

## The Analysis of Children Creativity Development in Paud Darul Fathonah Medan Marelan Sub-District

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### Abstract

*This study aims to: (1) Analyze children's creativity development programs; (2) Analyzing children's creativity in learning planning; (3) Analyzing children's creativity in the learning process; and (4) Analyzing the description of children's creativity based on the results of the evaluation of learning. This research was conducted at PAUD Darul Fathonah Medan Marelan District. The subjects in this study were the principal, teachers and children in PAUD (Early Childhood Education) Darul Fathonah. The data collection in this study through observation, interviews and documentation. While the data analysis uses the Miles and Huberman model, namely data reduction, data presentation and conclusion drawing. The results showed that: (1) The development of children's creativity is carried out through creativity development programs in the form of extracurricular activities, peak theme activities, performing arts, out bonding, learning activities outside the classroom, competitions between Kindergarten (TK)/PAUD and tourist visits. This development program is made by the principal and teachers as well as support from parents and students who aim to develop children's creativity; (2) Teachers use learning methods and make RPPH that refers to semester programs, weekly programs and daily programs, structuring materials and play tools that will be used in creativity development activities that are adapted to the growth and development of children and children's learning needs; (3) Teachers and children are directly involved in learning which is supported by the use of media and Educational Game Tools (to make it easier for teachers to convey learning and make it easier for children to accept learning and provide motivation to children so that children become more enthusiastic in learning activities; and (4) Evaluation of learning is done by way of conversation, observation, anecdotes, and work. Based on the results of observations the evaluation of the child is still in the range of BB and MB grades because it is still in the learning process in the odd semester and the child still needs help and motivation from the teacher.*

### Keywords

Creativity; early

childhood



## I. Introduction

Early childhood is the most important period in a person's intellectual development, because the perceptual quality and verbal experience of children at an early age will determine the intellectual development of children in the following years. Priyanto (2014: 41) mentions the intelligence capacity of children at the age of four has reached 50 percent. This capacity will increase up to 80 percent at the age of eight. This shows the importance of providing stimulation to early childhood so that all aspects of its development can develop optimally, including aspects of creativity.

The development of early childhood creativity can be done in a variety of ways, for example: storytelling, drawing, exercising, role playing or by using tools such as simple

musical instruments, playdough, or other playing tools. play activities with a pleasant atmosphere for children will be able to help the development of creativity. The realization of high creativity in children is inseparable from the role of parents, teachers, and people around the child who create conditions that encourage the development of creativity.

The impact of education on creativity is very important. That is why early childhood is a very important period in developing the potential of children. That potential will develop if it gets good stimulation or stimulation from outside of itself and that can be realized if the child gets an education. Knowledge gained by children will be very meaningful because children themselves build their knowledge. The nature of children's learning is through fun activities and it is contained in play activities. Yanuarti (2014) explains that in an atmosphere of active play, children get ample opportunities to explore to fulfill their curiosity, children are free to express their ideas through fantasy, drama, constructive play, and so on. Exploration to build children's knowledge.

Several institutions in the city of Medan, especially in Medan Marelan sub-district, researchers are more interested in researching at Darul Fathonah PAUD because in these institutions the teacher's way of developing children's creativity by using modified used items to meet children's learning needs, besides that the teacher also provides opportunities to children to play based on children's interests, teachers also often read religious books, practice prayers and read iqra 'to develop children's NAM and social emotional understanding, besides that the institution often holds visits in various places that can be edited for students each semester and participated in several PAUD (Early Childhood Education) / TK (Kindergarten) activities in Medan city such as: children's and mother's fashion show competition, drawing competition, and dance competition and held extracurricular activities every Friday and most importantly the children were trained to draw and dance in various competitions held by institutions PAUD / TK in Medan city.

The number of students in Darul Fathonah PAUD continues to increase every year, this certainly can not be separated from in the form of an increase in creativity development programs, learning plans used, the learning process and evaluation of learning carried out. In addition, interviews with several parents stated that PAUD was considered to have good achievements from the kelurahan level in the form of coloring competitions, the kecamatan level in the form of fashion shows, dance and PAUD institutions, and the Medan city level in the form of gymnastics and art performance competitions which had very large effects on alumni who excel at the secondary school level. The cost of education offered to the public is very affordable, which is Rp. 50,000 with facilities that are not inferior to more elite schools. In addition, learning activities use centers so that children have the opportunity to hold activities that develop children's creativity, such as making workshops on each learning theme.

Based on this, the researcher considers it necessary to conduct research to analyze children's creativity development related to creativity development programs, learning planning, learning processes, and evaluation of learning conducted using creativity development activities.

## **II. Review of Literature**

### **2.1 Early Childhood Creativity**

Naturally the development of children is different, both in talent, interest, creativity, emotional maturity, personality, physical state, and social. In addition, every child has unlimited abilities in learning that are inherent in him to be able to think creatively and productively. Children will move according to their interests and potential. The development

of children's creativity must be given a stimulus from an early age, so that children will feel to think creatively, because it is with creativity that allows humans to be of quality in their lives.

Yulianti (2014: 17) creativity is an aspect developed in Early Childhood Education. Creative and innovative processes can be done through interesting activities, arouse curiosity, motivate children to think and discover new things. Santrock (2011) creativity is the ability to think of things in new and unusual ways and give birth to unique solutions to the problems faced.

Munandar (2009: 12) explains that creativity is the result of interaction between individuals and their environment, the ability to make new combinations, based on data, information or elements that already exist or are known before, namely all the experiences and knowledge that a person has gained during his good life it is in the school, family and community environment.

Susanto (2011: 118) groups the characteristics of creativity into two, namely the characteristics of creativity that are related to the ability to think or think creatively and the characteristics of creativity that are associated with cognition, the ability to think of a person with the ability to think creatively.

Several factors supporting creativity according to Sit (2016: 13) developing children's creativity there are several supporting factors, namely: individual internal factors, where factors originating from within individuals that can affect creativity, include: (a) Openness to experiences and stimuli from outside or in individuals, (b) Openness to experience is the ability to accept all sources of information from the experience of his own life by accepting what it is, without any effort to defense, without rigidity to those experiences. (c) Internal evaluation, i.e. the ability of an individual to judge the product produced by a person is determined by himself not because of criticism and praise from others, and (d) The ability to play and explore the elements, forms, concepts or forming new combinations of things that already existed before. While external factors (environment) that can affect individual creativity are cultural environments that contain security and psychological freedom.

Some of the descriptions above can be concluded that creativity is a person's ability to create something new, both in the form of ideas and real work, both in the form of new works or a combination of things that already exist, all of which are relatively different from what was before .

## **2.2 Early Childhood Creativity Development**

The development of early childhood creativity can be seen in various ways including: creativity development programs, learning planning, learning processes and learning evaluation.

- **Creativity Development Program**

In the case of creativity development programs, the thing that principals and teachers need to do is to look at what needs can develop children's creativity. For this reason, school principals and teachers collaborate in programming activities ranging from fun learning activities, holding peak theme activities and undertaking extracurricular activities. This is done so that the creativity development program can run well and not just simply program without any action at all.

- **Learning Planning**

Learning planning in the PAUD program is a very important first step to provide appropriate direction in the implementation of the learning process, in addition to that

the learning plan is prepared to provide guidance in preparing learning activities that are appropriate to the child's abilities. In other words the preparation of the learning plan must be adjusted to the stage of child development. Implementation planning is carried out through the syllabus, RPPM and RPPH guidelines. The implementation of learning plans for the development of creativity involves the role of children to carry out learning plans for the development of children's creativity as well as using several learning methods found in the development of children's creativity.

- Learning Evaluation

Evaluation of early childhood learning includes evaluating the process and results of learning carried out by educators to assess the feasibility of the learning plan. Evaluation of learning outcomes is carried out by educators by comparing plans and learning outcomes. Evaluation results are used as a basis for consideration of the follow-up to the implementation of further development. Evaluation of learning in the development of creativity is the development of creativity in assessment and assessment forms of teaching and learning activities that are taking place.

### 2.3 4P Approach in Creativity Development

Susanto (2011: 128) states that there are four aspects of creativity known as 4P as follows:

- Person (person)

Creativity is an expression of the uniqueness of an individual in his interactions with his environment. Creative expressions are those that reflect the originality of this individual. From unique personalities, new ideas and innovative products can be expected. Therefore the teacher should help the child discover his talents and appreciate them.

- Push (press)

A person's creative talent will develop if he is supported by his environment and can not be separated from internal support that comes from within himself. The environment can support or hinder a person's creative talents. If children feel happy with their talents and interests can be developed, he will become more eager to learn.

- Process

In developing creativity, children need to be developed to occupy themselves creatively. Teachers should be able to stimulate students in creative activities and provide freedom to express themselves. Parents and teachers realize that free time should be used to carry out constructive activities that are of interest to the child and not learn solely or do activities that are passive let alone destructive. In the development of creativity where children will feel happy and able to do the activities of painting, arranging blocks, coloring and others.

- Product

Someone creates creative products that are meaningful in personal and environmental conditions. The extent to which both encourage to involve themselves in the creative process. Teachers should respect the child's creative products and communicate them to others. At this final stage children can produce creative products, for example: pictures, writing, forms of play dough.

From the 4P above it can be seen that each child's creativity is different and unique where in this case the child begins to interact with the surrounding environment, the child

also needs the encouragement and support of parents and teachers in each learning process to produce products to be created.

### III. Research Methods

This research used qualitative research by using descriptive analysis. This research was conducted at PAUD Darul Fathonah Medan Marelan District. The subjects of this study were the principal, teachers and children in PAUD Darul Fathonah, Medan Marelan District. Data collection techniques in this study were through observation, interviews, and documentation. Observations in this study by direct observation to the research location, observations made to obtain data about the development of children's creativity related to creativity development programs, learning planning, learning processes and learning evaluation. While the interview in this study is related to what programs are carried out relating to creativity and how the principal's efforts to improve the creativity of teachers, then the RPPH design related to creativity accompanied by media and APE as well as the methods to be used, then the learning process in the classroom from the way teachers teach, children's attitudes and conditions when learning takes place and assessment of learning for children in PAUD Darul Fathonah. In addition, documentation is used by collecting data taken from PAUD schools regarding school profiles, Syllabus, RPPM and RPPH, as well as completeness of facilities and infrastructure related to the development of creativity needed in research. Data analysis techniques used in this study used an interactive model from Miles and Huberman, namely: 1) Data reduction; 2) Presentation of data; and 3) drawing conclusions.

### IV. Discussion

#### 4.1 Description of Research Results

##### a. Creativity Development Program

Creativity development programs carried out at PAUD Darul Fathonah include performing arts, swimming, out bonding, extracurricular activities, highlighting themes, participating in competitions at school and between kindergartens / PAUD, tourist visits and learning activities outside the classroom. Some programs to develop children's creativity as illustrated in the following table:

**Table 1.** PAUD Darul Fathonah Creativity Development Program

No	Activities	Execution time
1	Performing art Festival	End of Even Semester
2	Swimming	October
3	Out Bond	Even semester
4	Extracurricular	Every Friday
5	Top of the Theme	Every Final Theme
6	Inter-School Race	Odd / Even Semester
7	Vacation	End of Odd / Even Semester
8	Learning Activities Outside the Classroom	Odd / Even Semester

Extracurricular activities are carried out every Friday in the form of coloring and dancing activities. Whereas the main activity of the theme is based on the theme and advancing with the creativity of children, such as: fingerprints, making house shapes from ice sticks, cooking classes, making decorations from ice sticks and hibiscus flowers, magic



paper, gardening, and others. Race activities in schools are related to elements of Independence Day, Kartini Day, Mother's Day and kindergarten / PAUD competitions in the form of coloring, dancing and fashion show competitions. Tourism visit activities in the form of visits to the port of Belawan, zoo, and other tourist attractions While learning activities outside the classroom are carried out in the classroom yard with activities that are nuanced with the environment, such as: tracing leaves, drawing with twigs and sticks on the ground, tasting with fruit, and pouring water into bottles.

Based on observations on Friday, September 17, 2019 at the peak activity of the theme using *Lingkungkanku* theme with a specific theme "Rumah" in the form of making the shape of a house on the floor with colorful ice sticks, where in the activity children are given the opportunity to do themselves and children are given the freedom to make the shape of the house based on what he knew even though before the activity began the teacher gave an example. Based on the observation of the children doing the activity very enthusiastically although there are still many children who need help from the teacher and there are still many children who cannot do it themselves. But with the peak activity of the theme at least the teacher has built the imagination and creativity of children to do something that fosters children's knowledge. Principals and teachers work together to program any activities that will be carried out to develop children's creativity based on the environment, child development, the role of teachers and parents.

Based on interviews with the principal's creativity development program and the teacher works together to program activities related to the development of children's creativity, then the teacher carries out activities with the child to find out the extent of the child's creativity. For example, extracurricular coloring activities are very influential in the development of children's creativity, because in coloring activities children can not only color pictures but children can also distinguish colors and play any color that will be scratched on the picture and children are very enthusiastic when doing activities.

## **b. Learning Planning**

In the learning plan conducted by teachers is to design learning based on children's development and based on children's learning needs that refer to basic competencies that contain attitudes, knowledge and skills, load material that is in accordance with KD and associated with themes, choose activities in line with learning material, develop play activities that are centered on children, use thematic learning, develop scientific thinking and are based on local culture. In PAUD Darul Fathonah the teachers make RPPH and design what methods will be used. The RPPH that is made refers to semester programs and weekly programs that are tailored to the theme / sub-theme. The RPPH contains information on the day / date, themes / sub themes, time allocation, age group, basic competencies, activity material, objectives, and footing in playing.

In RPPH learning planning it is very important as a teacher's guide in the learning process, in this case there are some descriptions of activities related to children's creativity, such as: cutting and re-sticking words, imitating words on the floor with saga seeds, matching pictures with toothpicks, collating drawing houses, forming pictures of houses with ice sticks and imitating letters with color stones.

Some methods used in learning planning are direct methods, motor development methods, storytelling methods and learning methods find in the development of creativity. For example: in the activities of cutting and sticking to the wording the method used is the

motor development method in which the teacher sees whether the child's motor can function properly or not.

Based on the results of interviews with teachers about teacher learning planning first pay attention to children's learning needs based on their growth and development, then the teacher makes RPPH and uses several learning methods that are suitable for children and prepares media and Educational Game Tools (APE) as a means of supporting children's learning activities because with the media and Educational Game Tools (APE) teachers will easily convey learning and children will also easily accept learning related to children's creativity. Based on observations of the use of media and Educational Game Tools (APE) not only using ready-made but also using used materials such as shells, saga seeds, bottle caps and coconut pulp, stomach seeds, corn grains, dried banana leaves, congkak seeds, shells eggs and others.

### **c. Learning Process**

In the learning process the teacher prepares a variety of teaching materials, media and regulates class conditions. This is done in order to expedite the process of learning activities and achieve learning goals related to creativity. In addition, the teacher gives direction and motivation to children before doing the learning process that aims to make the child excited and enthusiastic when doing learning activities.

Researchers see that in PAUD Darul Fathonah teachers and children work together to build children's enthusiasm in the learning process, besides that the children in PAUD Darul Fathonah have high enthusiasm in learning even though they are sick they still come to school and they do not want to skip learning just like that because at the end of each lesson the teacher gives some description of the learning for the next day so that the child will be curious and excited to go to school the next day. What is unique in Darul Fathonah PAUD during the learning process is that the teacher provides several rules for learning activities, for children who are not disciplined when learning children get punishment. Punishment in this school is considered to be very positive because for children who do not discipline children are in the corner of the classroom wall while reading "Istighfar 10 times". Why is the punishment for reading Istighfar, because the teacher explains to children because by reading Istighfar children will realize their mistakes even though they are still early childhood but this has been taught so that children know the meaning of a Istighfar word.

In developing creativity in PAUD Darul Fathonah uses a learning center preparation system. Learning center preparation aims to prepare children to know writing, reading and arithmetic. This activity is to help children prepare to enter elementary school. Every Monday to Thursday there are several activities aimed at developing children's creativity. Such as: coloring, cutting and pasting images, collating images with pieces of origami paper, imitating writing with saga seeds, matching letters then sticking them back, arranging color stones using a spoon based on the color and others.

Based on the observation of my neighborhood theme children, the children make a PAUD reading collage with colorful origami paper clippings. Even though it looks less presentable, at least there are children who have tried to make it neatly and only a little paper is not covered with origami paper clippings. The learning process in developing children's creativity by making group and individual games that directly involve children in these activities and provide real media or teaching aids so that children will understand the similarities and differences of these creativity play activities. The learning process in

developing creativity also describes the conditions of learning in children in developing creativity activities.

Based on the results of observations regarding the initial learning process conducted by the teacher is to see the condition of the class whether it is conducive to carry out the learning process or not, then the teacher and child interact with each other when learning activities are supported by learning facilities. The teacher sees how the child's attitude when doing learning activities is the child enthusiastic or there are children who have difficulties and still need the help of the teacher. If there are still children who need help, the teacher must provide motivation so that children are enthusiastic in the learning process related to creativity.

#### **d. Description of Children's Creativity Based on Learning Evaluation Results**

The evaluation of learning in PAUD Darul Fathonah is done by the teacher by conversation and provides an assessment of each activity carried out by the child both the process and the work that is made. Learning assessment is done by observing the activities being carried out by children, asking questions to explore children's ideas, then documenting each child's activities both processes and results which are then given an overall assessment.

The teacher asks questions and answers after the creativity learning process takes place, the teacher will ask the child the results of observations that have been made by the child and what they have seen during the creativity activities and the teacher also assesses how the child shows his work in front of the class and his friends so the teacher can assess the child is independent and confident or still needs help. So that children will retell the results they have learned while learning creativity. Based on observations showing the results of assessment of children's creativity in PAUD Darul Fathonah on the BB and MB scale because some children still need help from the teacher, this is also because the teaching and learning process is still in odd semester so there is still need for guidance and direction from the teacher when learning activities.

The results of observations made by researchers, before the assessment is carried out by the teacher each child assignment is given a name and the child is told to put the work on the blackboard, this is done to facilitate the teacher in providing an assessment after learning activities.

## **4.2 Discussion**

The research addresses several issues, namely the creativity development program, learning planning, learning process and learning evaluation. Data taken through observation, interviews and documentation. The results of the study at PAUD Darul Fathonah are as follows:

### **a. Creativity Development Program**

The creativity development program in PAUD Darul Fathonah so far has been carried out in collaboration with the principal, teachers, parents and children so that the program of activities can run as expected by the school based on the child's development. The creativity development program is designed in such a way as to increase children's creativity at PAUD Darul Fathonah. So far the creativity development program runs well thanks to the cooperation of all parties and the enthusiasm of the students in conducting creativity development activities. From the results of observations and interviews that the creativity development program was created to develop aspects, imagination, and activeness of children. In addition, schools provide opportunities for children to carry out activities in accordance with their talents and interests so that later children's creativity will develop. For



example, in coloring and dancing extracurricular activities there are some children who are interested in it and later when a coloring and dancing competition is held, the school can send students to be included in the competition. In addition, the school also held activities related to parents / guardians of students such as fashion shows and cooking competitions on Mother's Day.

### **b. Learning Planning**

In the planning of learning conducted by the teacher is to design learning based on the needs of children by looking at the growth and development of children by using several methods, namely the direct practice method, the role playing method, the motor development method, the method of storytelling, the method of finding learning, the method of storytelling and the footing of the playing environment. Learning planning is carried out with RPPH and main environmental footing. The RPPH that is made refers to semester programs and weekly programs that are tailored to the theme / sub-theme. The RPPH contains data on the day / date, themes / sub themes, time allocation, age group, basic competencies, activity material, objectives, and footing, namely the playing environment footing, the footing before playing, the footing when playing and the footing after playing.

The foothold of the playing environment is done by preparing play materials and tools that will be used in the center and welcoming children. The statement was made clear by Luluk (2014) who said that the foothold of the playing environment was implemented by the teacher by: (i) managing the playing environment or centers with sufficient quantities and types of materials, (ii) planning the intensity and density of the game, (iii) owning and provide a variety of materials that support the game, (iv) have a variety of materials that support literacy experiences, (v) arrange play opportunities to support children's social relationships progressively and positively.

From observations and interviews, it can be seen that the planning of teacher learning not only makes RPPH, but the teacher also uses methods and provides educational tools and tools (APE) to facilitate learning activities which in PAUD Darul Fathonah use preparatory learning centers that aim to prepare children know writing, reading and arithmetic.

### **c. Learning Process**

The learning process at PAUD Darul Fathonah is done by the teacher and the child is directly involved in the process of developing children's creativity activities. In the process of learning children do learning activities with enthusiasm and do not forget the motivation of the teacher that makes children excited about doing activities. In addition, the presence of media and Educational Game Tools (APE) makes children more active in learning because with these facilities children not only know and use them, but children can also understand and know the benefits of various media and Educational Game Tools (APE) available . This is also in line with the expression of the teachers in which with the media and Educational Game Tools (APE) children will understand more quickly about learning to be done, because the media and Educational Game Tools (APE) are very helpful in the learning process. In addition, the learning center model awakens children's creativity in every learning activity.

Based on observations during the learning process there are still children who need help from the teacher, this happens because children are still experiencing difficulties in accepting learning and conducting learning activities so there is a need for motivation from the teacher. This needs to be considered by the teacher because if not then the child will be difficult to accept learning and the child will be overwhelmed later if the teacher does not want to help children who are having difficulties.

#### d. Learning Evaluation

In the evaluation of learning is done by collecting data or information relating to children's activities during learning that is useful as an alternative decision for educators to provide an assessment using conversation, observation, anecdotes, and the work. Based on observations and interviews the assessment is carried out every day after the learning activities. Before the assessment is done by the teacher each assignment of the child is given a name and the child is told to attach it to the blackboard, this is done to facilitate the teacher in giving an assessment. The results of the assessment of children's creativity development in PAUD Darul Fathonah namely BB and MB because some children still need help from the teacher when doing the learning process.

### V. Conclusion

Based on the results of research and discussion, several conclusions can be drawn including the following:

a. Creativity Development Program

The development of children's creativity is carried out through creativity development programs in the form of extracurricular activities, peak theme activities, performing arts, out bonding, learning activities outside the classroom, competitions between kindergartens / PAUD and tourist visits where the implementation time is different there is every Sunday, the end of the theme and in odd / even semester. This development program is made by the principal and teachers as well as support from parents and students who aim to develop children's creativity.

b. Learning Planning

In planning learning teachers use learning methods and make RPPH which refers to semester programs, weekly programs and daily programs, structuring materials and play tools that will be used in creativity development activities that are tailored to the growth and development of children and children's learning needs.

c. Learning Process

The most important thing in the learning process is the teacher first sees the condition of the class and the readiness of the child to carry out learning activities, then the teacher and child are directly involved in learning which is supported by the use of media and Educational Game Tools (APE) to facilitate the teacher to convey the learning and facilitate the child to receive learning and provide motivation to children so that children are more enthusiastic in learning activities.

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