



IMPROVE CREATIVITY OF EARLY CHILDREN AGE WITH ART ACTIVITIES

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ABSTRACT

Improving the ability of children's creativity needs to be improved to find out how to develop children's creativity through art activities. art is very important and very influential in the process of growth and development of early childhood in various aspects. Early childhood will more easily accept the fun learning process, with learning and dominating the child. With various art activities that provide opportunities for children so that children can develop their creativity through art activities such as visual arts and performance art consisting of pictures, paintings, collages, clay, wood, playdough, songs, the combination of movements, musical instrument play, drama and many more, to develop creativity lift the talents and potential possessed by early childhood. So that children can freely express themselves to foster children's creativity to create something new that will further develop. This study uses qualitative research with the literature review method.

KEY WORDS

Creativity; early childhood; art

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INTRODUCTION

Early childhood has a healthy physique from birth until the age of 8 years, namely children who are active in various activities or move a lot. So that children who have a lot of time are very often used to move with rough movements using part of their body such as running, jumping, throwing, climbing so that this activity involves a small part of the body such as cutting, wearing doll clothes, pushing cars

and toys. stick paper, (Soegeng Santoso, 2011: 1.3). There is also the first movement recognized skills in motion can also be called gross motor movements or gross motor skills, fine motor movements, or fine motor skills. From these two movements, many possibilities during the time spent by the child are playing, because childhood is now a play period.



In the early part of the child, a part of the child's body is not perfect or the physical coordination member is immature. So that in carrying out activities or motor activities, children can only move some of their muscles so they are not used anymore. For example when a child makes a kicking motion, then the child will inadvertently move his hand forward suddenly. This is seen when the child is holding an object, it is seen directly how to hold it not as it should be done. So in moving the muscles of the body, the child is not clear with the purpose to be done. That is caused by muscles - muscles that are not yet fully matured in the child's body. If more and more often children do activities or practice using their muscles, then the child will get used to or skilled in using his limbs effectively.

With the very rapid development achieved by children in gross motor movements and fine motor movements, the development that can be achieved by children with an age range of 4-5 years. When children reach 6-8 years old, children can be used physically well. And all the coordination of the limbs can be used perfectly. Then the child already has a balance in maintaining the body and using the muscles in his body effectively.

Early childhood is the Golden Age called the golden age, which is usually marked by changes in physical development, cognitive, social, emotional, very fast. At that time also early childhood experienced a period of maturity in one of the physical psychological function cells ready to stimulate the environment. So far this is the first foundation for laying out physical (motive), intellectual, emotional, social, language, moral, and spiritual potential.

Art is an activity or routine that can never be separated from the human body with its beautifully presented bathing experience because art grows from the human heart from birth to life. In human life, art is a part that cannot be separated. So that

art always appears in life, especially in early childhood.

According to reading (Hetty, 2006), "experience of aesthetic taste" can be realized "the creation of pleasant forms". According to Soedarso (Mikke Susanto, 2002), art is a work created by humans that involves in their stone experiences, their stone experiences can be presented beautifully by stimulating the emergence of inner experiences so that they can live them.

Art education can foster children's development, perfect life, help aesthetic growth, enhance physical growth, creative imagination, mental. In such a way as stated by Tumurang (2006) from the closest in children's art education is satisfaction in expressing children's feelings in art.

Art can be divided into 2 is a visual art, performance art. 2-dimensional art such as drawings or paintings, namely various kinds of media images, collages, photographs. There are also three-dimensional art such as hand-crafted from various media, such as wood, clay, and even color sand if three-dimensional art forms, playdough, and other creations such as two-dimensional fine art results that require fine motor skills such as squeezing, grasping, and choose. While the performing arts are: song, a combination of motion and song, dance or movement to the rhythm, playing musical instruments and drama (pretend play), or playing a role.

From the above opinions, it is clear that art lessons can provide fun and creative experiences. Art activities can make children more creative with a variety of tools, materials that trigger children so that children want to know that they can also educate themselves.

According to Soeharjo (in Sumanto, (2006) states that as the core educational experience is that art is useful for developing talent, art helps foster children's development, art can help



improve children's lives, the art of fostering aesthetic development. early childhood certainly can develop children's creativity.

Creativity is the potential contained in a child who is known for his creative abilities, namely creativity related to natural artistic talent, creative thinking in play. Creative potential is nurtured from an early age and it may develop continuously - expanding creativity in other fields. Munandar, (2009) states that creativity is the interaction of individuals with the surrounding environment. So when children are confronted with various media arts, they will feel challenged so that they find various kinds to use these materials into works of art. So that the emergence of children's creativity can make children more creative. We can develop creativity through a variety of media, using children's computer media indirectly carried out various kinds of exploring activities to experiment using creativity and imagination so that they can take advantage of the experience one has had in the past. (Parwoto, 2017).

RESEARCH METHOD

This research uses library/research studies and literature although this research can be said to be similar but different. Many terms are used for literature studies including literature review, theoretical basis, literature review, theoretical studies, and theoretical reviews. The purpose of this library research is research carried out through written works so that this researcher is among the best and which has not been published yet (Embun, 201). A study with a literature study that does not have to go down in the field and meet with respondents directly. What must be obtained from this research is the source of data - library data or documents. According to (Zen, 2014) library research (library research) one of the initial steps to prepare research while being able to utilize library resources to obtain research data. In this

study, researchers will analyze how to develop early childhood creativity with artistic activities. To find out how far the creativity that is owned by the art activities. The independent variable (independent) is the variable influencing the cause of the change/cause of the dependent variable. In the research, the X variable or independent variable is to develop the creativity of early childhood. And the dependent variable is the influencing variable, resulting in the occurrence of an independent variable. Since the research becomes a variable Y or dependent variable, it is an early childhood art activity. According to (Harsono, 2019: 53) the population is a set or discussion regarding objects related to the subject - the subject of the universe, especially those that have characteristics in a particular space and time. The population in all journals on the topic of developing early childhood creativity. According to (Harsono, 2019: 53). The sample is part of the population that we can take based on a certain amount, the sampling is done in such a way that the sample can be properly represented (representative). We can describe the population that should have been developed by developing early childhood creativity with artistic activities. From the criteria of art activities, it can find out the samples in the study include: 1) It is a qualitative, quantitative, and CAR research. 2) the treatment is given to developing early anal creativity with artistic activities. 3) the dependent variable in the study under study is an early childhood art activity. 4) the respondents of this study are early childhood. 5) the location of this research was carried out in a nursery school. 6) references in the form of primary journals are 20 journals. A range of 2015-2020 consists of 16 national journals, and the range 2013-2020 is a qualified and accredited international journal.

The flow of journal reviews in the literature review is carried out according to picture 1.



RESULTS

Table 1. Analysis journal

No	Title	Research	Year of publication	Research Types and Designs	Population	Sample	Variable	Data Collection Techniques and Instruments	Data analysis	Research result
1.	Efforts To Improve Children's Creativity Through Finger Painting Ages 5-6 Years At Tk Harapan Mother Pekan Baru	Jumilah, Sean Marta Efastri and Siti Fadillah	2018	Classroom action research	B1 group students	15 children in kindergarten hope mother	Increase creativity and permanence of finger painting	Observation and documentation	With the formula $\frac{ef}{n} \times 100\%$	Can increase the creativity of children in the arts arts children have not experienced a good development in the first cycle with enough categories and in the second cycle both categories with the results of 55% early and 72% first cycle and 83% II with BSB category.



2.	Aesthetic Choreography as a Support for Early Childhood Art Creativity	Jiko Pamungkas	2015	Qualitative descriptive	Early childhood	-	Aesthetic choreography and children's artistic creativity	Field notes, observations, interviews	Qualitative descriptive	Through aesthetic choreography children can train and enhance creativity through motion art activities.
3.	Enhancing the Creativity of Children's Fine Arts Through Printing Activities with Natural Materials in Paisy Aisyiyah Lansano Pesisir Selatan	Adi Supriyenti	2013	Classroom action research	In Paud Aisyiyah Lansano Silk Sub-District, South Coast District	60 children	Creativity in fine arts and printing with natural materials	Observation	With percentage calculation	The results of children's creativity ability can easily do printing activities with natural materials that can be easily improved as seen from the second cycle the ability to redesign simple images. Very high at 80%.
4.	Art Creativity Through Play-Shaping Free Focused Activities on Group B	Nur Saedah, Hilalud Hanafi dan Albert H	2018	Qualitative approach and quantitative analysis	Group B children in kindergarten priama wawotabi district	17 children	Play free form directed and artistic creativity	Observation, data documentation	Qualitative descriptive technique	Learning should increase how to play freely in shaping activities using plasticine and using attractive methods of interest



	Children in Kindergarten Pariama, Wawotabi District									according to the needs of children.
5.	Improving Early Childhood Creativity Through Used Material Media	Rohani, S.Ag. M. Pd	2017	Deskripsi	Early childhood	-	Creativity and used media	Observation and field notes	Quantitative data	Developing children's creativity imagines using used materials.
6.	Early Childhood Creativity Development Through Origami	Sumedi P Nugraha and Davina Muliatsih	2013	Experiment	Early childhood	69 children	Development of creativity and origami	Interview and visual observation	Qualitative data	That the art of folding paper/origami can practice simple forms.
7.	Effects of Outdoor Play and Finger Painting on Early Childhood Creativity	Rachma Hasibuan and Mallevi Agustina Ningrum	2016	Quantitative and experimental approaches	Children from group B in Lamongan Regency	3 institutions	Outdoor play and finger painting for creativity	observation and documentation	Quantitative or statistics	learning using outdoor activities and finger painting creativity is better than a group.



8.	Effect of Painting Activities and Fine Motor Skills on Early Childhood Creativity in Painting	Selia Dwi Kurnia	2015	Experimental research with treatment design by level 2x2	Group B as a child	66 children	Painting fine motor skills and creativity	Multistage sampling collection techniques	Anava two lanes	Children have low fine motor skills and are given finger painting activities compared to those who are given brush painting activities.
9.	Enhance the Creativity of Collage Art with Leaf Media in Children of Group B at Kemala Bhayangkari 03 Banyumani Semarang	Widya Novi A Dwi and Chatu Widyaningsih	2017	Classroom action research for children of Kemala Bhayangkari	Group B. Children in class.	B2 number 25 students	Creativity in fine arts and media leaves	Observation, assignment and documentation	with quantitative data Descriptive statistics	Each cycle I achieved increased creativity 59%, cycle II reached 66, 1% and III reached 83.7% with the activity of learning to make a collage with leaf media can increase children's art activities
10.	Enhancing Creativity Creating Various Forms Using Media Playdough in	Finna Kurnia Riski and Sri Widayati	2016	Classroom action research	Group A in kindergarten 17 Surabaya	Group A children are 20	Creativity creates playdough forms and media	participatory observation	Descriptive qualitative	participatory observation. Completeness in the first cycle reached 71% or 14 children and the second cycle became 87% or 17 children, so



	Children Group A									the use of playdough media can increase creativity to create various forms
11.	Developing Children's Creativity Through Drawing Activities	Nunuk Nur Sholikhayah	2015	Library research (library research)	Children	Children less than 5 years old	Creativity and drawing activities	Observation and documentation	Flow model of analysis technique (flow model)	Various ways to develop your creativity by enriching children's ability in drawing, free drawing, coloring, drawing mixed with various mediums with various facilities
12.	Improving Early Childhood Creativity Through Origami Paper Folding Games in Nurul Huda Kindergarten Desa Suka Maju	Nurwahyuni Rahayu, Yusria and Amrindono	2019	Collaborative classroom action research.	Group B children	20 children	Increase creativity and folding origami paper	Observation, documentation and interview	Qualitative miles and huberman with quantitative descriptive statistics	There has been an increase in developing the creativity of kindergarten nurul huda from the first cycle meeting 1 by 5% is very good and meeting 2 30% is developing very well, until the second cycle meeting 1 50% is very good step 2



	Mestong Congestion, Muora Jambi District									85% is developing very well
13.	Enhancing Children's Creativity Through Finger Painting Techniques in Kb Al Jannati Gampong Jawa, Banda Aceh City	Anggi Wulandari, Bahrun and Rosmiati	2020	Qualitative approach with the type of classroom action research	Group B Ages 5-6 Al Jannati Gampong Jawa, Banda Aceh City	8 children	Improve creativity and finger painting techniques.	observation and work	Qualitative descriptive	The development of early childhood creativity through finger painting in accordance with the assessment indicators
14.	Effect of Printing Activities on Group B Children's Creativity in Assisi Kindergarten Medan Academi	Ramida Sagala and Kamtini	2019	Quantitative research (experimental) and post-test only control group design	Group b children in kindergarten assisted. a 2018/2019	with 113 children from 5 classes, namely b1 29 children, b2 23 children	Printing activities and group children's creativity b	Data collection and observation techniques	Non-parametric statistics using the Mann-Whitney test	Printing activities can increase children's creativity in other words a significant effect of the application of printing activities on children's creativity



	c Year 2018/2019					n, b3 19 childre n, b4 23 childre n, and b5 19 childre n 38 childre n				
15.	Enhancing Early Childhood Creativity Through Sculpture Art Activities from Castings	Anisa Suciati Wardhani, I Gusti Kurniati and I Gusti Komang Aryaprasetya	2016	Classroom action research	Class A at TK Rainbow Baleedah	Child group A	Child creativity and sculpture activities	Observation, documentation and reduction test	ata and data presentation	An increase in each cycle so that the activities of sculpture made from casts can increase the creativity of grade A children
16.	The Art Of Early Childhood Education	Eleanor D. Brown	2020	Kualitatif Eksperimen	Early childhood	Kualitatif	Art and education	observasi	spradley	Integrasi seni dapat memajukan pemerataan pendidikan untuk anak-anak dari berbagai latar belakang dan dengan beragam kebutuhan — dan melakukannya sejak dini.



17.	Using Augmented Reality In Early Art Education: A Case Study In Hong Kong Kindergarten	Yujia Huang , Hui Li And Ricci Fong	2016	Data qualitative	Children	11 children	Augmented reality and early art education	Observation, interview and documents	Qualitative content analysis (qca)	It is flying in the children (100%) chose 'yes' to the first question 'do you like playing with it', and the highest level of 'like it so much' (100%) on the smiley scale of the second question.
18.	Early Childhood Creativity: Challenging Educators In Their Role To Intentionally Develop Creative Thinking In Children	Nicole Leggett	2017	A case study approach	Early childhood	In 4 to 6-year-old children	Educators and develop creative thinking	Observation, digitally audio recorded interactions between education and children , Field notes	Observation, photos, field notes, artefacts, focus group sessions and recorded interactions	the role of educators is very important in helping children in the early development of creative thinking so that it challenges their role as educators.



19.	Young Children's Experiences With Yoga In An Early Childhood Setting	Alicia Cooper Stapp and Kenya Wolff	2017	Qualitative	Children's	34 preschool children's	Children's experiences and yoga early childhood	Observation, interviews	Qualitative visulize children's vois	Compel us onward towards future investigations into the benefits of yoga practice with young children.
20.	The Improvement Of Early Childhood Creativity Through Carving Activity	Indah Nofiyanti and Nening Tasu'ah	2019	Quantitative	Group b of tk negri pembina of karanganyar district	30 children in the group b class		Questionnaire, observation and documentation	Descriptive analysis technique, statistical calculations	The value of tcount > t table, that is 18.78 > 2.024 with sig = 0,000 the child after art activity implementation has hinger creativity improvement that child before applying the carving art activities.

DISCUSSION

Creativity is a condition, condition, or attitude that is almost impossible to formulate completely and is very special. Creativity can be interpreted in a variety of statements as to how to highlight. Creativity has a term of daily life that can be interpreted in a special achievement that makes something new and provides various ways to solve problems not found by many people, see a variety of possibilities, so it is easy to adjust to every situation and have the ability to think in a way comprehensive (Widia Pakerti, 2010 10.8).

B.F.F. Montolalu, et al. 2011 stated that the development of creativity is a means of learning carried out to uphold in the development of aspects of child growth. look at the function of early childhood creativity development, namely: developing cognitive creativity of children. On this occasion, the creativity of children to develop the needs of their expressions In activities can produce something that fosters the behavior of children who are busy with creative activity will spur thought skills. In developing this creativity has a value on the expression activities so that children



can channel feelings can cause children's self-tension that is disappointed, sad, afraid, worried. there is also a feeling that cannot be channeled to the child so that it can result in his life on the tensions that will make his soul depressed.

Early childhood has talent and potential in art, although how much potential is owned by children is not the same. Some potentials are developed optimally while some are not optimal and some are not developed at all. All children have aesthetic experiences, imagination about beauty. One of these children's problems is being able and unable to express to show to others. so that the process of demonstrating this can be called creativity with the ability to create, the ability to think, the ability to respond to problems, and the ability to adjust. (Hajar Pamadhi, Evan Sukardi S. Page 6.40)

The activity of creating nature expressions, children are trained to be accustomed to various kinds of beauty namely painting, scenery, music, dance. that children can absorb the positive effects of beautiful seen, heard, and lived and will get a feeling of beauty and aesthetic feelings children are accustomed to and developed. At the end of the time children can discriminate, obtained can feel, appreciate beauty can lead to influence character.

Developing creativity in early childhood is not only in the basic fields of art, but in all areas of development of basic abilities, namely: in the field of development of art includes a variety of expressive abilities through creative media, namely tearing, forming games using plasticine, painting using paint, drawing with charcoal, creating your own game with sand, water, role-playing, ability to express motion and making musical instruments.

Activities can increase children's creativity is sticking is often also called collage. According to the big Indonesian college, a dictionary is part of an artistic composition made by a variety of materials (wood, fabric, paper) that can be affixed to the

surface of the picture (MONE, 2002: 580). collage is one of the works of two-dimensional art using various kinds of basic materials combined with other basic materials so that it can be fused into a whole work. Making these works requires patience in compiling, sticking, and assembling these skills. So that we can see from the form of collage, montage, and mosaic works that are part of the fusion of fine arts. The results of the collage work there are collaborative parts of craft art, painting, decoration art can be illustrated. The collaboration of art, painting, decoration, drawing, illustration, relief, and sculpture is one of his 2-dimensional works and there are 3 dimensions.

In essence, humans are aesthetic creatures, beings can experience beauty with the feelings they have and those who have feelings. Likewise, early childhood can experience the response experienced can be dealt with their feelings, a variety of ways that they own according to the level of child development. The development of art has functions such as developing children's fantasy and creativity, training children's accuracy, developing aesthetic feelings, and developing children's imagination, training children's fine motor skills. There is also ability in children's art such as drawing freely in the form of circles, triangles, rectangles, stamps/prints with a variety of media (banana stem, banana stems, sponges, and so on). And in creating something with various media such as framing shapes with sticks and ice cream sticks, arranging blocks, painting with fingers (finger painting), making sounds with various musical instruments, and expressing themselves from dancing to the rhythm or music (Pusat Diknas Curriculum Center, 2007).

As in the description of the ability possessed by early childhood is not directly owned by the child as the ability to just apply. The ability possessed by children as aesthetic maluk must be done. Because children need to be given the opportunity to



explore more and develop their abilities as aesthetic maluk in expressing them through various kinds of media as creatively as possible.

CONCLUSION

Based on the results from the general description above, it can be concluded that it can be seen how the development of children's creativity through art activities. Creativity is not one of the abilities to make something new but more than that, such as the ability to adapt to the environment, the ability to read situations, the ability of analysis to be able to create new things. So that children can enhance and practice creativity through a variety of arts activities with the aim of activities that will be carried out by children is fun. Art is a process that occurs in the expression of human expression and can be seen from the expression by human creativity. And art is very difficult to explain and difficult to assess, even from each individual has rules for expressing themselves. From a variety of artistic activities that are obtained by children freely can express themselves within the child's soul both in movement and sound. So that children are free in expressing themselves to foster creativity and create something new.

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