The Creativity of Early Childhood in Urban Areas of Indonesia: A Literature Review

Nur Azizah Jamal
Master Student, Departement of Educational Psychology,
Program Pasca Sarjana Universitas Semarang, Indonesia
Rini Sugiarti
Lecturer, Departement of Educational Psychology,
Psychology Faculty, Universitas Semarang, Indonesia

Abstract:
This research aims to review the creativity establishment of early childhood in urban areas. Creativity in childhood performed with several approaches that person, process, press, and product. Creativity in early childhood can be developed through playing, because the game can be a way and a medium that can motivate children to reduce boredom and boredom during teaching and learning activities. It needs encouragement and support from family and social environment. Creativity is generally influenced by the potential for intelligence. The family becomes the first and foremost component and environment in the child's growth and development process. Creativity in children is usually also influenced by the social and economic status of a family that can develop creativity.

Keywords: Creativity, early childhood, urban

1.Introduction

Children are a gift given to parents and the buds, potential, and young generation who are the successors of the ideals of the nation's struggle that have a strategic role and have special characteristics that ensure the continuity of the existence of the nation and state in the future. Epistemologically, children are defined as humans who are still small or immature.

The United Nations states that every child has rights without discrimination in any form regardless of race, skin colour, sex, religion, language, political beliefs, ethnicity, nationality, disability, and other positions of the child or parent and guarantee its rights. Another opinion was also expressed by the Indonesian Ministry of Women's Empowerment and Child Protection (KPPPA) that children are protected by the state and ensure their welfare and keep away from all acts of violence or threats. The population projection results of the Central Statistics Agency in 2018 show that 30.1 percent or 79.55 million people in Indonesia are children.

Each child is born with several advantages, such as being creative and having innate talents (Sugiarti & Erlangga, 2018). In general, children like this have abilities and aspects of development and growth that include religious and moral values, physical motor, cognitive, language, socio-emotional, and art (Indonesian Ministry of Education, 2014). In general, children's creativity and giftedness can be seen from childhood, known as the golden age where they will get to know the surrounding environment by playing (Faizuddin & Mufarizuddin, 2018).

Every human being born has been given a gift in the form of hidden potential which this potential requires opportunities to develop in an environment that respects, cultivates, and supports children's creativity from an early age (Munandar, 1992; Sugiarti , Suhariadi, & Erlangga, 2018). This creativity is very important to be developed from an early age by developing cognitive, psychomotor, and affective abilities in a balanced and sustainable manner (Asmawati, 2017; Sugiarti 2019; Sugiarti, 2020). Creativity is one of the children's potentials that needs to be developed from an early age. Every child is creative developed and instilled since childhood (Priyanto, 2014).

Children are born to have creative potential without exception, but each person has a different potential (Adhani, Hanifah, & Hasanah, 2017). Children who have high creativity have fluency without obstacles and are intermittent in expressing ideas, and have authenticity in putting forward a work or result that is unique and extraordinary (Adhani, Hanifah, & Hasanah, 2017). Creative children have thoughts of empowerment, are full of initiative and do not always depend on other people, which when children express their thoughts or creative activities, initially take their initiative (Sari RP, 2017).

Creativity is an ability that is possessed in order to be able to create something new and have social value (Munfarijah, 2018). According to Sujino, creativity is the ability to think, create, organize, and find a form or original new idea that can be useful for itself and others (Ardiyanto, 2017). NACCCE (National Advisory Committee on Creative and Cultural Education) explains that creativity is an activity done with imagination and produces something ba r u and is

valuable. Wallas says four stages in the creative process, including preparation, incubation, and verification (Priyanto, 2014; Sugiarti & Riana, 2020).

2.Literature Review

Creativity is a process in which highly sensitive to a problem, shortcomings and weaknesses, knowledge, wrong element, disharmony, identifying difficulties, solving problems, finding solutions, creating questions, and formulate hypotheses regarding deficiencies through test-retes modified results are communicated (Torrance, 1974; Sugiarti, Nurlaili, & Febriani, 2020). The NACCCE describes creativity as a form of imaginative activity capable of producing original, original, pure, and meaningful.

Creativity is those who have an interest in new and complex ideas, think abstractly, generalize ideas, predict possibilities, analyze a whole picture, unusual imaginations, dreamers, like intellectual games, have a sense of curiosity, find pleasure when finding ideas, the ability to offer many solutions from various perspectives, taking risks, being consistent when trying something new, hyperactive and having extreme energy and having a more positive self-concept (Taylor & Callahan, 2005; Sugiarti, 2019; Sugiarti, 2020). Torrance (1974) also explained that creativity could solve problems in detail and communicate the results. Munandar (1992) argues that creativity can create new combinations based on existing data, information and elements. Hendrick and Joanne (1996) also describe the notion of creativity, which is the process of expressing past experiences and placing shared experiences in new patterns and new products.

Santrock (2007) explains that creativity is the ability to think in new and unusual actions and produce unique solutions. Hurlock (1999) states that creativity is a person's ability to produce compositions, products, and ideas that are basically new and previously unknown. Hurlock (1999) also adds that creativity is related to high intelligence, genius and imagination. Drevdhal (Hurlock, 1999) explains that creativity can produce compositions, products, and new ideas.

Lestari (2006) explains that the development of creativity is in line with developing the child's personality. If the child's creativity develops well, the child will experience healthy personality development and develop a personality independently, confidently and productively. Conversely, if the child's creativity cannot develop properly, the child will experience-dependent personality growth, lack of self-confidence, quickly discouraged, lack of courage, and unproductive (Sugiarti & Riana, 2020).

Creativity is a dimension of children's abilities in developing various abilities in science, technology, and arts (Semiawan, 2009). High creativity in ordinary children is filled with thoughts full of power, high initiative, and not always dependent on other people (Munandar US, 1992). Santrock (2003) explains that creativity is the ability to think about things in new and unusual ways and gives birth to a unique solution to the problems at hand.

Creativity is a process involving current knowledge with old knowledge to gain new experiences. All children carry creative potential from birth (Indonesia Ministry of Education, 2010). Rhodes (1992) states that creativity in a person is carried out with several approaches: person, process, press, and product. Creativity is a child who tries to produce a creation characterized by determinant, individualistic, independent, and enthusiastic characteristics in producing something (Mclnerney & Mclnerney, 1998). Kaufman and Beghetto (2013) divide the level of creativity into four levels. Big-C or eminent creativity, which is owned by a great artist or scientist, pro-C or an expert level of creativity, namely creativity shown at the professional level, especially by creators or creators who have not received eminents status. Little-C or everyday creativity regulates one's creativity in life and everyday experiences. Mini-C is subjective creativity which describes how a person has new and meaningful knowledge during the learning process and experiences.

Syamsu and Nurihsan (2005) reveal that creativity is defined as the ability to provide new products or the ability to provide new ideas and apply them in problem-solving. Conny R Semiawan (2009) describes creativity's characteristics, among others: dare to take risks, play a positive role in creative thinking, formulate and define problems, grow and develop overcoming problems, tolerance for multiple problems, respect for others and the environment. Munandar (2009) states that creativity characteristics are divided into two, namely cognitive characteristics and non-cognitive characteristics. Cognitive characteristics of creativity consist of flexibility, originality, fluency, and elaboration. Meanwhile, non-cognitive characteristics consist of motivation, personality and creative attitude.

Other characteristics of creative people are those who are highly imaginative, have great curiosity, willingness to explore the unknown, like challenges, are not afraid to try something new and have the ability to understand ambiguity (Collard & Looney, 2014). Individuals who have high creativity also have effort and determination, have self-efficacy (Zhou, Shen, Wang, Neber, & Johji, 2013).

Creativity is innate and then develops into the result of a combination of one's abilities with the process of adapting to the environment (Jahnke, Haertel, & Wildt, 2017). Lucas (2016) groups five models of creativity that need to be developed, including imaginative (playing with possibilities, using intuition, and making connections), inquisitive (imagining and asking, exploring and investigating, challenging), persistent (surviving difficulties, unique, and tolerance), collaborative (giving and receiving input, appropriate collaboration, and sharing results), and discipline (reflecting on criticism, developing techniques, and self-development). Creativity is divided into three perspectives, namely originality (completing something that is it has never been done before), novelty (creating something new) and difference or seeing things from a different perspective (Jauk, Banedek, & Neubauer, 2014).

3. Methodology

This research is a literature review study. A literature study is a complete result of research carried out on specific topics to show readers what is known and find a rationale for research that has been carried out to form the basis of further research (Denney & Tewksburry, 2013). Literature studies can be obtained from various sources such as journals, books, the internet, documentation and literature. Writing in literature reviews or literature studies focuses on writing related to the topics discussed or research variables. The author conducts this literature study after determining the topic of writing and has determined the existing problem formulation topic before entering the field to collect the required data.

This study collects research data related to research variables that have been carried out and published in online journals. In this study, the journal that became the reference was a research journal with the keyword creativity. The literature study starts with the research material, which has the most relevant, relevant, and relevant points. Then choose an abstract and assess whether the journal has and provide a discussion of the problem being discussed under what will be solved in the research journal. Record important things in the formulation of the problem, keep them from being trapped by plagiarism, record the information obtained and include and enter a bibliography. If information is obtained from ideas or thoughts that come from other people, quotations, notes and information should be arranged systematically so that the author can search again if any time is needed (Nursalam, 2011; Muslim, Suhariadi, Damaayanti & Purnomo, 2019).

According to the criteria, journals that have been selected are made into conclusions that explain creativity in early childhood. Before making conclusions obtained from several kinds of literature, first make notes in summary containing the author, year, problem formulation, measuring instrument, research sample, measuring instrument and research results. If all has been collected, the author will analyze how to shape creativity in early childhood.

Research journals that have been selected and following the criteria are then entered, and a journal summary is made. Journal summaries that analyze the content contained in the research objectives that have been carried out and the results of the research findings. The method used is by analyzing the contents of the journal.

4. Results and Discussion

According to Holt (1989) , in childhood, children are much more capable than we think of recognizing what they say and what other people say. When children learn independently, following their high curiosity, there will be many solutions for children. The child will try somehow, and if it is not understood, it will not be a problem. The child will try again. Activities that are carried out by experimenting or experimenting with children are known as playing. Children's creativity grows when there are supporting tools, one of which is by playing (Sari RP, 2017; Sugiarti Suhariadi, & Erlangga, 2018).

Early childhood education applies the principle of play while learning, which means that children gain learning experiences and absorb new things in the surrounding environment (Putro, 2016). Rachmawati mentioned that several strategies can develop children's creativity, including:

- Creative development by creating products (passion for work). It aims to develop creativity in children and children's creativity in creating products by allowing children to form things freely.
- Inviting children to explore to develop their creativity. Children can learn directly from their experiences
- Invite children to do experimental activities in learning to solve problems
- Develop creativity through project activities carried out in groups to make sub-works
- Involve listener senses and musical instruments, and children are invited to create music
- Development through language is an activity that can be done by telling stories, telling experiences that have been experienced
- Development of creativity through imagination, because this strategy is inherent in the child, so involving the child's imagination will help the child develop creativity (Sari, Antara, & Ujianti, 2017).

Creativity in early childhood can be developed using various techniques and methods such as drawing, storytelling, and playing with tools. Besides, the atmosphere created in children must be fun (Fauziah, 2013). Increasing children's creativity at an early age can use or use the game method because playing can be away and a medium that can motivate children to reduce boredom and boredom during teaching and learning activities (Kartini & Sujarwo, 2014).

Creativity in children is usually also influenced by other factors, such as the social and economic status that can develop creativity. Children in a family with a good social position can produce creative children (Castillo-Vergara, Alvarez-Marin, & Placencio-Hidalgo, 2018). A very supportive social environment can also affect creativity. Children who get support from school can develop creativity, have creative self-efficacy and become more creative children (Chang, Wang, & Lee, 2016).

The family is the first and primary component and the environment in the process of children's growth and development, so families, especially parents, need to pay attention to children's activities, behaviour and care if they want to develop children's creativity (Sugiarti, SUhariadi, & Erlangga, 2018; Handayani, Gandamana, & Farihah, 2017). Creativity in children can be found by helping find ideas, imagining to create or assemble something new, besides providing creative stimulation to children from an early age (Debeturu & Wijayaningsih, 2019). Creativity will lead to the development of the potential of the child, for that it needs to be stimulated through activities that children like, wherein essence early childhood is in the play phase, by providing facilities and means of playing for children to explore and discover new things (Sari R. P., 2017).

Creativity in children who will be developed also requires a creative environment that will help and provide children with the support they need to be able to think openly and productively. This is because creativity can arise because of ideas, words, a mixture of feelings, and actions, which are related to each other in their world (Castillo-Vergara,

Alvarez-Marin, & Placencio-Hidalgo, 2018). Creativity is generally influenced by the potential for intelligence, which has been passed down genetically by the parents so that the level of creativity in children depends on what their parents give, teach, and apply in their children's lives (Burns, Zhang, Wieth, & Touyz, 2017). Creativity is not only an important element in solving a problem but also an indicator that the child has a higher level of excellence very well (Amrullah, Tae, Ramdani, & Prakoso, 2018)

5. Conclusion

Creativity in children can be developed. Creativity in early childhood can be developed using playing game method. Besides that, it also requires encouragement and support from the family and social environment.

Creativity in early childhood produces several explanations on how to develop creativity in early childhood in urban areas. In addition to the way, namely, using the game method, it is also influenced by supporting factors from the family and the children's social environment. This study presents a concept of a basic framework that can directly serve as a reference to a study in the context of other studies in the field.

6.References

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