

PAPERS

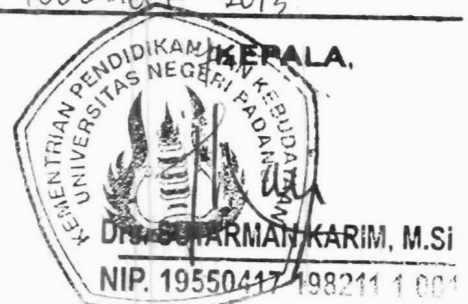
ENHANCING EARLY CHILD ART THROUGH STIMULATION OF BOOK AND ENVIRONMENT SETTING¹

(Based on The Observation of Thariq Muhammad 2004-2011)

Dadan Suryana²

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² Lecturer at Early Childhood Education Departement Faculty of Education Padang State University

ABSTRACT

Art child development can be stimulated in various ways, one of them is stimulated through the introduction of the book, and setting the home environment. The observation of sustained against Muhammad Tariq since 2004-2011 shows that the application of stimulation through the introduction of the book and setting the home environment affect the development of the art of Tariq Muhammad. Art in the sense of drawing ability, and playing music. Art development contributes positively to the physical, cognitive, social, emotional, and language. Observations indicate the stimulation setting books and home environment from birth until the age of eight years old art developments Muhammad Tariq good progress with. The uniqueness of this observation is, Tariq Muhammad no formal training, but through setting learning environment in the home until the age of six years. Observation results also proved that the development of the arts has significantly contributed to the development of reading, writing, cognitive, social, emotional.

Keywords: development; Arts; Early Childhood; Stimulation books and environmental settings.

INTRODUCTION

Based on the results of research on the relationship between learning and brain, suggesting that it could be determined and was found, when and how children learn extraordinary. There are elements of research on the brain that can support the learning of them is not associated with the study of genetic and environmental factors, this implies that teachers have an understanding that intelligence is not a standard size, but how the child was introduced to the world through his experiences. The human brain evolved through a rich learning experience, learning to change the physical structure of the brain when children gain new knowledge of brain nerve cells that linkage occurs (synapses). (Jensen, 2009)

Children need more knowledge and experience sustainable and gain a new experience to add to his ability. In addition to the children's learning experience requires setting an atmosphere that menunjang development of every aspect of a child's development. environment that is conducive to the child directly affect the emotional development of the child, the child's emotional development is important when children learn, children need to feel secure learning and comfort. Stress will be a weapon that can

destroy brain and nerve cells make children facing learning difficulties, harmonious relations with the warmth of family members, teachers and people who are not children to be very important in supporting children's learning. Brain growth is also greatly supported by balanced nutrition, health, and physical activity. Stimulation of motion, need sleep, and health major effect on the growth of brain nerve tissue. Children are a learner who is very much in need of physical exercise through activities inside and outside the room. Peak periods of brain development occurs in the early years of a child's life, when the child is more easily develop learning emotional control, forming attachment with others, and language acquisition and the development of musical ability. To memlayani sensitive period, then the teacher must find the right moment to do the learning, particularly in the development of social skills, language, and music capabilities.

In any research on the brain proves the theory of Maslow, Erikson, and other theories that suggest that the relationship between the brains of children with the condition of health, nutrition, safety from environmental threats and the warmth of the relationship is crucial to the child's stage of development. Growth and development of the child has sustained stage, the stage will be taken by children and how to provide the stimulation that a child's development towards the next well. We are familiar with Piaget's theory of logical thinking and reasoning skills for early childhood stages are sensorimotor, preoperational. Vygotsky's theory of social interaction and learning, we also know Howard Gardner's multiple intelligence theory, the role of play in children's learning sara Smilansky. That is the theory underlying the creative learning so as to provide meaningful learning experiences for children in carrying out its development stages.

CHARACTERISTIC AND EARLY CHILDHOOD DEVELOPMENT

Developments in Keoph and Sugden (Gallahue, 1989) is a change adaptation towards competence. Developments in early childhood education can be defined as a systematic and adaptive changes in body and mind by the order and pattern of growth and maturity (Jackman, 2009). Growth and development of children between the ages of birth through eight years of an era of sorts because when this happens the important developments such as the growth of physical, intellectual, emotional, and social development must begin stimulation in the home, child care, other educational services. Every child needs the stimulation of learning and development that is different from one child to another. In the law on the national education system stated that early childhood

education is an effort aimed at the development of children from birth to the age of six years through the provision of educational stimulation to assist the growth and development of mind and body so that children have the readiness to enter school more (Undang-undang Sistem Pendidikan Nasional No. 20 Tahun 2003 Bab I Pasal 1 Ayat 14)

While on Article 28 of the Early Childhood Education stated that "(1) Early childhood education was held before primary education, (2) of Education early childhood education can be organized through the formal, non-formal and / or informal, (3) early childhood education formal education: kindergarten, Raudhatul Athfal, or other equivalent form, (4) early childhood education non-formal education: Play Group, Childcare, or other equivalent form, (5) early childhood education informal education track: family education or training organized by the environment, and (6) the provisions on early childhood education as referred to in paragraph (1), paragraph (2), subsection (3), and paragraph (4) shall be further government regulation. "Upheld by regulation No. 58 of national education minister in 2009, that early childhood is to serve children ages birth to eight years

The development generally occurs in the same way for all children. this case, implies the existence of similarities and differences in each stage of child development with a particular characteristic..

Some children will exhibit certain characteristic and behavior at eralier ages than their peers; other will take longer to acquire a given set of skills and concepts.... it is through close observation and intercation with individual children in their classroom that skilled teachers assess where children are and so know how to best guide them (Copple & Bredekamp, 2006)

Some children will exhibit certain characteristics and specific behaviors compared with their peers, and the children will go through stages of regular time to acquire a skill. Child development can be observed through intense observation and interaction but it also can be done by parents at home or teachers at school.

Infants. First months of life for infants is a crucial period in shaping the foundation for each area of development. Their development is determined by means of the five senses (sight, hearing, taste, smell, and tactile) and also stimulated by the environment. This baby has a sensuous one can understand the world around them when they get a rich experience both in the home and in child care. the age of the baby is required intensity of

interaction with parents more and get the warmth of love. Caresses, hugs and kisses and communication initiated by the adults around the child will develop all five senses, which is important at such a crucial age infant physical formation of the brain is crucial to the connectivity of nerve cells (synap). Developing children's emotional development when children are given physical touch, while breastfeeding mothers will provide tactile stimulation of the child and will automatically connect with the brain nerve cells work. Atmosphere of tranquility and comfort in the environment will affect the child's psychosocial development of children. motion stimulation is needed as a way to float the coarse muscle and smooth muscle.

Toddlers. At the age of two years of development and learning ability will develop quickly. Physical activity of children aged one to two years of full battery like no end, enthusiasm, and curiosity is high. Minimum of one year to two years is the end of the ability of a baby and a new one opens up the ability for his age. In this growing age of mobility, autonomy, and self-help skills, children learn from what they do, such as when a child is just learning to wash your hands and dry them, learn to feed themselves, or wear their own clothes. Children this age are trying to do his own work despite feeling the pinch and can make her emotional exit. At this age adults should pay attention to security and safety, because at this age children are in a period of exploration muscles by walking and running, so we need to get enough wiggle room to pay attention to security and safety. Children have a high curiosity that is at the stage of trial and error. Kids love the activities that are repeated continuously. (Essa, 2007). The ability to speak children aged one to two years is limited, but he understands the evolving communications environment around the child, he will try to mencotoh what happened dilingkuang about children by doing what he saw.

Three, four and five years. Three years of age are at the period of progression through the challenges faced by children. they feel anxious when facing something new and be frustrated at failing to do a job. With the rapid development they will ask a lot more people around, and they began to develop their social skills by playing with friends in the long term, but will face difficulties to be able to work together with their peers in play. Minimum three-year period in which the children enjoyed the power hayal and imaginative play. Typically developing children curiosity and emphasis in the repetition of something still needed. Specialized in the development of their language is quite interested in picture books and sign language development.

. Four years full of interest in the world and high energy. Children have the ability to do something without needing the help of others, there is a development of muscle control large and small muscles, the development of self-confidence. At this age children love to do work that can invite the attention of people around, the same time the child is in his learning very rapidly, as well as with the development of language. Environment around an arena for them to develop a range of capabilities, thus requiring a rich environment with knowledge and experience. At this time we as parents would be the place to ask about everything, because they're explore curiosity.

Five years of developing social skills, they will start looking for close friends and love to play in a smaller group of friends. They will apply the language skills to conduct interesting conversation. At five years of age will develop the ability control himself, but the family and the environment must be able to shape it for the positive development towards the next stage of development. Motor development has also been quite as good as the ability to jump, jumping, running, catching, throwing, and cutting, using crayons and coloring skills. Exploration of the environment at the age of five years as a prominent feature, they will learn many things from their surroundings.

Six, seven and eight. Physical growth is slow but still grow, strength and ability of muscles begin to grow and develop properly. Motor coordination develops extraordinary special when playing as throwing a ball, playing soccer, running and games that require hand-eye coordination. Children this age have the ability berpkiri and learn better, both in logic and nalarsistematis. Children learn to concentrate and focus of attention will be longer than when under the age of six years. Language development of the child's verbal skills towards the development of writing skills. Language development of children aged six years old child more able to accept the vocabulary not only hear but also reading, and language evolved from verbal to written language. (Bredenkamp & Copple, 1997). Seefeldt and Barbour (1998) says, "They develop the ability to see things from another person's perspective and have more empathy, but on the other hand also develops sensitivity and feeling irritable." At this age needs adults who can guide and direct the development khususnya social and emotional.

The theory of human behavior in the system model known child development theory Bronfenbrenner (2004), studying human ecology theory interrelation between humans and the environment. There are 4 (four) in the basic structure of the concept, namely the micro, meso, exo and macro. Micro Systems is a family and the relationships between family members. The family is the

smallest structure in an environment consisting of parents (adults) and children. Relationships within a small community proved crucial in the process of learning for children in the future. The results of longitudinal studies in the field of developmental psychology suggests that early life conditions have influence behavior in adulthood. If the child becomes larger and the school he is in meso system. Meso system is the advanced stage of development of the micro, where the school-age child begins to move, then he will meet with the school environment. In the school the child will meet with a new environment, such as the new place, new people (peers, teachers and others). Children will learn from the school she will begin to develop a social life to a wider audience than keluarga, child development will be influenced by the social life of the school especially in interrelation with peers. Exo system is setting in which children do not participate actively but exposed to the influence of various systems such as the work of parents, friends and parents work as well as many other communities. Macro Systems speaks about the culture, lifestyle and community where the child resides. All systems are mutual influence and impact of various changes in the child's development. Therefore, all components of the system affect parenting (nurturing) and education of children in a holistic manner. The new paradigm in early childhood education emphasizes the nurturing treatment to all parties with regard to children who are growing developmental integrity and unique multi-directional.

ART DEVELOPMENT OF EARLY CHILDHOOD

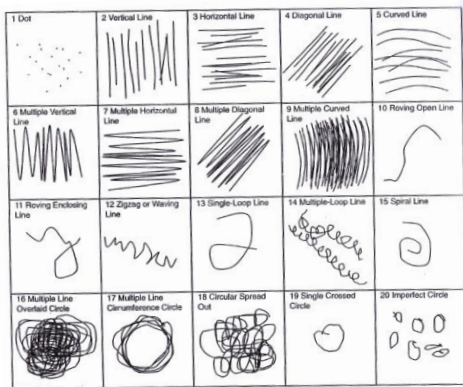
The development of the art of children conceived as a process of development towards the next stage of development. Child art development can be observed from the interest in beauty, music and the work of graffiti to draw. However, the development of the art of children can not be identified as a result of developments in the sense of when children can draw or color or interest in music then it is said that the child jik abesar would later become a painter or a musician. The development of art is a process of interest and the process that will determine the development of other developments.

Art is the foundation for the development of children in integrating multiple skills and learning experiences. art developments related to the ability to communicate through color, line, shape, texture letter said Smith, Fucigna,

Kennedy, and Lord (1993) "grafic language". The arts can contribute significantly to the development of physical, cognitive, social, and emotional. (Jackman, 2009).

The linkage between art and physical development can develop large muscles (gross motor skills) that appears when installing child easel painting boards, trampling clay; develop fine motor skills such as fingerpainting, cutting; may also develop eye-hand coordination (using hands and eyes together). Art can develop cognitive concepts that children can recognize shapes, colors, sizes and patterns, but it can also solve the problem child when she decided to color or draw. Art can also affect social emotional development, children learn to express your personality, build positive self-concept, describing imagination and fantasy and creates a sense of joy when interacting with themselves and the people around him. Develop language arts. Cognitive and language can not be separated so that when the child express his art, in addition to cognitive impairment will develop language as well as explaining their work or when asked by the teacher, then develops the ability to communicate.

Stage of development of the art for children ages Infants and Toddlers. The development of the art at the start through sensory experience (sensory) for children ages infants (Infants) until the age of two years (toddlers), Baby uses the body when interacting with the surrounding objects. Keteratrikan children will emerge from the exploration inderawinya. When children come into contact with art objects such as colored pencils or crayons, then the time before the two-year-old son how to stage them scrabbling (crossed out). If the child can only sit, then given stimulation colored pencils and paper, they will scribble on paper or on the floor. If the child is able to stand, he would scribble on the walls, usually when doodle or wall capability in line with the development of babbling bahasanyanya (bubling). By the time the child was introduced with a pencil or crayon to be extra aware of is security, since age baby very easily insert any items into his mouth. Keep in mind, that crossed the stage is an important foundation for a given reinforcement by parents with an introduction, an example is given and accompanied well, so the next step will be passed perfectly. (Kellogg & O'Dell., 1967, Jackman, 2009).



Five- to Eight-Year-Old Children

The child at this stage becomes more serious and focused in the art process. The child's early concrete experimenting and learning-by-doing art activities become a bridge to complex thinking. Realistic color and proportion are evident in the child's finished art. Careful planning is also becoming more apparent as part of the process. See Figures 8-8 and 8-9 for drawings.

Preschool age, the age of two years old child is to get the basics when they are on stage scribble, according to Kellogg (Isbell and Raines, 2007, p.110) (Jackman, 2009) indirectly they learn 20 basic strike, namely vertical, horizontal, diagonal, circle, curve, wavy, zigzag and points. Continues the development in preschool, the ability to form and design. At preschool age children are at the stage of shape and design.

Five to eight years old. This stage the child is more serious and focused on the process of his art, he will be more malalui explore a variety of ways, either imitating or drawing of what is on his mind. Her image more realistic (real) both color and shape.

ART DEVELOPMENT OF THARIQ MUHAMMAD

Birth to two years. Tariq Muhammad was born normal in Jakarta on January 7, 2004, its development from birth unmet need for breast milk until the age of two years. There is an interesting note, since Tariq was two months old when he was picked up already introduced with the objects that surround the room, such as lamps, wall clocks, windows, doors and in the manner designated end point each day within a month asked way, even if it has not been able to speak, but Tariq glance or gesture shows tengokan. Since Tariq was five months when it can sit, was introduced with a picture book for children and colorful, even when it was still in the age of the child has always wanted to insert objects into the mouth, they are given a book that is waterproof, so it is not easily damaged. At the age of eight months tariq already familiar with the book and it was introduced with colored pencils. Setting the huge influence the development of Tariq, because the book is provided easily accessible, equipment and supplies are also readily available sehingga write every day children interact with books, stationery and home settings that support. Along with the ability berkembang establishment, then Tariq began to explore their surroundings, to strike the wall with graffiti making a horizontal line.



Figure 1. Drawing made by Thariq when 1 year, 6 months old



Figure.2 Drawing made by Thariq when 1 year, eight months old

Two years to four years. Tariq had begun to develop the ability to mimic the shape of the stage, when it was more an example to imitate the shape of vertical lines and circles. Until eventually form a balloon that is binding. It also likes'm portrayed as cars and trains, so it was introduced with a rectangular shape and a triangle. Followed, the form most easily imitate a form of balloon (circle) with the given line (rope).



Figure 3. Drawing made by Thariq when 2 years



Figure.4 Drawing made by Thariw when 2 years, 6 months old

Thariq always request made examples of balloons and the rope, then over time can make a big head Tariq.



Figure.5 Drawing made by Thariq when 3 years old

Furthermore mimic the shape of a circle and vertical, over time can form a big head (big heads) form a complete head no eyes, ears and nose and mouth, but her body just ordinary lines. Stimulation provided in addition to the book is also within easy reach of used paper (behind). The development at age three or four years, in addition to be able to make a bighead, developing the ability to replicate the image he saw. Every night before bed, and his brother Tariq obtaining given story came from a book that turned out to have an impact on the development of drawing. Examples told about dolphins color, then the next day he would pick it up and copy it. Told about the animals in the forest, we are told about the cartoons, then he will do it. In line with the development menngambar, apparently because often read stories, often stimulated to write it, then it also develops the ability to write meaningful, that has begun to imitate also letters, words and even sentences in the book reading.

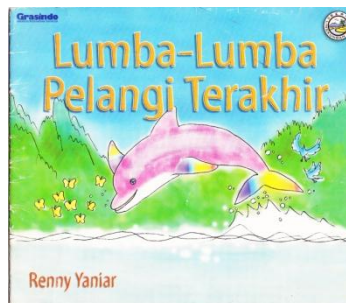


Figure 6. Story book of “Lumba-lumba pelangi terakhir” (Yaniar, 2001)

From the story above, Tariq pouring his ideas through works below:



Figure 7. Drawing made by Thariq after reading story book of “Lumba-lumba Pelangi Terakhir” (Renny Yaniar: Gramedia, 2001)

five to eight years. Tariq drawing development continues until the age of eight years. menggambaranya development is strongly influenced by tontontan and reading, it can be seen from the results of the drawing. Each finished watching the movie, for example transformers, or wall e then easily he can draw, so not only emulate the next step is to draw concrete. By stimulating books and spectacle over real good look coretannya and coloring.



Figure 8. Drawing made by Thariq after wacathing Ninja Hatori



Figure 9. After wacathing Spongebob



Figure. 11 After watching "Wall-E"

Interesting findings when comparing images made when he was four years old with a current berusi made eight years showed no significant the child's, which is more detailed, more perfect, and also more proportional size, it can be seen from the comparison picture below.

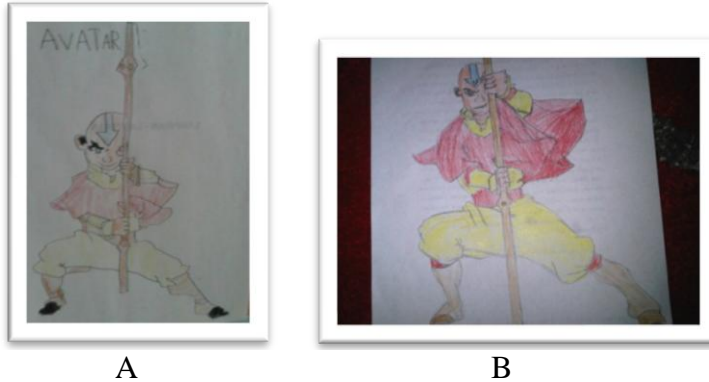


Figure 12. Comparison Figure A and B. A picture was made at the four years, 6 months old (2008), image B was made when she was eight years old (2011)

At the age of six Tariq started taking formal schooling in elementary Padang State University apparently although never attend formal schooling at the preschool level, but the development of cognitive, language, social, emotional above standard classmates. Cognitive development, demonstrating to attend formal school subjects as well (math, science, social studies and elementary school subjects in the other) well in first-class two above the average grade classmates, language development can also be seen with the ability receive and impart language and literacy development, social emotional that there are important differences to note his brother, Tariq is more a response to the environment, it is easier to adapt to a new environment, have a sense of empathy and more attention. Thari1 continued development of art through computer technology, where interest in the arts continues to draw paintbrush program that the impact of environmental settings ample introduced to him.

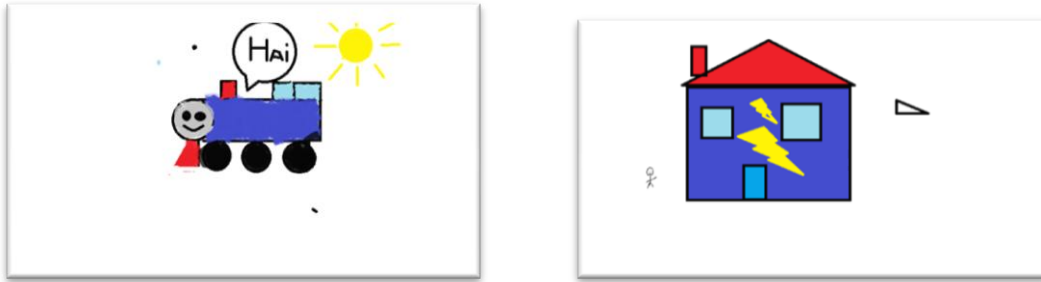


Figure.14 Drawing by Paintbrush program

CONCLUSION

Observations on the development of art Tariq showed that stimulation with memperkanalkan books, stationery and environmental settings through habituation may contribute significantly to the development of cognitive, language, social, emotional, and physical. Habituation read to gain knowledge and insight in expressing ideas draw. Setting the environment has a major effect, since the age of the baby is introduced to the environment, has always spoken to by people around them (parents). The findings on parenting between brother and Tariq no difference, not only the development of the art of growing older brother through direct experience, while little sister asks described and more satisfied when it saw the picture he wanted, but for Tariq is not satisfied if he does not draw itself (modeled itself). This indicates that Tariq had more interest than the sister, is also strongly associated with the development of the right hemisphere affecting balanced by the left hemisphere.

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