

Creativity of Cilik Designer

(Case Study in Children Aged 7-8 Years in the Dream Dress Course)

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Abstract:- This study aims to (1) find out the reasons for children entering the design course, (2) to know the process of course activities, (3) to know the form of children's creativity, (4) to know the achievements of children. this research is qualitative research with a type of case study research. Data analysis used is model mills and Huberman, data of this study were obtained from observation, interviews, and documentation. The findings of this study indicate that (1) children who like to draw and design who participate in this course, (2) children's creative ideas are applied in each design they make and each child has their own characteristics, (3) children become creative by participating in this course because with the learning system while playing the teacher provokes children's ideas based on the character of each child, thus fostering the creativity of each child, (4) with several projects children can complete projects based on creativity and their ideas.

Keyword:- Creativity, Children, and Qualitative Research.

I. INTRODUCTION

Early childhood education is a process of developing growth children as a whole which includes physical and non-physical aspects by providing stimuli for physical, spiritual (moral and spiritual) development, motoric, mind, emotional, and social right so that children grow and develop optimally. Early childhood is an individual who is experiencing a process of rapid growth and development even said to be a developmental leap. Early age is also said to be a creative period which is believed that the creativity shown by children is a form of original creativity with the frequency of its appearance as if it is uncontrollable. This age is also a unique phase of life with distinctive characteristics, both physically, psychologically, socially, and morally. These characteristics are characterized by exceptional children's learning abilities, namely the desire of children to learn actively and exploratively.

Law Number 20 of 2003 concerning the National Education System in Chapter I article 1, number 14 confirms that Early Childhood Education (PAUD) is an effort to guide children from birth to the age of six. This is done through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness in entering further education. Clarified again by the existence of the Republic of Indonesia's Minister of National Education

Regulation Number 58 of 2009 concerning the standards of early childhood education. Kindergarten is one component of an educational institution that functions to help develop the potential, talents, and interests of a child. The development of this potential can be created with an atmosphere of affection, safety, and fun for children, including when children do drawing activities to make clothing designs.

The Law No 23 of 2002 Article 9 paragraph 1 states that every child has the right to receive education and teaching in the context of his personal development and the level of his intelligence in accordance with his interests and talents. Making fashion design is one way to develop talents and interests and creativity that can be described or conveyed by early childhood in the form of graffiti or scratches.

To hone and develop creativity, interest, and talent can be started from an early age. Of course, as parents who want their children to be creative, they must understand how to develop and enhance creativity, interests, and talents in children. This becomes interesting when applied in a dream house, to stimulate creativity, children aged 7-8 do activities as designers.

II. DISCUSSION

Creativity is the ability of someone to create something new and different in the form of results that can be valued or in the form of ideas that produce new works.

Alimah et al explained that creativity is a diverse thinking ability characterized by fluency or ideas that flow smoothly or flexibly kinds of problem-solving, or looking for new things that have never been there. Creativity cannot be taught as we teach the ability to count and read. Creativity is not a teaching material that can be given to children, who after being given a child will be able to do something that is taught. This is because, in creativity, there is an element of novelty and uniqueness so that creativity is more like a perspective. Among the characteristics of creative children is that he is always curious, he is not satisfied with one answer, he is explorative, and he likes to try unusual things.

Hurlock explains that there are several factors or conditions that can explain creativity, including first, time (children need to be free to play without strict time restrictions); second, the opportunity itself (in order to develop children's imagination needs to be left alone and

there is no social pressure); third, encouragement, means (selection of good facilities will affect the development of creativity; fourth, a stimulating environment (there are an encouragement and atmosphere that supports freedom of expression. five attitudes of parents who are not permissive or authoritarian, giving a lot of knowledge. Through fashion design children are given opportunities and freedom as broad as possible to convey ideas, ideas, desires, and wishes about fashion design that will be made

Munandar stated that relating to creativity through the production of TCT-DP based drawing (*Test for Creative Thinking-Drawing Production*) shows that Indonesian children achieve scores creativity of the lowest compared to other countries, including the Philippines, India, and South Africa. This situation is due to the lack of development of creativity from an early age. Therefore, creativity needs to be considered and developed from an early age.

In fact, according to several sources, both of Oversight was neither the kindergarten teachers who were members of the IGTKI organization (Indonesian Kindergarten Teachers Association) showed that creativity is generally no longer considered important. Parents' demands and requirements for entering elementary school (SD) are a pretext for clever children to read and count without seeing the child's abilities as they should. The teacher only emphasizes the learning method that sharpens left-brain intelligence only, namely reading and counting.

III. RESEARCH METHODS

This study is a qualitative study using a case study approach. Sources of data including research background were obtained from leaders, teachers and students *dream dress course*. Data in the form of words and actions collected through field observations and interviews and documentation extraction. The data sources in this study were children *dream dress course*, teachers and head of courses. In addition, additional data, namely leaders, and respondents who are considered important as sources of information. Then to complete the data in this study the researchers made participatory observations.

IV. RESULTS

Dream dress is a container for training children's creativity where all ranks are free to imagine making what they want from their ideas. From one theme can give birth to many different ideas for each child about fashion. There are two project choices in this course:

➤ *Sewing Project*

Students will be invited to practice creating a funny sewing project for children. The material is focused on training children's sewing skills by learning sewing techniques either by hand or machine.

➤ *Dream Dress Project*

Students are invited to explore with their respective creativity to get to know the world of fashion design, by knowing various kinds of professions in this world, which are studied in ten levels. Focus on the insights and concepts of thinking, creativity, and character needed to become a fashion designer is the objective of this project.

Based on observations, dream dress course children belong to creative children. They made the design without the help of the teachers but it was very fast as if they just flowed their bright ideas in the field of design. Playing becomes something fun for children. When children learn while playing their imagination and creative ideas they emerge and are applied in the form of design. And children are able to concentrate with a longer time than usual. With a learning system while playing it can stimulate creativity so that children are more enthusiastic in finding ideas and more focused and this has a positive impact on developing children's creativity.

In this course, children are left to change materials or material in their imagination in creating something creative to fulfill their desires in designing. Children need a comfortable place to explore and channel their creative ideas. Based on the results of observations and interviews, children who are interested in taking a design course are children who like drawing and art. They apply or pour their creative ideas in the form of designs that they make and each child has their own design characteristics. With them participating in a fashion design course children become more creative through learning systems while playing teachers provoke ideas by looking at the character of each child so as to bring creativity according to their character.

By taking this course they are given several projects to work on and they can complete the requested project according to their character and with their own characteristics. Teachers only provide keys and they explore themselves with their creative ideas.

V. CONCLUSION

With the fashion design course children become increasingly creative and their ideas can be applied when designing. The learning process carried out in this course follows the rules of children's education, namely learning while playing so that with a pleasant atmosphere for children, children can easily express their creative ideas.

With the increasing creativity of children, parents are expected to also encourage the activities of their children by providing stimuli that can help them be more creative, especially in the field of fashion design.

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