



MOVEMENT AND RHYTHM ACTIVITIES WITH CREATIVITY FOR EARLY CHILDHOOD

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Abstract

The topic of “Movement and Rhythm Activities with Creativity for Early Childhood” will be discussed in this academic essay. Early infancy is characterized by the need to move the body in order to expend physical energy and transmit excess energy, but at the same time, the child's body and mind are complete as a result of the movement. Movement and rhythmic activities are therefore categorized as core activities for child development since they are crucial and essential for a kid to fully develop. Children have therefore learned how to use each portion of their bodies via the use of movement and rhythmic activities, which is important to them because it gives them the chance to evaluate their talents, make decisions, and choose which motions to do. Children may learn how to treat one another via meaningful activity with peers, which will boost their confidence and reduce their superego. Through the use of music, children will be taught how to use their gross motor abilities to influence their personality as well as their environment, music enables children to acquire rhythm and foster inventiveness. Movement and rhythmic activities are therefore fundamental activities in the schedule of daily activities that the child must be encouraged to undertake, according to the Ministry of Education.

Keywords: Movement and Rhythm Activities, Creativity, Early Childhood.

INTRODUCTION

The definition and types of rhythmic and active activities must be understood by teachers before they can plan them for pre-kindergarten and kindergarten students. With the use of rhythm and music, including sound-melody, applause, drum sounds, and rhymed phrases, among other things, the movement and rhythm activities are intended to be designed for children to move their body parts freely in accordance with the rhythm. (Abigail Flesch Connors, 1957) which combine with movement to foster children's imagination, creativity, rhythmic awareness, and self-control. One of the six fundamental activities, movement and rhythm is essential for kids to do every day. It's a game that develops the whole body, promotes socialization, and lets kids express their creativity and individuality. The following are examples of rhythmic activities: (1) stationary motions, which are described as bodily movements that stop there, such as bending the head, swinging the arms, stretching, twisting, tugging, shaking, leaning, etc. (Judith Lougher, 1997) and (2) moving movements, defined as movements from one place or point to another, such as dancing, running, jumping, tiptoeing, skipping, sliding, walk two steps, etc.

Children may feel stress relief, have fun, and enjoy themselves via a range of movement activities thanks to the advantages of movement and rhythmic activities that help the body's components work in unison. (Edwin E. Gordon, 2001) Additionally, it satisfies the child's natural needs, interests, and needs, allowing the child to appreciate and enjoy the freedom of movement in accordance with the rhythm, as well as to learn how to listen to music or different rhythms and to develop cognitive abilities necessary for social adaptation and group cooperation. Giving children the chance to express themselves artistically, help them learn language, practice listening to and obeying orders, and practice being excellent followers and leaders are all crucial. (John Price Bennett, 1995).

Importance of Movement and Rhythm

Babies squirm and wrestle naturally and unintentionally from birth, which helps with physical growth and communication. Early toddlers acquire their capacities and skills to comprehend information from their environment through a process called sensory motorization. Early childhood is a time when children are naturally active, using their bodies to channel their exuberant energy and to utilize their physical power. However, the child's body and mind are always moving. As a result, activities involving movement and rhythm are categorized as key activities for infant development. In order for the infant to develop properly and mature

fully, this is crucial and required. Children are now learning how to use each portion of their bodies via the use of movement and rhythmic activities, which is very important to kids. (Piratta Phonakhon, 2003) Children will have the chance to evaluate their skills, be given time to reflect, and choose their own course of action. Children can develop their confidence, lower their ego into a superego, and learn how to treat one another through meaningful peer movements. They can also practice using their gross motor skills, personality, and boundaries around the use of music and music, which helps them, learn rhythm and imagination. As a result, the Ministry of Education has designated rhythmic and movement activities as the main types of everyday activities that should be promoted for kids. (Poonsap Hattakitkosol, 1987).

Human beings require and greatly value movement and rhythm, especially in today's world of constant struggle and technological advancement. Parents and instructors should take into account a child's freedom of movement since it enables them to express their emotions and relieves physical and mental stress while also improving social adaptation. (Duanghathai Pongpravit, 1996). Therefore, the terms "movement and rhythm" refer to activities that provide kids the freedom to move various body parts while including music, rhymes, rhythm, and melody, learn rhythm and control your movements to foster children's imagination and creativity. As a result, humans are continuously interacting with rhythms, whether they are natural rhythms or rhythms created by their everyday activities. The rhythm of everyday activities, such as walking, jogging, climbing stairs, jumping, dashing, throwing, etc., as well as heartbeat, eyesight, hearing, and digestion, are tides, rain, wind, tide, and tide. (Thanida Pinkaew, 2013) Children learn best via movement and rhythm because they need to understand what their bodies are capable of doing and how and in which directions they may move. With educators providing concepts about the elements that will be the movement's foundation, the following, anything or what machinery will be required to help move in relation to one another.

Space is the area in which the kid must travel, and it essentially consists of the following; (1) people are in close proximity to the infant as it movements its arms, legs, and chest but keeps its feet still, (2) anything else that will make it possible for kids to move about a space securely, (3) direction comprises motion in all directions, including forward, backward, sideways, upward, downward, circular, zigzag, and torsion motion, among others, (4) high elevation, medium elevation, and low elevation are different levels of movement, and (5) size includes a large area and a small area.

The term "movement time" describes the degree of slowness or speed of a movement, such as slow, medium, or high speed, smooth, etc.

Strength of movement Refers to the amount or amount of strength or rigidity required, for proper movement, e.g. very light, very heavy, very strong, weak, and tight etc.

Shift the sequence or step change of one movement into another, another movement, or a change in direction from one circumstance to another by changing the direction or posture of a movement.

It can be seen that the elements of movement consist of area, movement time, and strength of movement and the change in direction or posture of movement, these are the fundamental elements of movement. (Robert M. Abramson, 1973).

Physical Development and Movement

Between the ages of 2 and 6, basic motor skills such as enhanced mobility, steady walking owing to stronger leg muscles, and other abilities start to emerge. Children of this age should always be encouraged with a variety of movements, including running, jumping, climbing, as well as hand skills like throwing, receiving. The quality of growth, physical strength, mobility, and balance are all impacted by parenting preschoolers (ages 3-6) since their physical development changes so quickly at this age. (Carol Archer and Iran Siraj, 2015) Children will be able to develop their skills to the maximum extent if the people who are responsible for them have a good understanding of development and provide them the right kind of care. Family is crucial to the development of early childhood if the kid is raised in a loving home where parents engage with them in a variety of activities, family members live happy lives, and time is managed, if possible, provide your child a secure space to roam about, play, and exercise. The kid will be in good health, will develop correctly, will be happy, will be encouraged to reach their full potential in every way, and will be prepared to continue to mature into a respectable adult. (Charles A. Bucher, 1979) The youngster will become healthy since they can exercise their lungs, hearts, muscles, flesh, and joints by participating in sports, practicing swimming, learning to ride a bike, running, and jumping. While children who do not exercise or exercise less will cause their physical health to deteriorate and there is a risk of illness with various diseases, those who exercise more will help their bodies become immune, sleep well, excrete well, relieve stress, clear their minds, and build self-confidence. Nowadays, kids spend a lot of time using modern technologies, such as watching TV, accessing the internet, or using their phones. As a result, parents need to understand how their kids spend their time, get on board with this idea, talk about it, and collaborate to create the best possible daily plan. Therefore, physical and motor development, the author can tabulate as follows;

Table 1: Details of Physical Development and Movement

2-3 years old	3-4 years old	4-5 years old	5-6 years old
The child walks steadily. Can walk backwards. Standing on one leg. Jump in place. Able to walk on tiptoe. Throw the ball using paw. The arms can move according to the music. Can run fluently but can't drive immediately. Able to pick up small items but slips easily.	Go up and down the stairs with alternating feet. Can stand on one leg longer. Jump on one leg. Able to throw a ball 1 meter away. Can catch the ball with both hands.	Jumping feet. Jump over obstacles that are not too high. Walk backwards. Throw and receive the ball. Catch the ball that bounces off the ground.	When running fast, it can stop immediately. Catch a bouncing ball off the ground with both hands. Leap forward on one leg. Walking on the log or single board. The kids dance to the rhythm of the music very well.

Source: Ministry of Education (2002)

Promoting early childhood children's physical development will result in changes in their function and behavior as well as changes in their tissues' growth and physical structure. These changes will take place naturally and orderly according to a hierarchy that has been created. Genetic and environmental variables impact secondary changes to maturity and fundamental physical demands in the following ways. The phases of development that arise from biological changes in the body, i.e., the maturation of the body, in which changes bring new skills, are as follows;(John Cheffers, 1978)Food and hygiene requirements, the need to avoid diseases and accidents, the requirement for fresh air, appropriate relaxation, and exercise requirements. While putting the child's fundamental physical requirements first in terms of clothes, equipment, and a clean, safe environment, the following objectives are intended to help the child's physical development; to encourage children to maintain good health, to assist them in using the knowledge and skills they have acquired to maintain their own health, to assist in shielding children from contagious and serious illnesses, and to assist in cultivating in them a positive attitude toward a healthy lifestyle and good hygiene, and to assist in the treatment of diseases that harm children's health and in assisting in getting children who have health issues that harm their ability to develop into adults who can aid them.

Concepts for the Development of Creativity in Early Childhood Children

The integration of various concepts and related problem-solving techniques are characteristics of creativity, which is synthesizing, analytical, and actionable thinking. The only distinction is that while problem-solving has a clearly defined goal, creativity requires the use of imagination, and creative problem-solving is impossible without it. The ability to think creatively is crucial to individuals who believe that it must not suffer, feel pressured, or suffer from misery. Instead, they believe that thinking creatively must be driven by the dharma, which is the pursuit of pleasure. (Bernadette Duffy, 1998)Early Childhood Creativity Theory, According to four primary categories as shown below, Davis Marsh (1973) has collated theories on creativity from psychologists who have explored the subject of creativity.

Psychoanalytic theory of creativity: many psychoanalytic psychologists, including Freud and Chris, have suggested the idea that creativity is the product of a subliminal struggle between mental desires related to gender and a feeling of societal duty. However, according to Kubai and Rach, two recent psychologists, creativity occurs in the area of the so-called pre-conscious mind, which is located between the conscious and subconscious.

By seeing creativity as a learned habit, this group of psychologists emphasizes the value of rewarding appropriate reactions to certain stimuli or circumstances. It also emphasizes cognitive relations, the associations from one stimulus to the other, giving rise to new ideas or new things.

The humanist creativity hypothesis holds that creativity is a trait that all people possess from birth, and that the people who can bring it out are those who are true to themselves—that is, who know themselves, value them, and make the most of their abilities. The ability of humans to fully express their creativity depends on the formation of a supportive environment or atmosphere, which includes psychological safety, mental stability, a willingness to experiment with ideas, and openness to new experiences.

AUTA Theory (AUTA) this theory is a model of the development of creativity in individuals, the idea that creativity is inherent in all human beings and can be developed higher, the development of creative kicks based on the UTA theme include.

Awareness is understanding the value of creativity to oneself, society, the present, and the future, as well as understanding one's own creativity. Understanding is being well-versed in and cognizant of issues pertaining to creativity.

Techniques are the understanding of both unique and conventional methods of creative creation. Awareness of what is true actualization is the state of being self-aware, self-satisfied, and striving to use oneself

and oneself to realize one's full potential. It also includes being open to new experiences, adaptable, conscious of one's fellow humans, self-producing, and having a flexible mindset that adapts to all aspects of life.

As with all of the above-mentioned theories of creativity, creativity is a talent inherent in every individual and able to grow further via learning and a favorable environment. In this way, these four aspects will motivate individuals to bring forth their creative potential. (RebeccaIsbell, 2007) Humans utilize creativity as a tool constantly because it has the greatest power possible. As a result, someone needs more than just knowledge of the creative process, but also want to make good use of their creativity, as well as want to be known as being more creative with creativity, three important characteristics are; (1) it is an inventive idea or an unconventional, original work, without a useful example of value, (2) it is a problem-solving idea or action, looking for multiple options in solving the problem, (3) it is an initiative that is rationally expressed, durable, and adaptable to perfection.

All of the aforementioned points show that creativity is a concept that can be synthesized, examined, and used; it is distinguished by the blending of many ideas; and it is comparable to problem-solving procedures, with the exception that problem-solving processes have particular goals. The reality is that everyone has creativity inside them, and it can be developed whether they are young or old. However, the process of creativity is important for the person to know the imagination, and without imagination one cannot solve creative issues. Training in creative thinking should begin early because brain cells develop quickly, and as youngsters utilize their brains more, their nerve fibers increase, psychologists have emphasized that creativity is the ability of the brain to think broadly, which includes; (1) initiative that is, having new ideas, different from conventional ideas, like to improve, and dare to think assertively, (2) streamlined thinking is the quantity of ideas that have multiple answers to the same subject, and quick solutions to problems, (3) flexible thinking is a form of thinking that is not fixed freely think in many different ways and in many aspects, and (4) detailed thinking is the complete and all-round detailing of the thought, able to combine to create new things.

Guidelines for the Development of Creativity in Early Childhood Children

The approach to creative development has been developed through the planning of activities to encourage creativity, it entails continuous creative development, the improvement of environments, and an understanding of children's creative development according to their level and capacity for self-expression, to the degree that chances and circumstances allow, it is crucial to enable children to express themselves freely, early childhood learning can be gained through play experiences, exposures, and by the kid himself. Children learn largely via play, setting up scenarios, and offering learning resources, learning may happen anywhere, at any time. There are several techniques to encourage the growth of creativity, including brainstorming, doing a lot of high-quality thinking in a short amount of time, daydreaming, and thinking about future events. (Abigail Flesch Connors, 1957) Exercises that involve problem-solving foster a feeling of safety and freedom, the first five years of life are crucial for the growth of creativity, which gradually declines as people age. Promotion and development of creativity include encouraging flexibility of work, educating kids to value and have a positive attitude toward things that should be created, structuring kids' activities based on their interests, and allowing downtime to unwind. Giving kids the freedom to investigate, scrutinize, study, and experiment to come up with the solution also helps them develop excellent work habits, and it also takes into consideration their individual differences in terms of learning styles.

Children display behavior when they play that is a collective ability that is innate to them, multidirectional thinking, initiative, and problem-solving are brought about by independent play activities through the use of toys as tools by children. Only toys that enable self-discovery to think, explore, grow, and create are acceptable in this scenario, where toy selection is dependent on age rather than necessarily being ready-made objects, such as sticks and fabric scraps. Parents must attempt to understand the growth of creativity, be open-minded to accept children's thoughts, actions, and works, provide support and encouragement for creative children, and choose toys that are used as play instruments that children may conceive of in a variety of ways. (Judith Lougher, 1997).

By watching, engaging in play, and posing questions about their curiosity, categorization, visual, relational, and sequencing activity, young children build their intelligence to learn about their surroundings. The child will make an effort to learn everything that is going on around them because learning at this age depends on having firsthand experience and being receptive to a concrete environment. In order to foster early childhood children's intellect and creativity, media selection and procurement must take into account the following factors, children must feel proud of and content with their conduct in response, the author can explain as follows;

Appropriateness of media according to the age of early childhood children should be media that help arouse children's interest and curiosity.

Media that is high quality, safe, long-lasting, and suitable for young children. Must not contain sharp corners, lead-free paint, or materials that are harmful to children.

Media that is of high quality should consider how many different things can be used, or how many different

ways it can be altered for different situations, audiences, and uses.

Materials that provide children a direct experience should be affordable and convenient to supply in a sufficient variety and number, they should also be simple to acquire or may be manufactured by children themselves.

Children must be given the chance to express their emotions, use tools to draw with, use materials to create with, and engage with in order for early childhood play experiences to foster creativity. Therefore, we must know how to procure and choose materials that are useful, effective and economical to provide experiences for children as well. However, setting up an atmosphere conducive to the creative development process during which the child interacts with various toy media. It is something that teachers and parents consider to be indispensable, creating an atmosphere in play to develop creativity can be done as follows;(1) give children the opportunity to play continuously, without other people or other things to interfere with play, (2) give children the opportunity to explore, research, and create their own media toys, and (3) pay attention to and encourage children to use their imagination to the fullest, by striving to remove any barriers or limitations, to their creativity, (4) Create an atmosphere of acceptance and encourage free expression of ideas in a cooperative, non-competitive learning environment, (5) set up flexible classrooms with large spaces. to be able to do activities on the floor and can be adapted to work in groups, pairs, or work individually flexibly, (6) pay attention and value your opinions and children's questions, and make a serious effort to answer them to show that opinions and questions are valuable.

When play is not a barrier to being born and extended to become creative, the possibility to generate ideas will be feasible. The play environment is a factor that encourages children to present, and bring out the latent creativity inside oneself. (Abigail Flesch Connors, 1957) Children should be allowed to use their imaginations, encouraged to reach their full potential through play, and given the freedom to think independently because original ideas that are good for both one's own growth and society's advancement are the result of independent thought. Parents and educators should give children this freedom. For this reason, encouraging the flowering of creativity must stimulate and cultivate creativity as a talent from the youngest years in order to equip the human resources of the nation to be creative persons.

CONCLUSION

Early childhood children's creative development is impacted by rhythmic movement activities because creativity results from the synchronization of two distinct human inherent skills. The two essential elements are "thinking capacity" and "creative ability", which might exist in the same individual or in different parts in different people. The ability to think is a byproduct of human brain functions that are almost always engaged in thought; these cognitive traits are known as undirected cognition, or free thinking without organized thought; they fluctuate depending on the interests or circumstances of the moment and lack an overarching goal. A conclusion is reached by a series of brain processes, including perception, interpretation, memory, and hypothesis. This type of thinking is directed, ordered, and objective, for the ability to be creative means the creation of an action takes place, both as a process, and as a means of including the nature of the product or work piece. Since each kid has various interests, it is vital to organize activities, motions, and rhythms with that in mind. Teachers should set up a variety of activities that are appropriate for the children's interests and skills, whether they are done in a big group or individually. Additionally, there should be activities that take place both inside and outside of the classroom to alter the environment and give kids a chance to unwind, reflect, and utilize their imaginations to the utmost, as for the duration of the activities, it is advisable to arrange according to age and can be flexible according to the interests of the children.

Research, learning from experience, as well as creating an environment that fosters the development of children's imagination, are all ways that creativity can be practiced. Movement and rhythm activities are also appropriate for the interests, aptitudes, and developmental stages of children at this age. Teachers select appropriate movement activities and rhythms to organize learning experiences for young children for the aforementioned reasons and importance, in order to encourage children to learn, have practiced, have done it yourself, and have the freedom to work. This includes teaching kids how to appreciate and have a good attitude, as well as fostering in them a sense of creativity and imagination that will serve as a solid foundation for future learning.

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