

BRAIN GYM
IMPROVING CREATIVE POTENCIES
IN EARLY CHILDHOOD IN SOCIAL
DIVERSITY
BY TRADITIONAL CULTURE

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INTRODUCTION (1)

- The role of education for early children is a shared responsibility among family, society, and government. Child's personality will be formed as well as in a school since he/she gets new experiences in the new society.
- The role of education given by parent gives basic education for their children. In this case, socialization will have influences on the formation of children's personality.
- The role of education in early age does not only give many learning experiences as happens in adult ages but also is more inclined to optimize the development of intelligence quality.

INTRODUCTION (2)

- Because of that, early childhood education should be designed optimally, regardless of social culture background.
- In this case, one of important aspects that needs to be studied how parents, schools, and society are able to develop early children potencies without being influenced by social culture diversity, that is by optimizing the functions of brain in a balanced manner, so that the children will be educated more intelligent, more creative in this process since brain is a window to learn and work.

DISCUSSION (1)

- ◎ The role of education for early children is a shared responsibility among family, society, and government. Family as the smallest social unit is the first and major educational environment, in which family is the most responsible environment in educating their children.

DISCUSSION (2)

- ◎ The function of early childhood education is not merely to provide a variety of learning experiences such as in adults, but it is more work to optimize the development of intelligence capability. This includes the entire process of psycho-social stimulation that is not limited to the classical learning process (in the classroom).

DISCUSSION (3)

- ◎ Early age (0-5 year) is the crucial age in the formation of children's characteristic and personality. Early age will determine in the next growth and development of human being because at this age children's fundamental personality is formed.

THE THEORY OF PIAGET, EARLY AGE CAN BE SAID AS A PERIOD THAT IS NOT DEMANDED TO THINK LOGICALLY :

- **Think in concrete**, in which the child can not understand or think about something abstract (love and justice). Berpikir secara konkrit, dimana anak belum dapat memahami atau memikirkan hal-hal yang bersifat abstrak (seperti cinta dan keadilan)
- **Realism**, that is a strong tendency to response everything as a real or tangible thing.
- **Egocentric**, that is to see everything only from their own perspective and hard to accept explanation from the other.
- A tendency to think simply and not easy to accept something complex.
- **Animism**, that is a tendency to think all existing objects have human qualities as their own qualities.
- **Central**, that is a tendency to concentrate on one aspect of situation.
- Children at early age can be said that they have high imagination, which this is known as the early emergence of the seeds of creativity in children

PROBLEM ?

- The tendency of the development of early childhood is not always same because children grow up in different social cultural environment, so that the development is affectively not same.
- This tendency becomes part of society that happens continuously. Even, these differences become the basis for the parents and society to distinguish the process of socialization to children at early age.
- As consequence of this, children at early age are not able to develop their potency optimally. In this case, it needs awareness that social-cultural diversity is not a distinguishing factor in the early childhood education but rather as a cultural capital for the development of creative ability of children from an early age.

CULTURAL DIVERSITY

- Cultural diversity is the variety of human societies or cultures in a specific region, or in the world as a whole. (The term is also sometimes used to refer to multiculturalism within an organization. As well as the more obvious cultural differences that exist between people, such as language, dress and traditions, there are also significant variations in the way societies organize themselves, in their shared conception of morality, and in the ways they interact with their environment.

CULTURE AND CREATIVITY

- Culture and creativity are the two things that are inseparable. Even in the process of community life, a thriving culture always attaches to creativity dimension. Creativity is a condition, attitude or a state of the highly specialized nature, in which it is almost impossible to be completely formulated. Creativity can be defined in many different statements depending on who and how to highlight them. The term of creativity in everyday life is always associated with a special achievement in creating something new, discovering some ways to solve a problem that can not be found out by most people, new ideas, and viewing the various possibilities.

CREATIVITY

- creativity is a cognitive activity that produces a new perspectives on an issue or situation. Drevdal (in Hurlock, 1999) describes creativity as a person's ability produce a composition, a product, or whatever ideas basically new and previously unknown by the creator. This creativity can be an imaginative activity or synthesis of ideas which its result is not only a summary, but also include new system creation and combined information obtained from previous experience, and a grafting of a long relationship into a new situation, and may include a new correlation creation

ELEMENTS OF CREATIVITY

- Suharnan (in Nursisto, 1999) says that there are some main elements of creativity that can be described as following:
- a. **Activity of thought**; creativity always involves the process of thought within oneself. This activity is a mental process that is not visible to the others, and only felt by the person concerned. This is complex since it involves a number of cognitive activities such as perception, attention, memory, imagination, reasoning, decision-making, and problem-solving.
- b. **Find or create something that includes the ability to connect two or more ideas** that previously seem unrelated, the ability to change the existing view and replace it with another view, and the ability to create a new combination based on concepts that already exist in the mind. This activity find something meaningful that involves imagination activity, that is the ability to manipulate a number of objects or situations in mind before something new is expected to appear
- c. **The nature of new or original**. Generally, creativity is viewed from the existence of a new product. This product is regarded as a creativity work if it has been never created before, amazing work, and be able to be enjoyed by the community.

PLAYING FOR CHILDREN – CREATIVITY

- Playing also gives children another opportunity, that is the opportunity to express their creative impulses as an chance to feel the objects and a challenge to discover something in new ways, find the use of thing in different ways, find a new relationship between something and something else, and interpret it in many alternatives.
- Besides, playing also give children an opportunity to think and act imaginatively, and have full of imagination that is closely related to the development of children's creativity.
- Various playing forms that can help develop creativity are storytelling, drawing, playing simple music instrument, playing with wax, playing with paste text, playing with beams, and **exercise**.
- One of the exercise that is good and fun for early childhood is Brain Gym exercise.

BRAIN GYM FOR IMPROVING CREATIVE POTENCIES

- a part of exercise that is fun and very useful to children's development. By means of Brain Gym, the development of children's potencies is not based on the social-cultural uniformity or diversity, but rather on strengthening the brain functions optimally.
- Brain Gym® is a simple and enjoyable set of movements which we use with our students in to enhance their experience of whole brain learning. These activities make all types of learning easier, and are especially effective with academic skills”

BRAIN GYM (1)

- ◎ Brain Gym is a movement based learning program that provides immediate access to the physical skills of learning that include self control, sustained attention and motor dexterity for improved performance and confidence in the areas of academics, comprehension, creativity and self-expression.

BRAIN GYM (2)

- ◎ These connections are the complex circuits that shape our thinking, movement, habits, feelings, and behaviours.
- ◎ Experience and stimulation during the first years of life profoundly influence intelligence, creativity, language development-and even later reading and maths skills.

BRAIN GYM (3)

- What happens during these early years will influence a child's personality, academic ability (maths and languages), sports ability as well as any learning difficulties and or behavioural problems that they might develop.
- Brain Gym offers a programme to easily and quickly re-pattern or re-educate these connections to facilitate the person to overcome their blockages to success in developing their intelligence, creativity, language development-and even later reading and maths skills .

BRAIN RESEARCH ? (1)

- Early experiences contribute significantly to the structure of the brain and its capacities. The quality, quantity and consistency of stimulation will determine how nerve fibres within the brain (**synapses**) develop and function. This is true for both cognitive (**gaining of knowledge and perception**) and emotional development (**the learning about different feelings, social behaviour and appropriate emotional response**), and the effect is life-long.

BRAIN RESEARCH ? (2)

- Brain development is not a step-by-step process; it is more like a spiral with waves or windows of opportunity. Learning continues across the life cycle; however, there are windows of opportunity during which the brain is particularly efficient at specific types of learning.
- Certain critical periods are conducive to developing specific skills. For example, children are most receptive to second language learning from birth to ten. Children are particularly in tune with music between the ages of three and ten.

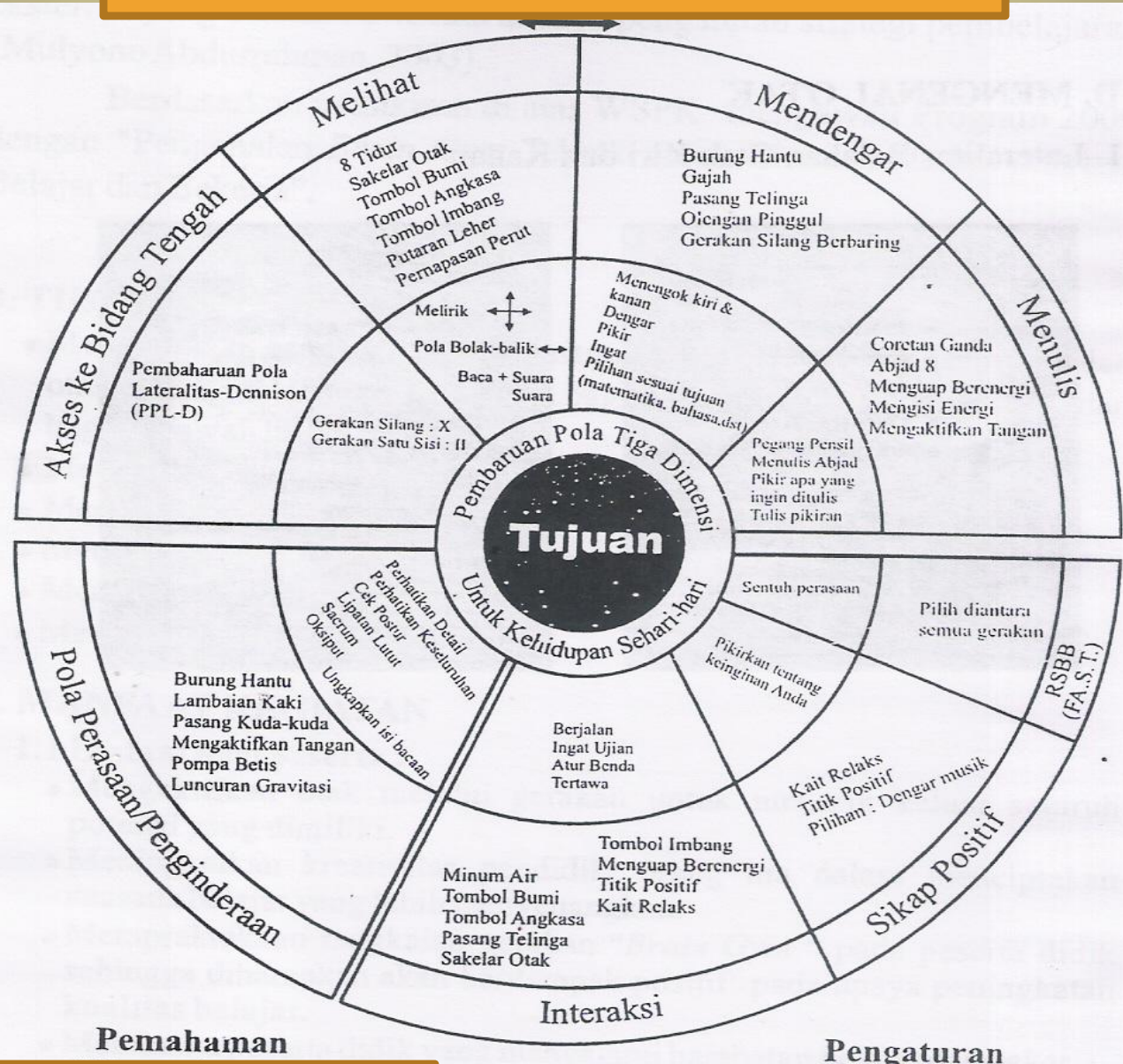
PROGAM OF BRAIN GYM (1)

- ◎ Brain Gym is a program of 26 physical movements that enhance learning & performance in all areas. Developed in the 1970's through the work of educators Dr. Paul & Gail Dennison in response to their quest to seek more effective ways to help children & adults with learning difficulties. Brain Gym is an innovative new approach to learning that was drawn from a wide body of research from developmental specialists focused on the role that physical movements played in enhancing learning abilities.

PROGRAM OF BRAIN GYM (2)

- ◉ Brain Gym incorporates 26 easy & enjoyable targeted activities which are fully explained in the **Brain Gym® Teacher's Edition**. These activities are designed to integrate body & mind and can bring about rapid and often dramatic improvements in concentration, memory, reading, writing, organising, listening, physical coordination & more. Brain Gym can also help overcome ***Attention Deficit Disorder (ADD) & Attention Deficit Hyperactivity Disorder (ADHD)***, kids with special needs, brain damage & severe learning challenges. These students will positively benefit from Brain Gym as is attested by thousands of families and its long use over many years.

Dimensi Lateralitas/Komunikasi /Robot



FOKUS/PERA SAAN/PINGUIN

PEMUSATAN/EMOSI/PERENANG

LATERALITAS

- It is associated with **the left and right brain dimensions related to communication capability.**

The movement crossing the center line can unify the left brain (rational thoughts) and the right brain (feeling) so that people can be more positive, able to hear with both ears, see with two eyes, write and move smoothly. If this part is not balanced, people will have difficulty to distinguish between left and right, stiff movement, bad writing, hard to read and write.

- *Gerakan Silang*
- *Delapan Tidur*
- *Coretan Berganda*
- *Abjad Delapan*
- *Gajah*
- *Putaran Leher*
- *Olengan Pinggul*
- *Pernafasan Perut*
- *Gerakan Silang Berbaring*
- *Mengisi Energi*
- *Membayangkan X*

FOCUS

- ◎ **It is associated with the front-rear involving the brainstem related to concentration, understanding and comprehending capability.** The movement stretching the muscles in the neck and along the legs can launch the energy from the back flowing to the front, in which the capability of expressing themselves is located. If this part is not balanced, the muscles in the neck and the shoulder are tense, less enthusiasm of learning, more easy to get confused, hard to comprehend something, and less able to express themselves.
- ◎ *Burung Hantu*
- ◎ *Lambaian Tangan*
- ◎ *Lambaian Kaki*
- ◎ *Pompa betis*
- ◎ *Luncuran Gravitasi*
- ◎ *Pasang Kuda-kuda*

CENTRAL

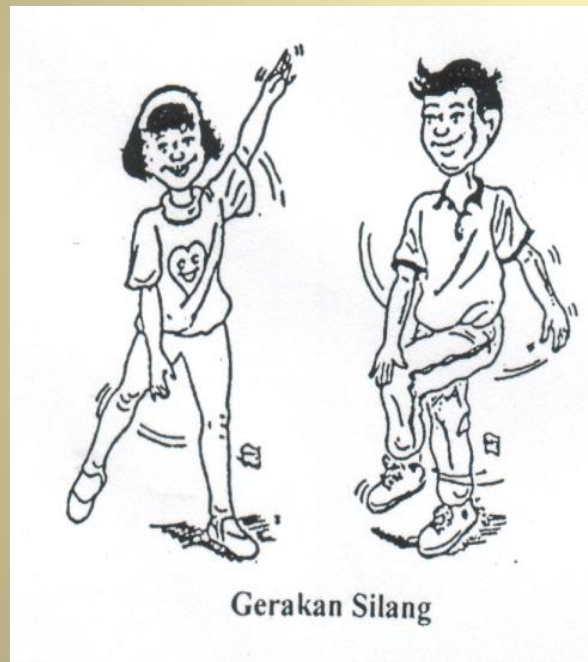
- **It is associated with the top-down involving the midbrain related to the capability to manage and organize something.** The particular movements can multiply the energy to connect the lower part of brain (emotional information) with the cerebellum (abstract thoughts). If this part is not balanced, people will be hard to concentrate, having less confidence, being coward, ignoring feelings, and having difficulty to jump.
- *Minum Air*
- *Saklar Otak*
- *Tombol Bumi*
- *Tombol Keseimbangan*
- *Tombol Angkasa*
- *Menguap Bernergi*
- *Pasang Telinga*

TRADITIONAL DANCES IN BRAIN GYM MOVEMENTS

- The basic movements of Brain Gym are easy and simple. The most important is that actually there are many Brain Gym movements in various dances around the world, especially in Indonesian traditional dances.
- To develop children's creative potencies is needed to introduce and practice Brain Gym movements early.
- Then, the next step is to build as sense of fond of traditional dances because in every single motion of traditional dances does not only develop the brain, but also form dynamic behavior in children's body and mind early as a capital to be creative and dynamic children.
- **Brain is a window to think and work that is necessary in one's life journey.**

- ◎ Based on my experiences , I think there is a relationship between Brain Gym and some of traditional dances.
- ◎ To support my opinions, the following table describes some examples of traditional dances having some Brain Gym movements:

LATERALITAS (1)



Tari Lilin – Sumatera

LATERALITAS (2)



Tari Jawa - bondan

LATERALITAS (3)



Putaran Leher



Tari Bali

LATERALITAS (4)

◎ Tari Srimpi



◎ Tari Merak



LATERALITAS (4)



Tari Rampak Gendang

FOCUS (1)



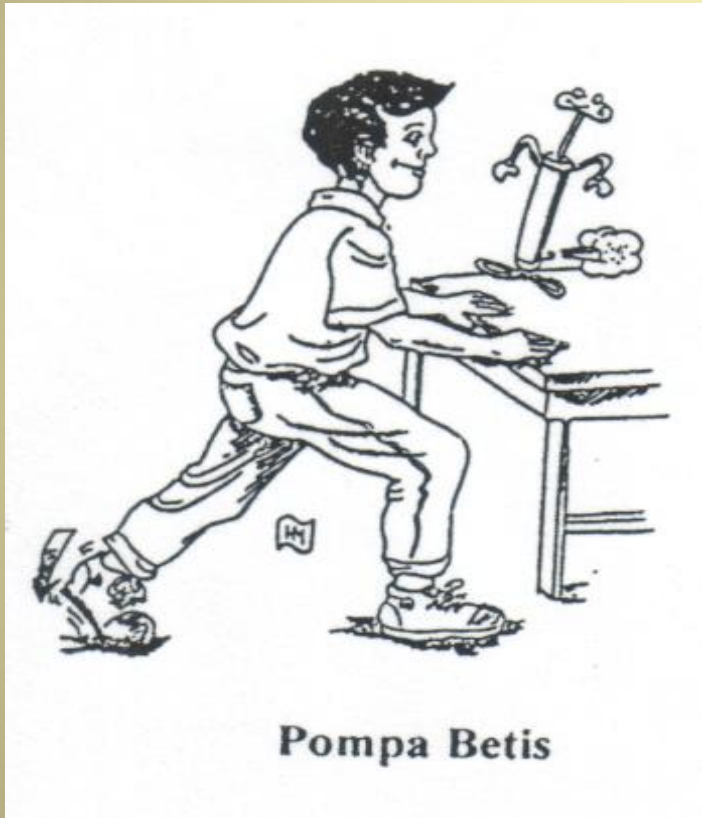
Tari Saman

FOCUS (2)



Tari Sumatera Utara

FOCUS (3)



Tari Dayak Kalimantan

FOCUS (4)



Tari Maluku Tengah

FOCUS (5)



Tari Papua



Tari Jaranan

CENTRAL (1)



Tari Saman

CENTRAL (2)



Tombol Bumi



Tari Serampang Dua Belas

CONCLUSION (1)

- ◎ Brain Gym movements is needed to introduce early, especially for children at early age in order that children develop their potencies optimally by using the brain dimensions optimally. By means of Brain Gym, children's creative potencies can be optimized regardless of viewing children's social-cultural diversity.
- ◎ Children at early age can grow their potencies up more optimally as a creative kid if the brain function, especially the left-right brain, is handled step by step by using pleasurable ways in the process, and they are also introduced traditional dances as the development of Brain Gym basic movements.

CONCLUSION (2)

- ◎ The writer is interested in researching this topic. First, there is no research about this that explore this relationship between traditional dances movement and Brain Gym, second, it is to inform society that there are many Indonesian traditional dances that are able to improve children's creative potencies.