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EXPLORATION OF CHILDREN'S CREATIVITY THROUGH LEARNING CENTER BALOK AT 4–5 YEARS OLD

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Abstract

This study explores the implementation of the Beam Center Learning Model (Balok Center Learning) in optimizing the creativity of children aged 4–5 years. Employing a descriptive qualitative research method, data were collected through observation, interviews, documentation, and field notes. The primary objective was to assess the effectiveness of structured learning through beam center activities in enhancing early childhood creativity. The findings reveal that the creativity of children in this age group was significantly optimized, as evidenced by the frequent and observable emergence of creative behaviors across various domains in nearly all participants. This suggests a strong correlation between the learning model and children's creative development. The study concludes that the Beam Center Learning Model is effective in fostering creativity among children aged 4–5 years, as demonstrated in the learning environment at Irma Serang Kindergarten. These results underscore the importance of structured, play-based learning environments in early childhood education to support cognitive and creative growth.

Keywords: Creativity; Children; Beam Center Learning; Early Childhood; 4–5 Years Old

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INTRODUCTION

Creativity is a thought process, characteristic, and behavior of looking for many answers to one problem (Kusumawardani, 2013). Researchers argue that creativity is a thought process or a person's ability to create new things or combine new things based on pre-existing elements.

Through creativity, people can solve problems, gain self-satisfaction, and improve their quality of life. Therefore, it gives value to their lives. In using this creativity, we can improvise while thinking outside the box. Moreover, having advanced creativity forms what we need for further development in our modern era. Creativity involves critical and purposeful power that enables breakthroughs while applying it for better future growth. It provides a solid foundation in developing scientific and technological innovations and exploring them further in new imaginative ways that humans can execute and use.

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The next aspect of creativity is the 4Ps in the cognitive process, namely: 1) Personal, creative children have many questions, are interested in the activities being done, are happy to try new things, enjoy exploring the school environment, are easy to adapt to various changes in circumstances, are free to do various things, are very open to new things, are able to do many things with their friends, and have many answers. 2) Motivator, creative children are able to do activities according to their own wishes and have the enthusiasm to do activities both at school and at home. 3) Process, creative children will want to be involved in various activities at school, both individually and in groups. 4) Product, children are able to create works in the form of models, movements, words,

melodies, or shapes. (Kusumawardani, 2013). Based on several aspects stated above, the researcher was able to conclude that there are several aspects of creativity called by the author 4K (Fluency, flexibility, originality, and tenacity). Fluency, namely children are able and brave to express ideas, children are able to express ideas in detail to then be realized into something real, children are able to do something well and optimally in order to get satisfactory results. Flexibility, namely children are able to provide solutions to a problem being faced, children are able to solve their own problems, children are able to have a great curiosity. Authenticity, namely children are able to make a product in the form of a model, movement, action, and form, children are able to pour their ideas into a work. Tenacity, namely children are able to take the opportunity to learn, children are able to adapt to their surroundings, children are able to face every situation that occurs, children are able to have an imaginative nature. Based on the importance of creativity with skills for the 21st Century, namely skills (critical thinking, creativity, collaboration, communication) that must be mastered by students (Meilani et al., 2020) in the following ways: (1) Critical Thinking: cognitive ability to reason, understand, and make choices. (2) Creativity: the process of designing buildings allows children to express their ideas visually and innovatively. (3) Collaboration: when working in groups, children learn to share ideas, divide tasks, and collaborate to achieve common goals. (4) Communication: discussions and presentations on the projects they create improve oral and non-verbal communication skills.

4C skills are very important to teach students to continue to be encouraged to think out of the box and solve problems creatively and create solutions based on their own original thoughts. In addition, students are encouraged to express themselves creatively.

Creating new objects and new ideas are two indications of creativity. Early children show creativity: (1) broad and deep curiosity. (2) Often ask good questions. (3) Provide many ideas and solutions to the problem. (4) Express your free opinion. (5) There is a deep sense of beauty. (6) stand out in the arts. (7) can recognize problems from various perspectives and aspects. (8) He has a variety of humor. (9) Strong imagination. And (10) create something unique Creative children usually show one of the above characteristics.

In fact, Currently, it is often determined that a child's creativity is accidentally paired in the middle of a statue of a parent. In addition, our country's education system uses a disposable training system that primarily prioritizes IQ (intelligent intelligence). In such an education system, the level of creativity and intelligence (emotional intelligence)

EQ is often ignored. The importance of guiding children's creativity will develop well if there is proper support from parents and teachers. By providing space for experimentation, learning from failure, and overall, despite challenges, children's creativity today still has great potential to develop, depending on the environment and how they are given the opportunity to express their ideas, (Maulana & Mayar, 2019).

Each center has a different name, meaning, and purpose, but all centers contribute to the development of children's creativity. There are six centers: preparation center, art center, block center, natural material center, role center, and imtaq center. Center learning refers to the RPPH that has been made before learning begins.

In the center learning model, the learning process is carried out in a "circle" and play center. In the circle, educators sit with children in a circular position to provide them with a foothold before and after playing.

The block center is a center that contains various unit blocks consisting of various shapes and sizes accompanied by supporting accessories and role-playing tools. The block center provides an opportunity for children to imagine, communicate, and work together. Children get the opportunity to present ideas in the form of buildings. Children through this constructive game will learn through problem solving, mathematics, science and language.

Block play is a learning activity that uses pieces of wood with geometric shapes to help children develop their thinking skills and understand important concepts related to problem solving, mathematics and geometry. Children can also convey abstract ideas in a more concrete way (Aisyah, 2020).

Hewes defines block media arrangement (Faeruz et al., n.d.) as a game that uses media in the form of three-dimensional geometric shapes with six sides, twelve edges, and eight corner points. Block play, also known as free or open play, allows children to experiment freely without being tied to the rules of the game.

In addition, block media can help children become more creative, improve their hand-eye coordination, improve their fine motor skills, and make them more creative. Children can use blocks to show their creativity by making their own structures. Blocks are very interesting because children can take advantage of various interesting experiences creatively by building them (Suciani et al., 2013).

The benefits of children's block centers have the opportunity to learn to regulate hand-eye coordination, understand space, be logical, concentrate, collaborate, share toys, and take turns. Playing with blocks with friends also supports children in learning basic math skills, such as counting, recognizing shapes and sizes, and understanding the concept of balance. In addition, this activity can also enrich vocabulary when discussing the structures they create. Developing analytical and problem-solving skills is also one of the benefits.

The characteristics of centers according to (Sujiono & Pd, 2013) state that the characteristics of the center learning model are as follows: a) Learning is centered on children. b) Placing the play environment setting as an important initial foothold. c) Providing full support to each child to be active, creative, and dare to make their own decisions. d) The role of educators as facilitators, motivators, and evaluators. e) Children's activities are centered on play centers that function as centers of interest. f) Having standard operating procedures (SOPs) (both in the center and in the circle). g) Providing support before and after children play is done in a sitting position in a circle (in a circle). In fact, many already have centers but are not used in accordance with block centers, children are able to understand and remember. Teachers tend to only provide knowledge without real forms or media. And teachers also tend to only use worksheets and focus on reading, writing and arithmetic. In fact, by facilitating children to think freely and innovatively creatively because it is important, compared to children having to do the same activities every day, according to (Mulyasa, 2012). Planning or providing a variety of tools and materials that are not planned makes children not explore and are not facilitated to think actively. As a result, children find it difficult to concentrate, find solutions, and get bored easily. To overcome this, it is important to ensure that the block center that is built can be used appropriately to optimize the benefits and learning using tools and materials in today's learning. Based on the background above, researchers are interested in finding out more about creativity and the block center learning model developed at Irma Serang Kindergarten. Therefore, researchers will conduct research entitled "Implementation of the Block Center Learning Model in Optimizing the Creativity of Children Aged 4-5 Years".

METHODS

This study uses a quantitative descriptive research method, with the subjects studied being children aged 4-5 years (group A) at Irma Serang Kindergarten. Researchers obtained data through interview methods, observation, field notes and documentation. Data analysis used by researchers is through data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Based on the results of data collection obtained by researchers at Irma Serang Kindergarten, it shows that the application of the block center learning model in optimizing the creativity of children aged 4-5 years at Irma Serang Kindergarten has been very good through block center learning, seen from almost all aspects observed by researchers that often appear and are seen in each child, aspects of creativity include 4K (Fluency, flexibility, originality and tenacity).

The following are indicators in the creativity aspect: During the research activities, researchers saw that children were able and brave in expressing ideas. Children have been able to create works as evidenced by the works that have been made by children, namely "Traffic roads" and others using basic materials of blocks and wooden puzzles and children have been able to do something well and optimally so that they get satisfactory results as evidenced by researchers seeing directly when children are working on their project work they look very focused and happy to do it so that the project can be completed well and correctly.

Fluency. During the research activities, researchers saw that children were able and brave in expressing ideas. Children have been able to create works proven by the work that has been made by children, namely "Traffic road" using basic materials such as blocks and additional materials, namely miniatures, street lights, and wooden trees, toy cars and children have been able to do something well and optimally so that they get satisfactory results proven by researchers seeing directly when children are working on their projects they look very focused and happy to do it so that the project can be completed well and correctly. Flexibility, researchers see that children are able to provide solutions to problems being faced, children are also able to solve the problem themselves, and children are able to have a great curiosity, this is proven by researchers seeing 1 child named Aisyah playing in

the water and carrying heavy and light objects, when researchers approached her she said "Teacher, Aisyah is doing an experiment, why can this bottle cap float, Ma'am?" then the researcher answered "because the bottle cap has a small density, Aisyah, it's different from this wood, try putting it in." Why can wood sink? "then she answered loudly "because the population is large." It is very clear that with the experiment the child is able to take the initiative to do something, solve problems, enjoy asking and answering questions given, and has a great curiosity about everything he does not know.

Authenticity, the child is able to make a product in the form of a model, movement, action and form, the child is able to pour ideas into a work as evidenced by the child being able to make a project work "Traffic road" which lasted for 1 day.

Perseverance, the child is able to take advantage of opportunities to learn, the child is able to adapt to the surrounding environment, the child is also able to face every situation that occurs, and the child is able to have a fairly high imaginative nature when learning takes place.

Because the Block Center Learning Model is very close to creativity, the four aspects of creativity will not develop well without it. Children's project or work activities use basic blocks and additional materials, such as wooden puzzles and wooden miniatures. Researchers can conclude that Irma Serang Kindergarten uses the block center learning model and optimizes creativity well, based on the steps used to implement it.

CONCLUSION

Implementation of Block Center Learning Model in Optimizing Creativity of 4-5 Year Old Children in Irma Serang Kindergarten, it can be concluded that the arrangement of learning model in block center has been well designed, creating an environment that supports children's learning process through the arrangement of space and appropriate tools. The learning process takes place in a fun and interactive way, where the teacher acts as a facilitator who guides children to actively explore. Through constructive play activities in block center, children's creativity develops optimally, shown by their ability to create various forms of buildings that reflect imagination, logic, and the ability to work together.

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