

Improve Creativity of Early....

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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 **CORRESPONDING AUTHOR:**

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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.

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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 twodimensional 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

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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.

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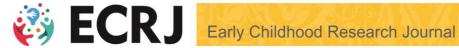
RESULTS

Table 1. Analysis journal

No	Title	Resear	Year of	Resear	Populati	Sampl	Variabl	Data	Data	Research
		ch	public	ch	on	е	е	Collecti	analysis	result
			ation	Types				on		
				and				Techniq		
				Design				ues and		
				S				Instrum		
								ents		
1.	Efforts	Jumila	2018	Classro	B1	15	Increas	Observa	With the	Can increase
	То	h,		om	group	childre	е	tion and	formula	the creativity
	Improve	Sean		action	students	n in	creativ	docume	percentag	of children in
	Children	Marta		resear	Tk hope	kinder	ity and	ntation	ef/n	the arts arts
	's	Efastri		ch	mother	garten	perma		x100%	children have
	Creativit	and				hope	nence			not
	у	Siti				mothe	of			experienced a
	Through	Fadilla				r	finger			good
	Finger	h					paintin			development
	Painting						g			in the first
	Ages 5-6									cycle with
	Years At									enough
	Tk									categories and
	Harapan									in the second
	Mother									cycle both
	Pekan									categories
	Baru									with the
										results of 55%
										early and 72%
										first cycle and
										83% II with
										BSB category.

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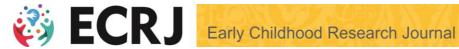
2.	Aestheti	Jiko	2015	Qualit	Early	_	Aesthe	Field	Qualitativ	Through
۷.	c	Pamun	2013	ative	childhoo	_	tic	notes,	e	aesthetic
	Choreog	gkas		descri	d		chore	observa	descriptiv	choreography
	raphy as	gkas		ptive	ď		ograp	tions,	e	children can
	a a			ptive			hy and	intervie	6	train and
	Support						childre	WS		enhance
	for Early						n's	VVS		creativity
	Childho						artistic			through
	od Art						creativ			motion art
	Creativit						ity			activities.
	у						,			detivities:
3.	Enhanci	Adi	2013	Classr	In Paud	60	Creativ	Observa	With	The results of
	ng the	Supriy		oom	Aisyiyah	childr	ity in	tion	percenta	children's
	Creativit	enti		action	Lamsan	en	fine		ge	creativity
	y of			resear	o Silk	-	arts		calculatio	ability can
	Children			ch	Sub-		and		n	easily do
	's Fine				District,		printin			printing
	Arts				South		g with			activities with
	Through				Coast		natural			natural
	Printing				District		materi			materials that
	Activitie						als			can be easily
	s with									improved as
	Natural									seen from the
	Material									second cycle
	s in									the ability to
	Paisy									redesign
	Aisyiyah									simple images.
	Lansano									Very high at
	Pesisir									80%.
	Selatan									
4.	Art	Nur	2018	Qualita	Group B	17	Play	Observa	Qualitativ	Learning
	Creativit	Saeda		tive	children	childr	free	tion,	е	should
	У	h,		approa	in	en	form	data	descriptiv	increase how
	Through	Hilalu		ch and	kinderg		directe	docume	е	to play freely
	Play-	dand		quanti	arten		d and	ntation	technique	in shaping
	Shaping	Hanafi		tative	priama		artistic			activities using
	Free	dan		analysi	wawota		creativ			plasticine and
	Focused	Albert		S	bi		ity			using
	Activities	h			district					attractive
	on									methods of
	Group B									interest



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	Children in Kinderga rten Pariama, Wawota bi District									according to the needs of children.
5.	Improvi ng Early Childho od Creativit y Through Used Material Media	Rohani , S.Ag. M. Pd	2017	Deskri psi	Early childhoo d	-	Creativ ity and used media	Observa tion and field notes	Quantitati ve data	Developing children's creativity imagines using used materials.
6.	Early Childho od Creativit y Develop ment Through Origami	Sumed i P Nugra ha and Davina Muliat sih	2013	Experi ment	Early childhoo d	69 childre n	Develo pment of creativ ity and origam i	Intervie w and visual observat ion	Qualitativ e data	That the art of folding paper/origami can practice simple forms.
7.	Effects of Outdoor Play and Finger Painting on Early Childhoo d Creativit y	Rach ma Hasib uan and Malle vi Agusti n Ningr um	2016	Quanti tative and experi mental approa ches	Children from group B in Lamong an Regency	3 institu tions tk	Outdo or play and finger painti ng for creativ ity	observa tion and docume ntation	Quantitati ve or statistics	learning using outdoor activities and finger painting creativity is better than a group.



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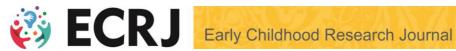
8.	Effect of	Selia	2015	Fyma:	Crous D	66	Paintin	Multista	Anava	Children have
8.			2015	Experi	Group B					
	Painting	Dwi		mental	as a	childre	g fine	ge	two lanes	low fine motor
	Activities	Kurnia		resear	child	n	motor skills	samplin		skills and are
	and Fine			ch				g		given fingger
	Motor			with			and 	samplin		painting
	Skills on			treatm			creativ	g		activities
	Early			ent			ity	collectio		compared to
	Childhoo			design				n 		those who are
	d			by				techniq		given brush
	Creativit			level				ues		painting
	y in			2x2						activities.
	Painting									
9.	Enhance	Widya	2017	Classro	Group B.	B2	Creativ	Observa	with	Each cycle I
	the	Novi		om	Children	numbe	ity in	tion,	quantitati	achieved
	Creativit	A Dwi		action	in class.	r 25	fine	assignm	ve data	increased
	y of	and		resear		studen	arts	ent and	Descriptiv	creativity 59%,
	Collage	Chatu		ch for		ts	and	docume	е	cycle II
	Art with	r		childre			media	ntation	statistics	reached 66,
	Leaf	Widya		n of			leaves			1% and III
	Media in	ningsi		Kemal						reached 83.7%
	Children	h		a						with the
	of Group			bhyan						activity of
	B at			gkari						learning to
	Kemala									make a collage
	Bhyangk									with leaf
	ari 03									media can
	Banyum									increase
	anik									children's art
	Semaran									activities
	g									
10.	Enhancin	Finna	2016	Classro	Group A	Group	Creativ	participa	Descriptiv	participatory
	g	Kurnia		om	in	Α	ity	tory	е	observation.
	Creativit	Riski		action	kinderga	childre	create	observa	qualitativ	Completeness
	у	and		resear	rten 17	n are	s	tion	е	in the first
	Creating	Sri		ch	surabay	20	playdo			cycle reached
	Various	Widay			a		ugh			, 71% or 14
	Forms	ati					forms			children and
	Using						and			the second
	Media						media			cycle became
	Playdoug									87% or 17
	h in									children, so
			<u> </u>	<u> </u>	<u> </u>	L	İ			



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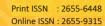
	Children									the use of
	Group A									playdough
										media can
										increase
										creativity to
										create various
										forms
11.	Developi	Nunu	2015	Libreyr	Children	Childr	Creativ	Observa	Flow	Various ways
	ng	k Nur		У		en less	ity and	tion and	model of	to develop
	Children'	Sholik		reserc		than 5	drawi	docume	analysis	your creativity
	S	iyah		h		years	ng	ntation	techniqu	by enriching
	Creativit			(librar		old	activiti		e (flow	children's
	у			У			es		model)	ability in
	Through			resear						drawing, free
	Drawing			ch)						drawing,
	Activities									coloring,
										drawing mixed
										with various
										mediums with
										various
										facilities
12.	Improvin	Nurw	2019	Collab	Group B	20	Increas	Observa	Qualitativ	There has
	g Early	ahyun		orative	children	childre	е	tion,	e miles	been an
	Childhoo	i		classro		n	creativ	docume	and	increase in
	d	Rahay		om			ity and	ntation	huberma	developing the
	Creativit	u,		action			foldin	and	n with	creativity of
	у	Yusria		resear			g	intervie	quantitati	kindergarten
	Through	and		ch.			origa	W	ve	nurul huda
	Origami	Amrin					mi		descriptiv	from the first
	Paper	dono					paper		е	cycle meeting
	Folding						1 2 2 2 .		statistics	1 by 5% is very
	Games									good and
	in Nurul									meeting 2 30%
	Huda									is developing
	Kinderga									very well, until
	rten									the second
	Desa									cycle meeting
										-
	Suka									1 50% is very
	Maju									good step 2



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	Mestong Congesti on, Muora Jambi District									85% is developing very well
13.	Enhancin g Children' s Creativit y Through Finger Painting Techniqu es in Kb Al Jannati Gampon g Jawa, Banda Aceh City	Anggi Wula ndari, Bahru n and Rosmi ati	2020	Qualita tive approa ch with the type of classro om action resear ch	Group B Ages 5-6 Al Jannati Gampon g Java, Banda Aceh City	8 childre n	Improv e creativ ity and finger painti ng techni ques.	observat ion and work	Qualitativ e descriptiv e	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 Creativit y in Assisi Kinderga rten Medan Academi	Ramid a Sagala and Kamti ni	2019	uantit ative resear ch (experi mental) and post- test only contro I group design	Group b children in kinderga rten assisi t.a 2018/20 19	with 113 childre n from 5 classes , namel y b1 29 childre n, b2 23 childre	rinting activiti es and group childre n's creativ ity b	Data collectio n and observa tion techniq ues	Non- parametri c 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





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	T		Г	ı	1	1	1			
	c Year					n, b3				
	2018/20					19				
	19					childre				
						n, b4				
						23				
						childre				
						n, and				
						b5 19				
						childre				
						n 38				
						childre				
						n				
15.	Enhancin	Anisa	2016	Classr	Class A	Child	Child	Observa	ata and	An increase in
13.	g Early	Suciat	2010	oom	at TK	group	creativ	tion,	data	each cycle so
	Childhoo	i		action	Rainbow	A	ity and	docume	presentat	that the
	d	Ward		resear	Baleeda	^	sculpt	ntation	ion	activities of
	Creativit	hani,		ch	h		ure	and	1011	sculpture
		uis		CII	11		activiti	reductio		made from
	y Through	Kurnia					es	n test		casts can
	Sculptur	ti and					E3	ii test		increase the
	e Art	l Gusti								
	Activities	Koma								creativity of
	from									grade A children
		ng								Ciliuren
	Castings	Aryap								
		rasety								
		a								
16.	The Art	Eleano	2020	Kualita	Early	Kualita	Art	observa	spradley	Integrasi seni
	Of Early	r D.		tif	childho	tif	and	si		dapat
	Childho	Brown		Eksper	on		educat			memajukan
	on			imen			ion			pemerataan
	Educati									pendidikan
	on									untuk anak-
										anak dari
										berbagai latar
										belakang dan
										dengan
										beragam
										kebutuhan —
										dan
										melakukannya
										sejak dini.
L	l	1	l	I .	l .	1	<u>I</u>			



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17.	Using Augmen ted Reality In Early Art Educati on: A Case Study In Hong Kong Kinderg arten	Yujia Huang , Hui Li And Ricci Fong	2016	Data qualita tive	Children	11 childre n	Augme nted reality and early art educat ion	Observa tion, intervie w and docume nts	Qualitativ e content analysis (qca)	It is flying in the chilfren (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 Childho od Creativit y: Challeng ing Educato rs In Their Role To Intentio nally Develop Creative Thinking In Children	Nicole Legget t	2017	A case study approa ch	Early childho od	In 4 to 6- year- old childre n	Educat ors and develo p creativ e thingki ng	Observa tion, digitally audio recorde d interacti ons betwee n educati on and children , Field notes	Observati on, photos, field notes, artefacts, focus group sessions and recorded interactio ns	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.

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19.	Young	Alicia	2017	Qualit	Children	34	Childr	Observa	Qualitativ	Compel us
	Children	Coope		atative	's	presch	en's	tion,	е	onward
	's	r				ool	experi	intervie	visuallize	towards future
	Experie	Stapp				childre	ences	ws	children's	investigations
	nces	snd				n's	and		vois	into the
	With	Kenya					yoga			benefits of
	Yoga In	Wolff					early			yoga practice
	An Early						childh			with young
	Childho						ood			children.
	od									
	Setting									
20.	The	Indah	2019	Quanti	Group b	30		Questio	Descriptiv	The value of
	Improve	Nofiya		tative	of tk	childre		nnaire,	e analysis	tcount > t
	ment Of	nti and			negri	n in		observa	technique	table, that is
	Early	Nenen			pembin	the		tion and	,	18.78>2.024
	Childho	g			a of	group		docume	statistical	with sig
	od	Tasu'a			karanga	b class		ntation	calculatio	=0,000 the
	Creativit	h			nyar				ns	child after art
	У				district					activity
	Through									implementatio
	Carving									n has hinger
	Activity									creativity
										improvemnt
										that child
										before
										applying the
										craving 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

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can channel feelings can cause children's selftension 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

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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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