

Development of Early Childhood Creativity Through Fine Arts Education

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ABSTRACT

This article reveals the process of creativity towards early childhood in the field of fine arts conducted in the middle of the family. To understand the problem, in this case, research was conducted using qualitative approach methods. The data is collected using observations, conducting interviews with the child's parents, and collecting various documentation necessary to support the analysis of the data. Furthermore, to get as much information as possible, the informant is chosen based on the breadth of knowledge that has about the situation and background conditions of the research. Data is analyzed through stages of regional, taxonomic, and component analysis. The data is examined by conducting the persistence of observation, triangulation, and discussion to ensure the validity of the data obtained in the field. The results showed some things like the following; the process of creativity through fine arts education focused on drawing activities has been well implemented. For the medium of fine art in the form of tools and materials are still encountered problems namely the limited tools and materials available for children to express. Drawing activities are still purely as a child's expression as they are, do not yet have a specific pattern to guide the child away. Freedom of expression given to children through drawing activities has a positive impact on children in other fields including modeling and dancing. Among the images produced by children can be categorized as expressionist paintings that can be appreciated.

Keywords: *Creativity, Early Childhood, Arts Education.*

1. INTRODUCTION

Law No. 20 of 2003 is listed on the objectives of National Education namely; to develop the potential of students to become human beings who believe and be true to the One True God, noble, healthy, knowing, capable, creative, independent, and become democratic and responsible citizens.

These goals will be achieved if there is improvement or development, especially in the field of education and teaching towards better and perfect, among others through Fine Arts Education.

Arts Education has a role in the formation of personal or mental attitudes of harmonious students, the Ministry of Education (2008) because art education focuses on the needs of children's development in achieving emotional intelligence and social intelligence. Self-actualization through taste to increase sensitivity and appresistivity to the subtlety of the taste and beauty of cultural art, as well as the competence to express it, is

fundamental to the need to be achieved in emotional intelligence.

This is the case with actions related to fostering and developing reciprocal relationships; empathetic and sympathetic, democratic, cheerful and confident; uphold human rights; respect for diversity in society and country; and national awareness with an awareness of the rights and obligations of citizens, is necessary for the establishment of social intelligence.

Art Education allows a child or learner to give birth to his or her imagination, pour out his heart, or express in an aesthetic context, whether it be through the activities of Dance Arts, Music Arts, Performing Arts, or Fine Arts. The expression of art expressed both individually and in groups can influence the squeeze and minds of others who see, hear, and witness it. A good/phenomenal or high-value work of art can generate motivation or stir other

people's feelings to influence their way of thinking and can lead to changes that lead to better progress or circumstances.

Education should have begun from the beginning of the child at an early age, according to the hadith of the Prophet Muhammad s.a.w that education starts from swing to wildness, even experts suggest that since the fetus is still in the womb, the mother should start to provide education to the child among others by inviting the child to listen to music by Mozart or Beethoven that is predicted to influence and improve the child's intelligence. Similarly, if the mother wants her child to be the son of sholeh and hafiz Qur'an then since in the womb has often been heard reading the scriptures of the Qur'an. Brilliantono points out that 360 weeks since the baby was born, is a golden age in child development that only passes once in a lifetime. For that, it is necessary once the full attention of the parents or family.

Syafruddin suggested that; family is the first and foremost place where a child is educated and raised. The function of the family is mainly as outlined from the unsan general assembly resolutions namely; "The family is as a vehicle to educate, nurture and socialize the child, develop the ability of all its members to perform their functions in the community property, and provide a healthy environment for the achievement of a prosperous family."

Zubaidi states that; Families as the smallest part of society, have a very important role, even spearheading educational success. A good pattern of parental (family) parenting makes the child feel loved, protected, and appreciated. If the child is allowed to express, being taught a prosocial personality and being supported by the positive things that the child has will give rise to confidence, self-reliance, and caring for the environment.

Roni Jay points out that; Children need a lot of emotional ability to be able to enjoy life. All children need to grow up emotionally to get the most out of life, especially for children who have high intelligence of talented children or bright children, need more special attention because if the peak moments of development are not well served then all the intelligence young has, unfortunately, cannot develop as it should.

Early childhood education can not only be implemented in kindergarten formally, but can also be implemented informally in the middle of the family, and the family is where the child first obtains an education that forms a personality, such as through singing, dancing, drawing, and other art activities. Ardipal suggests that; 'Art education allows students to engage in various application experiences as well as creative experiences to produce a product in the form of real objects that benefit students directly.

Fine Arts education given to early childhood can channel the child's imagination, opening up a wide space of expression through drawing activities. Usually

the child likes to portray things that attract his attention such as his favorite animals, robots, and cartoon characters that he admires like Spiderman and so on. According to Kak Seto basic education at an early stage of sanagat determines, because at this time a child can develop the superior potentials that he has so that in time will produce various forms of Creativity.

Utami Munandar suggested; expressing yourself fully by being creative, is a basic human need, and concrete steps are needed to develop creativity from an early age, because it is with creativity that allows man to improve his quality and standard of living.

Both parents have a huge role to play in developing their child's creativity. According to Syamsul Munir; creative children have different disadvantages to children who are less or less creative. Children with high creative power have above average intelligence in general, and by themselves have a high imagination.

According to the Tri Exs research group, to find out if a child has a high imagination or talent, can be seen from a number of signs that can be used as an indicator in this question;

- a. Making rapid progress in certain aspects.
- b. Always curious. Have good language skills.
- c. Love to learn.
- d. Have a good sense of humor.
- e. Has high memory.
- f. The activity level is high.
- g. It takes less time to sleep when you're a baby.
- h. Has a high and long concentration power.

Tri Exs revealed about the level of intelligence as follows;

Table 1. Level of Intelligence

No.	Description	Grading Scale
1	Average	85 – 115
2	Above Average	116 – 125
3	Gifted	126 – 135
4	Very Talented	136 – 145
5	Genius	156 – 165
6	Very Genius	166 – 180
7	Very Super Genius	181 - 200

It is important for parents to know how to raise properly. Following good treatment, a child will grow and develop physically and mentally healthy.

Based on the consideration of the physical and psychological development of the child, Brilliantono M. Sunarno divides the golden period or golden period over 3 age ranges namely;

- a. Age 0 to 1 year (52 weeks)

- b. Age 53 to 156 weeks (1 to 3 years)
- c. Age 157 to 360 weeks (3 to 6 years)

But that development relies heavily on foster care patterns and educational patterns that parents apply to children. In addition, social environmental factors can also be an obstacle to the successful implementation of foster care patterns and educational patterns that have been carefully planned by parents. At the age of 1 to 3 years the child starts to do something alone, starting to feel able to do activities without the help of others, both parents and caregivers (baby sitters). Parents are expected to give the child full 'confidence' in fulfilling their own activities, because the trust given by the parents will foster the child's confidence, and will grow as a passionate, optimistic person with high confidence that shapes the child into a self-reliant and full of responsibility.

By the age of 4 the child had begun to love playing with his friends and playing the role according to his daily experience. By the age of 5 the child has begun to master the form he expresses it is understandable that what he describes is a human figure for example even in a very simple form (sketch). Jarot Wijanarko said that children up to 6 or 7 years old, who develop is his right brain, so it should be developed at that time is Art (singing, drawing, coloring and dancing), in addition to sports and social skills.

With creativity one is encouraged to create new ideas, inventions or technologies that can improve the well-being of the wider community. Therefore, it is necessary to be stimulated from an early age. By the age of 4 a child had reached half of all his intelligence. The stimulation given in the first years of life will provide the most results in increased potency.

Based on observation and experience, there are several problems in the family environment that have early childhood, among others;

1. There are still parents of children who do not have attention to the need for children to be given the opportunity to express through fine arts activities (drawing).
2. Drawing activities for most parents are considered is important.
3. Many parents of children do not provide special tools and materials that children can use in expression activities through drawing activities.
4. Many parents do not have drawing skills.

In fact, if the child is given the opportunity to give birth to his imagination or expression through drawing activities, the child will be able to express his various feelings that can cause inner satisfaction and excitement for him, so that his creativity can develop.

By looking at the various conditions above, the authors consider that one of the efforts that can be made to develop creativity of early childhood is to invite children, get to know the variety of fine arts, by providing the facilities needed, or give the opportunity for the child to express through drawing activities, because fine arts education or drawing has a function to the development of creativity of children that includes;

- a. Develop children's talents.
- b. Educating children to have an aesthetic taste in them.
- c. Educating children to be active, creative and able to take their own initiatives so that a positive personality is formed.

This research aims to find ways in which parents realize that the child needs the opportunity to express reasonably according to his/her wishes, and drawing activities are a good way to channel the child's expression, as well as invite parents willing to provide the child's needs in drawing activities so that the process of developing the child's creativity can take place.

Furthermore, how can the child be given motivation, drawing equipment such as pencils, pens, and markers that will be used on blank drawing paper or HVS paper, duplex paper and so on. By familiarizing the child with expression through drawing activities, it is hoped that the child will be able to produce good pictures, which deserve to be appreciated as one of the forms of his creativity development.

This research was conducted by Method an In the implementation of this study, the authors oriented to several theories in learning among others;

- a. The theory of learning Behaviorism, which deals with stimulus and response, was then continued by Thorndike who stated that the relationship of interaction between stimulus and response appeared the Theory of Connection.
- b. Theory of Constructivism. Jean Piaget (in Ansyar,2015) The theory assumes that the composes knowledge based on the accumulation between experiences and knowledge for the sake of knowledge, thus becoming a new knowledge.
- c. Bloom's Taxonomic Theory continued by Edgar Dale. If at Bloom's peak on Evaluation, Dale culminated in creation. From the above description, the child will be able to build new knowledge based on the experiences through the drawing stages studied.

These stages include;

1. Introducing Fine Arts through;
 - examples of drawings/paintings/sculptures and so on.

- picture storybooks.
- watch ongoing drawing or painting activities.
- invite children to visit fine art exhibitions.

2. Give the child the opportunity to express;

- provide the necessary equipment such as pencils, pens, markers and others.
- provide materials such as HVS paper, blank drawing paper, Duplex or canvas paper and acrylic when needed.

2. DISCUSSION

Arts Education that has been implemented from kindergarten level to higher education is expected to form a human being who has aesthetic sensitivity, copyright, intuitive, imaginative and critical to his environment. At the kindergarten or early childhood level, art education is carried out as part of a play activity that can be done among others by singing, dancing and drawing. Adrin Kahar suggests; "Fine Arts education is carried out not in order for children to become artists, but it is expected that children are ingrained in artistic properties such as those of artists, in their response to the surrounding nature, aspects of creativity and beauty."

Tutie Khatib points out; 'Drawing is giving birth to observations, thoughts, moods and other content of consciousness through lines and colors.' So by looking at the work of the child's drawings can be known approximately the state of the child's mood, how to think and how the child feels. Lines and colors are elements of the drawing process. With lines and colors the child can give birth to his expression. According to S. Nasution, "Drawing is a typical favorite in children. For children drawing is indeed a tool of expression."

By drawing the expression that the child is born with a more specific meaning that relates to the ability and intelligence of the child. The extent of the child's imagination of the surrounding nature or its environment will be reflected in the image he created. According to Adrin; 'drawing activities in life will continue to evolve as a means of communication between humans and other humans.'

Through drawing activities, the child can also create something new that relates to his entire experience and observations. Victor Lowenfeld argues "we're going to have to do it." The Process of drawing, or constructing is one in which the child brings together diverse of his experience."

It can be concluded that drawing is something that the child needs and is important to the child. The functions of drawing lessons in a child's development according to Victor Lowenfeld of the child's development include; emotional development,

intelligence, physical, assumptions, social and taste development about beauty (Aesthetic Growth). So it is clear that education and teaching including fine arts education is useful to direct children's development and the freedom of expression given to children through drawing activities will encourage the growth and development of the child in a reasonable way.

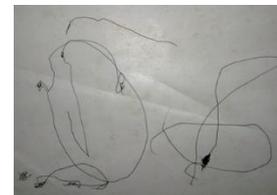
3. FINDINGS

The study the authors conducted in the middle of the family began with children entering the ages of two years, three years, and five years. A two-year-old named Sandy is a child who doesn't know at all how to hold a pencil or pen but is eager to doodle. When given paper and pen spontaneously he scribbles on the paper, and the lines he produces do not show at all in any form, which looks only like a shapeless tangled thread (figure 1.a). By the time he was three years old, it was no longer like a tangled thread but had begun to form lines that made the shape even though it was still unclear (figure 1.b). In figure 1.c, the child depicts her mother, father, and then there is her little brother sleeping on the floor, this picture was made by Sandy (4-year-old girl). At the age of five the child has been able to realize a real form of image according to his observations and abilities although it is still very simple forms, but already has meaning, such as the child portraying himself with his two younger siblings (figure 1.d).

Figure 1 Sandy's drawings at different ages



a. At ± 2 years old



b. At ± 3 years old



c. At ± 4 years old



d. At ± 5 years

As is the case with Cherry, less than two years old she has already interested in drawing. Cherry prefers to scribble the walls, even though there is paper on the side. At the age of 3 Cherry using brush equipment and watercolor on Duplex paper. She can realize her image that she loves. Almost every day there are always drawing activities that Cherry does and it makes her have fun. Figure 2.d is an image cherry made that she titled Monster.

Figure 2 Cherry's drawings at different ages



Similarly with Lily, when she enters the age of five, when given the opportunity to use various tools and materials, she will be very happy and she will explore various objects in her image, including pictures of herself in various poses, as well as other images that are in her imagination or imagination, for example figure 4. The one he titled 'Ice cream house'. At the age of five Lily was able to draw on a canvas she named Princes.

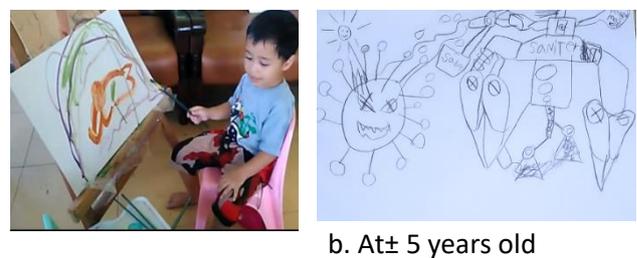
The author has a note, if for a child like Lily there are always complete materials and tools in fine art such as drawing activities, Lily will be able to explore the increasingly expressive images and flexibility of her increasingly trained hands allowing for her creativity to grow.

When Lily is given the opportunity to play with many scarves or headscarves, Lily will connect the hijab and then wrap around her body so that it looks like she is doing a fashion show (modelling). There is another impact that arises that Lily with Cherry just like to move freely, when hearing the music she likes they will dance with all the pleasure of following the rhythm of the music.

Figure 3 Lily's drawings at different ages

Besides that, there is a kid named Kasely, he also likes to draw. In the following picture at the age of 3 years and 5 years (Figure 4).

Figure 4 Kasely's drawings at different ages



a. At ± 3 years old
4. CONCLUSION

From the experience that the authors get in this study the authors can conclude that early childhood needs to be given a full opportunity to express in the field of fine art e.g. drawing activities.

5. SUGGESTIONS

Parents don't mind providing the materials and tools a child needs in drawing.

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