

# Creativity of Creation and Story-Telling in Open-Ended Learning with Visual Art Media for Early Childhood Education

Neneng Fadhillah\*, Happy Indira Dewi, Widia Winata  
 Master of Educational Technology Faculty of Education  
 University of Muhammadiyah Jakarta  
 Jakarta, Indonesia  
 \*fadhillahshisi@gmail.com

**Abstract**—The ability of early childhood in the arts field is often overlooked, the facts in the art field knowledge are not used as a condition of admission to elementary school. Although the government prohibits the implementation of tests, but the cognitive abilities of children, still carried out in several elementary schools. The impact of early childhood education is not optimal in carrying out artistic activities. Art learning should be explored from an early age, to prepare a generation of creative industries that is developing rapidly in the 4.0 era. The research location was in Tanah Tingal Kindergarten South Tangerang, the research object were 11 children. The research objective is to determine the extent to which visual art media can foster creativity in work and story-telling, in open-ended learning in early childhood. The art used is visual art including drawing, clay and blocks. The research method used descriptive qualitative. The results of the study found that using visual art media in open-ended learning, early childhood can imagine optimally, produce a variety of works and be able to tell their imagination with the help of their work. The implication is that visual art media can be used to improve the ability of imagination, creativity in creating and telling stories. It is hoped that the culture of creation and story-telling can develop well in early childhood.

**Keywords:** *creativity, creation, story-telling, open-ended learning, early childhood*

## I. INTRODUCTION

Based on the Minister of Education and Culture regulations for the requirements of prospective new students in grade 1 Elementary School (SD) must be seven years old or a minimum of six years on July 1 of the current year [1]. This is related to the absence of reading, writing and arithmetic (calistung) tests to measure the ability of prospective new students [2]. The rules stated in the regulation anticipate the rise of calistung practices experienced by children. As a result, the ability of early childhood in the arts is often overlooked, the facts in the art field knowledge are not used as a condition of admission to elementary school. Although the government prohibits the implementation of tests, but the cognitive abilities of children, still carried out in some elementary schools.

Early childhood education services are less than optimal in carrying out artistic activities. Learning art should be explored from an early age, to prepare a generation of creative industries that are developing rapidly in the 4.0 era. Though the development of art is one of the abilities that must be developed to produce creative and good character human resources. Regarding human resources in the 4.0 era, Dhakuri said that there was something that could not be replaced by machines, namely creativity and feel in humans.

Another variant of art is the visual art that developed in the modern era, a combination of pure art with design and crafts, divided into pure and applied fine arts. Examples of fine art are painting, graphic arts, sculpture, and film art. Next are examples of applied art, such as architecture, visual communication design, fashion design, and product design. As authentic proof, Indonesian people have produced many visual art works. The variety of traditional clothes, traditional houses, sculpture, paintings and so on is proof that the Indonesian is very creative and has a high taste in visual art. To foster creativity and feel in early childhood, it can be through a learning approach that is packaged with play activities with visual art media. The game used is an open-ended game with visual art media to increase early childhood creativity. The open-ended game in Early Childhood Education (PAUD) will give the child freedom to choose what the child will do, how to do it, what are the materials used without limitation by the prescribed rules.

The purpose of this study was to determine the extent to which visual art media can foster creativity in work and story-telling through open-ended learning in early childhood. Creation is a form of creativity and story-telling is a child's language skills in expressing imagination to what is seen from the creation. The art used is visual art, including drawing with the media provided by paper, crayons, clay and blocks.

## II. LITERATURE REVIEW

### A. Definition of Creativity

Gallagher said that creativity is a mental process carried out by individuals in the form of new ideas or products, or a

combination of the two that will ultimately be attached to him. While Supriadi defines creativity as a person's ability to give birth to something new, both in the form of ideas and real work that is relatively different from what already exists. He further added that creativity is a higher-order thinking ability which implies an escalation in thinking ability, characterized by succession, discontinuity, differentiation, and integration between each stage of development [3]. Santrock argues that creativity is the ability to think of things in new and unusual ways and give birth to unique solution to the faced problems [4].

Based on several definitions above, it can be concluded that creativity is an individual mental process that gives birth to unique solutions, ideas, processes, methods or new products that are effective, imaginative, aesthetic, flexible, integrative, succeed, discontinuity, and differentiation that are useful in various fields for solving a problem.

According to Parnes, the creative process occurs through a variety of behaviours, namely:

- Fluency; the ability to express a similar idea to solve a problem.
- Flexibility; the ability to generate a variety of ideas to solve a problem outside the extraordinary category.
- Originality; the ability to provide a unique or extraordinary response.
- Elaboration; the ability to direct ideas in detail to turn ideas into reality.
- Sensitivity; comprehend and produce problems in response to a situation [3].

### *B. Creating and Story-Telling*

Creating is to create something real, not something abstract. People who create beyond the composition of art, the way of view that is invisible and transferred by reality to an assumptive perspective. His thinking contradicts reality and is usually the goal of his thought to separate existing particles and to be able to carry them out in a new order that goes beyond previous discoveries. Sometimes the creation cannot be seen with the eyes but with the eyes of the heart and mind. Thus Al-Khalili said innovation and creativity are two kinds of ways of creation that are manifested in an effort to produce a new arrangement of materials with specific goals [5].

According to Bachir, the story is to tell something that tells about an action or event and was delivered orally with the aim of sharing experiences and knowledge with others. Story-telling in the context of early childhood learning can be said as an effort to develop the potential of children's speaking skills through hearing and then recount it with the aim of training the child's skills in conversing to convey ideas in oral form [6]. Nurgiyantoro said story-telling was a language activity carried out by humans in their language life after listening. [7]. The purpose of story-telling is to provide information, entertain, and motivate another person or group. The benefit of story-telling is to broaden children's insights and ways of thinking,

because in story-telling children get additional experiences that can be new to them.

Based on the opinions of the experts above, it can be concluded that story-telling is about telling something about an action or an event orally in an effort to develop the potential of language skills.

### *C. Open-Ended Game*

Conny said play is one of the main tools that become training for its growth. When children are given free play, according to their own will or according to their own pace, they practice their abilities. The game is a tool for children to explore their world, from what they do not recognize to what they know and from what they cannot do, until they are able to do it. So, play has values and characteristics that are important in the development of a child's daily life [8].

The purpose of the play activities program is to help lay the foundation for the development of attitudes of knowledge, skills and creativity needed by children to be able to adjust to their environment and for growth and development at a later stage [4]. The opinion of Huda, one learning model that is suitable for early childhood is open-ended learning. In this learning the goals and desires of students are built and achieved openly [9].

An open-ended game is something that does not have a goal and is not limited to one objective. There are no rules to follow, no expectations, no specific problems to be solved, and no pressure to produce a final product [10].

### *D. Visual Art*

Visual art is a fine art that developed in the modern era, a combination of pure art with design and crafts, divided into pure and applied fine art. Examples of fine art are painting, graphic arts, sculpture, and film art. Next examples are applied art, such as architecture, visual communication design, fashion design, and product design [11]. It is also strengthened in the journal Aprilia, in relation to this art, the teacher brings children to have aesthetic, creative, and exploratory experiences with the media and the shape or nature around / the environment that is often subject to change [12].

### *E. Early Childhood Education (ECE)*

Early Childhood Education (ECE) is education given to children aged 0-6 years which is carried out through the provision of various stimuli to help growth and development both physically and spiritually in order to have readiness to enter the next level of education. Through ECE, children are expected to be able to develop all their potential which includes the development of moral and religious values; physical, social, emotional, language, art, mastering a number of knowledge and skills in accordance with development, as well as having the motivation and learning attitude to be creative [13].

Early childhood learning in a centre that is a centre of learning activities or a learning resource centre. The centre is formed in a vehicle deliberately designed to stimulate various aspects of development in early childhood. The purpose of learning centres is to develop and stimulate a variety of

children's potential and development naturally, design learning that is appropriate to the stage of child development, facilitate the child's need to explore, educate children to democracy and make decisions based on the interests of individuals, groups and large class members. The types of play centres in kindergartens consist of:

- The role playing centre; focus on dramatization activities.
- Centers of preparation; reading, writing, mathematics, activities that support preparation to enter elementary school.
- Art centers; creativity skills.
- Center for natural materials; consists of tools / dry materials that use water.
- Music centers; music and physical arts.
- Center beam; develops language skills, creativity, skills and physical abilities of children.
- The center plays a small role; dramatization with a small sized game tool.
- Cooking centres; how to make a dish using real ingredients and the results can be enjoyed directly by children [4].

**III. RESEARCH METHODS**

This research is a descriptive qualitative research with inductive data analysis techniques. According to Arikunto, data analysis using descriptive qualitative techniques was carried out to determine the improvement of the learning process through the actions given and refer to the quality data of research subjects such as low creativity, moderate creativity and high creativity [14]. The low, medium and high score categories in this study were only used simply based on children's learning outcomes documented in the learning report cards.

The research was conducted at Tanah Tingal Kindergarten located at Jl. Merpati Raya No.32 B Sawah Baru, Ciputat, Tangerang Selatan, Banten, Indonesia. The subjects were group A children of 11 people; 7 sons and 3 daughters. Data collection techniques carried out by observation, interviews and documentation. Observations were made on the observation of children's creativity in creating and story-telling. Interviews with ask the results of children. Data validation is done by triangulation; extension of participation, expert judgment, auditing and reporting.

**IV. RESEARCH RESULTS AND DISCUSSION**

Based on the results of the study, obtained data on the ability of children to create and story-telling that are given 2-dimensional stimulus drawing tools such as paper and crayons, 3-dimensional clay and beam dimensions. Students are given an open-ended game to be creative with existing materials freely. Then the researcher closely watched and responded to the child in terms of the creative aspects of creating and story-telling.



Fig. 1. Creative activities and story-telling with drawing (open-ended game with visual art paper and crayon).



Fig. 2. Creative activities and story-telling with clay (open-ended game with 3D visual art visual media).



Fig. 3. Creative activities and story-telling with blocks (Open-ended game with visual art dimensions of beam space).

The assessment of creativity is based on aspects of creativity seen from the creation, including completeness, fluency, flexibility, originality and elaboration. The aspects of the completeness of the creation are tailored to the story it conveys. The smooth aspect of children can complete visual art works smoothly. The flexibility aspect is that the work develops according to the child's imagination to produce a unique product. The original aspect is that visual art works are made independently and not copy the work of his friends. The aspect of elaboration is that students are able to develop, detail and enrich the initial ideas of visual art work that they make.

From the documentation of the learning outcomes it is obtained a high score of creativity at creation and story-telling of 72.72%, a moderate level of creativity at creation and story-telling at 18.18%, a low level of creativity of 9.10% of 11 children in Tanah Tingal Kindergarten located in the city Tangerang Selatan Banten province.

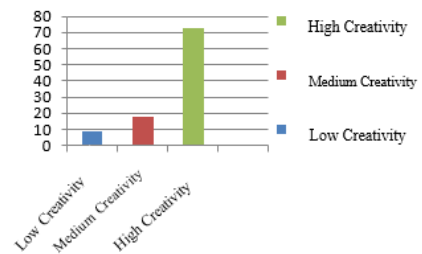


Fig. 4. The highest level of creativity is 72.72%, the medium level of creativity is 18.18%, and the lowest level of creativity 9.10% from 11 students at Tanah Tingal Kindergarten.

The results of the study found that using visual art media in open-ended learning, early childhood can imagine optimally, produce a variety of works and able to tell their imagination with the help of their creation. The implication is that visual art media can be used to improve the ability of imagination, creativity in creating and story-telling.

#### V. CONCLUSION

Contribution of open-ended game learning with visual art media can increase the creativity of creating and story-telling at Tanah Tingal Kindergarten, Tangerang Selatan city, Banten. For Tanah Tingal Kindergarten teachers, they have realized the importance of learning art to be explored from an early age in creating creativity and story-telling to young children to prepare a generation of creative industries that are developing rapidly in the 4.0 era. The implication of this research is that visual art media can be used to improve the ability of imagination, creativity in creating and story-telling. It is hoped that the culture of creation and story-telling can develop well in early childhood.

#### ACKNOWLEDGMENT

Alhamdulillah, this research can be completed. Thank you to the Ministry of Research, Technology and Higher Education of the Republic of Indonesia for funding this research with Decree Number: 7 / E / KPT / 2019 and Agreement / Contract Number: 296 / R-UMJ / IV / 2019. Thanks to the University of Muhammadiyah Jakarta (UMJ) as an institution where researchers study, thank you for the help and provided opportunities. Our gratitude also goes to the family of

researchers, supervisors and all those who strongly support this research activities.

#### REFERENCES

- [1] [https://jdih.kemdikbud.go.id/arsip/Permendikbud\\_Tahun2018\\_Nomor14.pdf](https://jdih.kemdikbud.go.id/arsip/Permendikbud_Tahun2018_Nomor14.pdf)
- [2] <https://www.beritasatu.com/nasional/542108/kemdikbud-akan-keluarkan-surat-larangan-tes-calistung-untuk-masuk-sd>
- [3] Y. Rachmawati, Strategi Pengembangan Kreativitas Pada Anak Usia Taman Kanak-Kanak. Jakarta: Kencana, 2011, pp. 13-14.
- [4] Y.N. Sujiono dan B. Sujiono, Bermain Kreatif Berbasis Kecerdasan Jamak. Jakarta: PT. Indeks, 2010, pp. 77-91.
- [5] A.A.S. Khalili, Mengembangkan Kreativitas Anak. Jakarta: Pustaka Al-Kautsar, 2005, pp. 29-47.
- [6] B.S. Bachri, Pengembangan Kegiatan Ber cerita di Taman Kanak-Kanak dan Teknik dan Prosedurnya. Jakarta: Depdiknas, 2005.
- [7] B. Nurgiyantoro, Penilaian Pembelajaran Bahasa. Yogyakarta: BPFE Yogyakarta, 2013, p. 399.
- [8] C.R. Semiawan, Belajar dan Pembelajaran dalam Taraf Usia Dini. Jakarta: PT. Prenhallindo, Maret 2002, p. 20.
- [9] M. Huda, Model-model Pengajaran dan Pembelajaran: Isu-isu Metodis dan Paradigmatik. Yogyakarta: Pustaka pelajar, 2013, p. 144.
- [10] <https://busylittlebunnies.com/2016/02/08/open-ended-play-date/>
- [11] [https://id.wikipedia.org/wiki/Seni\\_rupa](https://id.wikipedia.org/wiki/Seni_rupa) [diakses 2 Juni 2017].
- [12] A. Aprillia, "Konsepsi Pendidikan Seni Rupa di Taman Kanak-Kanak," Jurnal Imajinasi, vol. VIII, no. 1, Januari 2014, p. 49.
- [13] A. Susanto, Pendidikan Anak Usia Dini. Jakarta: PT. Bumi Aksara, 2016, p. 16.
- [14] S. Arikunto, Penelitian Tindakan Kelas. Yogyakarta: Aditya Media, 2010, p. 269.