

The Role of Educators in Developing Early Childhood Art Creativity in Koronka Bawen Play Group, Semarang Regency

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Abstract. Educators have a central role in the development of children in school institutions. Creativity in children needs to be developed from an early age, but in the process of developing creativity in children does not just provide material but requires the role of educators in accordance with the criteria of early childhood educators. The purpose of this study is to describe the role of educators in developing artistic creativity in early childhood in the Koronka Play Group, and to know the supporting factors in the development of early childhood art creativity in the Koronka Play Group. The approach in research uses a qualitative with descriptive methods. Research subjects included Koronka Play Group educators as the main informants and Play Group managers and students' parents as supporting informants. Data collection techniques using observation, interviews, and documentation. Data analysis techniques through the stages of data reduction, data display, conclusion drawing/verification. The result showed that the role of educators in developing artistic creativity includes educating, teaching, guiding, directing, training, assessing, and evaluating students. Supporting factors in the development of artistic creativity in early childhood include: (1) the fulfillment of adequate facilities and infrastructure; (2) creative educators; (3) good cooperative relations with children; and (4) parental support.

Keywords: The role of educators; artistic creativity

1. Introduction

Preschool learning in Indonesia is more academic in nature, few educators provide opportunities for students to explore, express their feelings, and do what they are interested in until finding their own problem solving. In Indonesia, we need creative educators who are able to contribute to science, technology, arts and the welfare of the nation. In the development of creativity in early childhood, you should use the principles of learning while playing to support the optimal development of children.

Educators have a central role in the development of children in the school environment. Educators are not only tasked to provide material to students, but also have other roles, namely educating, guiding, directing, training, evaluating, and evaluating student development. In the development of creativity, the role of educators is needed in accordance with the criteria of educators in Early Childhood Education. When educators do not fit the criteria, it affects the enthusiasm of early childhood learning. In general, the problems of educators in Early Childhood Education are caused by several factors, including the lack of educators who have fulfilled the qualifications of Early Childhood Education teachers, the economic level of

educators in Early Childhood Education is still low, the lack of enthusiasm for learning of educators, has not there is a special library for Early Childhood Education, being an educator is an alternative to the last job after other jobs have not been found.

Government policies in improving the quality of educators have been done a lot, including training and workshops held at regional and national levels organized by the Department of Education or universities that have Early Childhood Education study programs. Although it is still inadequate when compared with the number of existing educators.

In Early Childhood Education, the role of an educator is the most important part of the national education curriculum and has been implemented. However, the results have not been maximized. That is, not all students show their creativity well so that the role of educators is not yet effective in developing students' creativity. In reality, educators on Early Childhood Education in Indonesia have not yet obtained their right to teach professionally and effectively [1].

An environment that does not support children in expressing creativity is one of the causes of low creativity in early childhood in Indonesia. Not everything a child does can be said to be creative, some of his behavior mimics what they observe in others. Creativity is very personal, and every individual has the right to express themselves. Creative children usually have positive personalities and negative personalities. This is where the importance of the presence of an educator as a guide to help children balance the development of their personality, so that creative children can develop optimally.

One of the educational institutions that apply the development of children's artistic creativity is Early Childhood Education. Center-based learning is a good place for the development of early childhood creativity.

The purpose of this study is to describe the role of educators in the development of artistic creativity, describe supporting factors and inhibiting factors in the development of artistic creativity in early childhood in the Koronka Play Group.

2. Research Method

This study uses descriptive qualitative. This research was conducted in the Koronka Play Group located at Jalan Diamond 442-443, Ambarawa Asri, Bawen Semarang. The subjects of this study were five Koronka Play Group educators, School Managers, and Student Parents. The focus in this research is the role of educators in developing early childhood artistic creativity in the Koronka Play Group. The role of educators is the most important part of the national education curriculum and has been implemented but the results are not in accordance with the criteria. Creative educators will give birth to students who have a creative spirit. Educators are not only tasked to teach, but also to educate, guide, direct, train, assess, and evaluate student development.

Data collection using the method of observation, interviews, and documentation. Observation is used to see educators in educating, guiding, directing, and training students. Interviews are used to see how educators assess and evaluate students regarding the development of students' artistic creativity. While the documentation is used to photograph the attachments as supporting information about artistic creativity in early childhood in the Koronka Play Group. The validity of the data uses triangulation of sources and triangulation of techniques or methods.

Data analysis techniques start from data collection, data reduction, data presentation and drawing conclusions or verification.

3. Results and Discussion

3.1 Results

Art is a superior program in the Koronka Play Group. There are several arts that are taught as supporting extracurricular programs, such as drum bands, percussion, keyboards, angklung, and tambourines. The art extracurricular program is held once a week. Learning in the Koronka Play Group uses the center method and consists of four centers, namely the preparation center, the role center, the beam center, and the natural center.

In center-based learning, children explore according to their wishes, thus training children to be creative. The role of managers is extraordinary in artistic creativity. He and his wife created movements and songs to support learning in the Koronka Play Group. All educators are required to master and be able to demonstrate the movements and songs in front of students at the beginning of learning.

The implementation of the development of creativity is a learning tool that supports to develop several aspects of development in early childhood. According to Nasriah [2] the goals of the development of creativity for early childhood are: (1) Introducing and expressing themselves through the work using the techniques they master; (2) Introducing ways to find alternative solutions to problems; (3) Making children have an attitude of openness to various experiences; (4) Make children have self-satisfaction with what is done and have an attitude of respect for the work of others; (5) Making children creative.

Creative educators provide creative effects on their students. Curiosity of children who are so big is their capital to practice creative thinking. This is in accordance with the opinion of Masnopal [3] that it is not difficult to stimulate the growth of early childhood creativity, because their characteristics are indeed like something new, fun, and interesting. Children's curiosity about something new and interesting can be a capital for educators in creating creative learning. So the emergence of children's creativity is very dependent on the efforts of educators to make children become creative, not based on heredity. Basically all children are creative, depending on the efforts made by adults around children in creating an environment that makes children grow with creativity.

Educators in the Koronka Play Group have a high creative spirit. They make their own learning resources without any guidance on the use of the surrounding environment (natural and used goods) and adapted to the development of learning resources that are widely used in various schools. Art is taught to students when performing arts performances. All students and even parents are involved in the art performance. All students will display the art of music (singing), and dance (dancing) in accordance with the division of the educator. They will be trained for two weeks before performing.

The role of educators in Early Childhood Education is not only in charge of teaching, but also has other duties namely educating, guiding, directing, training, assessing, and evaluating. This is in accordance with the opinion of Mudlofir [4] that educators are professional teachers with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students.

Educators in the Koronka Play Group educate their students in terms of artistic creativity by providing challenges, giving praise, and needed educators who have a creative spirit. To foster children's creativity, they need to be faced with a variety of new activities that are varied. Educators who have a high creative spirit really understand their students, so he continues to develop himself and interact with new things. Parents and educators must encourage the child's independence in doing something, appreciate the efforts made by children, and give praise for the results that have been achieved even the slightest. Parents and

educators have a duty to stimulate children to be interested in observing and questioning about various objects or events that are around them, which they hear, they see, they feel, or they think about in their daily lives.

Creative educators have always developing knowledge, learning from television, newspapers, magazines, conversations with others, reports, and so on. Educators who have a high spirit of creativity can remodel and encourage the development of the surrounding environment to be successful. Creative educators can create play activities, so children can play in various forms Anhusadar [5].

Educators teach students in terms of artistic creativity through learning centers. In the Koronka Play Group there are four learning support centers, which consist of preparation centers, role centers, beam centers, and nature centers. Through central learning, children are trained to think creatively. Educators allow children to play according to their wishes while in the center. For example, when learning is done in blocks, students are freed to make shapes in accordance with the available blocks.

Educators train their students in terms of artistic creativity through extracurricular programs. Educators first do exercises with the School Manager until they are completely memorized before they train their students. Koronka Play Group School Managers have a high spirit of creativity. Mr. Heru is an expert in music, while Mrs. Tini is an expert in dance. They combine motion and song to support learning. The extracurricular program that runs in the Koronka Play Group is about music and dance programs. Extracurricular activities are held to support the implementation of the arts performance at the end of each year.

Educators guide students in terms of artistic creativity, namely mentoring during extracurricular activities and the implementation of art performances held at the end. In addition, in guiding children's creativity, educators provide assistance when learning at the center by providing an environment that can stimulate children's creativity. The environment is very influential on the development of children's creativity. Children's creativity comes when faced with an adequate environment.

Educators assess students in terms of artistic creativity is at the time of performing arts performances. The performing arts will show students who have high enthusiasm and students who have low enthusiasm. Educators direct students about artistic creativity, namely by giving praise to when children dare to try new things to foster a high enthusiasm for learning. Educators are expected to have a patient attitude in dealing with children and understand each student. Educators are not allowed to scold students, because it can break the enthusiasm of learning and curiosity of children who are so big. When children make mistakes, educators need to provide understanding slowly and not to blame.

Educators evaluate students about artistic creativity can be seen in the implementation of the arts stage. How is the child's development at the time of practice and when performing arts performances. Many of the students who have high enthusiasm when practicing but at the time of implementation do not want to go forward to show what has been trained by their educators. Vice versa, students who have low enthusiasm when practicing, they have high enthusiasm to advance to show what has been trained by educators.

Based on research Kristawan [6] music learning is very important to stimulate the development of one's creativity or vice versa. The results showed that the implementation of art and culture learning in the development of musical creativity consisted of three things that were studied, namely planning, implementation, and assessment. The development of creativity is influenced by the main factors in learning, which includes tasks, group cooperation, and a balance between understanding and the skills implemented in learning. The development of creativity in formal education and non-formal education cannot be separated

from the role of educators in planning, implementation and assessment. Educators have a central point in the development of creativity in the school environment.

3.2 Discussion

Creativity can be defined: (1) The ability to respond and provide solutions to existing problems; (2) The ability to involve oneself in the discovery process; (3) intelligence ability, cognitive style and personality; (4) The ability to produce or create something new. Creativity is based on flexibility, fluency, skill and intelligence [7].

Educators have several roles in developing early childhood artistic creativity, namely teaching, guiding, directing, training, assessing, and evaluating. Creative students get the full role of educators who have a creative soul, as well as educators in the Koronka Play Group who try to foster creative souls during learning. School Educators and Managers make movements and songs to support learning, which is a combination of music and dance.

One way to realize meaningful learning requires educator creativity in managing learning. Creative educators will plan learning using creative designs. Creative learning will make students actively develop their creativity. Developing creativity can be done by using various conditioning or building a climate that triggers the development of the ability to think and work [8].

Human development is influenced by the environment, both relations with the physical environment or social environment. But there are some obstacles, this happens to every educator who teaches early childhood basically develops according to learning needs. Educators learn from their life experiences, where the environment in which they live and work greatly influences their lives.

The level of creativity of educators in schools has a big influence on children's learning outcomes, children will succeed in education if educators are able to develop the talents and interests of students according to their abilities. Educators as models that are imitated by their students need to modify their behavior by changing their attitudes and understanding, and developing their skills [8]. The learning model does not change and is carried out by educators which are relatively static and unchanging so getting students' work that is not innovative even the creativity of students does not develop [9]. The role of educators becomes a central point in the development of creativity in early childhood in the school environment.

The role of educators in the development of artistic creativity in early childhood has several supporting factors. To produce students who are creative it requires educators who have a creative spirit, the determining factor for the growth and development of children's creativity lies in educators, an environment that supports creativity, and parent support. It takes a long time to train children to think creatively, therefore it needs to be trained and educated from an early age. This is consistent with Hurlock's opinion [10] that the factors driving creativity are: (a) time; (b) the opportunity to be alone; (c) encouragement regardless of how far the child's performance meets adult standards; (d) facilities and infrastructure; (e) a supportive environment; (f) ways to educate children; and (g) opportunities to gain knowledge. Educators in Koronka Play Group have a high creative spirit, they make their own learning media by using used items and the surrounding environment. Each educator has a role in accordance with their responsibilities when learning takes place.

The family is located as the environment first and foremost in the process of growth and development of children, so parents need to pay attention to activities, parenting, and behavior to children to develop children's creativity. The development of creativity in the family helps the growth and development of children in cognitive, artistic, language, moral, and physical aspects of the child [11]. All families have the same opportunity in educating children's

creativity, Rothenberg (in Handayani et al.) describes that in some cases of poverty, the creative soul in children will emerge. Creativity is basically made, not born [1].

The inhibiting factors of artistic creativity in early childhood are influenced by educators or parents who break the ideas put forward by children, competition between children, and parenting patterns of parents who oversee children. Parenting style is very influential on the child's personality, many parents who support children's creativity but there are also parents who do not support children's creativity. Early childhood is an age where they have a great curiosity. They explore from what they see, and what they hear. The strict supervision of parents will affect his patience. This is in accordance with Munandar's opinion [10] that the nature of parents who hinder the development of artistic creativity are: (a) telling children that they will be punished if they make mistakes; (b) not allowing children to be angry with parents; (c) do not allow children to question parents' decisions; (d) do not allow children to play with different families; (e) children should not be noisy; (f) parents strictly supervise children; (g) parents give specific suggestions for completing assignments; (h) parents are critical of the child and reject the child's ideas; (i) parents are impatient with children; (j) parents and children have power; (k) the parent presses and forces the child to complete the task.

The environment created around the child should be an environment that can stimulate the child to explore everything around the child. The environment can provide good stimulation for the development of children's creativity. Less creative educators will inhibit creativity, because creative educators will produce creative learning. Educators can be the party that shapes children according to their abilities and potential.

The family has a role in helping the child's development process. The family environment is the environment of the child's first growth and development, in this family the child gets education and guidance first. The role of the family in the development of children's creativity becomes important and fundamental, because the high and low of children's creativity is influenced by two things, namely genetic factors (innate) and environmental factors. Creativity will grow optimally if the two factors are well integrated [12].

4. Conclusion

Referring to the description and data analysis as stated in the previous section, the results of this study can be concluded as follows:

- a. The role of educators in developing artistic creativity includes educating, teaching, guiding, directing, training, assessing, and evaluating students.
- b. Supporting factors in developing early childhood artistic creativity include: (1) Fulfillment of adequate facilities and infrastructure; (2) a creative education; (3) Good cooperative relations with children; (4) Parental support.
- c. The inhibiting factors of artistic creativity in early childhood are influenced by educators or parents who break the ideas expressed by children, competition between children, educators who forbid many children, as well as parenting patterns that always supervise children's activities.

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