



Early Childhoods' Artistic Creativities In Fisheries Community, Tambak Lorok Semarang

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Abstract

This study tried to gain comprehensive understanding (holistic and contextual) regarding the development of the arts in early childhood in fishing communities of Tambak Lorok Semarang. Specifically, the study was developed in order to find a clear and factual picture of the development of artistic creativity in early childhood and forms of parents' participation in the implementation of the development of artistic creativity in early childhood. The approach used in this study to explore the various sources of data is qualitative descriptive approach, to provide a picture of the reality on the subject study objectively. This study is limited by time and place, and the cases studied in the form of events and activities of individuals. The results showed 1) the limited of teachers understanding regards the artistic creativity that can be taught remember that early childhood is the golden age of creative expression. 2) Many obstacles in Paud Nanda Sifana developing various teaching methods to develop artistic creativity. 3) The role of parents towards children education in the Tambak Lorok neighborhood still limited, it can be seen from the less cooperation between teachers and parents in educating children, the parents assume that the school or the teacher is the only party who in charge on the children education.

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INTRODUCTION

Since long time ago until nowadays, becoming fishermen at Tambak Lorok is the work of generations generally and did not change significantly. In fishing communities there are owner class and the working class. Owner class also known as the skipper, have relatively better welfare because of their production factors control such as boats, engines, also supporting factors such as ice, salt, and more. The working class or the wage earners are the majority, and if they are trying to have their own means of production, generally it is still very conventional, so that its productivity is less developed. These groups are continually faced and cultivated by poverty.

From the landmarked of Semarang area, until today the location of Tambak Lorok remains in the Tawangmas Village, Semarang Utara District, the core of the city development area of Semarang, where there are some public facilities that are beneficial to improving the community welfare, such as: Fish Auction place (TPI) and Tanjung Emas Semarang Main Port.

According to the data, Tambak Lorok consists of 4 RW and 23 RT. Within population of 5,171 inhabitants, 2,323 families (KK). Of the total population of the 80 percent (4,821 people) work as fishermen or other fisheries sectors, namely: fishmonger, pindang maker, paste maker, salted fish, and others.

In fact the area is included in the category of settlements that are difficult to grow and develop into productive area with better welfare. It looks phenomenal in comparison to the progress and development of the city, with the state of the fishing communities in densely populated settlements in the area of Tambak Lorok, Semarang Utara district. In this residential area, very different social scenery can be seen, for example, conditions of sanitation, disposal, and less suitable health environment of a large city. As well as the early childhood institutions existing today are limited, there are only Paud Nanda Sifana and a Madrasah which has Roudhotul RA (RA) who have been there earlier.

Over generations, the people of a nation will experience different developments, where the quality of society is determined by experience and learning, both formal and informal. People, who obtain a qualified learning experience, become qualified generations of as well, and vice versa. One indicator that determines the generation quality is determined by the acquired education either formal or informal.

Kids are the future generation, as an inde-

pendent individual who are highly dependent on the surrounding environment and all behavior is determined by interactions between multiple genetic within various environmental factors (Semiawan, 2009: 21)

Children are born with their potentials to be developed as a preparation for life in the future. These potentials are: physical, cognitive, language, social, emotional, religious, and creativity. It will develop optimally if the environment in which children are quite conducive and early implemented.

From the range of age, educators and psychology experts who join the National Association for the Education of Young Children (NAEYC) states that early childhood is 6 to 8 years children (Jo Ann Brewer, 2007: 4). According to the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System, which is intended for early childhood is children on the ages of 6 years. It means that, groups of children, who are in the unique process of growth and development. That is, the pattern of growth and physical development (smooth and rough motoric coordination), intellectual (think, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior and religion), language, communication and creativity in accordance with rate of growth and development that is traversed by the child.

Early childhood creativity is a natural in-born creativity. Their natural creativity of early childhood can be seen from their great curiosity. It is evident from the many questions posed to parents to something visible. Another example, children curiosity about the incident is also can be seen when they are tinkering their toys. The childrens' creativities that need appropriate attention to be developed are the creativity of art that include: drawing, singing, and playing music using simple tool.

This study conducted in a fishing area Tambak Lorok Semarang. The hard and full of challenges of fishermen lives contributes to parenting ways. By learning the art, the children expected to develop their right hemisphere. So that the children have a strong personal qualities that are capable of sorting out which one is right and wrong. In addition, through the arts they will be able to develop various aspects; physical-motor, language, social, emotional, cognitive, and creativity, and aesthetics.

Based on the description above, the researcher is interested in conducting research on the development of artistic creativity in early childhood, especially in Paud Nanda Sifana

Tambak Lorok Semarang. Here are the reasons: a. an early age ranged from 4-6 years in the (fishing communities) quite a lot, b. development of creativity would be better done as early as possible for children to freely express and appreciate without much interference / intervention of the adult, c. early childhood is most appropriate age to educate in order to form good characters for their future, d. creative potential of children can be gain through the development of artistic creativity to develop all aspects of early childhood development, e. early childhood education can be conducted with the involvement of parents (mothers) who care about the success of education in coastal areas.

The balance growth and development of young children need to be directed to proper foundation for the growth and development of the whole human, namely: physical, thought, creativity, socio-emotional, language, communication, and creativity is as the basic of an individual establishment.

As an educator, it is important to use the appropriate approach for children. One of the approaches is arts learning program, in another word it is how children learn through art. According to the art association, it is identified nine types of learning that can improve the quality of the art learning program, namely: a. Intensive exercise performed either by using natural objects as well as the art of imitation. b. Expressing ideas and feelings through the use of various art media that is appropriate for developing the direction and expression of the needs of children. c. Doing the in depth experiments about the materials and processes in order to determine the effectiveness in the form of new creations. d. Conduct experiments using tools appropriate to the child's ability and develop the skills needed to express beauty satisfactory. e. Organize and evaluate the work processes in order to achieve an understanding of line, shape, color, and texture in a room. f. See, read, and discuss art work variations as possible. g. Seeing artists produce art in an art studio, workshop, or a film studio. h. Evaluating art students and artists are already well-established in the place of production, home design, and the community. i. Increase activity to prepare an opportunity to apply the knowledge of art and beauty in life, family, and community (John P. Isenberg and Mary Renck Jalango, 1993: 70-74).

The ways of art learning for young children must be consistently applied so that children can create, understand, and appreciate art. In addition, children should be encouraged to continue to be creative. Childrens' art creativity is not solely

determined by the environment in which children learn, but the innate talent or children about art also influenced. Creative person have lots of ways to overcome the problems in her life. They have a lot of brilliant ideas in his thoughts. According Semiawan, the creativity of human beings born along with the birth of a human being. Creativity is one of the potential that has been owned by a child.

Creativity in early childhood appears in daily activities, and it's natural. Basically every child has the creative potential with different levels. Nothing very creative, some are less creative, but nothing that is not creative at all. Because of the potential, it is important for teachers and parents to be aware of and understand the ways to encourage a child's creativity (Mayeski, 1998).

From the observation, the author found that the development idea of creativity in children formed in Paud Nanda Sifana Tambak Lorok, is less optimal and have not been seen as the development of other forms of creativity of children who should happen to them. However, these expectations have not been achieved, because they still using conventional approaches. It is known as *calistung* learning, as their priority activities. Paud Nanda Sifana is recently established, they still looking for learning form that is in accordance with their environmental conditions.

From the explanation above, the researchers formulated the general problems are:

How is the development of artistic creativity in early childhood in the fishing communities of Tambak Lorok Semarang, and How is the role of parents in the implementation of the development of artistic creativity in early childhood in the fishing communities of Tambak Lorok Semarang?

METHOD

The research approach that researchers use to explore various sources of data is qualitative descriptive approach. Descriptive qualitative approach is a study that aims to provide a snapshot of reality in the studied subjects objectively. Focus of the research is the development of artistic creativity in Paud Nanda Sifana, Tambak Lorok Semarang. The reasons are: 1. Focus of the research is the development of artistic creativity, an educational activity that is practical, to do with solving problems of everyday life which focuses on the process. 2. This study is an effort to develop artistic creativity which departed from field data unearthed, namely early childhood education. So this study is not intended to test the truth

of theory but find some other models that can be explored growth ahead. 3. Advanced Research is inductive, that means trying to find develop artistic creativity early childhood. 4. Researcher interact with them and try to understand. 5. The study was conducted in a reasonable situation prioritizing qualitative data.

Data collection techniques used in this study is the observation technique used to observe the implementation of activities, in-depth interview techniques used to obtain data related to the focus of research, documentation technique used to obtain secondary data. Proving the discovery of information or the results of the field inspection data validity that research is really reliable. Scale (1999) states that the reliability is at the heart of a qualitative research report. Thus, this study using the test data validity among others triangulation. Triangulation uses two strategies, namely checking the degree of confidence discovery research results by several methods, and checking the degree of confidence with multiple data sources using the same method at the time of searching the data in the study site. Triangulation using done by comparing the source and check to return the degree of trust information obtained through time and different tools in qualitative research (Patton, 2001). How that is done among others by comparing data from observations with interviews; comparing information obtained in public and in private; comparing the current situation of research time official and informal situations; comparing the situation in the perspective of different people; comparing the results of interviews with an existing document. Analysing the data for the purpose of reviewing all data provided by various sources ranging from interviews, observation and documentation. Three elements are considered by researchers is the data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

The fishing community is one part of Indonesian people who are living by managing the potential of fishery resources. As people who living in coastal areas, the fishing community has its own social characteristics of different communities living in the area of agriculture, the interior, and plantations. In some coastal areas are relatively developed rapidly, the structure of society is heterogeneous, has a high work ethic, strong social solidarity, and open to change and social interaction. It would also affect the early childhood upbringing the fisherman environment.

The results showed that, it is still conventional to know the children creativity during daily activities, such as at the time of singing, results of their draw and color pictures work as well as from the way children singing and playing simple music. It shows that the creativity of children in Paud Nanda Sifana is still in a limited understanding, whereas the context of a creative child is a child who plays a functional means to be able to develop the game and also creates new ways in the game. Kids also tend explorative creative and dynamic, not always fixated on a regular pattern or a pattern only.

The treatment of creative children in Paud Nanda Sifana still plagued with various issues, such as: lack of funds, facilities, equipment, and infrastructure. Many of the activities conducted by the various parties associated with early childhood creativity in Semarang are not followed by Paud Nanda Sifana due to various limitations.

To realize the creative talents of the students, it is needed much support and environmental (external motivation), in the form of appreciation, support, gifts, awards, praise, incentives, and others. Positive encouragement from the student's itself (internal motivation) also important. Creative children's can thrive in a supportive environment, but can also be inhibited in environments that do not support the development of talent. Within the family, school, neighborhood, or in the community should be recognition and support for the creative attitudes and behavior of individuals or groups. The fact that parents who sends their children in Paud Nanda Sifana usually undervaluation creative activities, they rather prioritize children academic achievement even though the child showed an aptitude and interest in the field of art.

To make smart, creative, and humane children, must be stimulated from an early age. One effort to achieve that is by giving them the art of learning. It is known that, early childhood is the golden period for the process of active stimulation as a provision for future development and growth as an adult. At this age, they able to receive skills and learning as a basis of knowledge and thought processes through the brain. The human brain is divided into two parts: the left brain and the right brain with different functions. The left brain can be identified with a neat, different, numbers, sequence, writing, language count, logic, structured, analytical, mathematical, systematic, linear and step by step. While the right brain is synonymous with creativity, fantasy, shape or space, emotion, music, and color, lateral thinking, unstructured, and tend not to think

about too much detail. To achieve a bright child, both brains must be stimulated simultaneously; including developing aspects of the art.

Teaching coloring art / drawing based on the example given by the teacher. Kids had less opportunity to develop creativity in drawing and coloring. Likewise, the singing activities, children also had less opportunity to develop creativity, because it is very limited to religious songs. The teachers understanding in Paud Nanda Sifana, on the children's creativity development is limited; remember that early age is the golden age of creative expression. Children's creativity levels are still very high. Children may perform their art activities naturally and spontaneously, because the children's creativities are not restricted by their pure and innocent freedom. The expression of children's innocent feelings lets them express themselves naturally and spontaneously so that the process has significance for their development.

Childhood is the beginning of the development of creativity. Creativity appears early in a child's life and appear in the form of a game. As we know that early age is the age to play, most of their times spent by play. Play through scribbling, ticking, screaming, jumping, moving and more. Children's play activities can be manifested in arts education, through dance and music. These activities are directed towards the creativity development.

Generally, creative children tend to be flexible in the way he thinks. Creativity relates to the ability divergent thinking (divergent thinking). That is the ability to think, from the viewpoint of different aspects, think about the possibilities that can be done to solve a problem of lateral thinking. With this ability, children have different way of solving the problems. Perhaps, his thought had never occurred and tried by others, it is potentially to be creative child. His intelligence and creativities, usually prominent in particular area and other related fields.

Children's art creativity expression used to foster and develop the creativity of children at early age. Education is an effort to help children achieve success, as well as arts education. Therefore, any branch of the art can be used as a medium for education. Art as a means / media education is the concept of appropriate education for early age children. While the main purpose of art as often held in schools or studio art. Therefore, art education in early childhood, the teacher does not teach the discussion of how to draw, how to dance, and how to sing alone, but should also lead to the enhancement and development of creativity to raise the talent and potential of each

child. In art education, children are free to express what is in his soul either through drawing, singing activities or dance movements. Free expression makes the child can develop what is inside him, a child's creativity to create something is also growing.

At an early age, children experiencing a rapid period of curiosity and the development of cognitive, affective and psychomotor. Child development would be hampered if their sense of curiosity and creativity were inhibited. Creativity in children is varying according to the level of maturity and development of their brain. Therefore, to support the development of children's creativity in order to grow optimally, arts education plays a very important as a means to facilitate children in expressing their minds and souls, within the guidance of the teacher and parent support. Art education is very helpful in improving and optimizing the development of children's creativity.

The role of parents towards the education of children in the Tambak Lorok neighborhood still limited. It can be seen from the cooperation between teachers and parents in educating children who are awakened as well, the parents think the school or the teacher is the only one that responsible for their children education. Parents' job as fisheries causes economic pressure, that effect to the attention decreasing of children education. Parents handed over the education to the teacher entirely, their understanding of parents towards children education is still limited. Specifically, leads to the development of children's arts creativity.

Various children's educational value can be obtained through the arts, among others; value excitement, imagination, experience, insight, a sense of social and character. This value, can broaden the horizons of children, by providing art in children aged 2-6 years. This age, so-called golden age (golden age). The importance of the parents to present the experience, insight, and new fantasies, whether through painting, dance, music or art. Debriefing art is the beginning, before the child is required in writing and reading skills. First, the art of painting in children is very simple and limited good shape, form, and content. It could be argued eligible portion beauty and creativity of children. Interest and attention is always focused on something he made. Here the child's soul and expression etched in the art. In this regard, the importance of guidance, praise, rewards, and a very positive assessment of the parents. To meningkatkan motivation and creativity of children.

CONCLUSION

Childrens' creativities at Paud Nanda Sifana is still in a limited understanding of the context creative child is a child who plays a functional means to be able to develop the game and also creates new ways in the game. Teachers limited understanding on artistic creativity, could be developed due to the golden age of creative expression at Paud Nanda Sifana.

Treatment of creative children in Paud Nanda Sifana still plagued with various issues, such as lack of teachers' understanding of the importance of the development of artistic creativity in early childhood, limited funds, facilities, infrastructure and facilities. Many activities carried out by the various parties associated with the creativity of early childhood in the city of Semarang are not followed by Paud Nanda Sifana due to various limitations.

The role of parents towards the education of children in the neighborhood Tambak Lorok still limited, it can be seen from the less cooperation between teachers and parents in educating the children. The parents think that, it is only the school or the teacher responsible to educate their children. Everything that had been learned at school does not need to follow up by parents at home (in the family).

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