Yogyakarta State University
in collaboration with
JLICED Children, Race and Ethnicity Learning Group
is conducting an

ceeding

International Seminar
Early Childhood Education
in and for
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YM Improving Creative Potencies in Early Childhood in Diversity by Traditional Culture

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Abstract

Creative behavior in early childhood has not been developed optimally yet, because creative potencies are ignored, in fact, there is a tendency that is off by technology. Traditional games and culture depicting dynamic behavior 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 tendency to behave emotionally and destructively starting to become a menace that continues at early childhood ages.

Childhood is a ‘gold’ period which his/her potencies should be helped optimally, one of which is to make the child become a creative person. Personality is the overall behavior of individual that is the result of action between bio-psycophysical potencies (physical, physic and mental) carried since birth and, being trained by a series of environmental factors. The personality is revealed on actions and deeds as well as logical mental reaction, if there is a environmental stimulus. The development of creative potency in early ages is performed by family and school as a reflection of change dynamic in the society. Family is the main place to grow and flower the children, while schools are national institutions that will strengthen the ability of child development.

A way to optimize creative potencies in early ages with social diversity is developing the brain function optimally through the introduction of Gym since brain is a window to learn and work. Brain-Gym consisting of movements can stimulate the three brain dimensions; those are sensory, focus, and concentration dimensions that support the development of emotional skill, social skill, intellectual ability, and physical skill.

In particular, the development of creative potencies can be done through updated laterality movement that is balancing right-left brain, to left and right brain dimensions associating with communication. The development can be performed with fun by integrating in the movements of traditional dances in which there are several Brain-Gym movements, such as Pendet dance (Bali), Kuda Lumping dance (Java), Pencak Silat (Manado), Lilin dance (Padang), and Semar dance (Java).
ntroduction

The role of education for early children is a shared responsibility among family, and government. Child’s personality will be formed as well as in a school where he/she gets new experiences in the new society. However, the major role 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 age, socialization will have influences on the formation of children’s ability. 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 potential of intelligence quality. (Anne Ahira, www.AsianBrain.com) However, the lack of the importance of early childhood education has been not optimal yet. Early childhood education has not enabled to develop understanding, performance and optimal opportunities for every child to develop his/her potencies in a balanced manner, particularly in forming a creative person. Because of early childhood education should be designed optimally, regardless of social background. In this case, one of important aspects that needs to be studied is teaching, schools, and society are able to develop early children potencies being influenced by social culture diversity, that is by optimizing the process of brain in a balanced manner, so that the children will be educated more mental, 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, and government. Family as the smallest social unit is the first and major socialization environment, in which family is the most responsible environment in molding their children. Education given by parent should provide the basis for socialization, and life in society. The pattern of attitudes, behavior, values held by parents through parenting are the fundamental basis of the subsequent development personality and behavior.

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

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. 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, 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 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 in 6 years old until when children are sexually mature. This dividing line is especially for children who are before reaching schooling ages are treated apart way, not like a treatment for children who had entered school. On the 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 potential of intelligence capability. This includes the entire process of psychomotor 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 activities in an educational institutions such as pre-school playgroup, en or nursery, not in a formal educational institutions, such as Elementary). According to Setiawan (2002), which refers to the theory of Piaget, early is said as a period that is not demanded to think logically, which is marked following thoughts:

- concrete, in which the child can not understand or think about something (love and justice). Berpikir secara konkret, dimana anak belum daat mi atau memikirkan hal-hal yang bersifat abstrak (seperti cinta dan n)

that is a strong tendency to response everything as a real or tangible

ric, that is to see everything only from their own perspective and hard to xplanation from the other.
ncy to think simply and not easy to accept something complex.
, that is a tendency to think all existing objects have human qualities as an qualities.

that is a tendency to concentrate on one aspect of situation.
at early age can be said that they have high imagination, which this is the early emergence of the seeds of creativity in children.

, it can be concluded that children at early age are children aged 2-6 years are in the development stages of early childhood, having the characteristics of thinking, realism, simple, animism, central, and full of imagination. The aim of early childhood education is to unify education and learners’ The aim is to develop students’ potencies, including the potency to give a
Early age determine human growth and development further because basic ability 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 ental personality will be formed. On the contrary, if they get wrong on, bad personality will be formed.

Cultural Diversity & Creativity

Tendency of the development of early childhood is not always same because grow up in different social cultural environment, so that the development is very not same. This tendency becomes part of society that happens naturally. Even, these differences become the basis for the parents and society to wish 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 understanding worldwide cultural diversity. Each culture must therefore seek to and itself as one and diverse. Nevertheless, in mapping internal diversity a effort was required to ensure that cultural resource maps did not create lines that could lead to ghettoization or even cultural apartheid.

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

Cultural diversity is the variety of human societies or cultures in a specific or in the world as a whole. (The term is also sometimes used to refer to culturalism within an organization. As well as the more obvious cultural other that exist between people, such as language, dress and traditions, there significant variations in the way societies organize themselves, in their shared co of morality, and in the ways they interact with their environment. It can ed that cultural diversity may be vital for the long-term survival of humanity; t the conservation of indigenous cultures may be as important to humankind as preservation 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 of community life, a thriving culture always attaches to creativity dimension. ty is a condition, attitude or state of the highly socialized human spirit i
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 provides new perspectives on an issue or situation. Drevdal (in Hurlock, 1999) describes creativity as a person's ability to produce a composition, a product, or ideas basically new and previously unknown by the creator. This creativity is imaginative and involves synthesis of ideas which its result is not only a new but also includes new system creation and combined information obtained from our experience, and a grafting of a long relationship into a new situation, include a new correlation creation. The forms of creativity may be the art, literature, scientific research, or may be also procedural and logical. So according to these information, creativity is an imaginative activity that its result is the formation of combination obtained from previous relations 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.

In above explanations, it can be concluded that creativity is the ability to create something new or a new combination based on the previous elements into something meaningful and useful. Suhrnan (in Nursisto, 1999) says that there are elements of creativity that can be described as following: 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 processes such as perception, attention, memory, imagination, reasoning, decision-making, and problem-solving.

And or create something that includes the ability to connect two or more previously seem unrelated, the ability to change the existing view and with another view, and the ability to create a new combination based on that already exist in the mind. This activity find something meaningful that imagination activity, that is the ability to manipulate a number of objects or n mind before something new is expected to appear the nature of new or original. Generally, creativity is viewed from the view of a new product. This product is regarded as a creativity work if it has never created before, amazing work, and be able to be enjoyed by the

Serving the above description it can be concluded that the major elements 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 originality and originality in one or more things, and 4) useful or valuable, that is a work of creativity that has 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 effort, not so fast to evaluate will feel safe psychologically, and of course 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 have created something new and unique, they will do it again in other ways. Creativity gives children pleasure, and great personal satisfaction, and of 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 they can make the games more fun, they will feel happy and satisfied.

playing also gives children another opportunity, that is the opportunity to test their creative impulses as an chance to feel the objects and a challenge to something in new ways, find the use of thing in different ways, find a new ship between something and something else, and interpret it in many ways. Besides, playing also give children an opportunity to think and actively, and have full of imagination that is closely related to the development of men’s creativity. Various playing forms that can help develop creativity are singing, drawing, playing simple music instrument, playing with wax, playing with text, playing with beams, and exercise. One of the exercise that is good and early childhood is Brain Gym exercise.

**Brain Gym For Improving Creative Potencies**

Activity of children at early age that has not been developed optimally is that calling 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 man’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 flexible set of movements which we use with our students in to enhance their sense of whole brain learning. These activities make all types of learning easier, especially effective with academic skills.” Dr. Paul Dennison. There are no disorders, only behaviours which tell us what a child is needing if we are to listen” Dr. Paul Dennison, “Brain Gym is a movement based learning that provides immediate access to the physical skills of learning that include control, sustained attention and motor dexterity for improved performance and sense in the areas of academics, comprehension, creativity and self-expression.”

In Scott Studebaker, in the first months and years of life, brain cells form connections in many parts of the brain. These connections are the complex that shape our thinking, movement, habits, feelings, and behaviours.ence and stimulation during the first years of life profoundly influence creativity, language development and even later reading and maths
and or behavioural problems that they might develop. If an adult or child are having difficulties 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 their blockages to success in developing their intelligence, creativity, development—and even later reading and maths skills.

In current brain research is condensed what emerges are simple, easy to findings that, for the most part, reinforce what we know. Following is a list of the most relevant findings.

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

Early experiences contribute significantly to the structure of the brain acities. The quality, quantity and consistency of stimulation will determine how the fibres within the brain (synapses) develop and function. This is true for cognitive (gaining of knowledge and perception) and emotional developme2ng about different feelings, social behaviour and appropriate emotional and the effect is life-long.

Early interactions, how we relate and respond, directly affect how the child learns. Children learn in the context of important relationships. Brain cevons are established as the growing child experiences the surrounding world through interactions with parents, family members, and caregivers. Warm, responsive environments have a protective biological function, helping the child weather stressful times and prepare for the adverse effects of later stress or trauma. Non-responsive, 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 of 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 specific skills. For example, children are most receptive to second language learning from birth to ten. Children are particularly in tune with music and the spoken word. 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 sports, arts and creative activities; Be more focused and organized moving Start and finish projects with ease and on time; Overcome learning, and others personal challenges; Reach new levels of excellence in business, sports etc.; Improve the quality of communication and build relationship.
Brain Gym is a program of 26 physical movements that enhance learning & once 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 dress & adults with learning difficulties. Brain Gym is an innovative new to learning that was drawn from a wide body of research from mental specialists focused on the role that physical movements played in learning abilities. Brain Gym has received world wide appraise & is now more than 80 countries, taught in thousands of schools & in areas as diverse as learning 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 writing & 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 learning, 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 t the brain's sensory motor system. Learning problems arise when tation between these centres, for example, when the eyes & ears are Brian Gym exercises stimulate the flow of information within the brain & system freeing the innate ability to learn & function at top efficiency. The tical 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 learner 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 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 families and its long use over many years. Brain Gym is fun & easy to do if done to music, we stock a selection of Brain Gym Music CD's which can be do Brain Gym activities. Brain Gym requires no special talents & can be by everyone. (http://www.braingym.com.au/About-Brain-Gym-pg6639.html).ennison 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

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

<table>
<thead>
<tr>
<th>Function</th>
<th>Name of movement</th>
</tr>
</thead>
</table>
| 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. | 1. Gerakan Silang  
2. Delapan Tidur  
3. Coretan Berganda  
4. Abjad Delapan  
5. Gajah  
6. Putaran Leher  
7. Olengan Pinggul  
8. Pernafasan Perut  
9. Gerakan Silang Berbaring  
10. Mengisi Energi  
11. Membayangkan X |
| 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. | 1. Burung Hantu  
2. Lambaian Tangan  
3. Lambaian Kaki  
4. Pompa betis  
5. Luncuran Gravitasi  
6. Pasang Kuda-kuda |
| It is associated with the top-down involving the midbrain | 1. Minum Air |
Dances in Brain Gym Movements

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

Develop children’s creative potencies is needed to introduce and practice Brain Gym movements early. Then, the next step is to build up a sense of fond of traditional dance 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 foundation to be creative and dynamic children. Brain is a window to think and work that matter in one’s life journey.

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

<table>
<thead>
<tr>
<th>Brain Dimension</th>
<th>Example of Brain Gym movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horizontalitas</td>
<td>Gerakan Silang</td>
</tr>
<tr>
<td></td>
<td>Gajah</td>
</tr>
<tr>
<td></td>
<td>Putaran Leher</td>
</tr>
</tbody>
</table>

6. Menguap Bernernget
7. Pasang Telinga
Traditional dances

Tari Sumatera Utara
Tari Poco-poco Sulawesi Utara
Tari Saman, Tari Cakalele, Tari Anoman, Tari Jaranan
Tari Dayak-Kalimantan
Tari Papua
Tari Maluku Tengah

Natural
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 by 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 involving all brain dimensions.

Discussion
Gym movements is needed to introduce early, especially for children at early age, order that children develop their potencies optimally by using the brain functions optimally. By means of Brain Gym, children's creative potencies can be harnessed regardless of viewing children’s social-cultural diversity. Children at early age 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 process, and they are also introduced traditional dances as the development of Gym basic movements.

Writer is interested in researching this topic. First, there is no research about this explore this relationship between traditional dances movement and Brain Gym, so it is to inform society that there are many Indonesian traditional dances that can help to improve children’s creative potencies.
ces
andung.
andung.
onesia, 2005. (disusun berdasarkan materi Brain Gym dari Paul E. Dennison, 
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eviarimariani.wordpress.com/2008/06/12/bermain-dan-kreativitas-anak-usia-
ni/
Certificate

This is to certify that

Siti Irene D

has participated as a

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in the International Seminar on

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(As a Foundation to Develop Character Building)

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in collaboration with Una
(global Learning Initiative on Children and Ethnic Diversity)
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Rector, Chairperson