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## **Educational Tools for Early Childhood and Creativity in Attribute and Organisation Perspective**

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### **Abstract**

This article attempts to illustrate the development of creativity and educative gaming tools when reviewed from the perspective of attributes and organizations. The methodology used is Library Research by searching for data through books, journal artifacts and documentation. The results of this writing know that in order to develop creativity in the perspective of the attribute, it is thought that in creativity teachers have the ability of flexible thinking and the results of their own thoughts. The creation of a game tool educative perspective attribute has three important elements namely attention to quality, features and product design. Judging from the quality, educative game tools should work as per its function, while the features of the educational game tools must have different characteristic or characteristic than before, and the design of educational game tools must have a form, feature, comfort, safety, reliability and interesting style. While creativity in the perspective of the organization asks teachers to be careful, analysis, innovative, focus on the needs of children, can be used in groups (cooperative), and consistently determine the decision. Then an educative game tool in the organizational perspective must have seven dimensions namely bold at risk, detail, individual orientation, team orientation, aggressive, and stability. So that creativity and quality educational game tools can be applied according to the perspective of attributes and organization.

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## INTRODUCTION

Early childhood education is the first basic foundation for a child, in the early childhood Education the task of a kindergarten teacher is to develop all aspects of child development. At the age of 0-6 all the potential children have grown rapidly in this regard is called the Golden Age. Everything we teach the child will be embedded until he is mature. Therefore, it is important for every teacher to optimize all aspects of early childhood development. By having a good development will certainly make the quality of the child's self to be superior, because it can position itself with the surrounding environment. In this case the teacher needs media to support and help the course of the education process.

The use of creative and good media can make the child easy to understand and can understand what he is learning. In addition to what media is taught will not be easily forgotten because, the use of media makes children have experience directly in the learning process (Suyadi and Selvi, 2022). This learning Media is called an educational game tool (APE). Each APE has a different function or value, therefore as a teacher we must be creative and careful in making or choosing APE for early childhood. The importance of APE in supporting the development process of children especially in the media created or used IE in the perspective of attributes. It is important for kindergarten teachers to have the creativity in making the APE itself especially APE which is adapted to the perspective of attributes.

Creativity and APE attribute perspectives require teachers to have complete and thorough in the components or parts of the APE itself, meaning that APE cannot "bear" in its value or function so that educational objectives can be achieved as expected. Creativity and APE will certainly not be optimal if the workmanship is only done alone, therefore it is necessary to have an organization in the team to make APE. Like the spirit, the consistently in making APE, meticulous, thorough, analysis, and which should not be forgotten is to respect others. With a good organization in making APE is expected in the creativity of teachers will produce APE that is creative, qualified and worthy to be used in developing social development of early childhood.

Based on the background, the authors take the problem in this article is how creativity and APE when reviewed with social perspective, attributes, and organization. The results of this writing are expected to be beneficial for teachers or readers to know, apply and add insight into de-

veloping creativity and APE in the perspective of attributes and organizations.

## METHOD

The types of methodologies done in this article are library research or literature research. This is reinforced by Sutrisno Hadi who said that the necessary data in the acquisition of information and completion of research was obtained from the library in the form of books, Ensklopedi, dictionaries, journals, documents, magazines and so forth (Inawati, 2017). Library research is a process of step by step writers in collecting data, information extracted from several books and journal articles about creativity and APE in social perspectives, attributes and organizations in the completion of the task of creating articles.

## RESULT AND DISCUSSION

### Creativity

Creativity comes from all the experiences that human beings have gained throughout his life through all the knowledge that has been gained in school or which he has learned in family and society. Creativity is the ability to create new combinations, based on data, information, or elements that have existed or known before (Anhusadar, 2016).

The works of excellence of scientists and inventions are essentially nothing new, but rather a combination of ideas or elements that have existed before. Their creativity lies in the success of forming new combinations of things that have existed before become something meaningful and rewarding. Example: "Shoes" have been known since the first, as well as "wheels". However, people who first thought about making a combination of shoes and wheels become "wheel shoes" including a creative person (Munandar, 1999:47-48).

James J. Gallagher (1985) says that creativity is a process of new ideas or products, or a combination of the two that will eventually cling to him. The further Supriadi (1994) argues that creativity is a person's ability to give birth to something new, both ideas and real works that are relatively different from what is already there.

Clarkl Montakis says that creativity is an experience in expressing and actualizing the identity of individuals in an integrated form between self-relationships, nature and others. Meanwhile Chaplin (1997) suggests that creativity is the ability to produce new forms in the art, or in machining, or in solving problems with new methods

(Rachmawati & Kurniati, 2012:13-14). Based on some of the above experts' opinions, it can be inferred by creativity is the ability of someone to find new ideas or ideas that differ from normal in a process of activity done or problem solving a circumstance. Therefore every PAUD educator must have creativity, to support optimal and enjoyable learning.

Coleman & Hammen said that there are several factors that can generally help the individual creative thinking process, namely: 1) cognitive, meaning that one must have the ability to think (intelligent/clever) and continue to develop their intellectual. 2) have an open attitude, meaning that one must open the way of his mind and have a broad insight, 3) Self-confident, autonomous, free and independent, regardless of the outcome of creativity succeeded or failed, the process remains to be fought (Handayani, et al., 2017:48).

### **Educative Game Tools**

Learning activities can be done in several ways by hearing (I hear), a child who is only listening to what the teacher says then the child will be easily forgotten (I forget), when done while by looking (I see) The child will be easier to remember what has been heard and seen, if learning by doing (I do) the child will of course be understood (I understand) what he was learning. Therefore, so that learning objectives can be accomplished well in school, as a teacher needs to do I do in teaching and learning activities. Learning Media that uses I do is named with APE.

Mayke Sugianto says APE is a game tool created and designed specifically for the sake of education. Educative game tools should have three conditions that are educative, teknik and aesthetic. 1) Educative requirements: types of educational activities, in accordance with methodedly didactive, 2) Technical requirements: In accordance with the purpose, function of means, multipurpose, safe, easy to use, and can be used individually, groups, and classifications, 3) aesthetic requirements: An elastic shape, light weight, size compatibility, and color matching, and attractive. If any of these conditions are not met or unknown, then it cannot be used to achieve the learning objectives (Fajrin, 2015).

Educational games are an activity that is very enjoyable, can educate and useful to improve the language skills, thinking and associating children with the environment. While the educational game tool (APE) is a term that refers to props that are specially given to early childhood children, especially the age between 0-6 years.

APE also becomes a very strategic need for children because it has an educational content for children. (Ismail, 2012:112-113).

Based on that opinion, the decision can be made to learn that good early childhood learning is the learning I do because by doing children to understand. To support this, the learning media that I do is APE. APE is an educational facility for children aged 0-6 years old in which it contains educational value.

### **Attribute**

Attributes have a considerable influence on the users, namely children. The attributes of the APE should be capable of being an attraction and according to what the child needs. Understanding of attributes according to the Great Dictionary of Bahasa Indonesia (KBBI) is a sign of completeness, emblem, or characteristic that characterizes (an object or person). In the Webster's dictionary the attributes mean the characteristics or qualities of a person, object, service or something. While Simamora opinion says the product attributes are a brand, category, component and part of the product. Attributes related to the product or tool of educational games, can be such as durability, design, performance, reliability, reputation, style, and others. APE attribute is a product element that is deemed important by the user and used as the basis of decision making in the game (Simamora, 2002:79).

Based on some of the above opinion, the attribute is a mark of completeness or a distinctive trait that is divided into components and parts from either human, object or other. Good learning should have completeness in all things. Teachers can choose to do or use what attributes to suit the needs and development of the child.

The method used to know the attribute is the first by using the judgment method or the attribute created by the teacher himself. For example make a television tool from cardboard. Cardboard that is prone to water and broken textures will not last long when used more than two or three times. This method tends to have a level of objectivity that has not been ensured optimal success. The second is the focus group by collecting 10-20 respondents who are considered to understand the product and then jointly discuss the attributes of the product in depth. Suppose the teacher plans to make a game tool based on the science of Technology (IT), it requires respondents who are experts in IT field. Then the last third way is the survey method based on data analysis using method of calculation or statistical method. This is the activity that often teachers do like doing re-

search R&D (Haryadi, 2005:28).

### **Creativity and APE in Attributes Perspective**

Creativity and educational game tools are reviewed in the perspective of attributes grouped in three important elements as in the opinion of Kotler and Armstrong (2004) namely the quality of products (product quality), product features (product features), and product design (product design) (SUATMA, 2013:24).

APE and Creativity attribute perspective with the first element is the quality of the product. The quality of products according to Kotler and Armstrong is "The Ability of a product to perform its functions" which means the ability of an APE product in delivering performance in accordance with its functions. Excellent quality will build the child's trust in using the game tools so it is expected to support children satisfaction. For example make a portable cash register APE. The game tool can be assembled by itself according to the color of the cashier machine that she likes, as well as the children can do role playing activities. While creativity in making APE products are quality, the teacher must think flexibility. Teachers should think easily, quickly and supple so that APE products produce simple products and work well as per expectations.

The second element APE attribute perspective is product features. Product features are a competitive means to differentiate APE products with other APE products. The product feature is a special characteristic that is identical to the distinctive, unique, and privileged nature and something that the other APE does not possess. In generating product features, the creative features of a teacher must have their own opinions and not be influenced by others. Because good product features are different and not the same as other APE products. Suppose an interactive media APE feature is the game app know the numbers. Learning math is not only counting the manual, through the application on the child's mobile phone more easily learn to count with advanced features that are in accordance with the demands of the development of industrial ERA 4.0.

Then for the third element is product design APE (product design) is a framework of all the privileges that affect the appearance or shape of APE tailored to the needs of children. (Setyanto, DKK, 2017:21). Product Design dimensions are: 1) shape, many APE can be divided into: size, texture, physical structure of the product. 2) Product features, APE products can be something interesting and unique, such as attractive colors, images or animations of animals, nature or

others. 3) Quality of comfort, safety in use is very important to support the smooth play of children without harm to children. 4) reliability, a probability benchmark that APE is not easily damaged for a long period in this case intended durable. 5) style, the display of a product that reveals imagery and appearance. A contemporary style will make the child eager to learn and play.

### **Creativity and APE in Organisation Perspective**

The organization according to Sutarto (1985) is a device that affects each other among individuals in a group that cooperate to achieve the expected objectives. In line with the opinions of Lubis and Husaini (1987) The meaning of the organization is a social unity of a group of individuals, who interact according to certain systems in which each member of the organization has their own functions and duties. Organizations as a whole have a purpose and have clear boundaries, so that it can be explicitly separated from its environment. Considered to be systemic, the organization is a very open system, as does the social system. Because the organization includes individuals and objectives that depend on the individual's own efforts as well as others in achieving performance, results, which are in a direction that corresponds to expectations (Rifa " i & Fadhli, 2013:59).

It can then be concluded, that the organization is a system that includes one unit of a group that interacts with each other, where each of its parts has the purpose and function of each clearly and openly in achieving the results, performance and objectives as per expectations.

Meanwhile, the organization has seven dimensions which is the nature of the organization itself according to Robbin 1) innovation and courage to take risks, 2) attention to detail, 3) result orientation, 4) people orientation, 5) team orientation, 6) aggressiveness, and stability. Thus the organizational dimension is a rule of value developed before forming the organization and becoming a system as a handle in thinking and acting to achieve the expected objectives (Robbins, 1996:256).

### **Creativity and APE Organizational perspective**

The development of creativity and APE in the organizational perspective is taken from seven dimensions of organization according to Robbins. Firstly, innovation and courage to take the risk means the degree to which the courage of the teacher takes the risk out of the comfort zone to create an unprecedented APE and how the teacher's creativity in making an innovative APE.

Secondly, the attention to detail means that teachers in making APE and creativity must be careful, thorough, analysis, and to destroy the material so that there are no mistakes or shortcomings.

Thirdly, the orientation of the results means the results of APE products and teacher creativity must be optimal and good, because it does not refer to the process or technique. Fourth, individual orientation means in producing APE products or teacher creativity should concentrate on the needs of children, because the products made will be used for children. Fifth, team orientation means that good products in work activities can be organized well in a group instead of individuals. Sixth, aggressiveness means in developing creativity or making APE must be spirited and unlazy. Seventh, the latter is stability means product or creativity is stable and steady to the original and unchanging objectives.

## CONCLUSION

The development of creativity and APE is reviewed and divided into social perspectives, attributes and organizations. Creativity in the social perspective in the making of APE aimed really for early childhood is not for adults meaning in making APE no element that can form a child's character into adulthood or no element that is not appropriately aimed at early childhood.

Creativity in the perspective of the attribute, seeing that in creativity teachers are: 1) thinking flexible because in making the product or produce an easy, simple and good APE without complicating the child when playing. 2) The results of his own thoughts, meaning purely the results of his own works, unaffected by others or stealing ideas from others. Meanwhile, APE in the attribute perspective has three important elements in the development of APE namely attention to quality, features and product design. Judging by the quality, APE should work according to its function. While the features of the APE must have different characteristic or characteristic than before. And the last element is the design, APE must have the form, feature, comfort, safety, reliability and contemporary style according to today's era.

While creativity in the perspective of the organization asks teachers to be careful, analysis, innovative, focus on the needs of children, can be used in groups (cooperative), and consistent or stable in determining the decision. Then the APE in the organizational perspective must have seven dimensions that are bold at risk, detail, individual orientation, team orientation, aggressive, and sta-

bility.

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