

Improved Creativity in Early Childhood through Entrepreneurship Education

Elindra Yetti, Sarah Aulia Azizah

Universitas Negeri Jakarta, Jl. Rawamangun Muka, Jakarta, Indonesia

Corresponding e-mail: elindrayetti@unj.ac.id

Abstract

This study aims to describe the process and results of early childhood development of creativity through entrepreneurship education. The study was conducted on children aged 5-6 years TK Negeri Pembina Cirebon Academic Year 2015/2016. The subjects were 20 children. This research method is action research which refers to the model Kemmis and Mc Taggart. The research phase includes planning, action, observation, and reflection. The study consisted of two cycles, each cycle consisting of 8 times the action. Data were analyzed using analysis of quantitative and qualitative analysis. Quantitative analysis using descriptive statistics to compare the results obtained in the pre-cycle, cycle 1, and siklus 2. Qualitative analysis using the Miles and Huberman with stage data reduction, data presentation, and data verification. The results showed an increase in early childhood creativity through entrepreneurship education, evidenced by a score of creativity in pre-cycle is 34.3, 1 cycle is 44.5; and the second cycle was 54.7. It can be concluded that early childhood creativity can be enhanced through entrepreneurship education.

Keywords: Creativity, Early Childhood, Entrepreneurship Education

1 INTRODUCTION

Process interactions play while learning and learning while playing is done in kindergarten should be very dominant on the activities of the creative with the aim to stimulate all aspects of child development. But after seeing the condition of the field at this time, a phenomenon that occurs only show educational practices focused on matters relating to the potential academic and conventional activities so that children tend to be low in creating new innovations through personal creativity. Supposedly, children who were in kindergarten is not focused on the activities of reading, writing, and arithmetic alone but able to move in a fun way so that it can exercise creativity optimally.

In line with the above conditions in the group B3 TK Negeri Pembina Cirebon, 80% of the 20 students that with the number 16 underprivileged students to think and be creative in a simple manner according to the stage of development. (1) Low current thinking skills demonstrated when students are not able to explain the idea of systematically; (2) lack of

flexible thinking is shown in the condition of students who have not been able to experiment with different media, materials, and techniques; (3) lack of skills to think the original is shown when there is a student who can begin to express the idea, other students tend to follow what has been proposed by his friend, the idea in making construction one student or a group easily replicated by students or other groups, such as when playing lego, students tend to imitate the work of a friend; (4) lack of ability to think detailing students demonstrated on the condition of students tend to be passive in exploring the imagination in any activity that is in the classroom; it is also disadvantaged students adjust from one situation to another is indicated by (5) the curiosity of students is still low; (6) lack of imaginative students; (7) the students lacked the courage to take risks; and (8) the low nature of mutual respect.

Based on earlier research by Faulkner, D, Elizabeth Coates, Anna Carft, Bernadette Duffy who see the importance of the development of creativity in the world of education and culture which must

then be recognized explicitly. Arranged in school policy for the whole curriculum and in government policy. Teachers and other professionals must be trained to use methods and media to facilitate the development of early childhood creativity, as well as the need for partnerships between schools and outside agencies to provide the type of creative education for early childhood. In addition, Susan Wright highlighted the importance of early childhood creativity research in the broader context of the recent studies on multimodality and new skills. Explained that the school should not only raised the debate about the 'text', 'read and write', but of imagination, creativity, fantasy and play can be used as a fundamental component of art and changing priorities in the school be providing the theoretical foundation for understanding and appreciating works of art.

Based on relevant research that has been described is still focused on the development of creativity in the learning process, but has not been a focus on entrepreneurial education. Through entrepreneurship education are applied in this study are expected to provide a good stimulus for the development of children's creativity. Therefore, it is necessary to do research on improving early childhood creativity through entrepreneurship education.

1.1 Creativity

Creativity according Santrock is the ability to think in ways that are new and unusual and produce solving unique problems. Creativity does not only depend on the innate potential in particular, but also to the activities of a person with the environment which will then be said to be creative if it is able to provide benefits for human life and the environment. (Santrock. 2007: 342). According to Hurlock, creativity is a unique mental process, a process which is solely to produce something new, different and original. Creativity includes different kinds of thinking (divergent thinking). (Hurlock, 1978: 3). In connection with the above notions, it can be seen that the most popular understanding of creativity that emphasizes the manufacture of something new, different, and unique.

Another opinion by Boden, defines creativity as a conceptual ability to come up with new ideas that are surprising, yet intelligible and valuable Also (Carlile, O. & Jordan, 2012: 7) A person who is creative has a tendency to try a variety of

possibilities, giving rise the flow of ideas richer and the results opened the way to a new settlement Further Wiliams in Susanto outlines creativity into two characteristics, namely characteristics of creative thinking ability (aptitude) and affective traits (nonaptitude). (Susanto, 2011: 114).

Based on the explanations above, can be synthesized that creativity is the ability to create a new composition; the ability to look at issues in a more innovative; and formulated into two things: creative thinking and creative behave as capabilities that reflect fluency, flexibility, originality, detailing, has a high curiosity, imaginative, appreciate nature, the nature of risk-taking, as well as the properties appreciate.

1.2 Entrepreneurship Education

Transformation of entrepreneurial knowledge has evolved in the world of education at lately. One form of this transformation is through entrepreneurship education. Entrepreneurship education is one form of application awareness education to the progress of the nation. Entrepreneurship education are shown in the values and forms of processing ideas that are not compounded through the creativity of each individual to achieve success independently.

Entrepreneurship education is able to support the learning and character development of students, so as to achieve the purpose of education in accordance with local standards, national, or international. According Mudyaharjo, education is all life situations that affect the growth and development of life. So, that all the efforts made in education is directed to the formation of human resources.

While entrepreneurship according to Fahmi, is a science that examines the development and construction of the spirit of creativity and daring building risks to the work being done in order to realize the results of the work. (Fahmi. 2014: 1). In line with this stated Wijatno Frederick the entrepreneur as an agent of change who searches deliberate, careful planning and careful consideration when the entrepreneurial process. (Wijatno: 2009: 4). Based on these definitions, it turns out that entrepreneurship is not only limited activity in the field of business and profit, which makes entrepreneurship be interesting to understand and apply special contribution is presented for action development and the development of creativity.

According Bessand & Tidd, the entrepreneur is a human characteristic structure roommates mixes with passion, planning with vision, tools with the

wisdom to use them, with the energy strategy to execute it and judgment with the propensity to take risks. (Bessand. 2011: 11). An entrepreneur is able to accommodate all types of behavior as the process of creating something new, valuable, by utilizing the effort and time required, taking into account the risk of social or physical. Through entrepreneurial activities implemented in schools is expected to encourage students to start recognizing entrepreneurial activity early on. Thus, students are introduced early on a mindset for creativity and independence.

From the definition above can be synthesized that entrepreneurship education is an activity that affects a person's condition in order to change the way to think and how to behave towards creative and innovative so as to create something new, valuable, by utilizing the effort and time.

2 RESEARCH METHODS

The method used is action research (action research). This action research using model design and MC Taggart Kemmis which includes four stages: planning (plan), the implementation of the action (act), observation (Observe), reflection (Reflect). On models Kemmis and MC Taggart action (act) and observation (Observe) used as a whole because the two components are two activities that cannot be separated.

Criteria for success of the action in this study followed the standards Mills is at 71%, and the rate of development achievement minimal 51. Data collection techniques used in this study were field notes, documentation, interviews, and observations.

Instrument used to measure creativity is an instrument of observation. Analysis of the data used is the analysis of qualitative and quantitative data. Analysis of qualitative data by analyzing data from the field notes and interviews for the study by the steps of data reduction, data display, and verification. While quantitative data analysis with data processing descriptive statistics which compare, the results obtained from the pre-cycle, cycle 1 and cycle 2.

3 RESULTS AND DISCUSSION

The results showed that the creativity of children in group B3 TK Negeri Pembina has increased from pre-cycle to the second cycle.

3.1 Pre-Cycle

The initial assessment was conducted to determine the condition of the early development of children's creativity B3 group (ages 5-6 years) TK Negeri Pembina. The results of the pre-cycle assessment are a child's creativity:

Table 1. Summary of Assessment Creativity Pre-cycle

Children	Score	Percentage (%)
C-1	18,0	26,5
C-2	17,0	25,0
C-3	24,0	35,3
C-4	21,0	30,9
C-5	27,0	39,7
C-6	19,0	27,9
C-7	33,0	48,5
C-8	21,0	30,9
C-9	20,0	29,4
C-10	21,0	30,9
C-11	25,0	36,8
C-12	20,0	29,4
C-13	17,0	25,0
C-14	22,0	32,4
C-15	20,0	29,4
C-16	20,0	29,4
C-17	23,0	33,8
C-18	23,0	33,8
C-19	21,0	30,9
C-20	30,0	44,1
Mean	22,1	33,3

The table illustrates that the rate of the average development achievement of children aged 5-6 years' group B3 TK Negeri Pembina at the time of pre-cycle is 34.4. This assessment is the basis affirms creativity of children in group B3 TK Negeri Pembina still low.

3.2 Cycle 1

Observations in cycle 1 was conducted to determine the increase in score between pre-cycle and cycle 1. After giving action in the form of entrepreneurship education, assessment results first cycle of creativity of children are:

Table 2. Recapitulation Creativity Assessment Cycle 1

Children	Score	Percentage (%)
C-1	38,4	56,4
C-2	33,5	49,3
C-3	46,1	67,8
C-4	43,8	64,3
C-5	48,4	71,1
C-6	43,9	64,5
C-7	54,4	80,0
C-8	41,0	60,3
C-9	42,3	62,1
C-10	44,0	64,7
C-11	50,9	74,8
C-12	46,0	67,6
C-13	34,6	50,9
C-14	44,3	65,1
C-15	43,1	63,4
C-16	42,9	63,1
C-17	48,5	71,3
C-18	45,3	66,5
C-19	45,0	66,2
C-20	54,3	79,8
Mean	44,5	65,5

The table above illustrates that the rate of the average development achievement of children aged 5-6 years' group B3 TK Negeri Pembina during cycle 1 was 44.5. This assessment is an enormous boost children's creativity statement B3 group TK Negeri Pembina has increased, but has not reached the level of achievement of at least a predetermined development.

On the basis of creativity improvement in cycle 1, it can be concluded that the creativity of children has increased, but has not reached the level of achievement of minimal development. Therefore, researchers and collaborators determined that the action proceed to the second cycle by improving learning.

3.3 Cycle 2

Observations in cycle 2 was conducted to determine the increase in score between cycle 1 and cycle 2 after the action in the form of entrepreneurship education. Results of the assessment cycle 2 children's creativity is as follows:

Tabel.3. Recapitulation Rate Creativity cycle 2

Children	Score	Percentage (%)
C-1	46,4	68,2
C-2	42,1	61,9
C-3	57,4	84,4
C-4	53,6	78,9
C-5	58,6	86,2
C-6	52,6	77,4
C-7	63,4	93,2
C-8	54,6	80,3
C-9	55,4	81,4
C-10	53,4	78,5
C-11	58,1	85,5
C-12	56,1	82,5
C-13	42,9	63,1
C-14	57,4	84,4
C-15	53,8	79,0
C-16	55,5	81,6
C-17	57,4	84,4
C-18	56,9	83,6
C-19	56,9	83,6
C-20	62,0	91,2
Mean	54,7	80,5

The table illustrates that the level of achievement of development on average 5-6 years old children in the group B3 TK Negeri Pembina for cycle 2 was 54.7. The results of this assessment can be concluded that the creativity of the child has reached the level of achievement of minimal development. From the results of the action in cycle 2, it can be concluded that entrepreneurship education can enhance the creativity of children of 5-6 years' age group B3 TK Negeri Pembina. Therefore, researchers and collaborators agreed that the study should not be continued in the next cycle, because it has reached the success criteria have been defined. Through entrepreneurship education, children's creativity can be optimized, it is in line with the opinion of Axelsson who say that the empirical findings show that when the preschool staff describe a positive entrepreneurial learning incident the children are Practising taking initiatives, being active, creative, questioning, communicative, enterprising, problem-solving and decision-making. (Axelsson, 2015: 52). The empirical findings show that when preschool teachers implement entrepreneurship education in a positive way, then children practice for more initiatives, active, creative, communicative, enterprising, intelligent problem solving and decision making.

Learning environment that supports every day that is through the application of entrepreneurial education process, very supportive in improving children's creativity. Every day, researchers provide the media were varied so that the senses of children can function well so that it can be a support improvement of children's creativity. Activation of the senses of children or called with the development of the interpretation of sensory information is a way for children to interpret any given stimulus in improving creativity. Perceptual development or progression of interpretation of sensory information (sound, sight, touch, taste, and kinesthetic) does not take place in a way like a child to grow taller. Children should have the ability to interpret the signal received by the eyes, ears, skin, nose, and their bodies, as well as the use of information received. (Gellens., 2014: 20). Pleasure, comfort and challenges in implementation of entrepreneurial education that balanced each day also gave the largest contribution in the development of children's creativity. This is in line with the opinion that stimulating art experiences Isbell, in a safe, responsive environment, provide optimal conditions for the development of creativity. (Issbel. 2007: 137).

When kids see the media, pleasure, and the challenge posed different from the previous day, the children become more enthusiastic about past activities of the development of creativity because they are motivated to be able to sell the work that is better on entrepreneurial activities held at the end of learning. Mission applied by researchers to develop children's creativity is in a different day should be able to give a new hope for children.

4 CONCLUSIONS

Entrepreneurship education provides an opportunity for growth and development of creative potential in children. The values of entrepreneurship will be a characteristic that can be used by children to socialize and interact with his area, which is expected in the future. the child will become a person who is able to contribute in solving the problem of human resources in Indonesia. This action research carried out at the age of 5-6 years in the group B3 TK Negeri Pembina, which is located at Jalan Gunung Rinjani No. 02 Village Prohibition Harjamukti District of Cirebon of West Java Province. Application of the process of entrepreneurship education was conducted in two cycles, one cycle consisting of 8 measures and 2 cycle consists of eight actions.

The results showed, indicators that experienced the highest increase in cycle 1 is the nature of risk-taking, while the indicator that experienced the lowest increase is flexible thinking skills (flexibility). In addition to seeing an increase creativity per indicator, researchers also saw an increase in creativity per child. Overall creativity of children aged 5-6 years in the group B3 in TK Negeri Pembina been increased creativity.

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