

**MANAGEMENT OF THEMATIC LEARNING IN FOSTERING STUDENT CREATIVITY IN EARLY CHILDREN EDUCATION IN GARUT DISTRICT  
(Case study in PAUD TK Prima Insani and KB Sejahtera)**

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**Abstract**

In fact, early childhood education management in the field is still far from fulfilling the needs according to national education standards because basically the institution organizing PAUD service activities departs from a concern for early childhood education, therefore education carried out in PAUD units in the implementation of PAUD institutions experiences various obstacles. which can affect the continuity of educational activities, especially in the implementation of learning activities that become obstacles in the management of thematic learning in early childhood education units, including the lack of infrastructure, low qualifications and competence of educators, minimal finance, parents' understanding of early childhood education, efforts to improve learning outcomes. maximum systematically in education management including program planning, program implementation and program evaluation. This study aims to examine thematic learning management in fostering student creativity. In particular, this study aims to examine the planning, implementation, evaluation, problems, and solutions of learning in the development of student creativity. The research method used is descriptive qualitative method. This research was conducted using three data collection techniques regarding the results of research activities, namely interviews, observation and documentary studies. The theory underlying this research is George Robert Terry's theory, which is about POAC (Planning, organizing, actuating, and controlling). The results of research carried out on this occasion at the Prosperous Family Planning Institution and TK Plus Prima Insani Garut district have generally carried out thematic learning activities in fostering student creativity which refers to Permendikbud No. 137/2014 and Permendikbud No. 146/20014 by compiling planning, organizing, implementing and good control, in accordance with the prevailing regulations, both the management of its human resources and its facilities or infrastructure.

**Keywords:** Management, Creativity, PAUD

**A. INTRODUCTION**

Management of Early Childhood Education (PAUD) is an important requirement in improving the quality of education as regulated in Government Regulation Number 19 of 2005 which was revised to Permendikbud Number 137 of 2014 concerning early childhood education standards, managers should

first understand about educational standards. as well as programs developed in institutions, one of which is to provide guidance for student creativity. Management in early childhood education activities refers to educational standards which consist of: 1) Standards for Child Development Achievement Level, 2) Content Standards, 3) Process Standards, 4) Educators and Education Personnel Standards, 5) Infrastructure Standards, 6) Standards Management, 7) financing standards, and 8) Assessment Standards (Kismianti, 2017).

Early childhood education is a human resource development strategy that must be seen as a central and fundamental point as well as strategic considering that the National education system Law No. 20 of 2003 in CHAPTER I Article 1 paragraph 14 states that early childhood services start from birth to six year (Depdiknas, 2003).

The implementation of early childhood education is one of the efforts to provide stimulation for education, health, nutrition, nurture, and protection, to help children's growth through stimulation of learning by playing a very relevant way of learning is thematic learning. In order to achieve educational goals, it is necessary to have planning, organizing, monitoring, and evaluating educational activities identical to learning, whose contents are planning, organizing implementation, and assessment. The facts in the field are found that the student management system still uses conventional methods and emphasizes the development of intelligence, in a narrow sense, paying less attention to the development of students' creative talents. Even though the creativity of students is very important in addition to being useful for students' self-development, it is also a need for children's self-realization, creativity in early childhood is one of the highest needs for humans (Yulianto & Anik, 2016).

The importance of fostering creativity according to Supriadi who states that "creativity is an inseparable part of human life and continuity in every dimension and human activity. It is through this creativity that humans give color and power to life "(Supriadi, 2001). Creativity is based on Investments Theory Strenberg which argues that creativity is a meeting of six aspects, namely intellectual skills, knowledge, thinking styles, personality, motivation, and the environment (Strenberg, 2006). Basically, someone's creativity can be developed through coaching anytime and anywhere especially in early childhood creativity coaching carried out at an early age will greatly affect the interests of children's life (Munandar, 2009).

By providing the right environment in which to develop creativity, the opportunities for creative behavior to develop after the child becomes an adult are more likely. Munandar argues that creativity is very meaningful in one's life that needs to be fostered and developed from an early age, namely: first, because by being creative people can manifest themselves, and manifesting themselves is a basic need at a high level in human life. Creativity is the individual's manifestation of fully functioning. Second, creativity is the ability to see the possibility of solving a problem, which is a form of thought that solving a problem is a thought that has received less attention in education in Indonesia. Third, creative behavior can give satisfaction to individuals. Fourth, with creativity, people can improve their lives (Munandar, 2009).

The implementation of thematic learning activities requires complete learning infrastructure but to meet these needs it is very limited because of the lack of finance and the competence of teachers who are still weak so that they are not able to create children's play facilities required by parents' understanding of early childhood education that is not aligned Daimi, 2016).

## **B. METHOD**

This research was conducted with a descriptive research method through a qualitative approach that describes the meaning of the data and research in a systematic, factual, and accurate manner. This qualitative approach was chosen because of the symptoms, information or information from the observations during the research process on "Thematic Learning Management in fostering the creativity of early childhood education students in PAUD Sejahtera and TK Prima Insani, Garut district".

The method used in this research is a case study, because this method will dig deeper into the research problem so that the uniqueness and uniqueness of this research will be revealed. The selection of informant withdrawal techniques in this study was carried out using purposive sampling. Interview data were obtained from the principal of the homeroom class, teaching staff, and students.

This study seeks to find information and obtain data about various things needed for research purposes, in addition to trying to get views from people outside the system from the research subject or from observers (local community leaders) to maintain the subjectivity of the research results. The case study referred to in this research is to find a clear picture of thematic learning management in fostering creativity in PAUD Sejahtera students, and TK Prima Insani Garut district).

In this study, to obtain accurate and complete information, complete data collection was carried out from related parties and was directly involved in the learning process. The data collection techniques were carried out by means of in-depth interviews, observation, documentation study, and literature study. In this case, data triangulation is also carried out by confirming the correctness of the information obtained to related parties so that the information obtained becomes complete and complementary.

## **C. RESULT AND DISCUSSION**

KB Sejahtera

### **1. Thematic learning planning in fostering early childhood creativity in play groups Sejahtera**

The results of the interviews conducted with the principal conveyed that in order to make plans in preparation for thematic learning at our institution, first compiling a vision, mission, annual activity planning program, institutional curriculum, organizing, planning taking into account local socio-cultural elements, the number of educators, number of students, as well as student background, condition of infrastructure, and finance in organizing always consider: qualifications and competences of CAR, curriculum, educational calendar, schedule of meetings, and schedule of activities (Hidayat, 2012).

Meanwhile, the vision and mission is socialized through meetings, foundations / institutions, and through other social media, such as print media that is easily accessible to all academic representatives. Learning planning carried out by the teacher is an authorization by the principal of the prosperous play group, thematic learning to foster student creativity is learning that is mandatory in the implementation of activities that facilitate active, innovative, creative, and fun students. To be able to realize mature learning in accordance with the vision, mission and curriculum that has been set.

Improving the qualifications and competence of prosperous PAUD teachers to carry out fostering student creativity by trying to encourage, and include training (education and training) carried out by PAUD teacher improvement institutions, including following tiered dictatorships.

The results of the interview with the teacher stated that in preparing the learning plan it was a must that the task as a teacher was given. Therefore, in planning, always pay attention to the service age group, needs, infrastructure, and local conditions, in preparing the teacher planning always pay attention to the level of The achievement of children's development, which becomes the guideline is the Minister of Education and Culture Regulation 146 of 2014 which is outlined in the semester program, weekly learning implementation plans, daily learning implementation plans, and arranges various games, as well as the materials used always disseminate material activities to children to be carried out, programs that are structured according to the level of achievement of the service group.

## **2. Implementing thematic learning in fostering early childhood creativity in playgroups sejahtera**

The results of interviews with school principals regarding the implementation of thematic learning in schools always emphasize that at the implementation stage, they must adjust to the vision and mission of the institution, the institution's curriculum, meeting schedules, and a predetermined schedule of activities. For the sake of smooth activity, the implementation of learning is completely left to the teacher to develop strategies and carry out activities, the school only facilitates the need for learning activities as the principal does not interfere in terms of implementing activities carried out by the teacher only to give warnings and encouragement to be more advanced.

The results of interviews with the teacher for the implementation of thematic learning activities carried out in each service group are carried out with play activities that have been designed in such a way that the children feel comfortable and to carry out activities, activities carried out as fostering children's creativity are fully implemented to students so that students which determines the theme, the variety of playing places that are considered comfortable, the teacher is only a facilitator but cannot be separated from the learning objectives where in the task of parenting activities must develop six aspects of development including religious and moral values, physical motor skills, language, cognitive, social emotional, and art (Arifin, 2013).

## **3. Evaluation of thematic learning in fostering children's creativity**

Based on the results of direct institutional observations, the implementation of learning assessments is always carried out which aims to improve the quality of education and increase children's creativity. The assessment of the learning process, there are two activities, there are assessments for teachers and assessments for students, assessments carried out on teachers which are an activity carried out as long as the teacher provides services for children to get an overview of the teacher's performance, the assessment is a measure of teacher competence in carrying out their duties, as for the assessment of learning outcomes aimed at students' abilities, especially in achieving the developmental stages of basic abilities which are the capital of children to have good creativity, the implementation is proven Docs of student savings, anecdotal notes, and children's work, and photos of activities(Wiyono & Sunarni, 2009).

The results of interviews with the principal regarding the supervision of program evaluation related to learning, in its implementation collaborating with related parties, especially in terms of the preparation of learning assessment instruments, in carrying out supervision of the evaluation of the learning process it is our obligation as school principal, to do so which is always as input and Considerations in the preparation of the next program, in the assessment activities that are very highlighted are about the competence of teachers in providing services to children, one example of providing encouragement, stimulating children, facilitating the need to solve children's problems, so that in the future there will be significant changes in the learning process, especially the achievement of target activities directed

towards achieving specified targets, with evidence of the activities being carried out and evaluation of activities.

The results of interviews with the teacher, the assessment of student learning outcomes was carried out by the teacher to students when playing activities took place using direct observation techniques, through observation, anecdotal scattering, and work results. The assessment is carried out by the principal and supervisors in determining the target achievement of learning objectives, evident achievement from the results of activities in plain view, with the various achievements that have been achieved including: championships in competitions, both at the sub-district and district levels such as coloring, drawing, movement and songs, and order sau.

#### **4. Problems in thematic learning management to foster children's creativity.**

Based on the results of interviews with the principal, the problems faced by our school are:

- a. Qualifications and competence of educators are still low
- b. Inadequate infrastructure for activities
- c. Finance
- d. Parental participation is still weak

Based on the results of interviews with the teacher, the problem that arises internally is that the learning facilities are still lacking, not according to the needs and number of students, while the external problem in thematic learning is that parents are always interested in children's activities who are required to be able to read, write and count (Pearce & Robinson, 2000).

#### **5. Solutions to meet the needs of thematic learning in fostering children's creativity.**

In dealing with problems, both internal problems and external problems, which are a whip to change the habits carried out in their institutions, it is necessary to solve problems with serious countermeasures, both general and specific problems that are being studied related to management related to learning (Sudjana, 2000).

Based on the results of interviews with school principals and teachers, solutions are implemented to anticipate problems in implementing learning activities at PAUD Sejahtera, we as school principals try to fix and fix things that can hinder the smooth process of learning activities with the following steps:

- a) Providing guidance to educators and educational staff.
- b) Formulating a simplified program according to financial circumstances
- c) Involving parents of students in learning activities, with the parent class and parent association.
- d) Make use of existing infrastructure for learning activities by adjusting to the needs of students
- e) Looking for donors, and establishing cooperation with related parties
- f) Improve the qualifications and competence of teachers .

TK Prima insani

#### **1. Thematic learning planning in fostering early childhood creativity at Prima Insani Kindergarten**

Based on the results of observations, field findings and direct interviews with the principal, in planning at TK Prima Insani in general, it can be proven by the existence of various documents made to prove it, such as: vision, mission, organization in the division of tasks, curriculum, one year work program, a five-

year work program, grouping students according to age groups, educational calendars, meeting schedules, activity schedules, and establishing partnerships with other institutions such as the police, fire, health, agriculture, dodol arrowroot companies, and batik craftsmen. What is considered in planning is the local socio-culture, the number of educators, the number of students, and the background of students, the state of the infrastructure owned, as well as finances, the organization related to learning management always considers the following things including: teacher competence, distribution of tasks according to with the field of work, based on competence and qualifications, compilation of educational calendars, meeting schedules and activity schedules.

Meanwhile, the vision and mission of TK Prima Insani are socialized through meetings, foundations / institutions, and through other social media, such as printed media that are easily accessible to all academic representatives. Learning planning carried out by the teacher is the granting of authority from the principal of TK Prima Insani, thematic learning planning to foster student creativity is an activity that must be carried out in institutions while learning planning that is active, innovative, creative, epective, and fun is an expectation that must be implemented by the teacher. . To be able to realize mature learning in accordance with the vision and mission, it is necessary to plan in advance with a review of the previous year's curriculum and determine it as an institutional curriculum that must be implemented at a predetermined period of time.

For the implementation of learning activities, first assign assignments to the teacher to improve teacher competence. TK prima insani in carrying out the development of student creativity. First, the enhancement of the competence of teachers in primal human kindergarten seeks to carry out training independently in institutions by bringing in resource persons, and to include training (education and training) carried out by PAUD teacher improvement institutions, including following a tiered dictatorship.

The results of interviews with teachers stated that in planning the learning that was carried out first included: collaborating with other agencies such as the police, business, health, agriculture, supermarkets, psychologists, forming parent classes, and parent associations. As for thematic learning planning that supports children's creativity, first of all by compiling a learning program by developing an institutional curriculum, which raises local culture according to the vision, mission, as outlined in the semester program, weekly learning implementation plans, and daily learning implementation plans, with a scientific approach. , BCCT, and holistic integrative, compiling meeting schedules, compiling activity schedules, educational calendars adjusted with references from the education office. Planning for other activities that can support the achievement of children's creativity is planning regarding: performing arts, recreation, visits to other institutions that are relevant to conditions and age groups, weaiting classes, coking classes, preparing facilities for play activities, arranging play environments, planning meeting schedules , and a schedule of activities (Hamalik, 2006).

## **2. Implementing thematic learning to foster children's creativity. early childhood in kindergarten prima insani.**

Based on the results of direct observation to the institution, in implementing thematic learning activities with an integrative holistic approach, in fostering children's creativity. The implementation of learning in TK Prima Insani develops scientific activities, centers with a variety of activities carried out as well as activities to foster children's creativity through waiting class activities, coking class, parent classes, and through learning activities by means of contextual learning which is presented with various kinds of play that arranged by the teacher according to the age group, and the needs of the child according to the content to be achieved through learning activities with a variety of games that can stimulate children's growth and development, evidence of the implementation of thematic learning activities in the presence

of documents, learning preparation made, student attendance , and teachers, meeting schedules, activity schedules, and photos of activities.

Results of interviews with school principals regarding management related to the implementation of thematic learning activities in fostering children's creativity. The implementation of thematic learning in TK Prima Insani is adjusted to the vision and mission of the institution developed through the curriculum, carried out by implementing learning activities that refer to the standard levels of achievement of child development regulated by Permendikbud No. 137, as well as referring to Permendikbud No.32 of 2015 concerning standards for early childhood developing the 2013 curriculum contained in Permendikbud 146 of 2014 in implementing the activities of the head to provide a policy of discretion for teachers to carry out activities and emphasize adjusting to the vision and mission of the institution, developing the institutional curriculum, and implementing it by referring to the achievement standards for child development regulated by Permendikbud 137 and 146 of 2014 and involves related parties, and openness in the implementation and management of activities. For the sake of smooth implementation of learning activities, the institution complements the need for learning activities including the provision of external and internal APE. Complete infrastructure for the needs of learning activities.

The results of interviews with the teacher, the implementation of learning activities, are carried out according to a predetermined schedule of activities for each age group, in the implementation of activities the teacher gives freedom to children to do various types of toys they like, at least the child chooses four types of play that cannot be separated from the implementation of activities By developing a holistic integrative, the implementation process for termen is: habituation, opening, core, and closing. which is able to encourage children to develop six aspects of development including religious and moral values, physical motor skills, language, cognitive, social emotional, and art. Activities carried out include coking classes, waiting classes, visits to other institutions, agriculture, and exhibition activities, so that children are motivated to carry out activities that lead to the child's own abilities and creativity.

### **3. Evaluation of thematic learning management for fostering children's creativity.**

Based on the results of direct institutional observations, the implementation of learning assessments is always carried out which aims to improve the quality of education and increase children's creativity. The assessment of the learning process, there are two activities, there are assessments for teachers and assessments for students, assessments carried out on teachers which are an activity carried out as long as the teacher provides services for children to get an overview of the teacher's performance, the assessment is a measure of teacher competence in carrying out their duties, as for the assessment of learning outcomes aimed at students' abilities, especially in achieving the developmental stages of basic abilities which are the capital of children having good creativity, the implementation is proven by the existence of Docs of student savings, anecdotal notes, and children's work, and photos of activities.

The results of interviews with the principal regarding program evaluation related to thematic learning of the principal carrying out evaluation supervision, in carrying out supervision and learning assessment of each teacher which is carried out at least one semester twice with the technique of observing teachers in activities taking place, analyzing and reporting to related parties, which The aim is to provide input in improving teacher competence, the implementation of assessment activities is carried out openly, and the results are discussed together, especially in guiding children to improve teacher competence, it is recommended to always apply to development and explore experiences through activities carried out in the education office. With the supervision, it is clear that our institution has had a significant change in the learning process, especially the achievement of target activities directed towards the achievement

of the specified targets, with evidence of the activities carried out in the form of awards for both the institution, teachers and students, in competitions followed.

The results of interviews with the teacher, the assessment of student learning outcomes is carried out when learning activities take place with direct observation techniques, making daily achievement records, making progress reports to parents every day, week, month, and semester as the end of the semester program, through observation, anecdotal notes, and the work. The assessment carried out by school principals and supervisors in determining the achievement targets of learning objectives, evident achievements from the results of activities are visible, with the various achievements that have been achieved including championships in competitions, both at the sub-district and district levels such as coloring, drawing, movement and songs, and order sau.

#### **4. Problems in thematic learning management to foster children's creativity**

Based on the results of interviews with the principal, the problems faced in our school are very urgent in the implementation of learning activities in TK Prima Insani, namely that educational qualifications are not all linear, the competence of educators is still low, parents' understanding of PAUD is not aligned.

Based on the results of interviews with the teacher, the problem that arises internally is that there is still a lack of educators who are in accordance with the number of students, while the external problem in learning is that parents always determine targets in achieving children's development. The demands of the parents of children have to learn to read, write and count directly.

#### **5. Solutions to meet the needs of thematic learning in fostering children's creativity.**

Based on the results of field observations and interviews with school principals, solutions are carried out to overcome problems faced in the process of educational activities in TK Prima Insani, related to thematic learning management in fostering student creativity, including:

- a. Providing coaching for educators and education personnel, directing PTK must continue to learn. By increasing competence through self-study, by following progress via the internet, or blogging to maintain the progress of the institution, and always update institutions on blogs about progress and achievements.
- b. Compiling the program according to the cultural conditions of the local environment and the needs of the community.
- c. Develop programs that are tailored to the vision and mission of the institution, as well as finances.
- d. Compiling a curriculum that refers to the vision and mission, as well as the Permendikbud 146.
- e. Involving parents of students in learning activities with parenting activities, parent classes and parent associations.
- f. Encourage CAR to follow education that is linear to the arable field.
- g. Completing the infrastructure that is still lacking for learning activities according to the needs of students
- h. Improve linear teacher qualifications
- i. Improve teacher competence with training activities both independently and in groups organized by the education office.
- j. Strengthen cooperative relationships with donor donors, and establish cooperation with other relevant institutions.



The results of interviews with teachers to overcome internal problems related to thematic learning to foster student creativity include: opening ingoglenets to see further developments, especially in parenting, and independent learning that are solved by teachers in institutions so as to make own learning model for fostering children's creativity. Collaborating with other agencies related to parenting, holding outreach to parents and opening parental programs, using existing learning tools, modifying children's play tools, utilizing the environment as a means of play and participating in competency improvement by participating in training or inviting resource persons.

### **Thematic learning planning to foster children's creativity**

Planning made, both the weekly learning implementation plan and the daily learning implementation plan, is a plan that describes the procedures and organizing learning. Planning in learning in early childhood is related to thematic learning which is arranged in a lesson plan to achieve a basic competency set out in content standards and outlined in semester programs, weekly implementation plans and daily learning implementation plans.

The broadest scope of the learning implementation plan includes one basic competency consisting of one indicator or several indicators for one or more meetings. The lesson plan is a preparation that the teacher must do before teaching. Preparation here can mean written preparation or mental preparation, the emotional situation to be built, a productive learning environment, including convincing learners to want to be fully involved..

### **Implementing thematic learning to foster children's creativity.**

The implementation of learning activities in early childhood is carried out with a scientific, thematic approach, with a variety of games presented through classical activities, in centers and play corners supported by complete learning infrastructure. The implementation is carried out in the following stages:

a. Opening Activities

This activity is carried out to create an atmosphere of early learning to encourage students to focus themselves so that they are able to follow the learning process well, intended to prepare students to be mentally ready to learn new knowledge, skills and attitudes. Some examples of activities are praying before studying, telling stories, physical / physical activities, singing.

b. Core Activities

The core activity is focused on collaborative activities with children with question and answer activities about children's experiences which will be developed on themes and various collaboration toys carried out to find out the ability to remember and apply their experiences in play activities so that the activities carried out are meaningful and beneficial for children's development.

Exploration is an activity that is fully entrusted to children to observe, observe, conduct and report the results of play activities carried out by children with guidance, care, and educational stimulation, as well as protection by teachers who are facilitators for children. Commemoration activities, which are carried out in core activities, are to provide confirmation of the results of experiences during the child's participation in activities and to ask questions about games that are used as material for teacher improvement in children

c. Closing Activities

The nature of the closing activity is to be calming. An example of a closing activity is calming. Examples of closing activities that can be carried out are concluding or expressing the results of learning that has been done, moral messages, and music.

The implementation of learning is a combination of the sequence of activities, how to organize subject matter, students, equipment, materials, and the time used in the learning process to achieve predetermined learning objectives..

#### **D. CONCLUSION**

KB Sejahtera Institutions and TK Plus Prima Insani Garut district generally have carried out thematic learning activities in fostering student creativity which refers to Permendikbud No. 137/2014 and Permendikbud No. 146/20014 by compiling good planning, organizing, implementing and controlling, according to the rules applies both to the management of its human resources and its facilities or facilities and infrastructure.

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