Innovation Learning through the Arts Center in Increase Early Childhood Creativity

Rita Nofianti, Siti Latifah

Abstract

Creativity is fundamental aspects in development child age early necessary stimulated through approach appropriate learning . Research This aim For analyze implementation center art as innovation learning in increase creativity child age early . Research methods use approach qualitative descriptive with technique observation , interviews , and documentation to activity learning in the center art . Subject study is child ages 4-6 years in PAUD institutions that implement learning models center . Research results show that learning through center art give impact positive to development creativity child , who is seen from improvement ability think divergent , originality of ideas, elaboration works , as well as courage in expressing oneself . Activities at the center art that includes drawing , painting , collage , mosaic , and using various art media capable stimulate imagination and power creation children . Supporting factors success covering provision of varied media , arrangement environment conducive learning , as well as the role of teachers as facilitator who provides freedom express to children . Research This conclude that center art is innovation learning effective For optimize creativity child age early and recommended For implemented in a way wide in education child age early .

Keywords : Innovation Learning , Center Art , Creativity , Children Age Early Childhood, Early Childhood Education

Rita Nofianti[1]
[1]Bachelor of Early Childhood Islamic Education, Universitas Pembangunan Pancabudi, Indonesia e-mail: rita@dosen.pancabudi.ac.id[1]

Siti Latifah[2]
[2]Bachelor of Philosophy, Universitas Pembangunan Panca Budi, Indonesia e-mail: latifahsalim585@yahoo.co.id[2]
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Introduction

Children's education age early is foundation important in formation character and development potential children in the future . According to Constitution Number 20 of 2003 concerning National Education System , education child age early is something effort targeted coaching to child since born until with age six year carried out through giving stimulation education For help growth and development physically and spiritually so that children own readiness in enter education more continued (Depdiknas , 2003).

One of aspect very important development For stimulated in children age early is creativity . Munandar (2012) stated that creativity is ability For make combination new based on data, information , or existing elements . Creativity in children age early need developed since early because at this time is the golden age or golden age Where brain child growing very rapidly up to 80% of adult brain (Sujiono , 2013). Development creativity child age early is very important Because can help child in solve problem , develop Power imagination , as well as increase trust self (Rachmawati & Kurniati , 2010). However in in practice , still Lots PAUD institutions that implement learning conventional which tends to be teacher centered and less give room for child For explore and express creativity . Monotonous and overly repetitive learning structured can hinder development creativity children (Hurlock, 2013). Therefore that , is necessary innovation in learning that can be optimize development creativity child age early . One of the innovation learning that can be implemented is a learning model center or Beyond Centers and Circle Time (BCCT). Learning model center first developed by the Creative Center for Childhood Research and Training (CCCRT) in Florida, United States , then adapted in Indonesia by the Directorate of Early Childhood Education in 2004 (Depdiknas , 2006). Learning model center is approach child - centered learning where the learning process takes place child - focused as subject learning , and the learning process ongoing in form meaningful and enjoyable play (Latif et al., 2013).

In the learning model center , there is various type center learning , one of them is center art . art center is a learning area that provides chance to child For explore various art media like drawing , painting , coloring , collage , mosaic , and other activities art others (Asmawati , 2014). According to Pamadhi and Sukardi (2010), activities art can develop creativity child Because through art child can express feelings , thoughts and imagination in a way free without There is rigid boundaries .

A number of study previously show that learning through center art own impact positive to development creativity children . Research conducted by Suryani (2015) shows that learning center art can increase creativity child aged 5-6 years at the State Kindergarten Pembina Yogyakarta. In line with that , Wulandari's research (2016) found that activity art in PAUD can develop ability think creative child through exploration various media and materials .

Learning through center art give freedom to child For experiment with various media and techniques art , so that can stimulate imagination and creativity children (Sumanto , 2014). In addition , in center art , children also learn For take decision , solving problems , and express their ideas visually , which is component important from thinking creative (Isbell & Raines, 2013).

Based on description above , research This important done For analyze in a way deep How implementation learning through center art can increase creativity child age early . Research This expected can give contribution in development of innovative and effective learning models For optimize creativity child age early .

Literature Review

Early Childhood Education Concept

Children's education age early defined as effort targeted coaching to child since born until age six year through giving stimulation education For help growth and development physical and spiritual (Ministry of National Education , 2003). Sujiono (2013) emphasized that PAUD emphasizes the placement base growth and development physical , intelligence , socioemotional , language , and communication in accordance stage development child . Morrison (2012) explains that child age early is learners active learner through interaction social and exploration active to environment . Characteristics unique This demand approach appropriate learning with needs and development children . Santrock (2011) added that child age early is at the stage pre-operational Where thinking symbolic start develop through representation of words, pictures , and paintings .

Creativity in Early Childhood

Creativity is ability For make combination new based on data, information , or existing elements , as well as reflect fluency , flexibility , and originality in thinking (Munandar, 2012). Guilford in Supriadi (2010) defines creativity as ability think possible divergence individual find various alternative answer to something problem . Hurlock (2013) stated that child age early in a way natural own potential creative marked height attitude spontaneous , expressive , and full imagination . However , creativity This will develop optimally if get appropriate stimulation . Rachmawati and Kurniati (2010) identified characteristic features behavior creative child covering fluency , flexibility , originality , elaboration , and tenacity . Factors that influence creativity according to Munandar (2012) includes internal factors such as openness to experience and skills play with concept , as well as factor external like environment family , school , and society . Semiawan (2010) emphasizes importance environment that provides freedom psychological and security psychological For push creativity child .

Arts Center as **a Development Media Creativity** art center is a learning area that provides chance to child For explore various media and tools For express ideas , feelings , and imagination through activity art (Asmawati , 2014). Sumanto (2014) explains that center art provide activity like painting , drawing , coloring , collage , mosaic , and various activity art appearance other with freedom explore in accordance imagination child .

Learning objectives in the center art according to Muharrar and Verayanti (2013) are develop creativity and imagination , fine motor skills , ability express and communicate through work art , as well as sensitivity aesthetic . Pamadhi and Sukardi (2010) emphasize that activity art can develop creativity Because through art child can express feelings , thoughts and imagination in a way free without limitation stiff .

Media and tools in the center art is very varied , starting from from conventional media like paper , pencil colors , and paints, to non- conventional media like material nature and materials used (Sumanto , 2014). The diversity of this media important For stimulate exploration and experimentation child in work .

The role of teachers in the center art is very crucial . Latif et al. (2013) stated that teachers play a role as facilitator , planner , motivator, and observer. Sumanto (2014) emphasized that teachers must give freedom express without too Lots intervention , no force will or criticize results work children , but give appreciation to every the work produced.

Research Methodology

Study This use approach qualitative descriptive with design Classroom Action Research (CAR). Approach This chosen Because aim For improve the learning process through implementation activity center art in a way repetitive in cycle action , at the same time describe improvement creativity child age early . According to Kemmis & McTaggart (1988), PTK is carried out in a way cycle covering planning , action , observation , and reflection.

Results Cycle I

Implementation activity center art in cycles First done with activity paint using watercolors and collage simple . Observation results show part big child Still tend copy work friends and not yet brave express ideas in a original . Of the 15 children , only 6 children (40%) fulfilled the requirements . indicator minimal creativity in the aspects of fluency and flexibility. Interview with the class teacher show that part child Still hesitant to use the available media . Documentation of work show relative results uniform and simple . This is signify the need improving teacher facilitation strategies so that children more free explore .

Cycle II

On cycle second , innovation done with add variation activities , namely draw free , making simple masks , and mini dramas. The teacher also provides question open and encouraging For value every child's idea .

Observation results show improvement significant : 12 children (80%) were able produce different works , featuring courage in pour out ideas, and show flexibility in utilise materials . The aspects of originality and elaboration begin seen from work children , for example variation color , shape , and additional details in picture or mask.

Improvement Children's Creativity

In a way overall , there are improvement amount children who achieve indicator creativity from 40% in cycle I to 80% in cycle II. Children are also more enthusiastic follow activities , brave convey ideas, as well as show independence in work .

Findings Supporters

- **Observation** : child the more active interact and collaborate in activity art .
- **Interview** : the teacher stated activity center art give experience new stimulating imagination and belief self child .
- **Documentation** : results work children in cycle II more varied and shows more detail complex .

Conclusion

Based on results research and analysis conducted , can concluded that innovation learning through activity *center art* proven effective in increase creativity child age early . Through variation activity like painting , collage , drawing free , to simple drama , children get chance For express ideas in a original , developing flexibility think , and enrich the details of the work they .

The role of the teacher as facilitator who encourages exploration , giving question open , and appreciate the learning process proven contribute positive to improvement creativity children . Implementation innovation This capable increase indicator creativity (fluency, flexibility, originality, elaboration) from category low become tall according to success targets research . With Thus , learning based center art can used as an innovative strategy in early childhood education curriculum for support development creativity child optimally and sustainably.

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