

Increasing Creativity on Early Childhood Education Teachers through Educational Toys

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Abstract

Research on "Increasing Creativity On Early Childhood Education Teachers Through Educational Toys" aims to know the pedagogical competencies on the teachers of Early Childhood Education (ECE) in Ungaran; determine the level of creativity on ECE teachers; and know what the efforts is being done by ECE teachers to improve their pedagogic competence. The research procedure uses descriptive data in the form of words derived from a variety of data collection techniques used in this research is by using the method of observation, questionnaires and interviews. This research was conducted in four phases: Phase I: Preface/initial field observations carried out with; Phase II: Initial development, design to identify the level of creativity of ECE teachers in Ungaran; Phase III: Conducting interviews, filling the questionnaire about creativity in educational toys; and Phase IV: analyzing the creativity level of ECE teachers. The conclusions of this study are 1. The level of creativity ECE teachers in Ungaran is low; 2. The low of creativity in ECE teachers in Ungaran is due to (a) low of innovations in learning; (b) teachers is not able to use the materials around as an aid to learning; (c) the assumption of the teachers that the success of learning is determined by using expensive and luxurious media; (d) openness to new information in the world of education, particularly in ECE; and 4. According to the motto of learning in early childhood "Learning while Playing" the media which is used for Educational Games is made from used/ recycled materials.

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INTRODUCTION

Essentially, the educator has close meaning to teachers in general terms. Therefore, there are many different associations of educator but it has the same meaning. The terms include designation of teachers for those who teach in kindergarten and elementary school, the term tutors who teach in their Studio Learning Activities (LCS) which organizes education preschool. Another term often heard is a tutor, facilitator, mother, cadres in BKB and IHC or even someone calls with the greeting that is quite familiar as aunt or sister sitter. All of these terms refer to the definition of one, ie as early childhood educators. Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, coaching, and training, as well as conduct research and community service, particularly for college educators.

According to Rogers in Catron and Allen (1999:58), the success of the actual teachers emphasize three main qualities and attitudes, that is: (1) teachers provide the facilities for child development to be fully human, (2) make a valuable lesson by accepting children's feelings and personality and believe that others are basically trustworthy help create an atmosphere for learning, (3) developing teachers' empathy to recognize children's feelings in the world. The role of the teacher in the classroom may be the most important as part of the invisible learning. Criticality in determining the effectiveness and quality of care and education for young children. Teachers may be the most important factor in the education and experience caring for children.

Based on Law No. 20, Section 40, paragraph 2, states that the duty of educators are (1) creating an atmosphere of meaningful education, fun, creative, dynamic, and dialogue; (2) has a professional commitment to improve the quality of education; and (3) give good example and keep the good name of the institution, the profession, and the position in accordance with the trust placed in him.

Good teacher for kids have so many characteristics, that is: warmth, sensitivity, adaptable, honest, sincerity, humble, entertaining, accept individual differences, capable of supporting growth without overly protective, whose body healthy and strong, struggle, feeling pity/compassion, accept yourself, emotionally stable, confident, able to constantly perform and can learn from the experience.

In order to carry out this duty, then educators should have some competence.

Competencies as agents of learning in Early Childhood Education covers; pedagogical competence, personal competence, professional competence, and social competence (Government Regulation no. 19 of 2005: National Education Standards Chapter IV).

Pedagogical competencies that should be developed by the Early Childhood Education teachers include the ability to: (1) understanding the characteristics, needs, and development of learners; (2) mastering the concepts and principles of education; (3) mastering the concepts, principles and procedures of curriculum development; (4) mastering the theories, principles, and instructional strategies; (5) creating an interactive learning situations, inspiring, fun, challenging, motivating learners to actively participates, as well as provide ample space for innovation, creativity, and independence; (6) mastering the concepts, principles, procedures, and strategies tutoring learners; and (7) mastering in learning's aid including information technology; (8) mastering the principles, tools, and procedures and learning outcomes assessment process.

This research specifically focuses on the development of pedagogical competence and creativity in early childhood's teacher of Early Childhood educators. It is because the development of the Early Childhood needs a creative teacher. Clever is not enough, but a teacher must be intelligent and creative in developing the teaching materials that really suitable for the young learners.

Learning for Early Childhood Education does not only depend on the media or instructional materials and visual aids but also the environment as a resource for learning which has a big challenge for kids. In this research tells about how to take advantage of educational toys as a learning resource that can enhance the creativity of teachers for early childhood learning.

The purpose of this study are to know the pedagogical competencies on the teachers of Early Childhood Education (ECE) in Ungaran; Determine the level of creativity on ECE teachers; and what the efforts is being done by ECE teachers to improve their pedagogic competence.

RESEARCH METHOD

Literature Reviews

Creativity is creating, having the ability to create (Yuliani, 2009: 87). Creativity means creating some activities in learning the process in order to fulfill students' ability. Creativity is an ability to see or create a new combination of

ideas and concepts. In order to develop students' creativity, teachers need some new ideas. In fact, of students are creative, they have some characteristics, for example: curious about many things, ask many things, imaginative, brave, and etc.

Educational toys are all kinds of toys, which can fulfill children's' will in playing. The function of educational toys is to help the children learn and know about their environment and the strength and weaknesses of children themselves. By using educational toys, children will develop their senses.

According to Oppenheim in Martuti (2009), there are some suggestions in choosing educational toys:

- a) The amount and kind of toys should be matched with the children's' attention
- b) Each of toys has the level of difficulties, the higher of the difficulties, the more the students' ability to thinks.
- c) Educational toys have many functions and variation ways of using.
- d) Educational toys have its own durability.
- e) A good design of educational toys is more attractive in lifting children' will
- f) The teacher has to think about the educational toys, which is suitable for the children.

Educational toys based on the types are divided into some kinds:

- a) Constructive toys
- b) Motoric toys
- c) Illusion toys
- d) Intellectual toys

There are some functions of the teacher for early childhood students:

- a) Teacher in communicating

Teachers are always interacting with the children every day whether in verbal or non-verbal communicating. Therefore, the teacher should have the ability in communicating in order to have warmth interaction between children and teacher.

- b) Teacher in caring

The teacher should have passion in caring. Hug, smile, and love are students' need whether in physics and psychology. Contact physic through playing, caring and learning is important to support students' developmental.

- c) Teacher in facilitating

Students need an opportunity in imaginative learning, finding the problem, expressing their feeling, investigating and finding new solutions. Therefore, the teacher should facilitate the students by giving

activities and flexible learning atmosphere in learning resource. Indeed, this can support the students to express their feeling, creativities, ideas, etc.

- d) Teacher in planning

The teacher has to plan the students' necessary in activities, caring, stimulation and the success of learning. The teacher has to prepare for each students' activities and stimulation. The teacher should be flexible in any conditions of students, environment, activities, and etc.

- e) Teacher in learning

A good teacher brings long life learning for the students. He/she should reflex their teaching process in order to learn their strengths and weaknesses to develop their quality of teaching, to develop their sensitivity, and their knowledge. Teachers also need to help their friends in teaching development.

Research Methodology

This study used a qualitative approach while the scope of this research is to identify the level of creativity of early childhood education teachers in Ungaran in using of Educational Toys.

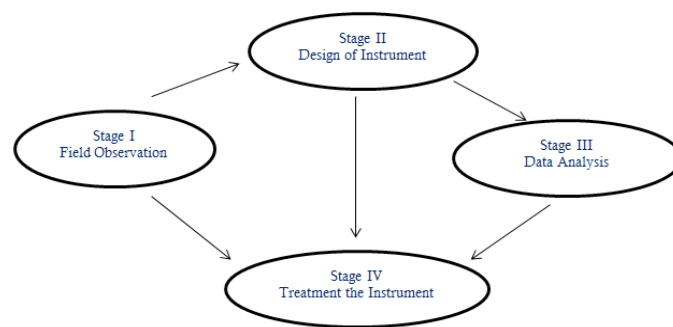
This study was conducted in four stages of the research. The details of each stage are as follows:

- a) Phase I: Phase preliminary / early perform is done by observations.
- b) Phase II: Initial development, designing to identify the level of creativity early childhood education teachers in Ungaran
- c) Phase III: Conducting interviews, filling the questionnaire / questionnaire about creativity Educational Toys
- d) Stage IV: analyzing the creativity level of early childhood education teachers in Ungaran.

Data Analysis

In accordance with the chosen of research approach, the analysis uses a qualitative approach that it starts from the observation stage/early observations of the condition of the object in general through research findings and the facts described in the form of presentation of data, which is subsequently analyzed (interpretation) in a qualitatively. By these approaches, the data analysis is done in the qualitative descriptive analysis.

Furthermore, in early development, that is design to identify the creativity of teachers



Picture 1. Data Collection and Data Analysis

in early childhood that includes preparation of instruments used to identify early childhood teachers' creativity in Ungaran. The instrument is prepared in this study in the form of questionnaire and materials for Educational Toys.

The development in the identification of creativity of early childhood teachers in the Ungaran is to do an interview with the teachers of early childhood, then, teachers have to complete a questionnaire which can be used as references to determine the level of understanding and prior knowledge by the teachers of ECD on Educational Toys then they will be identified directly.

Identification is based on the results of interviews, questionnaires and filling knowledge about Educational Toys, therefore, the researchers are able to identify the level of creativity early childhood teachers in Ungaran.

Data collection and analysis can be illustrated by the Picture 1.

RESULTS AND DISCUSSION

Overview of Research Subjects

Early childhood is a figure of individuals who are undergoing a process rapidly and as fundamental developments for the next life. Early childhood is in the age of 0-8 years. At this time, the process of growth and development in many aspects is developing that is why the teacher has to consider the characteristics of each stage of child development.

Early childhood education is an effort to stimulate, guide, nurture and delivery of learning activities that will give result in the ability and skills of children. Education for early childhood is performed or started from newborns until eight years. In accordance with the uniqueness and growth of early childhood education for the children is adapted to the developmental stages through by early childhood. The efforts of education are not only in terms of early childhood

education but in terms of also including the efforts to provide nutrition and health for the children so that the implementation of education is done in an integrated early childhood education and comprehensive ways.

Relating to early childhood education, there are some people that directly or indirectly influences on how the teachers should face an early childhood children, among another sensitive period, a period of self-centered, imitate period, a period in groups, explore the past and future disobedience. It is already mentioned and it can be concluded that success in learning for early childhood children relies on the teachers. Therefore, the ability of educators in teaching the children becomes extremely important. For example, the more creative of the educator or teacher in packing the learning, the more children will be interested in learning because in this case early childhood learning has not been able to focus for a long time, so it takes a high innovation and creativity so that children are willing and interesting in learning.

In this research, the subjects are early childhood education teachers in Ungaran. The subjects selected is early childhood teachers in Ungaran because the observations done by the research team's shows that the teachers of early childhood education in Ungaran is still using the old method learning process.

Discussion

Ability and personality character to some extent are influenced by environmental factors such as family and school. Environmental education can serve as a driving force in the development of children's creativity. Creativity is very important for children to create new things and change habits.

It is a big mistake for the teacher if they do not pay attention to the learning activities, which should be prepared before the learning process. Then the teachers think that they have mastered

everything so they don't need to learn, as well as lacking of understanding about the model which effective and efficient in learning so that the teachers' pay less attention in comparison the number of toys or activities to play for the kids. Moreover, forcing the rights of the children to obey all of the teachers' desire is wrong. It will give bad results for the children and the outcome of the learning process is not good enough since the children just become the subject learning.

Creativity supports new thinking, varieties can help children to think differently and bring new ideas for themselves, and others (see details on Creativity and Talent by Canny, 2009: 59-63). Instructional media is also very important to support the learning activity. If there are no instructional media, the students/children will be boring, especially if the main goal is to develop children's creativity. Then this activity should be started from the creative teachers who are always full of new ideas and spontaneity. It will be able to stimulate the creativity of children. The creativity of the teachers begins from making an educational media manufacture of goods that serves in the surrounding environment.

The world of children is full of games, doing things that they think fun without any consideration. Since children at this age are very happy to spend their time to play. Playing activities that children like help in improving creativity in children because the children's play activities tend to get bored and want something new. At this stage is a very important role as an educator of educators to provide materials for children and monitor children in playing and conducting their own experiments. Teachers must continue to guide and monitor the development of children's play so that children can understand and create their new ideas whether it makes the materials that have been becoming the object of playing provided or used for and the most important they finding and creating their own ideas. Children play and learn from their experiences fun playing with materials, objects, and his friend, it can optimize children' growth and development, both physical, mind and emotions (Pengembangan Kreativitas Anak Berbakat by Jojo Utami, 2004: 126-128).

In the learning process, it is necessary to choose the right strategy to establish a relationship with the environment, finding new ideas, giving a good example for the learners; developing innovative learning models in harmony (see Media Pendidikan by Sandman Arief S, 1986: 7). In addition, teachers should have the right strategies to motivate the students in performing

their activities. Motivation can be fostered through the physical environment which also includes classrooms, a playground, as well as existing facilities and arranging a safe and fun environment. To set the atmosphere of playing, educators must be able to create a harmonious relationship, do not forget to set the discipline that is expected to be achieved effectively and efficiently, and to improve growth and development. Teachers provide encouragement for the students so it can improve students' creativity in playing. Teachers should give rewards for the students so they have the bigger spirit to learn. Selection of creative learning strategies should be students centered. It means that the learning activities undertaken by the teachers encourage cognitive development, intellect, creativity and communication as the basic of developing a human being.

The analysis in this research is obtained from a questionnaire that was filled by the object of research and the results of interviews conducted by the research team. Media used to detect the level of teachers' creativity is education toys that are considered suitable to the principle of learning in early childhood is "Playing and Learning". Education Games are toys that made from used materials, it means the teachers or early childhood teachers have to re-used materials/goods as learning media or aids. From the results of educational toys that have been made by early childhood teachers, it can be identified how far the teachers are able to innovate their creativity in learning. From the instrument, it can be concluded that the level of creativity that is owned by early childhood teachers in Ungaran is in low level.

The lack of creativity in early childhood education teachers in Ungaran is due to lack of understanding and application of information and media related to creativity, eg, application of waste or recycled materials. This is because the teachers lack training or workshop in the field of creativity in comprehensive ways that lead to early childhood education learning in particular. In this case, the teachers are always using provided material in learning process than using the handmade materials around the children provided by the local. Moreover, the teachers' assumption that the success of a lesson is supported by expensive and luxurious media, this case makes the students' creativity going down. Besides that, the low level of creativity in early childhood teachers in Ungaran is a lack of knowledge about new things in the world of education, especially for Early Childhood Education.

Creativity is one important factor in determining the success of a lesson. A good lesson is not always depending on the expensive and luxurious media. Luxurious and expensive media in learning cannot be used as a benchmark of success in learning. Otherwise, a lesson is successful if the teachers as facilitators and providers are able to provide instructional media learning needed by students despite the media comes from used materials. In this case, used materials actually will stimulate the students to be able to creativity as well and does not depend on something that is instant. Because indirectly the creativity of the children depends on the teachers' creativity. The more innovative in creating a new creative concept, the teacher is able to provide creative aspects of learning to the students that will be integrated into students' daily life. If early students are used to stimulating to create something new, they will be more creative.

A teacher is required to provide an innovative learning process. He/she cannot justify if the learning process is not maximal ways, just due to the media that will be used is not available. Therefore, the availability of learning materials should be a challenge for the teachers to become more creative in creating the material that he made by himself.

In accordance with the motto of learning for early childhood "play and learn", the media used for early childhood learning is in a form of educative media or games. However, in this research, the teachers of early childhood education in Ungaran are rarely using tools of Educational Games because it is expensive. Awareness owned by the teachers in Ungaran to the recycled materials that served around the children as material for learning media is very less, it is to be one indication that the level of creativity that is owned by the teachers of early childhood education in the Ungaran is low.

CONCLUSION

The conclusion for this research is creativity supports new ideas and has variation, which can lead children to always think differently and bring new ideas to themselves and others. Furthermore creativity is one important factor in determining the success of a lesson. A good learning should not always be supported by expensive and luxurious goods. Luxurious and expensive learning cannot

be used as a benchmark of success in learning. In addition, an educator is required to provide an innovation in any learning process. The unavailability of learning materials should be a challenge for the teachers to be more creative in creating media that have educational value.

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