Learning Through Playing Cretamadu for Early Childhood in Banten

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Abstract

Learning through play and creativity is important in preparing qualified and skilled pre-schoolers to face future challenges. Likewise, children’s cognitive development requires proper stimulation. This research aims to examine more creative play that can increase children’s creativity in capturing the imagination, collaboration, and critical thinking. This study uses descriptive qualitative methods to see what creative play is and how to increase children’s creativity and life skill. The research instrument uses data collection techniques: observations, interviews, documentation, and data documents. The study was conducted at three PAUD institutions in the Banten area early childhood. To check the validity of the data, it used triangulation techniques with various sources and different methods. The results showed that the creative play of the Cretamadu (creative, skilled, mama, and me) was very effective in increasing creativity and five aspects of early childhood development (moral development and religious values, language, cognition, social, physical motor).

Key words: Play, Creative, Early Childhood Creative Play

Introduction

Creativity is a state of mind in which all intelligence play together (Craft, 2010). Children’s creativity cannot be separated from the role of educators, both teachers and parents, children who are always involved in parental activities from waking up in the morning to going to bed at night, such as bathing, breakfast, playing, gardening, watering plants, cooking, cleaning, sweeping, all these activities will help children explore their creativity and cognitive abilities, creativity encourages children to reach the highest stage in their human needs. Maslow (1998) explains his opinion about creativity, which includes everything about actions in the parenting process and psychological development carried out by educators and parents to optimize children’s creativity in playing. Therefore, by creating a good environment, experiences can be built, and explored to the fullest. Elkonin, one of Vygotsky’s students, described four principles of creative play, namely: (1) In playing children develop systems to understand what is happening to achieve more complex goals; (2) the ability to put the other person’s perspective through the rules and negotiate the rules of the game; (3) Children use replicas to replace real objects, then they use different new objects, the ability to use symbols of abstract thinking and imagination; (4) Be careful in playing and following the rules of the game.
Early childhood education is the most basic education that occupies a very strategic position in the development of human resources. (Depdiknas, 2005: 1) considering that early childhood is a child who is in the age range from birth to six years, is a critical age range and at the same time Strategically education in the educational process that can affect the process in the following year (Dekdnas, 2005: 2), it means that this period is a conducive period for the development of various philosophical, cognitive, linguistic, emotional and spiritual abilities. Capturing, imagination, critical thinking, and creative, will wake up when doing play activities in class. Play is included in the Developmental App Proper Practice (DAP), which all Early Childhood programs must adhere to; playing is an important instrument in terms of child development, self-regulation, language, cognitive and social skills (National Association for Youth Education, 2009).

Research on creative play has also been carried out previously by Ying Qin Tee (Ying Qin Tee, 2017), with research results showing that the early childhood learning process to maximize children’s creative potential in playing can be obtained through repeated experience, reproduction, and experimentation. Play is often associated with creative expression (Miltter & Ginsburg, 2012; Reonano et al., 2013, Sharp, 2004). This is one of the best ways for children to bring out their creativity. Early childhood learning activities are carried out by playing, where the child's developmental stage will be built optimally. Another study was also conducted by Beread (Beread et al., 2012). The results showed that playing is the most important element in enabling optimal development. Creativity is a key attribute that must be nurtured in every child to meet globalization (Eckhoff, 2011). Moreover, early childhood is at the peak of creativity. Robyn M. Holmes (2012) states that children in the school environment are influenced by language skills and the ability to play with complexity; children look cooperative in playing. Zeynep Dere’s (2019) curriculum has a strong and good effect on creativity skills and positively increases children's creativity.

These studies confirm that playing can increase children’s creativity optimally. Therefore, creative play in early childhood can also provide stimulation in developing all developmental domains. However, the facts on the ground show that play and creativity are not holistically effective in playing activities. Some problems that arise, namely: 1) Many teachers and parents still have not made creative games an integrated domain; 2) In children's daily activities, current education still emphasizes cognitive concepts, thus making educators forget about creativity; 3) Educators are still not seen in designing games that can stimulate children to be creative.

Based on the identification of these problems, researchers are interested in studying more deeply about creative play to optimize all domains of early childhood development. This research is to analyze the development of children's creativity in playing.

Creativity, According to Stenberg and Lubart in Wright (2010), is the process of generating new ideas and realizing appropriate and high-quality products with new and innovative ideas that can provide many benefits for children. The emphasis of creative play is the development of creativity in children. All early childhood has creative potential, but the development of creativity is very individual and varies in children. Catron and Allen (1999). According to Piaget, creative play occurs in the pre–operational stage, which occurs at the age of 2–7 years. This year, children get a mental picture and can recognize themselves and use symbols; from symbol games, children are playing creatively through manipulating symbols; a child will think, empathize, take a point of view and speak. Piaget also suggested that creative play can be done by playing words, drawing, and writing words.

Creativity has non-appraisal characteristics such as curiosity, likes to ask questions, and always wants to find new things. Jamaris (2006) this statement is supported by Munandar (1992), who states that creativity is the ability to make new combinations based on data, information, and existing elements. Creativity is an ability that reflects fluency, flexibility, and originality in thinking, and the ability to elaborate an idea which includes the ability to develop, enrich and detail. According to Garba, developing a learning model is a way in which teaching is presented and improved through analysis of learning and teaching needs to deliver teaching efficiently and create better understanding between teachers and children (Garba, 2018, p. 23).

It is widely recognized that play and creativity are important elements as integrated domains that impact early childhood learning and development (Marsh et al., 2018; Tee et al., 2017). Etymologically, creativity comes from the Latin "Creativity", which means the capacity to realize something new (Klein, 2017, p. 55). This is in harmony with self-concept, which describes an individual's perception of himself and his relationship with objects or others in his environment as interpersonal relationships (Sprecher, 2020). Exploration of life skills development to improve intrapersonal and interpersonal intelligence has been conducted (Newman, 2020; Park et al., 2016). In line with Yagzin, the use of quality children’s play media, appropriately prepared to learn what they learn with passion and fun, can enrich opportunities for creativity, social interaction and effective participation of the child (Yagzin, 2021). Creative play is something new, either in the form of ideas or a work where children are given the opportunity to freely express their thoughts about their feelings (Nurani, Hartati, Satriani, et al., 2020).

Referring to the opinion above, the understanding that the Cretamadu game (Creative, skilled, mama and I) is naturally creative by children, this means that what they do is unique and can be useful for themselves, adults as motivators can motivate and develop children to play using play tools creatively. Adults and the environment need to encourage Majesty (1990: 9). There are 8 ways to help children explore their creativity: (a) Helping children accept change; (b) Helping children realize that some problems are not easy to solve; (c) Helping children to recognize various problems and have solutions; (d) Build children to learn to interpret and accept their feelings. (e) Give children
an appreciation for children's creativity; (f) Strengthen children to feel comfortable in doing creative activities; (g) Build children to be able to appreciate differences; and (h) Help the child in building perseverance in him. Xiaojing Gu, Dijksterhuis, Simone M. Ritter, children seem to be more open and exploratory, resulting in more ideas and pictures.

Method

This research method uses qualitative research methods with a case study design. The existence of researchers is needed in this study because the data collection and the main research instrument are the researchers themselves. David Williams in Meleong (2011; 5) argues that qualitative research is data collection in a natural setting, using natural methods and carried out by a person or researcher who is naturally interested. Bogdan and Taylor in Moleong (2011; 4) that the qualitative method is a research procedure that produces descriptive data in the form of written and oral descriptions of people and observed behaviour. Data collection was carried out through observations, interviews, and documentation of three PAUD institutions in the Banten area, namely Prayschool Asy–Syifa, Mutiara Hati Kindergarten, and Asy–Syukriyyah Kindergarten, have carried out Cretamadu activities. Observations were made to obtain data on the types of Cretamadu activities. Video documentation was conducted to obtain more detailed data about Cretamadu’s activities. Technical analysis of the data used in this study is the analysis of the Milles and Huberman models; namely, the activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated. Activities in data analysis are/ Reduction, display, and conclusion drawing verification. (Sugiono 2012:337).

Results and Discussion

Result

The results showed that Cretamadu's activities are activities that can be done with friends, teachers, and parents, fun activities, activities that can solve problems and manage children's emotions and words, and actions. Children can play creative games as an integrated domain. Educators can recognize a balanced concept in 5 aspects of development; moral development and religious values, language, cognition, social, physical motor. Educators are motivated to design games that can explore children's creativity. An optimal learning environment both at home and at school ensures their access to development-enhancing experiences in carrying out their daily routines, according to the uniqueness and growth of early childhood.

Creative, skilled, mama, and me, these are a few beautiful expressions and broad meanings that have become the motto of parenting, education, and early childhood development in Banten. Creativity is a very important skill to be developed in this day and age. Creativity can be done at school as well as at home and in the environment. By playing, creativity can build grasping power, imagination, cooperation, and critical thinking in children. Stimulating children's creativity from an early age is very important for all children to obtain because creative education is one of the models that must be owned by every individual to achieve success in life.

Discussion

Play for Early Childhood

Playing is an activity that children do repeatedly and creates pleasure, happiness, and satisfaction for themselves. Play will be a necessity for children because through playing, children will gain experience and knowledge. Vygotsky (2002). Play is a favourite activity for children. If it is said, play and children are an inseparable unit. Playing for children is an activity that can be likened to working for adults, so early childhood educators and parents need to have the right understanding of the concept of play.

When playing activities take place, almost all aspects of children's development can be stimulated and develop well, including the development of creativity; this statement is in line with Catron and Allen (1999), who argue that play can have a direct influence on all areas of development. Children can learn about themselves, others, and their environment. Play activities also give children the freedom to imagine, explore and create a form of creativity. Children have from within themselves to play, combining something new with what they know. Yuliani (2010). Providing learning programs through play in early childhood is significant without being more open and exploratory to generate more ideas. Xiaojing Gu (2019) Through play, getting attention, engagement, receiving feedback and consolidating children's skills. In fact, play is a natural and special method for children's learning. Correspondingly, our approach integrates all the aspects mentioned above to develop fun and creative learning (Richard, et.,al, 2018: 79–90). Develop Skills in Early Childhood Play, develop the play zone of proximal development (Ernst et.al.2018:3). creative activities by mapping children's behaviour in fieldwork diaries and also as video footage (Mercè et al., 2020).
Creative Play

All early childhood has creative potential, but its development varies from one to another differently. Creative play has the main goal of maintaining optimal child development or growth, giving children the freedom to imagine, explore their potential or talent for creativity. The motivation to play in children arises from within themselves; children play to enjoy their activities. There are various activities in playing Cretamadu that have an impact on the development of emotional, intellectual skills and strengthen muscle development. Yuliani (2010).

Early childhood candidates enter formal school with a wide range of developing skills; children and motor skills are the basic skills that enable children to successfully focus, remember and process information significantly, predicting indicators of short-term and long-term success. Megan Mcclelland (2018). Play is often associated with creative expression, Militer & Ginsburg (2012). Plays a variety of activities and creativity both at home, in the environment, and at school; children show an emotional attachment to play, are happy, happy sad when they can’t play it, and love friends because they are willing to take turns in playing game and able to work together. Justine Howard, Gareth E, Miles Laura Ress (2017). According to Piaget, creative play occurs at the pre-operational stage, which takes place at ages 2–7; at this age, children have a mental picture and recognize themselves and can use symbols, play creatively.

Conclusion

Based on the results of the analysis of research in the field, it shows that aspects of building comprehension, imagination, cooperation, and critical thinking can develop well through Cretamadu playing activities in Banten. Since play forms the basis for children's learning and development, it is a major integrated component in the early childhood school curriculum. Educators design games that can explore children's creativity and perform building play activities in an integrated manner with 6 aspects of development; moral development and religious values, language, cognition, social and physical motor. Playing is a means of practising the skills children need to become competent individuals, a multidimensional experience that involves all the senses and awakens one's multiple intelligences, a vehicle for learning about how to learn.

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