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Early Childhood  
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# YM Improving Creative Potencies in Early Childhood in Diversity by Traditional Culture

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## Abstract

ve behavior in early childhood has not been developed optimally yet, se creative potencies are ignored, in fact, there is a tendency that is l off by technology. Traditional games and culture depicting dynamic or are less socialized to the early children. The conditions of the children with a variety of electronic games and mass media programs about creative behavior not developing optimally. There is even a icy to behave emotionally and destructively starting to become a menon that continues at early childhood ages.

childhood is a 'gold' period which his/her potencies should be ped optimally, one of which is to make the child become a creative i. Personality is the overall behavior of individual that is the result of ction between bio-psycophysical potencies (physical, physic and carried since birth and, being trained by a series of environmental ion. The personality is revealed on actions and deeds as well as ological mental reaction, if there is a environmental stimulus. The pment of creative potency in early ages is performed by family and s as a reflection of change dynamic in the society. Family is the main e first place to grow and flower the children, while schools are ional institutions that will strengthen the ability of child pment.

ay to optimize creative potencies in early ages with social diversity is veloping the brain function optimally through the introduction of Gym since brain is a window to learn and work. Brain-Gym consisting movements can stimulate the three brain dimensions; those are ity, focus, and concentration dimensions that support the pment of emotional skill, social skill, intellectual ability, and physical . In particular, the development of creative potencies can be done h updated laterality movement that is balancing right-left brain, d to left and right brain dimensions associating with communication . The development can be performed with fun by integrating in the s of traditional dances in which there are several Brain-Gym ents, such as Pendet dance (Bali), Kuda Lumping dance (Java), Poco- ance (Morado), Lilin dance (Padang), and S

## **Introduction**

The role of education for early children is a shared responsibility among family, school, and government. Child's personality will be formed as well as in a school where she gets new experiences in the new society. However, the major environment that has a role in the education of a child comes from the nucleus of father, mother, brother, and sister. This environment is the most important having responsibility in educating a child.

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 opportunities as happens in adult ages but also is more inclined to optimize the development of intelligence quality. (Anne Ahira, [www.AsianBrain.com](http://www.AsianBrain.com)) However, the importance of the importances of early childhood education has been not optimal yet. In fact, early childhood education has not enabled to develop understanding, environment and optimal opportunities for every child to develop his/her potencies in a balanced manner, particularly in forming a creative person. Because of this, early childhood education should be designed optimally, regardless of social background. In this case, one of important aspects that needs to be studied are parents, schools, and society are able to develop early children potencies by being influenced by social culture diversity, that is by optimizing the development of brain in a balanced manner, so that the children will be educated more effectively, more creative in this process since brain is a window to learn and work.

## **Discussion**

### **Creative Behavior in Early Childhood**

The role of education for early children is a shared responsibility among family, school, and government. Family as the smallest social unit is the first and major social environment, in which family is the most responsible environment in raising their children. Education given by parent should provide the basis for learning, socialization, and life in society. The pattern of attitudes, behavior, values held by parents through parenting are the fundamental basis of the subsequent child's development personality and behavior.

In this case, family is still a primary group to lay the groundwork of personality in the family. Parents have important role to create intimate and long-lasting relationship system, that can be tagged by personal loyalty, love and affection relationship. The parents' role is to improve their children's mental attitude. The development of children's personality and creativity is the capital of their self-development and environment, and of course it gives impact for the family's overall

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 laid. Besides, children also experience one of crisis called crisis of basic

Generally, people think that childhood is the longest period in a person's life, a person is powerless and depends on someone else. According to Hurlock, childhood is begun after a baby who is full of dependence approximately two until the age when children are sexually mature, that is 13 years old for women and 14 years for men. Childhood is divided again into two distinct periods; early and late childhood. The early age is from 2-6 years old while the late age is from 6 years old until when children are sexually mature. This dividing line is especially for children who are before reaching schooling ages are treated in a different way, not like a treatment for children who had entered school. On the other hand, some educators say the early age of childhood as pre-school age, in which Haditono (2004) are in line with this.

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

children at an early age usually learn and study in their home or join some social activities in an educational institutions such as pre-school playgroup, kindergarten or nursery, not in a formal educational institutions, such as Elementary School). According to Setiawan (2002), which refers to the theory of Piaget, early childhood is said as a period that is not demanded to think logically, which is marked by the following thoughts:

1. **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)

2. **Egocentric**, that is a strong tendency to response everything as a real or tangible

3. **Egocentric**, that is to see everything only from their own perspective and hard to accept explanation from the other.

4. **Intuitive**, tendency to think simply and not easy to accept something complex.

5. **Anthropomorphism**, that is a tendency to think all existing objects have human qualities as if they have human qualities.

6. **Concentration**, that is a tendency to concentrate on one aspect of situation.

7. **Imagination**, at early age can be said that they have high imagination, which this is the early emergence of the seeds of creativity in children.

8. **Imagination**, it can be concluded that children at early age are children aged 2-6 years old in the development stages of early childhood, having the characteristics of egocentric, concrete, intuitive, egocentric, anthropomorphism, concentration, and full of imagination. The objective of early childhood education is to unify education and learners' development. The aim is to develop students' potentials, including the tendency to give a

Early age determine human growth and development further because basic identity is formed at early age. At that time children experience one of crisis, the crisis of basic personality formation. If they get good education, strong mental personality will be formed. On the contrary, if they get wrong on, bad personality will be formed.

### **Cultural Diversity & Creativity**

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

Understanding the diversity inherent in one's own culture was a prerequisite for understanding worldwide cultural diversity. Each culture must therefore seek to understand and itself as one and diverse. Nevertheless, in mapping internal diversity a great effort was required to ensure that cultural resource maps did not create boundaries that could lead to ghettoization or even cultural apartheid.

Cultural resources, being permeable and dynamic, crossed state borders; it was therefore appropriate for cultural mapping to be participatory and cross-border, as intended by UNESCO. Recognize the fundamental rights and duties of citizens, who would thus be encouraged to take responsibility for the exercise of rights and duties, which would inform their daily behaviour; ensure equal treatment of citizenship within the same country, since it must be equal for all; find common denominators for peaceful coexistence in a world of inequalities and disparities and of extreme poverty alongside opulence, in particular in urban areas. Understanding the diversity inherent in one's own culture was a prerequisite for understanding worldwide cultural diversity.

Cultural diversity is the variety of human societies or cultures in a specific geographical area 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 significant variations in the way societies organize themselves, in their shared perception of morality, and in the ways they interact with their environment. It can be argued that cultural diversity may be vital for the long-term survival of humanity; that the conservation of indigenous cultures may be as important to humankind as the conservation of species and ecosystems is to life in general (Lydia B. Kerwin, 200

Culture and creativity are the two things that are inseparable. Even in the context of community life, a thriving culture always attaches to creativity dimension.

in everyday life is always associated with a special achievement in creating new, discovering some ways to solve a problem that can not be found out people, new ideas, and viewing the various possibilities.

According to Solso (Csikszentmihalyi, 1996) creativity is a cognitive activity that a new perspectives on an issue or situation. Drevdal (in Hurlock, 1999) creativity as a person's ability produce a composition, a product, or ideas basically new and previously unknown by the creator. This creativity imaginative activity or synthesis of ideas which its result is not only a but also include new system creation and combined information obtained previous experience, and a grafting of a long relationship into a new situation, include a new correlation creation. The forms of creativity may be the of art, literature, scientific research, or may be also procedural and technical. So according to these information, creativity is an imaginative activity that its result is the formation of combination obtained from previous elements into new, meaningful, and useful. Munandar (1995) defines creativity as the ability to create new combinations, new associations based on the previous information, data or elements into something meaningful and useful.

From above explanations, it can be concluded that creativity is the ability to find something new or a new combination based on the previous elements into something meaningful and useful. Suharnan (in Nursisto, 1999) says that there are four elements of creativity that can be described as following:

1) activity of thought; creativity always involves the process of thought within this activity is a mental process that is not visible to the others, and only the person concerned. This is complex since it involves a number of cognitive functions such as perception, attention, memory, imagination, reasoning, decision-making and problem-solving.

2) finding or create something that includes the ability to connect two or more elements previously seem unrelated, the ability to change the existing view and combine with another view, and the ability to create a new combination based on what already exist in the mind. This activity find something meaningful that is the result of imagination activity; that is the ability to manipulate a number of objects or elements in mind before something new is expected to appear.

3) originality, the nature of new or original. Generally, creativity is viewed from the perspective of a new product. This product is regarded as a creativity work if it has not been created before, amazing work, and be able to be enjoyed by the people.

4) usefulness, deriving the above description it can be concluded that the major elements of creativity are 1) activity of thought, that is a mental process that can only be felt by the person concerned; 2) finding and creating, that is an activity aiming to find or creating something new; 3) original, a work of creativity should contain elements in one or more things, and 4) useful or valuable, that is a work of creativity as a specific purpose or benefit.



freely express their ideas through their fantasy, drama, constructive playing and more. Feeling of safe and psychologically free is an important condition for development of creativity. Children who are taken literally, appreciated their process, not so fast to evaluate will feel safe psychologically, and of course children who are given the freedom to express their ideas also feel the same. The playing like that is so closely associated with efforts to develop children's play.

Playing gives children the opportunity to develop their creativity. They can experiment with their new ideas either by using game instrument or not. Once they learn to create something new and unique, they will do it again in other ways. Creativity gives children pleasure, and great personal satisfaction, and of course rewards that have a real impact on their personal development. Being creative is important for children at early age because it adds flavor in their games. If play can make the games more fun, they will feel happy and satisfied.

Playing also gives children another opportunity, that is the opportunity to explore their creative impulses as an chance to feel the objects and a challenge to do 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 ways. Besides, playing also give children an opportunity to think and act creatively, 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 singing, drawing, playing simple music instrument, playing with wax, playing with clay, playing with beams, and exercise. One of the exercise that is good and suitable for early childhood is Brain Gym exercise.

### **Brain Gym For Improving Creative Potencies**

Children's creativity at early age that has not been developed optimally is that we can bring Brain Gym to them. In fact, Brain Gym is a part of exercise that is fun and 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 on strengthening the brain functions optimally. Brain Gym® is a simple and effective set of movements which we use with our students in to enhance their performance of whole brain learning. These activities make all types of learning easier, and especially effective with academic skills" .Dr. Paul Dennison. There are no learning disorders, only behaviours which tell us what a child is needing if we are able to listen" Dr. Paul Dennison, "Brain Gym is a movement based learning system that provides immediate access to the physical skills of learning that include control, sustained attention and motor dexterity for improved performance and competence in the areas of academics, comprehension, creativity and self-expression." In Scott Studebaker , in the first months and years of life, brain cells form neural connections in many parts of the brain. These connections are the complex neural pathways that shape our thinking, movement, habits, feelings, and behaviours. The environment and stimulation during the first years of life profoundly influence the development of language development and even later reading and maths

and or behavioural problems that they might develop. If an adult or child ties which are holding them back, then Brain Gym offers a programme to quickly re-pattern or re-educate these connections to facilitate the person to overcome their blockages to success in developing their intelligence, creativity, development-and even later reading and maths skills .

Current brain research is condensed what emerges are simple, easy to understand findings that, for the most part, reinforce what we know. Following is a list of the most relevant findings. ([www.mindandbodycoach.net/id10.html](http://www.mindandbodycoach.net/id10.html))

Brain development is reliant upon interplay between genes and environment. There is no longer the debate whether our learning is more dependant on nature or nurture. Research indicates that nature lays down a complex system of neural circuitry, but how that circuitry is wired is dependant on external forces such as environment, surroundings and stimulation.

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

Early interactions, how we relate and respond, directly affect how the brain is wired. Children learn in the context of important relationships. Brain neural circuitry is established as the growing child experiences the surrounding world through attachments to parents, family members, and caregivers. Warm, responsive relationships have a protective biological function, helping the child weather stressors and prepare for the adverse effects of later stress or trauma. Neglect, lack of care, absence of care, drug abuse, and trauma can all have an adverse effect on the child's emotional well-being.

Brain development is not a step-by-step process; it is more like a spiral staircase with windows of opportunity. Learning continues across the life cycle; there are windows of opportunity during which the brain is particularly receptive to specific types of learning. Certain critical periods are conducive to the development of 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.

For more than 30 years and in over 80 countries, Brain Gym® has been helping adults, and seniors to: Learn anything faster and more easily; Perform better in sports, arts and creative activities; Be more focused and organized moving from one task to the next; Start and finish projects with ease and on time; Overcome learning, performance and others personal challenges; Reach new levels of excellence in business, sports etc.; Improve the quality of communication and build relationship.

Helping adults and children to easily and quickly learn how to use Brain Gym® to reach their true potential.

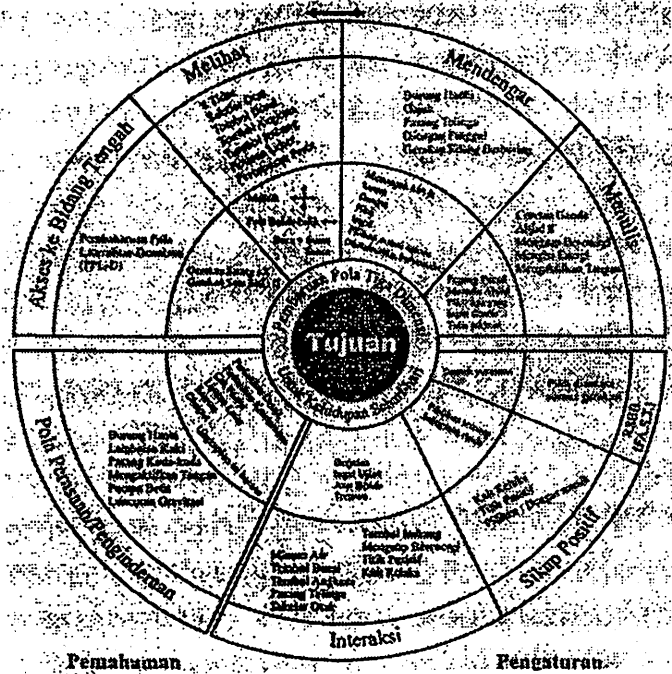
ing them in business, education, sports and creative pursuits to to manage, cate, organise, learn and move to their true potential.

ain Gym is a program of 26 physical movements that enhance learning & nce in all areas. Developed in the 1970's through the work of educators & Gail Dennison in response to their quest to seek more effective ways to dren & adults with learning difficulties. Brain Gym is an innovative new to learning that was drawn from a wide body of research from ental specialists focused on the role that physical movements played in g learning abilities. Brain Gym has received world wide appraise & is now ore than 80 countries, taught is thousands of schools & in areas as diverse as rming arts,athletics & the corporate world. Brain Gym is similar & different movement programs in that Brain Gym helps to increase flexibility & ion, but differs from other programs because it also provides specific to facilitate brain function for physical skills required for activities such as vriting & spelling.

nature, the brain's neural pathways & connections are developed through t. Brain Gym works by promoting specific movement experiences which facilitating optimal achievement of mental potential. All acts of arning,vision & coordination are learned through a complex repertoire of t. Brain Gym through its specific movement exercises program promotes the communication amongst these many nerve cells & functional centres located it the brain's sensory motor system.Learning problems arise when cation between these centres, for example, when the eyes & ears are Brian Gym exercises stimulate the flow of information within the brain & ystem freeing the innate ability to learn & function at top efficiency. The ical basis of how & why Brain Gym works is expanded upon by Carla d PhD in her book called Smart Moves in the Brain Gym books section.

in Gym can be used to enhance learning abilities for both excellent learners s those who find learning a challenge. Brain Gym incorporates 26 easy & : targeted activities which are fully explained in the Brain Gym® Teacher's These activities are designed to integrate body & mind and can bring about l often dramatic improvements in concentration, memory, reading,writing, g, listening, physical coordination & more. Brain Gym can also help *Attention Deficit Disorder (ADD) & Attention Deficit Hyperactivity (ADHD)*,kids with special needs,brain damage & severe learning s.These students will positively benefit from Brain Gym as is attested by ; of families and its long use over many years.Brain Gym is fun & easy to do r if done to music,we stock a selection of Brain Gym Music CD'swhich can be do Brain Gym activities. Brain Gym requires no special talents & can be y everyone. (<http://www.braingym.com.au/About-Brain-Gym-pg6639.html>). Dennison discovered ways to adapt and sequence these movements so they effective for older children and adults. The result is a system of targeted that enhance performance in all areas - intellectual, creative, athletic and

The X=pand Balance Wheel  
 Komunikasi  
 Dimension Lateralitas  
 Pikir/Robot



*Dimensi Fokus*  
 Perasaan/Penginderaan /Pinguin

*Dimensi Pemusatan*  
 Emosi / Perenang

Three movements consist of three dimensions, those are laterality, focus, and concentration that can be described as follows:(Elizabeth, 2005):

Dimension	Function	Name of movement
Laterality	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.	<ol style="list-style-type: none"> <li>1. Gerakan Silang</li> <li>2. Delapan Tidur</li> <li>3. Coretan Berganda</li> <li>4. Abjad Delapan</li> <li>5. Gajah</li> <li>6. Putaran Leher</li> <li>7. Oengan Pinggul</li> <li>8. Pernafasan Perut</li> <li>9. Gerakan Silang Berbaring</li> <li>10. Mengisi Energi</li> <li>11. Membayangkan X</li> </ol>
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.	<ol style="list-style-type: none"> <li>1. Burung Hantu</li> <li>2. Lambaian Tangan</li> <li>3. Lambaian Kaki</li> <li>4. Pompa betis</li> <li>5. Luncuran Gravitasi</li> <li>6. Pasang Kuda-kuda</li> </ol>
Concentration	It is associated with the top-down involving the midbrain	<ol style="list-style-type: none"> <li>1. Minum Air</li> </ol>

this part is not balanced, people will be hard to concentrate, having less confidence, being coward, ignoring feelings, and having difficulty to jump.


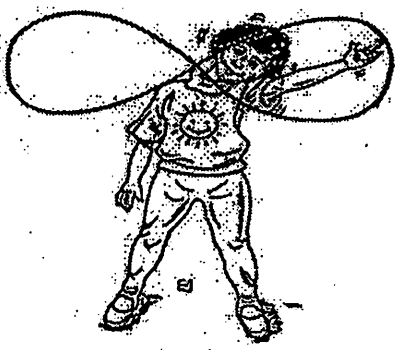


- 6. Menguap Bernergi
- 7. Pasang Telinga

### onal Dances in Brain Gym Movements

asic movements of Brain Gym are easy and simple. The most important is that ly there are many Brain Gym movements in various dances around the world, ally in Indonesian traditional dances. Nevertheless, recently Indonesian an are less interested in the traditional dances. Moreover, the role of family to a sense of culture through traditional dance activity is no longer the focus of an's education. Even the educational institutions, such as schools, less develop onal dance activity as the required extracurricular activity for their students. act is quite unfortunate because children become less develop their creativity ally. In fact, the dynamics in every single movement of traditional dances is parts of the dynamics to balance the brain function.

velop children's creative potencies is needed to introduce and practice Brain ovements early. Then, the next step is to build as sense of fond of traditional ; because in every single motion of traditional dances does not only develop ain, but also form dynamic behavior in children's body and mind early as a l to be creative and dynamic children. Brain is a window to think and work that ssary in one's life journey.

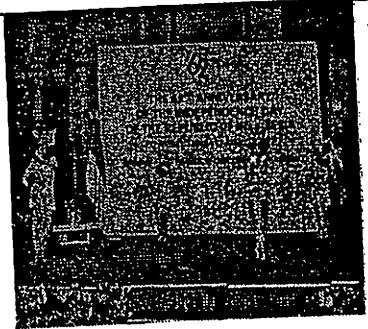
on my experiences , I think there is a relationship between Brain Gym and of traditional dances. To support my opinions, the following table describes examples of traditional dances having some Brain Gym movements:

ain mension	Example of Brain Gym movements
teralitas	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Gerakan Silang</p> </div> <div style="text-align: center;">  <p>Gajah</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>Putaran Leher</p> </div> <div style="text-align: center;">  </div> </div>

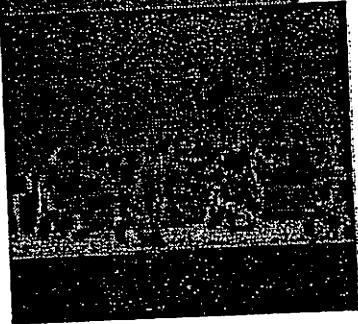
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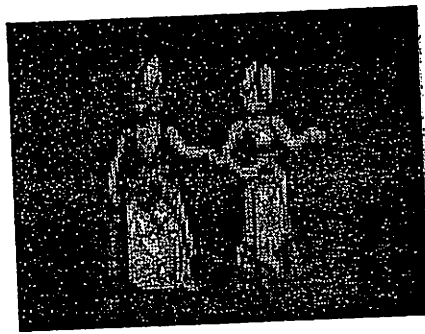
Tari Lilin- Sumatera



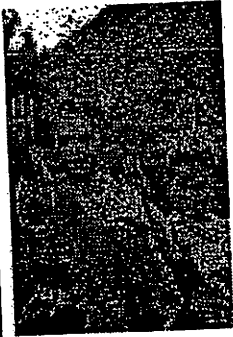
Tari Rampak Gendang



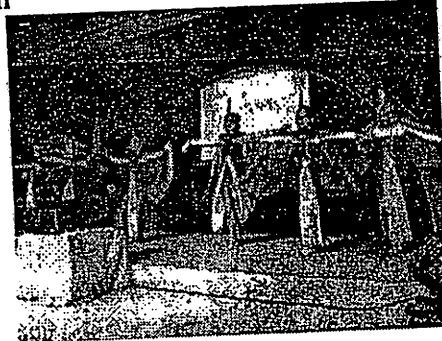
Tari Kecak- Bali



Tari Golek - Jawa



Tari Madaleka –  
Lombok



Tari Merak – Jawa Barat

US



Burung Hantu



Mengaktifkan Tangan



Pompa Betis



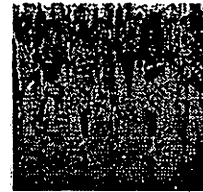
Additional  
Inches



Tari Sumatera Utara



Tari Poco-poco Sulawesi Utara



Tari Saman , Tari Cakalele, Tari Anoman, Tari Jaranan



Tari Dayak- Kalimantan



Tari Papua



Tari Maluku Tengah

Neutral





Tari Persembahan –Sulawesi



Tari Serampang dua Belas Sumatera



Tari Saman- Aceh



Tari Pendet- Bali

the example above it can be concluded that some basic Brain Gym movements are actually in the traditional dances. Because of that, families and schools, and society have to dig out a traditional culture that is able to optimize the brain function in a balancing way, so that children are really ready to face life challenges using all brain dimensions.

### Conclusion

Brain Gym movements are needed to be introduced early, especially for children at an early age in order that children develop their potencies optimally by using the brain functions optimally. By means of Brain Gym, children's creative potencies can be optimized regardless of viewing children's social-cultural diversity. Children at an 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.

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



ces

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# Certificate

This is to certify that

**Siti Irene D**

has participated as a

**Presenter**

in the International Seminar on

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(As a Foundation to Develop Character Building)

Organized by Yogyakarta State University, Indonesia,  
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Yogyakarta, May 20, 2010

Rector,

Chairperson