

## PARENTS INVOLVEMENT IN DEVELOPING CHILDREN'S CREATIVITY

Suparmi

### Abstract

this paper describe the importance of parents involvement as an effort to develop children's creativity at elementary school in Indonesia. Parental involvement is a direct participation, active and routinely performed by parents with children associated with children's education and learning processes, involving beliefs, attitudes, values, and the real behaviors of the parents. And also presence of two-way communication, some activities that focus on improving the quality of education include children's creativity. Creativity can happen anyway, anyplace, and anytime. The benefit is that parents involvement opportunities are children's achievement scores are known to rise, improving children attendance, rising children's creativity and students respect the contribution that each person offers, regardless of differences in ability, background, or handicap,

Keyword: creativity, parents involvement

### Introduction

Creativity can happen anywhere. Use common everyday experiences on teach creativity – in the car, on a walk or when you're cooking together. Creativity is the freest form of self-expression and, for children, the creative process is more important than the finished product. There is nothing more fulfilling for children than to be able to express themselves freely. The ability to be creative can do much to nurture children's emotional health. All children need to be creative is the freedom to commit themselves to the effort and make whatever activity they are doing their own.

What's important to remember in any creative activity is the process of self-expression. Creative experiences help children express and cope with their feelings. Creativity also fosters mental growth in children by providing opportunities for trying out new ideas and new ways of thinking and problem solving. Creative activities help acknowledge and celebrate the uniqueness and diversity of your children as well as offer excellent opportunities to individualize parenting and focus on each of children.

Children start learning even before they are born. No wonder parents are called children's first teachers! Parents make a powerful difference in what children learn and how they think So spark kids' creativity by encouraging their curiosity, using common everyday experiences to inspire new ideas, building their confidence and using their art to spark conversations.

Children are naturally curious. Children know instinctively to ask questions. Children often ask better questions than adults. Parent should listen and build on their curiosity. Continue to inspire their imagination with simple questions, while encouraging them to think of the answers or solutions.

One of the important factors that support the success of an educational process is the family. As the smallest unit in a society of, shape and style of the family also coloring to community as whole. Family life requires the planning, structuring, and improvement, including the rearing of children.

Instinctively a child for the first time will be associated with an adult who called the parents, so it can be said that in family life, parents are the first person to take full responsibility for laying the foundations of the formation of attitudes, behavior, character, personality, morals, and education for their children that allows them to grow as the generation of intelligent, creative, and independent.

The importance of family's support proved by author conducted a survey about the usage of social media on 233 Ungaran elementary school students in grades 4th and 5th at Yogyakarta in last semester 2013. The result is 76% (178 students) have facebook and twitter accounts, and 24% (55 students) have no an account. Some parties affecting students in making those accounts come from outside the school environment: 33% by their parents, 42% by their brothers, 8% by their friends, 8% by their siblings, and 9% by themselves. Children who do not have an account be permitted searching on the internet with the assistance of parents.

Economic growth in the current global era, many parents are doing activities outside the home. So that the parent and child togetherness is limited. On the other hand the number of elementary school that organize learning until four PM, we call elementary school integration, also increased. Parents are required to carefully choose which school is right for their child. Then what should be done by parents to children's creativity continues to grow?

### Definition of Creativity

Creativity to explore the correlation between personal factors and creative behavior. Rhodes, (1961) summarized the literature defining creativity, he proposed the "4 'P's of creativity," which are: 1) Person; 2) Process; 3) Products; and 4) the Place or Press. "The word creativity is a noun naming the phenomenon in which a person communicates a concept (which is the product). Mental activity (or mental process) is implicit in the definition, and of course no one could conceive of a person living or operating in vacuum, so the term press implicit. The

definition begs the questions as to how new concept must be and to whom it must be new."

This set of criteria means that the development of creativity should occur within a supportive environment, using educational processes and methods to cultivate student character traits, and in turn it should produce creative products (Seo, Lee, & Kim, 2005). Creativity with external factors, such as using social influence processes to understand the expression of creativity (Amabile, 1997). Golan (1973) "Creativity has been described as related to intelligence, productivity, positive mental health, and originality." Bronfenbrenner cited in Bern (2004) believes that the social context of individual interaction and experience determines regarding the degree to which individuals can develop their abilities and realize their potential. An ecological model human development in five environmental systems, one of them is microsystem.

Creativity is more than a product - it's a process. The decisions people make as they paint, sculpt, write, speak, play, and think are at the core of the creative process. According to DeBord, K. (2005), Creativity can develop through Art. Art is only one way children can express themselves but because it develops before writing, or abstract thinking, adults can see creativity expressed in art more easily with young children. The following is a brief overview of the developmental stages of children's art. The ages are general guidelines and that children will enter and leave each stage at their own pace.

1. Scribbling stage (approximately 2 to 4 years)  
In this stage, children are amazed at their ability to make marks and spend much time practicing motor skills.
2. Pre-schematic stage (late preschool to approximately age 7)  
At this stage, children make first attempts to represent people or objects, and efforts are recognizable to adults then search for ways to represent their ideas.
3. Schematic stage (approximately 7 to 9 years)  
Children at this stage, increase the use of symbols. Children are less self-centered. Children still do not have a realistic understanding of their environment. Begin developing a sense of humor, and divide by gender in play.
4. Realistic stage (9 to 12 years)  
Children at this stage are greatly affected by peer influence. Increase the amount of detail and use of symbols in drawings. Have expanded individual differences. Begin to develop a set of values. Want to do things "right."
5. Pseudo-naturalistic stage (12-14 years)  
At this stage, children are highly critical of the products they make. Use a more adult-like mode of expression. Experience a period of great individual differences physically, mentally, emotionally, and socially.

Children want their art to look like the object they are looking at. Failing in this attempt can be discouraging. Adults can show children other styles of art to help them see that the free expression of ideas and emotions is more important than creating a mirror image. Never compare one child's work to another's or select one piece to be the "model" or "ideal." Children will go through these developmental stages in the same order, but the pace at which they enter and leave them will vary.

Creativity is as much a decision about and an attitude toward life as it is a matter of ability. Creative work requires applying and balancing three abilities that can all be developed. Their ability is analytic, synthetic, and practical abilities.

1. **Synthetic ability** is what we typically think of as creativity. It is the ability to generate novel and interesting ideas
2. **Analytic ability** is typically considered to be critical thinking ability. A person with this skill analyzes and evaluates ideas.
3. **Practical ability** is the ability to translate theory into practice and abstract ideas into practical accomplishments. An implication of the investment theory of creativity is that good ideas do not sell themselves. The creative person uses practical ability to convince other people that an idea is worthy

Creativity requires a balance among synthetic, analytic, and practical abilities. The person who is only synthetic may come up with innovative ideas, but cannot recognize or sell them. The person who is only analytic may be an excellent critic of other people's ideas, but is not likely to generate creative ideas. The person who is only practical may be an excellent salesperson, but is as likely to sell ideas or products of little or no value as to sell genuinely creative ideas.

### Parental involvement

The individual must have the freedom to explore ideas, question, and construct meaning. If learning is to be a process of inquiry, then it must focus on questions, not just on answers. Learners must be free to follow new leads and to question public knowledge. They must have an opportunity to explore questions, as well as to construct and confirm resolutions collaboratively.

Parental involvement in school and community to improve quality of education their children are not newest. Stelmack argues that parent involvement can have an impact on student learning throughout all grades. Although involvement in high school tends to decrease, students' study habits, behavior, and attitude toward school can be influenced by parents' interest even in the final year of school.

Culture, socioeconomic background, and family characteristics influence the degree of parental involvement, and ultimately the impact it has on student achievement. Minority cultures, lower income families, and single-parent households are

less involved in their children's school compared to white, middle class families. The latter group's involvement tends to have the greatest impact on student achievement. Parental involvement at home seems to have a more significant impact on children than parental involvement in school activities. Hara, S. R. & Burke, D J. (1998) parental involvement is indeed offset by the improvement in students' academic performance and attitude toward learning.

Cohen and Syme (1985) interpret the broadly social support as resources which are provided by another person. In view of social support as a source - or any information that is potentially useful - it is possible that support a positive or negative impact. Grolnick and Slowiaczek (1994) suggested the involvement of parents in children's education is to combine construct development and education. which includes a common definition and specific dimension. Parental involvement is the dedication of resources by parents to their children in a sphere.

Jeynes (2005) defines parental involvement as the participation of parents in the educational process and experience of the child. Fan (2001) in his analysis concluded that parental involvement is operationally defined as the aspirations of parents to children's academic achievement, communication between parent and child on issues in education and school, parent participation in school activities, parent communication with teachers about their children, and parental supervision is done at home. Meanwhile, Epstein et al, (2009) defines parental involvement as a parent and teacher communication regarding the child, and as a supervisory parent at home. Furthermore, Epstein suggests there are six types of involvement: 1) parenting, 2) communicating, 3) volunteering, 4) learning at home, 5) decision making, and 6) collaborating with the community.

Parent involvement is a direct participation, active and routinely performed by parents with children associated with children's education and learning processes, involving beliefs, attitudes, values, and the real behavior of the parents. Parent involvement also presence of two-way communication, and includes some activities that focus on improving the quality of education include children's creativity.

Children who amaze their teachers with unusual responses to questions or display a keen sense of humor are thinking creatively. Because creative thought often goes against the set rules of a strict classroom or home, adults may be irritated by the behavior of a creative child. Adults often do not recognize the value creative children bring to families and classrooms.

Teachers and parents can help children learn to think and solve problems in creative ways by giving them the freedom to make mistakes and by respecting their ideas. This happens with greater mobility and use of language through modeling and being allowed to experiment without fearing failure. DeBord, K. (2005), suggest to the teachers and parents can encourage creative thought simply by providing:

1. Choices - Children who are given choices show more creativity than do children who have all choices made for them.
2. Stimulation - Physical environments designed to stimulate the senses can enhance creative problem solving.
3. Time for play and fantasy - Dramatic play just before engaging in problem-solving tasks can lead to more creative thought.
4. The joining together of two or more irrelevant elements, called synectics, can lead to creative answers. The process of synectics can take many forms: Independence (with reasonable limits), exposure to a diverse community, brainstorming sessions, place a child in a different time and place, encouragement, honest critiques, an environment where there is no one right answer for every problem

According to PBS Parents (2014) the role of parent are our children's learning models. Our attitudes about education can inspire theirs and show them how to take charge of their own educational journey.

1. Be a role model for learning.:in the early years, parents are their children's first teachers.
2. Set aside time to read together. Read aloud regularly, even to older kids. If your child is a reluctant reader, reading aloud will expose her to the structure and vocabulary of good literature and get her interested in reading more.
3. Connect what your child learns to everyday life.
4. Connect what your child learns to the world.
5. Help your child take charge of his learning.
6. Don't over-schedule your child.
7. Keep TV to a minimum.
8. Learn something new yourself is a great way to model the learning process for child.

According to Taylor, M (2014) the parents support to increase children's creativity by Four Creativity Essentials:

1. Down Time- Stress kills creativity. For kids to be creative, we must give their brains relaxed time.
2. Failure- Research shows that when we fail, we learn more than when we succeed .
3. Play-Pretend play is one of the most beneficial ways a parent can foster creativity.
4. Opportunities to Invent and Create - Open-ended play allows children to create whatever they can imagine. So buy blocks, paints, and play dough and let your kids figure and create.

Garcia, L (2014) ) suggest to the role parents comes to encouraging the creative talents of children, there are five simple things parents can do to make a powerful difference.

1. **Be on the lookout** - Every child is a natural creative born with talents and passions.
2. **Foster your child's interests** - Get involved in city programs that cultivate your child's interests and lend your energy into helping your child learn more.

3. **Offer inspiration** - Museums, exhibits, festivals, and free public events are also a wonderful way to encourage artistic growth and development.
4. **Provide encouragement** - Recognize your child's efforts and progress. Compliment them, showcase their work, and express pride in their determination and personal commitment.
5. **Get creative!** - It's important for kids to see their parents exercise creative muscle and try new things.

Creativity offers a bounty of intellectual, emotional and even health benefits. Creativity also helps children be more confident, develop social skills, and learn better. Below, Tartakovsky, M (2012) suggest nine ways how parents can encourage their children's creativity:

1. **Designate a space for creating** - Carving out a space where child can be creative is important, and child to feel like they have power over their space.
2. **Keep it simple**- keeping simple games and activities. But instead of following instructions, the kids let the wheels of their imagination spin and build what they want.
3. **Allow for "free time."**- It's also important to give your child unstructured time.
4. **Help your children activate their senses**- Expose the children to the world so they can use all of their senses.
5. **Discuss creativity**- Ask to children when they come up with their best ideas or have their most creative moments.
6. **Cultivate creative critical thinking**.-Have your kids brainstorm their ideas on paper or use [mind-mapping](#).
7. **Avoid managing**. "Children have an amazing innate ability to be creative when they play freely on their own.
8. **Help children pursue their passions** - Pay attention to your child's interests and make these materials and activities available to them.
9. **Take the time for your own creativity**-Since child learn from watching their parents, be creative, too.

Based on the description above, then, parents involvement is important to develop children creativity. The reasons is that 76 % students in the elementary school which author already survey have account of networking social facebook and twitter.They are create with their family (33% by their parents and 42 % by their brathers). The following of the steps to parent involvement in developing children's creativity that adapted from Epstein, et al. (2009) there are six types of involvement:

1. Parenting: help for families establish home environment to support children's creativity. Sternberg (2010), argues that "The most powerful way to develop creativity in your students is to be a role model. Children develop creativity not when you tell them to, but when

you show them", **designate a space for creating, and keep it simple.**

2. Communicating: design effective forms of school-to-home and home-to-school communications about school progress, and their children's creativity progress.; as clear information on choosing schools or courses, programs, and activities within and beyond school. Connect what your child learns to everyday life.
3. Volunteering: recruit and organize parent help and support; as support school programs and student's activities in anyway, anyplace, and anytime.
4. Learning at home: provide information and ideas to families about how to help children at home and other curriculum-related activities, decisions, and planning. Help your child take charge of his learning, don't over-schedule your child, keep TV to a minimum, down time, stress kills creativity, and **help your children activate their senses, and take the time for your own creativity**
5. Decision making: include parents in school decisions, developing parent representatives and **cultivate creative critical thinking**
6. Collaborating with the community: identify and integrate resources and services from the community to strengthen school program, family practice, and student learning and creativity development, bring your children at exposure to a diverse community.

### **Strengths and weaknesses of Parents Involvement**

Strengths of Parents Involvement.

Henderson and Berla in Olsen & Fuller (2010), reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. Parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school. Benefits for the Children are:

- a) Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- b) Children generally achieve better grades, test scores, and attendance.
- c) Children consistently complete their homework.
- d) Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation.
- e) Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.
- f) Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school and beyond school.

- g) Junior high and high school students whose parents remain involved usually make better transitions and are less likely to drop out of school.

#### Benefits for the Parents

- a) Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.
- b) Parents are more confident in their parenting and decision-making skills.
- c) As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.
- d) When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.

#### Weaknesses of Parents Involvement

- a) It is not easy for parents to get involved and adapted to the development of children's creativity, even if the parents have taught even before they are born.
- b) For parents who have activities outside the home should get the right schools, and optimize existing time with the children.
- c) Parents with educational background and low income have limitations in fulfilling the needs of children
- d) Parents should to study hard and help more children in the era of global communication

#### Conclusion

Children have a natural interest and curiosity about the internal and external world, and an eagerness to communicate and to play, making collections and ordering items, creating unexpected and aesthetically significant objects. The parents involvement is very important in developing a child's creativity. Provide encouragement and facilities flexible can create performance to self-actualize appropriately in anyway, anyplace, and anytime. The challenge for parents who have activities outside the home should utilize the time and schedule for children in its supervision. The steps to parent involvement in developing children's creativity that adapted from Epstein, et al. (2009) there are six types of involvement: 1) parenting, 2) communicating, 3) volunteering, 4) learning at home, 5) decision making, and 6) collaborating with the community.

#### REFERENCE

Amabile, T.M., (1997). Motivating Creativity in Organizations: On Doing What You Love and Loving what you do. *California management review vol. 40, No. 1.*

Bern, M. Roberta, (2004). *Child, Home, School, Community Socialization and Support.* Belmont: Wodsworth/Thomson Learning., ch. 1, pp. 17

Cohen, S., dan Syme, S.L., (Ed). (1985). *Social support and helth.* Orlando: Academic Press, Inc.

DeBord, K. (2005). *Creativity in Young Children.* [online]. Available: [http://www.newsforparents.org/expert\\_creativity\\_young\\_children.html](http://www.newsforparents.org/expert_creativity_young_children.html). download: 24/9/2014

Epstein, J.L., et. al., (2009). School, family, and community partnerships your handbook for action, third edition. California: Corwin Press A Sage Company.

Fan, X., (2001). Parental involvement and students' academic achievement: A growth modeling analysis. *The Journal of Experimental Education*, 70 (1), 27-61

Garcia, L. (2014). *Creativity Is King: What Art Can Do for Your Kids.* [online]. Available: <http://www.babble.com/kid/5-ways-parents-can-encourage-creative-talents-in-their-kids/>. download: 24/9/2014

Golann, Stuart E.(1973). "Psychological Study of Creativity". In *Creativity Theory and Research.* New Haven. Bloomberg, Norton (ed.). Conn: College & University Publishers..

Grolnick, W.S., dan Slowiaczek, M.L., (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivation model. *Child Development*, 65, 237-252

Hara, S. R. & Burke, D J. (1998). School Community Journal, Vol. 8, No. 2, Fall/Winter

Jeynes, W. H., (2005). The Eeffect of parent al invelment on academic achievement of Afrika Amerika youth. *The Journal of Negro Education*, 71, 260-274

Olsen, G. & Muller, M.L. (2010) *The Benefits of Parent Involvement: What Research Has to Say.* [online]. Available: <http://www.education.com/reference/article/benefits-parent-involvement-research/>. download: 24/9/2014

PBS Parents. (2014) *The Role of Parents.* [online]. Available: <http://www.pbs.org/parents/education/going-to-school/supporting-your-learner/role-of-parents/>. download: 24/9/2014

Rhodes, M.(1961). An analysis of creativity. *The Phi Delta Kappan*, 42, pp. 305-310.

Seo, Hae-Ae., Lee, Eun Ah., & Kim, Kyung Hee. (2005). Korean Science Teachers' Understanding of Creativity in Gifted Education. *Journal of Advanced Academics: ProQuest Educational Journals.*

- Steinberg, R.J. (2010) *Teach Creativity, Not Memorization* [online].  
Avaliable: <https://chronicle.com/article/Teach-Creativity-Not/124879/>
- Steinberg, R.J. & Williams, W M. (2003) *Teaching For Creativity: Two Dozen Tips* [online].  
Avaliable: <http://www.cdl.org/articles/teaching-for-creativity-two-dozen-tips/>
- Stelmack, B (tt). Parental Involvement: A Research Brief for Practitioners (literature synopsis).  
University of alberta
- Tartakovsky, M (2012). [9 Ways to Support Your Child's Creativity.](http://psychcentral.com/blog/archives/2012/03/13/9-ways-to-support-your-childs-creativity/) [online]. Avaliable: <http://psychcentral.com/blog/archives/2012/03/13/9-ways-to-support-your-childs-creativity/>.  
download: 24/9/2014
- Taylor, M. (2014). How to [Raise](http://www.parenting.com/blogs/mom-congress/melissa-taylor/how-raise-creative-child.) a Creative Child. [online]. Avaliable: <http://www.parenting.com/blogs/mom-congress/melissa-taylor/how-raise-creative-child.> download: 24/9/2014.