

The Establishment of Independence and Creativity Value of Early Childhood at TPA Taman Belia Candi Semarang

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Abstract

The problems of the research are (1) how the establishment of independence value of early childhood in TPA (one Daycare) of PAUD Taman Belia Candi Semarang city, (2) how the establishment of creativity value of early childhood in TPA (one Daycare) of PAUD Taman Belia Candi Semarang city. This research aimed to describe the establishment of independence value of early childhood in TPA (One Daycare) of PAUD Taman Belia Candi Semarang city and describe the establishment of creativity value of early childhood in TPA (One Daycare) of PAUD Taman Belia Candi Semarang city. This study used qualitative descriptive approach with the research subject from this study were learners, educator, nursemaid, Daycare coordinator, and headmaster also learners' parents. The collecting data technique obtained from observation, interview, and documentation. This research result, the establishment of independence value done through custom establishment, role model, supporting area and then adjusted with the children development level and the establishment of creativity value done through play learning activity. suggestions in the establishment of independence and creativity value include the quality improvement of APE tool and infrastructure and pay attention to the level of children development by cooperate with parents, school, and surroundings.

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INTRODUCTION

The need of the establishment of character value education must be done early begin from early childhood education until university either done in formal education, nonformal education, or informal. One of them is nonformal education that aimed as an addition, complement, and alternate of formal education. According to Sudjana in (Sutarto, 2007: 10) “pendidikan nonformal merupakan pengejawantahan konsep pendidikan sepanjang hayat untuk melayani kebutuhan masyarakat”. Nonformal education learners cover early childhood, children, and teenager, adult, and elderly. Nonformal education has various of programm service such as early childhood education (PAUD).

The important of early childhood education begin to be avowed in Indonesia by the high of coarse participation number of early childhoos education. The participation number of early cihldhood in Semarang city according to Kemdikbud (2015) was 99,95%, with details of early childhood education (3-6 Years old) was 70.527 learners and number of early childhood education learners was 70.490 learners. It showed that there is awareness of indonesian citizen especially Semarang city about the importance of early childhood education.

According to UU Nomer 20 Tahun 2003 (National Education System) Pasal 1 Ayat 14 “early childhood education is one of founding efforts that indicated for children since they were born until six years old and done through giving stimulation of education to help the growth and development of physical and spiritual in order that children have readiness in entering the next level of education.”

According to Mulyasa (2012: 61) “early childhood education is not only in formal education area but also in formal area such as daycare and play group”. Most of early childhood education held by nonformal stripe as the first step of child creation and self development. Nonformal early childhood

education held through Daycare (TPA), play group (KB), and other same level of type.

Same as nonformal early childhood education, one of the services is Daycare (TPA). TPA or usually called daycare is one of early childhood education form in nonformal education stripe that held education program and nursuring all aat once, and social prosperity to the children since born until six years old. Daycare is early childhood education service that combine two of purposes, that are the aim of nursuring, because parents are working, also the aim of education through early childhood education program. Daycare as the best solution for parents who have to work. Children in Daycare will be safe and get the best education also nurture from institution so that parents do not need to worry about their children.

According to Maria Raharjo in Indonesian Journal of Early Childhood Education Studies Vol 5 No 1 “...daycare are the most prominent services that can be expected to accomplish the task: bringing high quality play, specifically socio-dramatic play, ...” it means Daycare called as appropriate place to help children develop potential through learning while playing also socialize with their friends. Daycare is not only as a nurture place but also as a socialization and learning media also playing for early childhood that parents do not have enough time to take care of their children because they work or other reason.

One of problems that appeared in the nurture of children is independence. Someone’s independence was not marked by age, yet by behaviour. It can be possible if younger child can be more independent (for her/his age), while the older one not yet has the same thing. Forming the early childhood as an independent person need process in stages. Daycare is appropriate place to train children independence because children left by their parents and being nurtured, by the nurture of Daycare, it is hoped children can be more independence because they do not depend on their parent’s present, so that

Daycareis demanded to establish the independence character to the early childhood.

Beside independence, another aspect that has to be developd is creativity. Independent child inclined would become creative according to Mahdi in Komala's study (2015) "Pendidikan kemandirian adalah pendidikan yang memberikan anak kebebasan penuh untuk kreativitas dengan mengetahui insting dan kecenderungan". This showed the strong connection between independence and creativity. Creativity needs to be developd early because it is needed by every individual in facing various of problems and challenge of life that getting more difficult in the future.

According to Mulyasa in (2012: 46) stated that imagination, creativity, inovative, and pro-activity graduated from Daycare different from the one that does not so that the existence of daycare also determines the sucess of children development to optimalize potetial and talent of children. The education that children joined either in school or in the nurture place hopefully would develop faster with the area. It is suggested that early childhood trained to think creative and independence. Since the introduction of early education can make children think and move actively to help them achieve the sucess of optimal development.

According to Puspita et al. (2013) education for pre-school children is the basic in developing the capability of physic, cognitive, language, social emotional, self concept, discipline, independence, art, morality, and religion value. To support the sucess of individual in the future, early childhood need to be told about independence and creativity value. The independence to train children to be responsible and do the activity by themself without the help of others so that children di not depend on others. Creativity helps children to train their power of thought so that they accustomed to think and able to solve a problem. Independence and creativiy formed not by the factors of education only, but also all of the supported school system and also area.

This study was done in PAUD Taman Belia Candi in Semarang city that placed at Singotero street no.10 A Semarang, Jomblang village, Candi Sari subdistrict, Semarang city. Taman Belia Candi daycare has been accredited by BAN-PNF No. 012/SKEP/STSAKR/ BAN.PNF/XII/2009, with the achievement of first winner of inovative Daycare in national level and as a Daycare superior center in national level, also as an example daycare of play group, kindergarten, and nurture place.

The establishment of independence and creativity value of early childhood in daycare (TPA) is very essential to train independence and children creativity since they are young. Independence and creativity that estalished since early can be children skill in the future. Daycare also help children to train more independent and creative because they usually left by their parents and demand them to be independent and learn without accompanied by their parents.

This study aimed to describe: (1) the establishment of independence and creativity value of early childhood in TPA (one Daycare) of PAUD Taman Belia Candi Semarang city; (2) the establishment of independence and creativity value of early childhood in TPA (one Daycare) of PAUD Taman Belia Candi Semarang city.

METHODS

The used approach in this study was qualitative descriptive research approach. The reason why used qualitative method for this study was to investigate the object naturally by obtaining the facts in research in order to find the data in deepen to delve information descriptively and comprehend the meaning behind the visible data to produce meaningful information. The main problem to be examined in this study was to reveal the establishment of independence and creativity value of early childhood in the one daycare program of PAUD Taman Belia Candi in Semarang city. The subjects of this study were learners, educator, nurture, Daycare

ordinator, and headmaster, also parents of the learners. The collecting data was done using observation, interview, and documentation.

The validity of the data of this study was using resource triangulation and method triangulation. This triangulation was used to compare and check the reliability degree of an information that obtained from informant based on the lattice orientation that have been prepared in the data collecting process.

The data analysis used in this study was data collecting, data reduction, data presentation, and conclusion.

RESULT AND DISCUSSION

The Establishment of Independence Value of Early Childhood at TPA Taman Belia Candi

Education for pre-school children is the basic in developing the ability of physical, cognitive, language, social emotional, self concept, discipline, independence, art, morality, and religion values. The establishment of independence value is very essential to be emphasized in the learning process that exist in PAUD Taman Belia Candi with the purpose that children can learn by themselves since early to be ready to form children mental and as a provisions in the future. The establishment of independence value seen by the custom that exist in the daily learning process.

Habituate children to do daily activity indirectly as an effective learning process because children will repeat an activity continuously so that it will be a custom and done without a problem, this is according to (Kennedy, 2004: 6) that children need process to be independence by custom training to always be independence without depend on others through simple activities in class.

According to (Parker, 2005: 239), developing independence in early childhood education cannot be happened if done individually yet done in integrative holistic way with all of education component system. This is according to the development of independence that exist in the TPA Taman

Belia Candi program besides training the children with independence in order that children done the activity by themselves in school there was cooperation between educator and nurture in Daycare so that children were accustomed to independence. Parents also play a role in the establishment of independence value to the children. Daycare coordinator twine relation with parents in the development of children so that parents also have to be ready to train children to be independence in home in order that children accustom to be independence either at home, school or Daycare.

Independence character is one of the character core competence that exist in the Curriculum 2013 early childhood education. Character establishment becomes main priority compared with the development of knowledge and skill. According to Veny Iswaningtyas (2015) learning activity program should establish the importance of good behaviour founding and attitude habituation in order that children become independent person in daily life. Appropriate with curriculum 2013 early childhood education the attitude establishment built through habituation and modelling. The process of independence value establishment that exist in Taman Belia Candi done by various ways, among them were: habituate children to do daily activity, through modelling from an educator, build supporting area. The process of independence value establishment that exist in the Taman Belia Candi done by various ways, among them were:

1. Habituate the children to do daily activity. this habitual activity done by either in school or in Daycare so that children were accustomed to do the activity regularly and scheduled everyday. Besides that habitual activity existed in the learning material of RKH such as toilet training, hand washing, and tooth brushing. Other activities that became regularly done by children were wearing and loosening shoes and socks, putting shoes/sandals in shoe and sandal shelf, bringing drinking bottle and responsible for their own stuff such as shoes, sandals or

drinking bottle. Children also taught to wear and take off their pants.

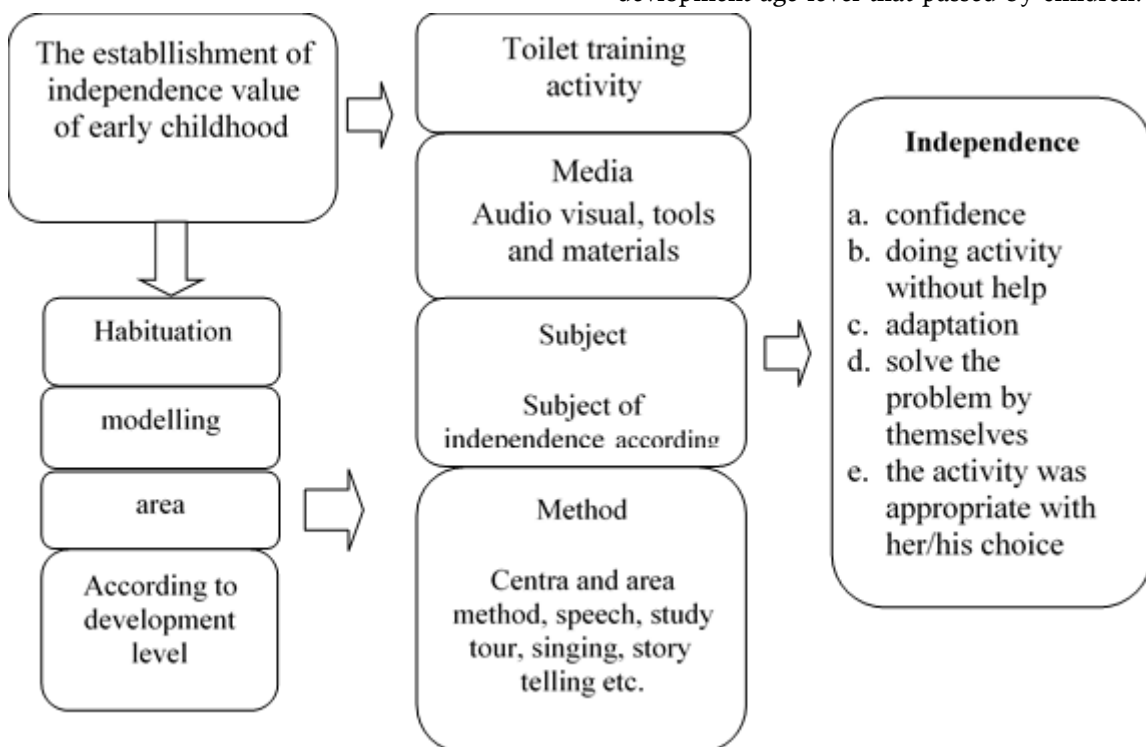
2. Through modelling from an educator, that was giving example and practicing from the made rule so that children saw and would imitate the action.

3. Building supporting area, area is very influential to the development of children, as well as either in the area of PAUD Taman Belia Candi or in the TPA of PAUD Taman Belia Candi even cooperating with parents at home in purpose of supporting children independence optimally such as toilet training that done either at school, Daycare, or home.

4. The achievement of children development level, all the learning process that exist either in Daycare or at school always appropriated with the STPPA (standard level of children development achievement) as well as in the establishment of independence to the children would be

appropriated with the age and development achievement level that passed by children.

According to hogg (2004: 150) the result of children independence based on experience, opinion, and voice also skill that owned. The independence of early childhood in Taman Belia Candi was obviously seen even from the youngest children started from 1-6 years old from toddler A until Kindergarten B, thorough interview with LA on March, 30, it was known that one of the ways to examine the level of children independence of TPA PAUD Taman Belia Candi was by seeing the STPPA that is standard level of children development achievement. Based on the observation result to see the independence of children obviously seen and became routine, because that activity has been become daily activity when children were at school or Daycare surely the ability of children independence suited with the development age level that passed by children.



Picture 1. The establishment of independence value of children TPA Taman Belia Candi

The Establishment of Creativity Value of Early Childhood in TPA Taman Belia Candi

One of the process of the establishment of creativity value that exit in Taman Belia Candi was through playing. Educative playing

tool was able to stimulate children to be creative that perhaps the form was ordinary yet children were capable to consider that it was the shape of an object that exist in their imagination. Children creativity would appear

when children have sense of independence, because children would create an opus according to their pretention and self ability without compulsion. The activity that supporting children creativity either At school or Daycare appropriate with the concept that adopted by PAUD Taman Belia Candi that was creative play and play learning. Playing are able to improve children creativity by varous of games abd various of APE that available, because children world is playing world. Moreover, with various existed centra either crossbar centra, IMTAQ centra, kinestic Centra, naturl centra, cooking centra, role centra, etc.

The establishment of children creativity if early childhood in Taman Belia Candi seen based on curriculum that used that was curriculum 2013 early childhood education inside the curriculum there was orientation in order to help improving children creativity since early that one of them was through scientific approach that used to make children try to be active in accepting informatin and knowledge through questioning, reasoning, processing information, and communicating the result of information or obtained knowledge. Taman Belia Candi had centra basis learning, where in the process of the learning contained several centra that available for children to play and learn in order to improve children competence that made according to RKH and the theme of the school, in centra learning contained four principles where each of them had procedure when it was implemented so that the learning activity in PAUD was aimed, arraanged, and well organized.

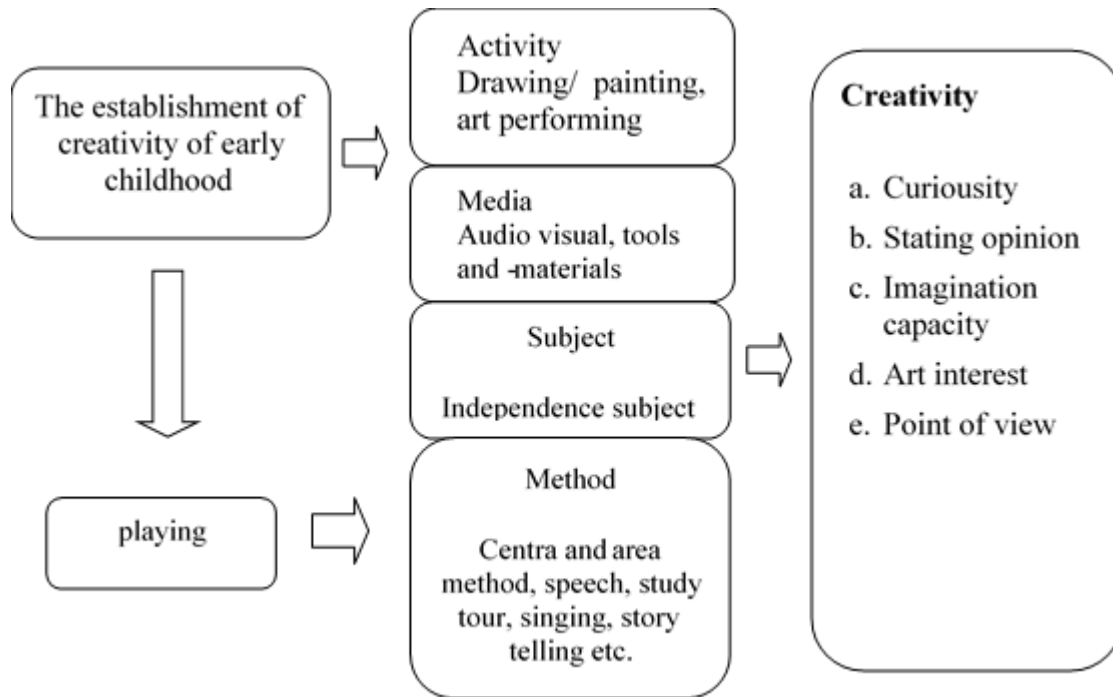
The subject used in the learning process was appropriate with the RKH, for instance when music centra subject that given appropriate with centra and various of games that existed. Such as stated by Masnipal (2013: 237) teacher effort in provoking earky childhood creativity among them were developing ideas to create something interesting to be presented to children.

According to Issbel in Yetti and Sarah in proceeding improved creativity in early childhood through enterpreneurship education advances in social science, education and humanities research (ASSEHR) vol. 58 "Teachers and other professionals must be trained to use methods and media to facilitate the development of early childhood creativity, as well as the need for partnerships between schools and outside agencies to provide the type of creative education for early childhood".

It means that educator should train using method and media that could facilitate the development of early childhood creativity and the development of children creativity done either at school or outside area to develop the type of early childhood creativity.

Creativity is the process of the development of children thinking to find an alternative of problem. According to Mutiah (2010: 42) that excessive activity and mobility is the form of thinking ability that curiously want to know and can become provision to make children to be creative. Children creativity before and after entering Taman Belia Candi surely there were some differents. The form of children creativity of Taman Belia Candi seen from some children creations, children explored the ability of creativity of themself when children played rugby, from playing rugby children could make plane, pistol, house, car, train, birthday cake, etc.

The ability of creativity developd when they provided by various of educative games (APE). Children also tended to be active to ask when educator told a story, children tried to state idea from the story that they listened to and children also able to retell the story that read by educator. According to the statement of Ihat Hatimah in Susanto (2012: 121) the form of early childhood creativity could be seen that is such as ideas/ creative thinking, behaviour aspect and creation asapect.



Picture 2. The establishment of creativity value of TPA Taman Belia Candi

CONCLUSION

The establishment of independence value to the children done by various ways among them were through the habituation of activity or routine activity every day, modelling that exemplified by educator/nurture, building supporting area in training children independence and all activities appropriated with the level of children development achievement. The establishment of early childhood creativity in Taman Belia Candi developed through the learning that adopted the concept of creative play and playing by learning by developing creative game and playing by learning as an effort to develop children creativity. Besides, the process of the learning itself also influence the process of the establishment of children independence and creativity value among them were included scientific approach where children trained to ask; reasoning and communicating their result of thinking, the media either the material and subject in RKH or audio media and visual, method used such as telling story method, demonstration method. Playing method, study tour method,

and circle centra method that used to make children had many experiences and informations about new things through playing and the completeness of educative game tools (APE) that became one of the media in developing creativity that early childhood had and learning subject that included independence value in the subject that inserted in RKH/RPPH also supported to create independence in early childhood in Taman Belia Candi.

The process of the establishment of early childhood independence and creativity value appropriated with the level of children development in the early period and to improve the quality or quantity of media or tools and infrastructures such as the completeness of educative game tools (APE) in order that children could play and got more experience and could develop children ability in order to be optimal. The process of the establishment of early childhood independence and creativity value appropriated with the level of children development in early period in order to develop children ability or skill optimally.

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