

Developing the Potential of Early Childhood through the Play Dough

Erna Budiarti

Nurul Aulia Educator at Kindergarten, Cimanggis, Depok

bbbudiarti@gmail.com

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Abstract: Creativity of early childhood has a very important role in children lives in the future. Through creativity, children can create in accordance with talent or abilities, child can solve a problem and can improve the quality of her life in the future. Therefore, the required stimulation that can develop the creativity of children, one of them by the using of play dough. In fact, early childhood creativity has not been well developed, early childhood has not been smooth in expressing an idea or ideas. The aim in this study is to describe the level of early childhood creativity by applying media, the difference in the level of creativity play dough in early childhood before and after using media of play dough. This research took place in 2016. As for the method of the qualitative approach is used with a method where the subject of the research is early childhood Group B with a total of 12 children in kindergarten Nurul Aulia. The results showed that the level of treatment given before the child's creativity is at a low category. Whereas after using play dough, media creativity level has increased. The conclusion can be drawn that a playdough media gives significant effects. It can be recommended for teachers in using the playdough can be used as alternative media to develop creativity in children effectively. For school, the aim is to facilitate by providing other learning media can improve early childhood creativity.

1 INTRODUCTION

Basically, the children have had the creative potential from birth into this world. If this is not nurtured creative talents will not develop into a hidden talent that cannot be realized. Bandura believes that a key factor in developing your own potential is the development of mastery through experience, for example in observing others who work, have a positive and affirming comments from others, and understand the strong emotions and feelings. The success of the self as an integral part of the learning experiences of children, therefore, have very broad implications for practitioners working with children early age. The importance of play for children pushing a prominent social psychologist Kenneth (2007) to participate theorizing play is necessary in the development of children as contributing to the level of cognitive, physical, social and emotional control was good. Pramling and Maj (2008) defines that the play is a natural thing in the lives of children. When the children were asked about what is the best thing they can do, their answer is the great answer that play comfortably and conveniently. Active play statement

said Derek et al. (2014) has a direct positive impact on academic achievement with the self-improvement of child behaviour and be an advantage in doing activities. Playing media using a material in general should facilitate a wide range of creative expression, facilitating a wide range of emotional expression, involved in the interests of the children, facilitates expressive and exploration play, allowing exploration and expression without verbalization. Paula (2003) relate to statements that put this in the principles of Maria Montessori stated that children aged 3-6 years is a sensitive period or sensitive period in children, which is a period in which a particular function needs to be stimulated, directed so that development is not too late. Therefore, the development of creativity should be given early, with children's creativity can create according to his talent,

Schaefer (1993) explain important aspects of a child's play must be in accordance with the development of growth, level of mastery, lower levels of anxiety, able to communicate the outside and the inside, symbolic play, and problem-solving skills. Developing the mindset and behaviour of children by Adibah (2014) must be humility,

patience and passion. Other important destinations from the viewpoint of Imam Al-Ghazali is focused in the development of Islamic environment. Environment plays an important role in growth. Environmental factors in the context of Islam that is the role of parents, teachers and neighbourhoods that have important effects on the growth of children's creativity.

Environment has a great influence on the development of children's creativity. In line with the above John Locke argued that in studying any case, kids should be doing a lot of recreational activities into their play, because play is for their learning. Dewey also stressed the importance of play in the philosophy of education, though he focused on how to play in the context of a social group rather than the individual level. Children's play activity is an activity that is very attractive for them. Piaget cognitive development declare that in the pre-operational stage which lasts from about the age of 2-7 years, children cannot pass up operation is reversible mental acts, but they began to represent in words, images and pictures to form a stable concept. In fact, learning in kindergarten still tended to be "teacher centered". Teachers tend to play a dominant role in learning. Ki Hajar Dewantara argue if the child already has a good nature, then it becomes better through educational institutions. Ki Hajar Dewantara philosophy adopted is grindstones, compassion and parenting (compassion). Character education assert that discipline, if you want to succeed, it must transform children from inside. Discipline should change their attitude, the way they think and feel, Learning media have an important role in the development of children's creativity, learning at an early age child are made fun, exciting, and make creative children through play. Hurlock (1987) reveals that creativity can give children the pleasure and personal satisfaction is very large; the awards have a real influence on the development of his personality. Children are provided with materials for drawing, painting, molding with play dough, and build with blocks. Some children choose to represent their special place in various forms, "art is a system of symbols which can be used to produce meaning".

The fact is that in Nurul Aulia kindergarten the motor skills of children are still low proven by the coordination of the hands of the children have not been directed and honed properly, the agility and flexibility of the child has not been seen clearly, not smoothly write his own name, how to hold the pencil is still there that is not true, coloring and cutting it's not tidy yet. As well as a class room with chairs arranged neatly make the child cannot play

freely. In accordance with the opinion of Venetsanou and Kambas (2011) which states motor growth is the basis of expertise in which the child begins to grow toward certain body, talent ability and body characteristics begin to form the level of conceptual character in children begin to be constructed in motor action is actively free according to the child's thinking.

By playing the child can train the flexibility of the wrists of the hands and hand-eye coordination so that it can hone the fine motor skills of the child to prepare writing the symbols to enter the next level. The brain stimulus is part of the Brain Gym (2014) which is a design intervention by educators and reading specialists, Paul and Gail Dennison, in the 1970s to improve results including attention, memory and academic ability. This intervention requires participants to engage in various movements to help the body remember the movement from the first stage of life as they are learning to coordinate the hands, eyes, ears, and the whole body. The process of learning with fun activities for children is through play and is expected to stimulate creativity and foster children in accordance with their potential. Santrock (2007) says that playing is a fun activity that is done for fun doing activities to please, using certain tools or not. Constructive play is an activity where children try to build something, like a castle made of beams or picture house made with paper and color pencils (Forman & Hill, 1980; Forman, 1998; Scarlet, et al, 2005). As well as by Nichols (2010) argued that playdough is a soft object, can make children paused long enough to do it, the colors are varied (like the colors of the rainbow) but the material is easily fragile and the dirt can stick to the rubber. All this is in line parallel with what was said Elena (2008) states that the play is not only a reflection of the level of children's development: The important thing is the mechanism that drives the development of the child's progress in playing. The idea of the development zone is the distance between the apparent level of development determined by problem solving by counselling or working with more capable peers and is based on Piaget's theory discussing intellectual cognitive. Intellectual development is closely connected with the study. Gil (2003) pointed out that teachers and parents should observe the various domains including physical functioning, social interaction, play and thematic material externalisation problems that occur in early childhood.

From the description above it can be concluded that early childhood creativity through play is a vital

factor to enhance the potential of early childhood creativity is supported by the environmental factor is the role of parents, teachers and neighbourhoods that have important effects on physical functioning, social interaction, creative, innovative, problem skills in early childhood through play.

2 FORMULATIONS OF THE PROBLEM

Based on the above background, the problem in this research is: "How to develop the potential of early childhood through the medium of playdough?"

2.1 Research Purposes

The purpose of this research is to know that by playing playdough may increase the potential for early childhood.

2.2 Benefits of Research

The benefits that can be obtained in this study are:

2.2.1 Theoretical Benefits

For the science of early childhood education can provide useful scientific contribution to developing the potential of early childhood through play that use playdough as media.

2.2.2 Practical Benefits

For the author, through this paper can add author's knowledge regarding early childhood creativity in play playdough and can be studied more deeply.

For early childhood, through this study, young children can learn to pour directly imagination in accordance with the desire without fear of being wrong and be motivated to learn so they can improve their academic achievement optimally.

For parents, the writing is expected to be used as a means to increase knowledge about one of the ways to sharpen a child's creativity and develop the potential of young children is to play playdough.

3 METHODS

In this study, researchers will examine early childhood play groups at the 12 subjects in group B children in kindergarten Nurul Aulia, Depok by

involving all concerned to know the full picture and the details about the implementation of educational activities play playdough.

Research was conducted on a group of students in early childhood play in group B TK Nurul Aulia, Depok, West Java, amounting to 12 children.

The tools used for data collection, namely: (1) pieces of observation / observation, (2) copies of field notes, and (3) Documentation photos. Data collection techniques used in this study were: (1) observation, which is a method to observe directly to a thorough and systematic research, observation was made during learning activities take place. Observation is the systematic observation and recording of the symptoms that appear on the object of research. (2) Documentation, documentation is a real picture or virtualized evidence at the time of learning activities take place. (3) Notes field. The instrument of this study will be used to perform measurements with the aim of producing accurate data, each instrument must have a scale. The observation of this study is in table 1:

Table 1: Observation of study.

No.	Indicator	Item Observations
1	Make different shapes using playdough through hand eye coordination.	1. Hold the playdough with your thumb and index finger 2. Make a 3-dimensional shape with using playdough
2	Printing with the media <i>Playdough</i>	3. Pressing-juggling playdough on the print tool with the fingers. 4. Cut playdough with using a plastic knife. 5. Print playdough with using the print tool
3	Using playdough into works of art	6. Using playdough into works of art
4	Express yourself through the <i>Playdough game</i> becomes Art	7. Expressing yourself through the playdough games into art
5	Group playdough which has been formed accordingly with the same color	8. Group the already created playdough according to the same color

4 RESULTS AND DISCUSSION

Researchers first perform the initial observation, namely to determine the fine motor skills of children

in making shapes out of playdough, and therefore do activities with the aim of obtaining data on the fine motor skills of children in making a variety of forms in the initial conditions March 22, 2017. After a study it turns out the fine motor skills of children in creating new forms of 7 children have good fine motor skills, the rest still need the development of children's potential. From the results of these observations have been found to cause problems assumptions, and therefore researchers and collaborators to discuss and identify the problems encountered and causes. Assumptions cause of the problem can be seen in the following table 2:

Table 2: Assumptions cause problems.

No.	Factor	Problem
1	Teacher	1. Lack of preparation in planning of learning 2. Less in using props 3. Less in providing opportunities for children to communicate actively
2	Student	1. Not conditioned to communicate actively 2. Feeling bored with the material presented by teachers 3. Less interested in the methods used by teachers 4. Lack of problem level skills in children when faced with problems
3	The process of learning activities	1. Less varied and attractive 2. Centered on the teacher so that children are passive and less creative 3. lack of media props
4	Others	1. Lack of supporting facilities and infrastructure 2. Lack of child habits and not follow the rules

This supports the hypothesis that there is the effect of playing against the potential ability of students in kindergarten Nurul Aulia, Depok, West Java increased in the academic year 2016/2017.

5 CONCLUSIONS

Based on the results of the conclusions that describes an increase in each cycle, then the media playdough be one solution to develop fine motor skills in children, by obtaining the conclusion that through play playdough can develop fine motor skills of children, then it will also have positive influence on teachers to consider media will be used in further learning, especially for early childhood development potential.

Playdough media use is very beneficial for children in an effort to develop fine motor skills of children and learning activities are very enjoyable. For the teacher it can be used as consideration for the selection of the appropriate media in an effort to develop the fine motor skills of children. This study is also useful for schools to increase children's achievement in the field the ability to overcome the problem in any school activities.

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