

## Early Childhood, Characteristic and Creative-Social Development

**Subur**

State Institute on Islamic Studies Purwokerto  
suburpwt@yahoo.com

### **Abstract**

Every child born, not only has talent and creative potential, but also has social tendency. Talent and creative and social potential are important capital to determine child future. Talent and creativity can develop optimally when they are coached intensely and professionally. Well-developed talent will be very helpful for children future. Every parent wants to have creative and sociable child but, not all parents understand how to develop their children's creative and social potential. Therefore special strategy to develop creative and social potential for early childhood, i.e.: playing, storytelling, singing, creating product, imagination, exploration, experiment, grouping, imitating, cooperative playing and sharing. The characteristics of social development are often associated by the skill of cooperation, rotation, initiative/leadership, sharing, discipline and participation.

**Keywords:** Early Childhood, Caracteristic, Creative, Social, Development

### **A. INTRODUCTION**

Every child born has basically have the talent and creative potential (Surah Al-Isra: 84) and sosial potential (Surah Al Hujurat: 13), although the types and levels vary from one child to another. The talent and creative potential to develop properly or not really depends how the quality of education provided to children. If the child's talents and creative potential is developed in a way that both the profession for the future will be concerned, but on the contrary if the talent is not nurtured in a way that both the talent can not thrive, even a hidden talent, which can not be realized. If the talent and potential of developing into good then comes the creativity.

The good parent does always expect, the talents, the students can develop into an intelligent and creative child. But unfortunately only a small percentage of teachers who understand how to create learning that can make children become creative. Similarly, any parent would and always want their children to grow and

develop into a smart and creative children. But most of them do not know how to educate children to be creative figure.

Creativity is a valuable treasure for the life of the child (Yuliani Nurani, 2010:38), because the child's creativity will live more colorful, dynamic, value, without creativity maybe life would be very monotonous and boring. Everything that exists in this life can be beautiful, fun and provide a high optimism if packaged with a touch of creativity. Creativity is very diverse, because it almost any kind of job or hobby that is done by human creativity. Therefore everything in our lives is very closely related to creativity.

The immediate benefits of creativity in children is to increase creative expression, can make healthy and happy, and help solve problems in addition to improving the quality of life. Creativity is very important for children's development in the future. Seto Mulyadi (2004:17) but admits there are still many parents who are less aware of the importance of creativity for early child development. More parents want a child who is always obedient and doing the things desired by parents. Originality less acceptable and often considered dangerous.

Therefore there needs to be an earnest effort and systematic in developing talent and potential to become a creative child. Creativity can be life provision and capital success in later life. Such assessment is essential because the talent and potential can not thrive in an instant, also can not be grown in an instant of time, but it takes considerable time to the process (conditioning) to the fullest. In this context the development of children's creativity should be started since the child is still in an early age and carried out to the fullest.

To achieve the above desire, the outlines of the Program Activities Learning Kindergarten (GBPKBTK, 1994) stated that the kindergarten was established in an effort to develop all facets of the personality of the students in order to bridge the education in the family and in school education. Program objectives and learning activities kindergarten children is to help lay the foundation toward the development of attitudes, knowledge, skills, and creativity (creation) required by students in adjusting to the environment.

In developing the creativity of children, kindergarten teachers serve as facilitators who guide and accompany eminent child intensely in performing its activities both in the classroom and outside the classroom (Yeni Rahmawati and Euis Kurniati, 2010:30). But be aware that a creativity that must remain in the frame and the cultural values accepted by society. Creativity is the coveted creativity that is positive, constructive, meaningful to the lives of the next child and not contrary to social and cultural values are upheld.

In developing the creativity of children, kindergarten teachers can facilitate, guide and accompany the child to conduct its activities to the fullest. But be aware that a creativity that must remain in the frame of the received values and culture in Indonesian society. Creativity is the coveted creativity that is positive, constructive, meaningful to the lives of the next child and not contrary to social and cultural values are upheld.

Exposure above illustrate two things: first, the desire of parents to have a creative child because every child has a talent for it, and secondly, most of the parents and some educators do not know the right strategy or pattern to develop the talents and potential of children so that it becomes a creative. With a background as above, then in this short paper the author tried to discuss a variety of early childhood learning strategies.

### **B. CHARACTER OF EARLY CHILDHOOD**

Early childhood characteristics can be divided into two, namely; characteristics related to the development and characteristics of learning.

#### **1. Characteristics of Early Childhood Development**

Many studies on child development phases conducted psychological figure, using different viewpoints vary. Among them was Sigmund Freud, Gesell, Amatruda, JJ Rousseau, Osmald Kroh and John Amos Comenius. Phase of early childhood development (0-8 years) is said to be the golden age (golden age) because it is on a very precious age compared to the age-old also widely discussed further these figures. The age characteristics, among others:

- a. Children age 0-1 years; physical development during this period experienced tremendous speed, faster than most later age. Various skills and basic skills children learn at this age. Osmald Kroh (1992: 67) referred to it as a vital future. Some characteristics of infants aged children can be explained as follows:
  - 1) Learn motor skills ranging from rolling over, crawling, sitting, standing and walking (Vashti Sumanto, 1990: 63).
  - 2) Learning skills using the five senses, such as seeing or observing, feeling, hearing, smell and taste with his mouth to insert any object (Osmald Kroh, 1992: 69).
  - 3) Studied social communication, where the mouth of a major activity. Newborns was ready to implement the social contract with its environment. Responsive communication from adults will encourage and expand verbal and non-verbal responses baby.
- b. Children age 2-3 years are past toddler (toddler); during this time the child has some characteristics in common with the previous period. Physically, children are still experiencing rapid growth. Some special characteristics through which children aged 2-3 years are:
  - 1) Children are very active exploring the objects around him. He has the power of keen observation and grasp an impression (Wasty Sumanto, 1990: 69-70). Exploration carried the child against any objects encountered as a very effective learning activities.
  - 2) Children begin to develop language skills by chattering, then one or two words and sentences unclear meaning. Children continue to learn and communicate, understand the speech of others and learn to speak up and mind.
  - 3) Children begin to learn to develop emotions and memories. Emotional development of children based on how he treats the environment. Because emotion is not found by default but more on the environment.
- c. Children age 4-6 years; during this time the child has characteristics such as:
  - 1) Related to physical development, children are very active in a variety of activities and observation and sensing (Wasty Sumanto, 1990: 70).

## Early Childhood, Characteristic and Creative-Social Development

- 2) Language development is also getting better. Children are able to understand the speech of others and is able to speak his mind in certain limits.
- 3) Cognitive development (the intellect) and the imagination is very rapid, indicated by a child's curiosity about the extraordinary environment. This is evident from the frequent child asks everything seen.
- 4) Form of the game is still an individual child, not a social game. Although the child's play activities done together.
- 5) Sensitive, egocentric, imitate, exploration and groups (Diana Mutiah, 2010: 7).

The characteristics of social development are often associated by the skill of cooperation, rotation, initiative/leadership, sharing, discipline and participation. According to Steinberg (1995), Hughes (1995) and Piaget (1996), these characteristics are:

- a. to choose a friend in gender
- b. Tend to believe in peers
- c. increased aggressiveness
- d. love to join the group
- e. To understand the existence of the group
- f. to participate with adult works
- g. learn to build friendship with other
- h. To show solidarity

On the other hand, Snowman on Patmonodewo (1995:29) said that the characteristics of social behavior in early childhood are:

- a. In general, children of this age have one or two companions. However they are easy to change friends. They also quickly adjust socially. Selected friends usually start from the same gender, then develop with children of different gender.
- b. Play groups that are followed by them tent to be small, and less organized so easily and quickly alternated
- c. The younger children often observe the older children.

- d. Their playing patterns are more variative, according to social class and gender. Children from the middle class play more associative, cooperative, and constructive, while girls play more solitary, constructive, parallel, and dramatic. Boys, playing more solitary functional and dramatic associative.
- e. It is easy to dispute, but soon they make up again. Boys do a lot of aggressive and challenging actions.
- f. The boys prefer to play outside, play rough and aggressive behavior, while girls prefer to play art, play dolls or dance.

## 2. Characteristics of Early Childhood Learning Method

Early Childhood (0-8 years), especially in early childhood, has a very good learning ability. Nature of the child's desire to learn make him a strong active and exploratory. He was active in using all five senses to learn, observe and understand something. But in a short time he will switch to learn another object.

The course will learn how to experience physical changes and developments as we get older. Based on the study of developmental psychology experts as summarized by Dachun (2010), also added an explanation Syamsu Yusuf (2005: 66-69), the characteristics of early childhood learning can be broadly described as follows:

### a. Children age 0-1 years

Children learn by using the five senses, namely through hearing, sight, smell, touch and taste. Gradually senses functioned more perfect child. Children learn what is seen by directing all five senses. It appears on the child's activity insert objects of any kind into the mouth as part of the learning process. This learning process lasts up to one year old child.

### b. Children age 2-3 years

Child's learning process with more passion again. He is more imitative to notice what's in the environment, and then copy it. How to learn the most prominent child at this age is a mimic. Mimic the behavior of various objects that he saw and heard. In addition to the development of children's language at that age already started growing. Children also develop language skills by imitating.

### c. Children age 4-6 years

Children's language abilities are also getting better. When the child is able to communicate well, then he will immediately make the learning process by asking questions. Children will be asked what he witnessed with no dashed. At such times, it is growing rapidly and child cognition child's desire to learn the higher. Children learn by asking questions and communicating.

### d. Children age 7-8 years

Child's development in various aspects of getting better. Nevertheless the process of child development continues. Child's learning process in a way that increasingly complex. It uses the five senses to capture a variety of information from the outside. Children begin to read and communicate broadly. It becomes part of the child's learning process. Children also begin to analyze and conclude.

## **C. TALENT AND CREATIVITY CHILDREN**

### 1. Definition of Talent and Creativity.

According Sugarda Purbakawatja in Mustakim (2004: 140) talent is the seed of an apparent new properties if he got the chance or possibility of growing. Meanwhile, according to Crow and Crow, talent is a special form of superiority in certain jobs such as music, science or engineering. The above two constraints meant that a potential standout talent of a person in certain areas and can only be evident when get a chance to flourish. Each of us has a talent with different types and qualities. If talent is developed, it can turn into expertise.

As for creativity by Seto Mulyadi (2004: 28), is the ability to create new combinations based on data, information or elements that exist. Creativity is the ability of reflecting fluency, flexibility and originality in thinking. Creativity means also the ability to develop, enrich, and detailing an idea.

According to Hurlock (2010: 19) there are several meanings of creativity, among others: 1. Making something entirely new and different from the others, 2. Creation is something new and original by accident, 3. Creativity is what is created is always new and different from existing and therefore unique, 4. Creativity is a mental process which is unique, a process that is done solely to generate something new, different and original, 5. Kreativitas is often considered synonymous with high intelligence, 6. Creativity is the spark of genius that are passed on someone and

have nothing to do with learning or the environment. Creative is a concept vehicle, 7. Creativity is considered synonymous with imagination and fantasy, and therefore is a form of mental game, and 8. People are divided into two major groups "Conforming" and "Creator". Conforming group (comformers) do what is expected of them without disturbing or difficult for others. Instead the group creator (Creators) include an original thought or idea, a different point of view, or a new way to handle the problem and deal with it.

National Advisory Committee on Creative and Cultural Sector in England (1999) mentions creativity is a form of imaginative activity that produces something that is genuine (original). Another expert, Eliot (1975), states very close to the creativity of the imagination. Creativity is associated with the manifestation of imagination or ingenuity in search of value. He did not associate creativity with the final product. The emphasis is the process of solving problems and making ideas. While Craft (2003) states as a result of creativity and thinking power. A powerful thinker as well as solving problems found. In line with these limits, Degraff and Lawrence (Suyoto, 2003) states that creativity is an activity aimed at generating valuable products, services or ideas. Limits showed that creative individuals will be marked with a powerful mind and produce the original product.

Referring to the definition above, it can be concluded that creativity is a. imaginative activity that is able to produce something original, b. embodiment process (manifestation) of ingenuity in the search for something of value, c. outcomes of powerless thinking, and d. activities aimed at producing something (new products). Creative individual is powerless individuals (imaginative), marked curiosity or *koriusitas* high, (Craft, 2003). In addition, Jojo (1999) added a creative individual is inquisitorial (tenacious, not easily give up), has lots of ideas or original ideas and new.

Talent and creativity are wide, and will thrive better if parents provide space conducive to be democratic, happy children listened to, value the opinions of children and encourage kids to dare to take the initiative. Do not interrupt the child when he wanted to express his thoughts. Parents do not impose on the child that the most correct opinion of parents, children or harassing opinion. Creativity will also



grow and evolve if it is supported by the facilities and opportunity allow. With the diversity of talent and creativity of children, parents and teachers should be aware of it. Thus, the way of educating and caring for children must be tailored to the individual, kecenerungan and speed of learning of each child. Parents or teachers should also encourage kids to dare to try to express opinions, ideas, doing something or take their own decisions as long as no harm to others or myself.

### 2. Gifted and Creative Children's hallmark.

According Reni-Hawadi Akbar (2010) and Catron and Allen (1999 : 163-164), there are some signs for talented creative children, among others 1. Like to use advanced vocabulary / more advanced or higher, 2. Observer remarkable and curious. Gifted children have curiosity very large, indicated by the straight questions and details, 3. Retention ability (save memory) on a variety of information. Recalling gifted children on his past experiences very strong. They can recall in detail the various things which they had seen before, 4. Concentration for longer periods. Greater gifted child, is able to survive (at home) for a long time working on a project he was working on regardless of the people around him, 5. The ability to understand complex concepts, abstract thinking and relationships, 6. Widespread interest and fickle, 7. Critical thinking skills are very strong and self-criticism. Gifted children often evaluate themselves and others, 8. There are signs on the talents of music, painting, rhythmic and various other art forms, 9. Have a sense of humor and do not be upset if ribbed fun. Able to see the cause and effect of social relationships, and also possess sensitive feelings.

### **D. FACTORS EARLY CHILDHOOD CREATIVITY**

There are several aspects that need to be developed to support the creativity of children. Development aspects - aspects will lead to the emergence of creativity in the child. In the kindergarten curriculum documents / RA 2004 there were 5 aspects of creativity support early childhood, namely: 1. aspects of attitudes and behavior, 2. aspects of language, 3. cognitive aspects, 4. physical aspects and 5. motor and artistic aspects.

1. Behavioral aspects.

Children need to be given a nice reaction when seen doing something right and was given an unpleasant reaction when the children do the wrong thing. In other words, there needs to be a positive reinforcement (positive reinforcement) and negative reinforcement (negative reinforcement). Children participate or be involved in activities related to social group expectations. Children are encouraged to do the right things and avoid the wrong. Children invited to act for the common good.

2. Aspects of language

Early age understood as a period in which the child has developed language very quickly. Curiosity (*koriositas*) towards developing language seem so great. Children increasingly believe the language as a means to communicate her wishes to others (Sefeeldt and Wasik in Fauzi, 2013: 4). Children are particularly intense in communicating with parties outside of himself, with the new language through the use of the first one. Morrison (2012: 255) also says that early childhood language development is at a very rapid, marked active in interacting with its environment.

3. Cognitive aspects

According to Piaget's clinical method, cognitive aspects in early childhood (0-8) this happens through a process called adaptation. According to Samsudin (2008: 13) these cognitive aspects are divided into two; sensorimotor and preoperasional. In the sensorimotor stage children interact with the world around them, through sensory activities (see, feel, feel, smell, and hearing). This phase begins with sensorimotor reflex movements of the child since she was born. This phase ends at the age of 2 years. The next phase is the preoperasional phase, where children begin to realize that his understanding of the objects around it not only can be done through sensorimotor activity, but it can be done also through symbolic activities. This symbolic activity can be shaped toy phone conversation or pretend to be the father or mother, and symbolic activities lainnva. This phase provides a large contribution to a child's cognitive development. In the preoperasional stage, the

child does not think operationally (which is done with the thought process of the way to internalize an activity that allows children to relate to the activities that have been done before). This phase is the initial phase for the child to practice building their ability to organize her thoughts (Setyo Utoyo, 2009).

#### 4. Aspects of art.

Art is a part of human life that is quite important. Art is one person's expression of beauty tools. Even according to AT Mahmud, the art itself is a form of creativity, where the play was an important thing. Children who frequently and art will be relatively more creative. Even the art of playing music in particular can combine the left brain (which is related to the analysis) and right brain (which is related to the ability of the imagination).

#### 5. Physical aspects / motor

Motor is anything that has to do with the body movement is determined by the muscles, nerves and brain (Zukifli, 2001:18). On this aspect of almost all of the children began to show motor skills at a fairly consistent rate. There are two types of motor skills, which is a. Gross / large; motor skills involving muscles bigger including the arms and legs. According to Samsudin (2008:15) actions that require large motor skills include walking, running, jump, jump, balance and coordination jengket. When evaluating gross motor skills, including the factors that experts see strength, muscle, quality of movement and range of motion. b. Fine / small; motor skills involve the small muscles in the fingers, toes, eyes and other areas. Actions that require fine motor skills tend to be more complex, such as drawing, writing, holding objects, throwing, and catching waves. Developing large muscles before small hand muscles. Core muscles in the body, legs and arms develop before they are taught. Children learn to perform gross / big like running before they learn to do the fine / small like drawing. Central body develops before outer regions. Located in the body's core muscles become stronger and develop more rapidly than in the feet and hands. Development goes from top to bottom, from head to toe. This is why babies learn to hold their heads before they learn how to crawl (Hariyanto, 2010)

## **E. DEVELOPMENT OF EARLY CHILDHOOD LEARNING STRATEGIES**

According to Jojo Utami (2004: 54) there are four reasons for the need to develop the creativity of children, namely: 1. Make the child realize his creative and answer the basic human needs of life. 2. Creativity is a habit of finding new ways to solve a problem. 3. Bersibuk themselves creatively not only useful but also gives satisfaction to the individual. 4. Creativity is a human capital to improve the quality and standard of living. With the creativity of someone driven to create ideas, discoveries or new technology that can improve the welfare of society at large. To be able to develop a superior generation, psychologist and Chairman of the National Commission for Child Protection, Seto Mulyadi said child's early creativity needs to be developed. Development of children's creativity depends on the role of parents and teachers in the school. Seto Mulyadi said creativity flourish whether or not the child is determined by the pattern of education by parents and teachers. Parents and teachers need to completely understand the true patterns in developing creativity in children (Media Indonesia, June 14, 2000).

Therefore, necessary to create early childhood learning is effective. Effective learning is strongly influenced by the model / strategy right. According Soengeng (2002: 35) there are several considerations in choosing an early childhood learning strategies, among others 1. Child-centered; strategy based on the needs and condition of the child is not based on the desire and ability of education (Yuliani Nurani, 2010:28), 2. Active participation; son is the subject of education and should be encouraged to participate actively in the learning process. 3. Is holistic and integrative; learn to give a child is not separated into sections such as job descriptions in learning, but rather an integrated and comprehensive, linked between one field and another, 4. Flexible; strategy of applied learning in early childhood is dynamic unstructured and adapted to the conditions and the way children learn that it is not structured. Children learn in a way that he likes, 5. Individual differences; son have individual differences that need to be considered and accommodated by the teacher. Children are given the opportunity to choose

activities according to the interests and learning abilities, and 6. The place where the activities will be carried out.

While Zukifli (2001:29) says that there are 10 principles in teaching kindergarten children, namely democratic, meaningful, enabling environment, developing life skills, PAIKEM, child-centered, child needs, follow the children's development and learning is play while play is learning.

According to Kostelnik (1999), there are seven types of specific learning strategies early childhood. Pembelajaran strategy is relevant for use in children aged 3-8 years.

### 1. Exploratory Activities.

According to Tylor (1993), it emphasizes engagement activities eksploratosi child senses to find something to do with himself and choose activities that fit their interests.

### 2. Guided Discovery.

Guided discovery aims for children to make connections and build concepts through interaction with objects and people. Teachers should focus on the learning process rather than the results it achieves. The role of the child is experimenting, experiencing, raising questions and finding answers. This activity combines modeling strategies, effective appreciation, tell / explain and questions.

### 3. Problem Solving

Through pemecahan problem children plan, predict, observe the results of actions and drawing conclusions from the results of his actions (Imad Ismail, 1980: 67). The problems that are best for children is solved on matters relating to themselves through a variety of ways, providing opportunities for them to mengumpulkan concrete information and containing more than one possibility to solve it. The problems that have been well known to the child, it can be used and will be easier to be solved by the child as well as the conclusions formulated (Goffin and Tull, 1985).

### 4. Discussion

Discussion is a learning method that shows the reciprocal interaction between the child and the child's teacher to his peers. Discussion is an amalgamation of

strategy invitation, reflections, questions, and statements in his role of teachers do not guide the conversation but encourage their children to express their ideas, communicate and develop it extensively to yourself, friend or teacher. There are various things that can be a topic of discussion for young children, for example: a. Events at school, which b. Kejadian relating to children who do not attend school, and c. Events that occur in the community.

#### 5. Cooperative Learning

According to Cohen (1994) identified cooperative learning strategies as a learning strategy that involves children to work together in a group is quite small, and every child can berpartisipasi in tasks with clearly defined but not continuously directed and supervised directly by the teacher. According De Bono (1993), there are four essential elements of cooperative learning: a. Any participant in the group, b. Adanya rule group, c. There was an effort to learn each member of the group, and d. The existence of goals to be achieved. In cooperative learning teachers emphasize improving aspects of the child's social skills.

#### 6. Demonstration

Demonstration is a learning strategy implemented in a way to show how the process or how it works and how the tasks are carried out. Demonstrations are used to illustrate teaching and giving instructions to the child about what should be done early, when at the end of the core activities and demonstration activities should diperhatikan when the teacher is demonstrating something he had to do observations of the activities undertaken protégé (Diana Mutiah, 2010 : 18). According to Kostelnik (1999), there are three steps, namely demonstration strategies, (a) draw the attention of the child, (b) to show something to the children, (c) asking for a response or a response to what their children see.

#### 7. Direct Instruction

Direct teaching is a learning strategy that is used to help children to these terms, strategies, and factual information habits (Driscoll, et. Al. 1996). Direct instruction is a combination of modeling, task analysis, an effective reward, inform and challenge. In the direct teaching of teachers have a great role in making decisions

darting challenge: what, how, and when children perform certain tasks, and incorporating various learning strategies most appropriate to the time available and lead children through the steps clear so as to provide a relatively fast response.

Besides the seven strategies above, there are other strategies that can be used in early childhood learning, namely:

1. Playing Play, according to Kak Seto creativity is essential for the development of preschool children. Because the play is his world children. Where and with whom the children gathered, there also appears the game, both word games, jokes, coloring pictures with crayons and other activities that look seemingly trivial. The term play has been known since ancient times. However, to make a precise definition of the term play, not easy to uncover meaning. In general play often associated with forms of activity do children spontaneously in a chirpy mood. According to Seto Mulyadi (2004: 54) The play has five senses:
  - a. Playing is something fun and have a positive value for children.
  - b. Play has no extrinsic goals, but his motivation is more intrinsic.
  - c. Play is spontaneous and voluntary, and there is no element of compulsion and freely chosen by the child.
  - d. Play an active role involves the participation of children.
  - e. The play has a special systematic relationship with something that is not playing, such as problem-solving creativity, learning, social development, and so on.

Play is the child's natural activity. Most of the activities children are playing. M. Solehuddin (1996: 65) suggested play is an activity that is voluntary, spontaneous, focused, focused on the process, immediately intrinsically rewarding, fun, active and versatile. In line with the statement Solehuddin, Sue Duckett & Marilyn Flear (2000), argues that the play for young children have a characteristic symbolic, meaningful, active, menyenangkan, volunteers, determined rules and episodic.

First, symbolic play. According to Piaget in Diana Mutiah (2010:102), that children use symbols (for example, when playing blocks are arranged, the child named train or treat him as he sat on the horse backs dad). Second, meaningful play,

meaning the children's play experience and playing is a window that provides opportunities for children to learn. Third, active play, meaning that involves physical play also psychic child (through physical play with children belari, moving, walking and other movement activities. Through psychic children learn to observe, understand, imagination and thinking). Fourth, play fun for children. Play was not on purpose, patterned. The most important thing is the process bermainan. Through a child's proficiency level process not only get the pleasure but also can develop employed several aspects of its development (Diana Mutiah, 2010 : 105). Fifth, the play is a voluntary activity. Willingness and enjoyment of children to play make them do so voluntarily. There are no orders or instructions given forced parents or other adults. Children's greatest motivation is the pleasure experience gained from these activities.

Sixth, determined play by the rules. Rules of the game is an agreement made by each child before they do the activity. Rules are typically associated with time, or equipment used. For example, in playing the role, child divide "who is the father, mother, son" (Rubin, Fein and Vandenberg, in Diana Mutiah, 2010 : 112). Seventh, the play is episodic. Episodes in the play consists of initial, core and end. The beginning of the episode when the girls planned the game, then they go to the core of the play process, then they usually end the game and subsequent games or plan. Another type of game for children aged 3-6 years according to Seto Mulyadi (2004: 60) is divided into four models: First, creative play such as painting / calligraphy with crayons, drawing, writing. This game aims to facilitate and train the hand. Because this time (around 4-5 years) has been able to draw certain forms which are usually a combination of geometric shapes such as the picture. Second, imaginative play is done with dramatic play, writing, drawing animals and so on. Imaginative play can be productive and creative (Yeni Rahmawati and Euis Kurniati, 2010:53). On productive activities imaginative and creative play, children will be able to incorporate new elements to what he observed. While reproductive imaginative play merely a repetition of the situation observed in everyday life. Benefits of imaginative play is to help the child adjustment, helping social understanding in children, improve language development and gain pleasure from activities



undertaken imaginative self-made. Third, constructive play is done by arranging the blocks, play by using certain tools such as screwdrivers, scissors for cutting and sticking paper or fabric, assembling pieces of wood or plastic, creating a particular form of candle toys and so on. Play a constructive aims to develop the ability to inventive (creative), fine motor skills practice, practice concentration, perseverance and endurance. Fourth, passive play or entertainment conducted with excitement obtaining work done through other people, such as watching television, listening to stories / tales, enjoy music, watch a puppet show, watch performances and entertainment. According to Seto Mulyadi (2007: 10), parents should be able to invite children to play and talk and argue, introducing a variety of books, and dialogue.

Form of creative play activities as a strategy to develop the cognitive and affective aspects of children at the level of science of initiatives undertaken by several things:

- a. Introduce children to books of interest, then recite at least one book for every day. But do not force the child, but rather try to build interest
- b. As a standard practice in the use of memory, try to get the child back on the contents of the book tells the (Seto Mulyadi, <http://www.psikologiums.net/modules.com>)
- c. Teach children to recognize mathematics through concrete objects, such as counting the steps, knowing the amount of moon, sun and environment (Seto Mulyadi, <http://www.psikologiums.net/modules.com>).
- d. Encourage children to understand about the values, behavior and his own feelings and understand and appreciate the feelings of friends, parents and others.
- e. The third stage, age 6 years and older for preschoolers called the future of science industry (Seto Mulyadi, <http://www.psikologiums.net/modules.com>).

Play activities are also influenced by the times and technology. Game tools that exist today are not limited to just the traditional plaything but as technological developments are so rapid that it is a tool used games children also becoming more

sophisticated. Tools of modern game is currently very nature of electronic, mechanical and automatic, such as computers, video games etc.. In these games the child lived only using the buttons only, so it is very practical. Game model above has a positive and negative side. The positive side is the concentration of the children trained to move, reacted quickly and train in a coordinated manner to control. While the downside is a child too often in front of the screen so it is less socially in society, in the game are not taught problem solving because there is mechanization, not something that happens in everyday life. What does a child with a game that does not encourage it to be earnest in learning but instead raises kemalasaan. What does a lot more sheer entertainment, few edukasinya value. For fun in front of the screen has a lot of activities to make children forget the others who are also not less important. Mayke S Tedjasaputra (2005:113) says the game is in this technological age does not make a child be creative but instead consumptive, so be wary.

Playing activity, not only to develop creativity, but also important to social activities. Playing require children to communicate and interact with other children. There are four advantages for children on social playing activities:

- a. Social play helps children to develop their organizing ability and problem solving. Children will think about what to do in their playing goals. For example, children who plays camp will think how to set up a tent using various tools that have been provided.
- b. Social play helps them recognize themselves. Playing gives opportunity for children to be themselves and design their better life.
- c. Social play enhances children's social competence on:
  - 1) Social interaction: interaction with peers, adult and resolve conflict
  - 2) Cooperation: the interaction of mutual help and sharing
  - 3) Caring: understanding and accepting individual differences.

[http://www.kompasiana.com/shinta\\_nurkholila/metode-pengembangan-sosial-dan-emosi-anak-usia-dini-melalui-kegiatan-bermain-sosial\\_566fd94f519373510740ad9c](http://www.kompasiana.com/shinta_nurkholila/metode-pengembangan-sosial-dan-emosi-anak-usia-dini-melalui-kegiatan-bermain-sosial_566fd94f519373510740ad9c) diakses 7 Juli 2017.

According to Hurlock in social potential development context said that the social development is the acquisition of behavior ability on social demand. To become a sociable person need three socialization process.

- a. learn to behave in ways that society can accept
- b. learn to play social role in society
- c. Developing social attitude or behavior for other people and social activity in society. (Hurlock:250).

Besides, there are several ways to develop early childhood's social potential by:

- a. Child grouping Child grouping is very effective on socialization development. On grouping, children will know and interact each other intensively. Children will find suitable and unsuitable friends. Sometimes, there is a conflict on them, but not to worry, a little bit conflict will develop their problem solving skills.
- b. Modelling and Imitating Imitation is an imitation of other people's attitudes, behaviors, and perspective intentionally. This process is different from identification process that occur without realizing. Usually children on age two to three begin to imitate other people's behavior around them.
- c. Cooperative play Cooperative play is a game that let children in a group. Every child get their role and task that have to be done to achieve their common goals.

## 2. Telling

Storytelling is one of the many learning models that used dominant even in early childhood learning. Storytelling became one of the learning strategies that can provide learning experiences for young children to bring the story to the child verbally. The materials presented stories of teachers should be interesting, and invite the attention of the child and can not be separated from education goals for young children (Takdiroatun Musfiroh, 2008 : 84).

The use of storytelling as a teaching strategy in early childhood education should pay attention to the following matters:

## Subur

- a. Existing content in the story as much as possible linked to early childhood living world
- b. Cultivated in storytelling can provide a feeling of joy, funny, and engrossing world according to a joyful child
- c. Storytelling activities should strive to be an experience for young children that is both unique and interesting.

Learning to talk is an activity that has great benefits for children's development and educational achievement. According Nia Hidayati (2009), before telling teachers to design activities such as first steps systematically, namely:

- a. Setting goals and theme of the story.
- b. Determine the form and content of selected stories.
- c. Determine the necessary materials and tools in storytelling.
- d. Determining steps storytelling.
  - 1) communicate the purpose and theme of the story;
  - 2) arranging seating;
  - 3) conduct the opening;
  - 4) develop a story;
  - 5) establish technical speak;
  - 6) ask a question relating to the content of the story.
- e. Determining the draft assessment storytelling.

Meanwhile, according to Abdul Aziz Abdul Madjid (2008: 47), there are several things to note when the teacher will tell the child, which is a. Place, b. Sitting position, c. The language used, d. Intonation teachers, e. Appearance of the figure, f. Sightings emotion, g. Sound imitation, and h. Management of children who are not serious.

### 3. Singing

Singing is a natural talent that is owned by an individual. From birth the baby has started to recognize the sound, rhythm or melody in a song that was sung by his mother. In early childhood education, the singing is an activity that can be integrated into learning. Singing activity itself has many benefits for children's development. Which can reduce anxiety, raises self-esteem, foster creativity as well

as a tool for expressing emotions and feelings. Experiences of teachers and children in music can help develop skills in thinking, imagination and language of the child and can be used as a center for children's learning environment more thoroughly. In developing learning strategies through singing teachers should consider the characteristics of the child so that learning can take place more meaningful.

#### 4. Creating Products

According to Seto Mulyadi (2007: 8), after the creative process, children aged 2-3 years are not directly have demanded a creative product. Forms of creative products can include images, text, movement, speech or other works although the simplest level. Creating products intended for children in the coming years have a passion to produce something, and the resulting product can be better and more perfect than the previous product. Therefore, parents need to provide a simple facility to help develop children's creativity, not to expensive, so a variety of products of any shape can be produced.

When we approached the little ones in everyday life, we see children who are expressing their creativity using various materials around them. Each child will perform activities in a way, materials, and different results. We see kids who are making a mountain to collect the loose soil piled. We see children who make flats with a cardboard piled. We see children making cars with clay and so on. We see children being market-the market. This all illustrates their growing creativity. But this kind of creative souls will be lost or at least blunt when today we look at a variety of finished products (various forms and types of toys that are finished and ready to use) to flood the stores and markets, both traditional and self-service. Creative spirit of children being lost because of the wishes of children are met by a variety of toys that are available. The presence of a variety of children's products has killed creativity itself. Ironically, this reality is not recognized by many parents. Parents would rather see a good result and the environment are not dirty / messy as children's toys, rather than the development of creativity that happens when children realize that there are a variety of picture in their minds. In this context, the importance of parents were related to the concept of enlightenment right to educate children, so that children who later become intelligent and creative.

The second stage, according to Seto Mulyadi (2007: 17) children aged 3-6 years is the science of future initiatives. At this time the child has had personal thoughts with a variety of plans, ideas and ideas. With the development of sensory function in motor movement and speech, preschool children also have the capacity for exploration in the surrounding environment. Science of future initiatives on children was also demonstrated through the ability to classify things based on two criteria, such as shapes and colors and can compare the number.

#### 5. Model created imagination

Imagination here is wishing, realize process (in picture / narrative against) what is the wishful thinking and his thoughts. Or the ability to respond or do they create fantasies. Children often imagine to personify themselves as persons of a certain. Children do this because of various events or examples that appear around him and is in the TV show. When children see people using Batman outfit, then he would have imagined how he could fly above the clouds into a Spiderman. Imagination often carried by a seven year old child, and to them it would be a very effective way to develop intellectual skills, social, language, and especially for the creativity of children (Yeni Rachmawati et al., 2010: 54). In certain cases it is important for children fantasizing, although the specific boundaries become less well.

#### 6. Exploration models

Exploration aims to encourage children to undertake exploration, and observation visits to places that have relevance to the development of children's ability. Exploration and direct observation of life in the neighborhood will give children the opportunity to be able to see, observe, feel empirically and ultimately makes the child able to make an appeal to his life. Visit or exploration activities by visiting directly a real world object, a real place, with examining trinkets and unique parts and kekahasan of an observed it, will provide the data and the impression of a more robust and in-depth information so that it becomes very important for children. More and more children to visit or crawl it will make your child a wide variety of rich picture of the world of nature and life around him.

## BIBLIOGRAPHY

- Abdurrahman, J. *Educating Children phases*. Bandung: Baitus Salam, 2005.
- Abin Syamsuddin Ma'mun, *Educational Psychology; Tools Teaching Modules system*, Bandung: Teens Rosda paper, 2012.
- Amirul Hadi et al., *Educational Research Methodology*, Bandung: Pustaka Setia, 1998.
- Asmadi Alsa, *Quantitative and Qualitative Approaches And Combination In Research*, Yogyakarta: Pustaka Student, 2004.
- Bill Rogers, *Behaviour Recovery (Recovery Behavior)*, Jakaerta: Grassindo, 2004.
- Conny Semiawan and Alim Djeniah, *Hints and Intelligence Coaching Children*, London; Teens Rosdakarya, 2002.
- Hawadi, R. *Creativity*. Jakarta: Grasindo, 2001.
- Howard Gardner, *Multiple Intelligence, Intelligence Majmuk Theory in Practice*, Batam Centre, Interaksara 2003.
- Hurlock, *Child Development*, New York: McGraw, 2010.
- Imad Ismail, *Learning Ability Development In Children*, New York: Crescent Star, 1980.
- Mansur, *Educating Children since in the womb*, Yogyakarta: Pustaka Partners 2005.
- Mayke S. Tedjasaputra, *Playing, Toys and Games For Early Childhood*, Jakarta; Grassindo, 2001.
- Moeslichatoen. *Development of Children's Creativity*. Jakarta: Rineka Copyright, 1999.
- Muhjiddin Dimiyati, *Child and Adolescent Psychology*, Yogyakarta, Indonesia Literacy Foundation, 2000.
- M. Solehuddin, *Basic Concepts Preschool Education*, Bandung; Faculty of Education, Teachers' Training College, 2000.
- Mustakim, *Educational Psychology*, Yogyakarta: Pustaka Student, 2004.
- Nursisto, *Tips Exploring Creativity*, Yogyakarta; Widya Gama Partners, 2000.
- Maryana Rita et al, *Environmental Management Learning*, Jakarta; Kharisma Putra Utama, 2010.
- Safaria, T.. *Creativity Quotient*. Jogjakarta: Platinum 2005.
- Seto Mulyadi, *Play and Creativity*. Jakarta: Sinar Sinanti Papas, 2004.
- Seto Mulyadi, *Spur Talent and Creativity*, New York: Alex Media Kompotindo, 1998.
- Seto Mulyadi, *Build Day Front Street Children in Jakarta: Seminar Papers*, (Media Indonesia, June 14, 2000).
- Supriya, D. *Creativity Culture and Development of science and technology*. Bandung, Alfabeta, 1997.

- Soegeng Santoso, *Early Childhood Education*, Jakarta; Education Citra Indonesia, 2002.
- Sholehuddin, *Basic Concepts of Pre-School Education, Teachers' Training College* London, 1997.
- Syamsu Joseph, *Child Development and Adolescent Psychology*, London; Teens Rosdakarya 2004.
- Tadkirotun Musfiroh, *Pengertian Bercerita dalam* [http://lib.uin-malang.ac.id/thesis/chapter\\_ii/07410008-mega-mutiara.ps](http://lib.uin-malang.ac.id/thesis/chapter_ii/07410008-mega-mutiara.ps) diakses 2/12/2008.
- Utami Munandar, *Basics Gifted Children Creativity Development*, Jakarta; Ministry of Education and Culture Directorate General of Higher Education, 1995.
- Utami Munandar, (eds), *Bunga Rampai Talented Kids; coaching and education*, Jakarta: Raja Grafindo Persada, 1993.
- Utami Munandar, *Development of Gifted Children Creativity*. Jakarta: Rineka Copyright 2004.
- Utami Munandar, *Basics Gifted Children Creativity Development*, Jakarta; Ministry of Education and Culture Directorate General of Higher Education, 1995.
- Wahyudi et al, *Educational Programs For Children Early age at Praekolah Islam*, Jakarta; Grassindo, 2001.
- Wasty Sumanto, *Educational Psychology*, New York: Rineka Copyright, 1990.
- Yuni Rahmawati, *Creativity Child In Kindergarten*, Jakarta; Kharisma Putra Utama, 2010.
- Sources: <http://dachun91.wordpress.com/2010/11/22/karakteristik-anak-usia-dini/>  
Sources: <http://toyo-utoy.blogspot.com/2009/05/kognitif-anak-usia-dini.html>
- Sources: <http://www.kolomayah.info/tag/aspek-art> young talent,  
Source: Early Childhood Physical Development. Hariyanto 2010  
<http://belajarpsikologi.com/perkembangan-fisik-anak-usia-dini/>