

# Classroom Wall Optimization Program to Enhance Creativity in Early Childhood at PAUD Nusa Indah

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**Abstract:** PAUD BKB Nusa Indah 04 is one of two early childhood education institutions located in Duri Kepa sub-district, West Jakarta. Currently, the number of students enrolled in early childhood education is around 20, divided into 2 classes: Kindergarten A and Kindergarten B. The school shares a building used for other activities such as posyandu. This makes the room conditions in this early childhood education center need to be adaptable to the activities being carried out. The situation analysis was conducted in stages. First, our team from PKM Esa Unggul conducted an initial survey by visiting the Duri Kepa Village office to identify the needs and problems in the Duri Kepa area. After conducting the approach activity, a need was found at PAUD BKB Nusa Indah. In the second stage, our PKM team conducted a location survey at PAUD Nusa Indah to conduct interviews regarding the needs of PAUD Nusa Indah in the field of Design. The problems we found include: improving skills related to students' growth and development and creativity, and an increase in assets due to the limited space available to PAUD Nusa Indah, which means the preschool does not have much storage space for educational toys or similar items. The purpose of this PKM activity is to help increase creativity and comfort in classroom activities through the addition and improvement of supporting facilities for teaching and learning activities, with the aim of enhancing the skills, creativity, and learning enthusiasm of the students at PAUD Nusa Indah. The outputs of this PKM activity are: one scientific article published in an ISSN/ISBN journal, one article in print/electronic mass media, and a PKM activity video in the form of documentation that will be uploaded to YouTube. The goal of this type of economically unproductive partner output is expected to improve its quality and service.

**Keywords:** Community Service, Creativity Learning Facilities, Early Childhood Education.

## Introduction

PAUD BKB Nusa Indah 04 is one of two Early Childhood Education (PAUD) institutions located in Duri Kepa Village, West Jakarta. Currently, the number of students reaches approximately 20 children, divided into two levels: Kindergarten A and Kindergarten B. The presence of early childhood education in this densely populated area actually presents a great opportunity to increase the number of students (Nurwahidah et al., 2021). However, the available building capacity and learning spaces do not fully support this increase. These

limitations pose a major challenge to the development of educational services (Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 146 Tahun 2014 Tentang Kurikulum 2013 Pendidikan Anak Usia Dini, 2014; Yusuff & Widyastuti, 2021).

The early childhood education building consists of two floors, which are also used for community activities such as posyandu (integrated health services for children) (Bafelanna & Wahyuni, 2021). The first floor is used for posyandu activities as well as kindergarten A classrooms, while the second floor is for kindergarten B classes. This shared use of space means that learning

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activities often have to move to accommodate other scheduled activities. When posyandu is in session, kindergarten A classes are forced to combine with kindergarten B on the second floor (Yusuff et al., 2021). This situation impacts the effectiveness of learning and the comfort of students (Sungkawati & Uthman, 2024).

Beside being used as a classroom, the second floor also serves as a teacher's area and storage for books, stationery, and educational toys. As a result, most learning activities are more frequently conducted in the same room (Fatikawati et al., 2024). Limited space conditions restrict flexibility in arranging classes and children's play activities. In fact, at an early age, children need enough space to move, explore, and develop their motor skills and creativity. This space limitation becomes a factor hindering optimal growth and development (Widyastuti et al., 2020).

The location of the early childhood education center (PAUD) in a densely populated area actually has the potential to increase the number of students (Gulo et al., 2023). However, the presence of other larger non-formal educational institutions with more complete facilities influenced public interest. Many parents choose to send their children to other tutoring centers considered more representative (Kompri, 2016). Comparing the quality of facilities and infrastructure is an important consideration for parents. This indicates that competition in early childhood education services is increasingly demanding improvements in quality and facilities (Tabrani, 2015).

The Community Service Activity (PKM) is designed as an effort to improve the quality of students at PAUD Nusa Indah, particularly in terms of creativity and child development. This program is also aimed at expanding the dissemination of science, technology, and cultural arts in the community. The implementation of PKM is part of the implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) Program. This activity is directly related to achieving the university's Key Performance Indicators (KPIs), particularly KPI 2, KPI 3, and KPI 5 (Rahman et al., 2022). Thus, this activity not only benefits partners but also strengthens the role of universities (Tabrani, 2000).

Early childhood education plays a fundamental role in shaping the foundation of children's cognitive, social, emotional, and motor development. A conducive, creative, and safe learning environment is an important factor in optimizing children's potential from an early age. However, the limitations of space, facilities, and learning assets at Nusa Indah Early Childhood Education have resulted in less than optimal stimulation of student development. Teachers also face limitations in managing learning activities due to the multifunctional space (Untung et al., 2023). Therefore, appropriate

interventions are needed to support the optimal implementation of education (Nugraha et al., 2018).

The priority partner issues include two main aspects: limited space for children's creativity development and a lack of learning support assets (Fitriyah & Paramitasari, 2022). Children often explore the classroom walls due to limited space, even tho teachers have tried to set boundaries (Ramadanti & Arifin, 2021). Mitra hopes for a solution that allows children to continue expressing themselves and developing their creativity despite limited space. Additionally, the storage of assets such as educational toys, trophies, and learning materials is also a constraint due to the lack of space (Twiningsih & Elisanti, 2021). This condition makes the classrooms cramped and disrupts the smooth learning process (Adian, 2016).

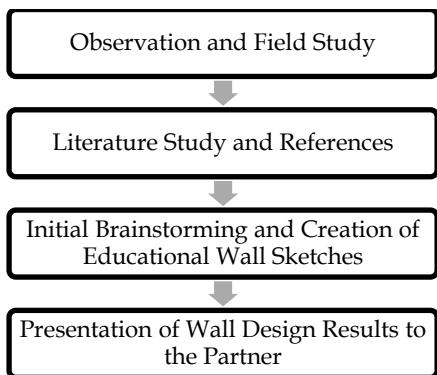
The main objective of implementing the PKM activity at PAUD BKB Nusa Indah 04 is to provide real solutions to the limitations of learning facilities, space, and infrastructure thru a creative, educational, and practical approach. This program is expected to create a more functional learning environment that supports children's cognitive, social, emotional, and motor development. Additionally, this activity aims to enhance teachers' capacity to optimize the use of limited space and improve the arrangement of learning assets for better order and efficiency. Thru this activity, it is also hoped that public trust in early childhood education will increase, so that the number of students has the potential to grow in the future.

## Method

The methods and stages undertaken by the PKM team in carrying out activities to generate solutions based on design planning methodology include: Stages in implementing the proposed solution:

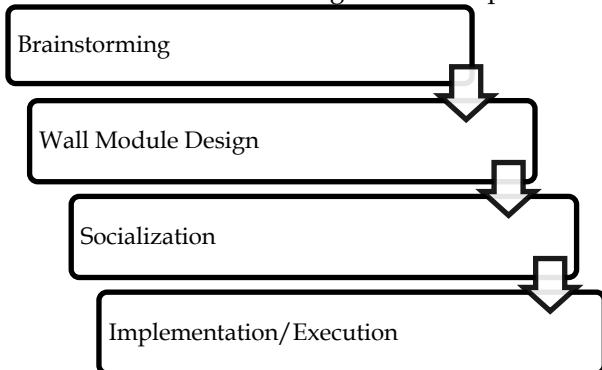
### 1. Socialization

Based on the existing conditions of the partner after field observations and surveys were conducted at PAUD Nusa Indah 04, to determine the problems and needs of the partner. Subsequently, a study of references and literature was carried out regarding the problems found, resulting in an initial solution that was then socialized to the partner. Explained in the following steps

**Figure 1.** Socialization Process

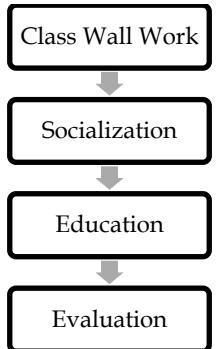
## 2. Training

In this activity, we collaborated with HMJDI (Interior Design Student Association) to work together on creating class wall murals. We brainstormed ideas for developing the wall concept and also worked on the storage rack concept.

**Figure 2.** Training Process

## 3. Mentoring and evaluation

Mentoring and evaluation are conducted to monitor the process of painting the wall mural at the community service location and to evaluate the work after it is completed (Munambar et al., 2024). Additionally, it provides education to students about not drawing on the walls that have been cleaned up, in order to accustom them to maintaining cleanliness and discipline. Input from our partners is very beneficial for conducting evaluations and improvements for future activities.

**Figure 3.** Monitoring and Evaluation Process

## Result and Discussion

The implementation of the PKM began with the formation of a PKM team consisting of 1 project leader, 3 faculty members, and 5 student members. This team was formed based on the required allocation of expertise from each faculty member and student. After the PKM team was formed, an initial visit was made to the Duri Kepa village office to discuss the planned activities and collaborations. This visit to the village office was attended by lecturers from the Faculty of Design and Creative Industries at Esa Unggul University, who met with the Village Head of Duri Kepa and representatives from several local village colleagues.

**Figure 4.** PAUD Nusa Indah Building**Figure 5.** Classroom

After the initial survey was conducted, the community service team visited the previously determined location at the village office. The team then went to Nusa Indah Early Childhood Education (PAUD) for interviews and an initial survey to identify the needs that could be addressed in the community service activities, based on our team's expertise. This survey was conducted in July 2024. The activities carried out in this first phase survey included interviews and discussions about the community service activities that are routinely conducted each year by the Faculty of Design and Creative Industries at Esa Unggul University, as well as introductions to some of the teaching staff there. The survey conducted by the Universitas Esa Unggul community service team was carried out twice, between July and August 2024.



Figure 6. Classroom



Figure 7. Location Survey Activity



Figure 8. Location Survey Activity



Figure 9. Location Survey Activity

After the first survey was conducted, the team held a briefing to determine the appropriate abdimas activities to be carried out at the location. One of the issues raised by the partner was that the classroom walls had not been optimized well as a learning support facility. Therefore, the team suggested improving the classroom walls to make them more optimal and usable as a learning support facility. Additionally, the partner's request for additional support facilities to store their certificates became an additional agenda for the abdimas team to carry out.

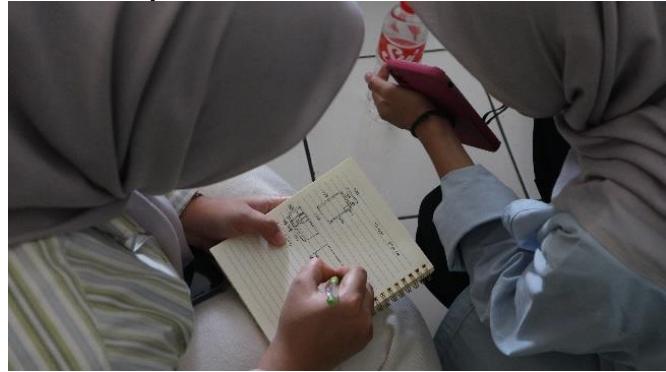


Figure 10. Classroom Measurement



Figure 11. Classroom Measurement

The briefing was held at the Faculty of Design and Creative Industries, Esa Unggul University, in room RC.502, along with several involved lecturers and student members. From the results of the meeting held, the initial concept for creating class wall murals was obtained. Then, a second survey was conducted to measure the class walls in order to determine the needs for drawing and materials to be used during the community service process (Cahyaningrum & Diana, 2023).

Analysis of the wall design concept for PAUD Nusa Indah 04 revealed that the average age of the PAUD children is between 4 and 6 years old, and at this age, they have the following stages of thinking:

1. Animism: Children begin to believe that inanimate objects have feelings and life.
2. Magical thinking: Children often combine fantasy with reality and believe that their thoughts or words can influence the real world.
3. Symbolic thinking: Children begin to use symbols such as words and images to represent objects and events.

From that conclusion, a design was created for the classroom walls, prioritizing images, symbols, and letters.

1. Right-side wall, with the theme "Exploring New Things" This theme was chosen in the hope that students could learn about outer space thru images and imagination, providing them with knowledge of the vast world and stimulating their imagination.

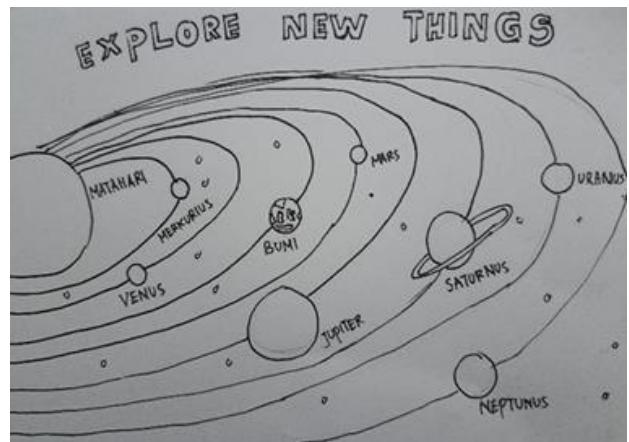


Figure 12. Right Wall Sketch

2. Front side wall, with the theme of imagination and creativity The theme 'Make Friends' was chosen because in this modern era, many children prefer to play with gadgets rather than with their peers. This theme was selected so that children would not only consider their classmates as friends, and after class, they would focus on their gadgets outside of class, allowing them to continue to be friends and play together.

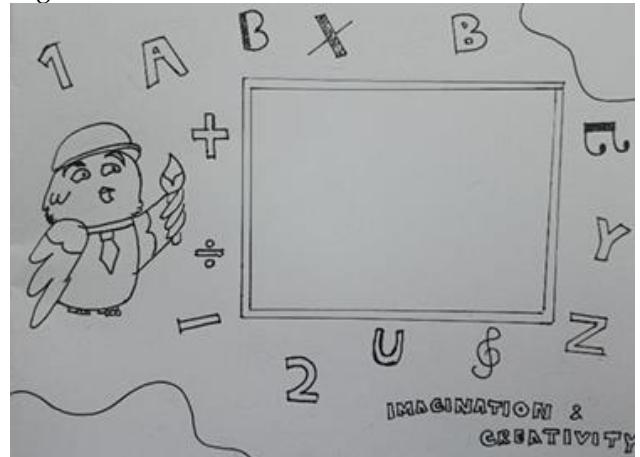


Figure 13. Front Wall Sketch

3. Left side wall, with the theme of friendship The theme 'Make Friends' was chosen because in this modern era, many children prefer to play with gadgets rather than with their peers. This theme was selected so that children would not only consider their classmates as friends and focus on their gadgets outside of class, but would continue to be friends and play together outside of class.



Figure 14. Left Wall Sketch

4. Back side wall, with the theme of 'Growing' The theme 'Growing' was chosen because there are still many Indonesian children, especially those aged 4-6 years, who are given inappropriate and innutritious food. Creating a wall design filled with nutritious food types will instill these foods in their minds, so that when they are at home, the children will ask for these foods. The addition of height measurements allows for monthly tracking of the children's development.



Figure 15. Back Wall Sketch

After all the preparatory activities are completed, the scheduling of activities will proceed. The stages of activities carried out in this event include:

- The committee gathered at the Esa Unggul University Kebon Jeruk Campus for an initial briefing and departure preparation.
- The journey to Nusa Indah Early Childhood Education (PAUD).
- Initial briefing and group prayer.
- The class mural painting activity was carried out for a full day and assisted by the Interior Design Student Association.

During the activity, the student team performed the tasks assigned in the previous briefing well.



Figure 16. Classroom Mural Painting



Figure 17. Classroom Mural Painting



Figure 18. Classroom Mural Painting

After the work is completed, the final activity follows, which is the handover of certificates and reporting on the activities with the entire community service team from Esa Unggul University. In addition to this, a photo session with the students involved in the community service activities was also held at the end of the event.



Figure 19. Handover Ceremony



Figure 20. Handover Ceremony



Figure 21. Handover Ceremony

At the end of the team's meeting with the partners, they expressed their gratitude for the successful community service activity. The benefits of the activity were intensely felt by the partner, including the students gaining new enthusiasm in teaching and learning activities due to the new atmosphere they experienced. Additionally, the pictures on the walls can serve as a learning tool for the students in their daily activities. In terms of the additional storage that was previously requested, it made the classroom neater and more organized because the storage areas were out of reach for the children, making some important items safer.

## Conclusion

The results of the completed Community Service activities of Esa Unggul University can be summarized as follows: this activity provides benefits for the partner, contributing to the sustainability of student learning activities. This is evidenced by reports from teachers stating that students' enthusiasm for learning increased due to the new atmosphere they experienced in the classroom. Additionally, students can also learn new things from the mural paintings created on the walls that have been made in this activity.

This community service activity also went relatively smoothly; there were only a few minor technical obstacles in the field, and otherwise, it went pretty well. It is hoped that there will be follow-up activities every year as requested by the partner, so that this collaboration will provide long-term benefits. Additionally, it is hoped that this activity will improve good cooperation between the two parties and also provide many benefits for the partner and the community service team from Esa Unggul University.

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