gluing, and sticking natural objects require coordination between the hands and eyes. These movements help strengthen small muscles in children's fingers and hands, which are essential for future skills such as writing and drawing. Research on early childhood development indicates that creative activities involving manipulation of small objects can significantly improve fine motor coordination while simultaneously encouraging creative expression (Sari, Lestari, & Kurniawan, 2021; Pratiwi & Aisyah, 2024). Furthermore, learning activities using natural materials promote environmental awareness among children. By interacting directly with elements of nature, children begin to recognize and appreciate the natural environment around them. Teachers can also integrate discussions about nature, sustainability, and environmental care during these activities. This not only enriches children's knowledge but also helps build positive attitudes toward nature from an early age. Studies in environmental education highlight that exposure to natural learning materials helps foster ecological awareness and responsible behavior toward the environment (Rahmawati & Nurhayati, 2022; Adams & Fleer, 2021).

The effectiveness of natural material media in enhancing creativity is also closely related to the learning approach used by teachers. Teachers play a crucial role in designing learning activities that encourage exploration and creativity. Rather than providing strict instructions, teachers should guide children through open-ended questions and allow them to discover their own ideas during the learning process. A supportive and flexible learning environment helps children feel confident in expressing their creativity without fear of making mistakes. Research suggests that teacher support and encouragement significantly influence the development of creative thinking skills in young learners (Suyadi & Dahlia, 2021; Beghetto & Kaufman, 2021). Another advantage of natural material media is its accessibility and affordability. Unlike manufactured learning tools that may require significant financial resources, natural materials are easily found in the surrounding environment. Leaves, stones, twigs, and seeds can be collected from school yards, parks, or gardens. This makes natural material media a practical and sustainable option for early childhood learning activities, especially in schools with limited educational resources. Several studies have highlighted that low-

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cost, locally available materials can effectively support creative learning in early childhood classrooms (Nugraha, 2022; Rahmawati & Nurhayati, 2022).

The results of this study are consistent with previous research showing that learning activities involving natural materials can enhance creativity, imagination, and active participation among children. Natural materials provide opportunities for children to explore different textures, shapes, and colors, which stimulate sensory experiences and inspire creative ideas. These sensory experiences play an important role in children's cognitive and emotional development, as they help children understand the world around them through direct interaction (Adams & Fleer, 2021; Hidayati, 2023). Overall, the findings confirm that natural material media can serve as an effective alternative learning medium for developing creativity in early childhood education. Through activities involving natural objects, children are encouraged to explore ideas, experiment with materials, and express their imagination freely. These activities not only enhance creativity but also support the development of fine motor skills, cognitive abilities, and environmental awareness. Therefore, teachers are encouraged to integrate natural materials into early childhood learning activities as part of creative and experiential learning strategies. In conclusion, the use of natural material media provides meaningful and enjoyable learning experiences for children. By engaging directly with materials from their environment, children become more motivated to learn and more confident in expressing their creative ideas. This study highlights the importance of utilizing simple yet meaningful learning resources to support children's creativity and overall development in early childhood education.

V. Conclusion

Based on the results of the study, it can be concluded that the use of natural material media in learning activities can effectively improve the creativity of kindergarten children. Natural materials provide children with opportunities to explore, experiment, and create various forms of artwork based on their imagination. Through these activities, children become more active and enthusiastic in participating in the learning process. They are also able to express their ideas more freely and confidently through creative works made from natural objects such as leaves, seeds, stones, and twigs. This indicates that learning activities that involve direct interaction with materials from the surrounding environment can support the development of children's creative abilities. In addition, the use of natural material media makes the learning process more interesting and enjoyable for children. When children are involved in hands-on activities using real objects, they tend to show greater curiosity and motivation to learn. The variety of shapes, textures, and colors found in natural materials also stimulates children’s imagination and encourages them to develop unique and original creations. Therefore, natural material media can serve as an effective and meaningful learning tool for supporting creativity development in early childhood education while also making the learning experience more engaging and enjoyable.

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