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Learning Centered on The Creativity of Group B Students in The Implementation of Kurikulum Merdeka

Yeni Maryani ✉, Raudhatul Athfal Multazam, Indonesia

✉ yenimaryani747@gmail.com

Abstract: One of the obstacles faced by students is the low level of creativity. This is based on the minimal use of tools and materials in teacher-centred learning activities. Creativity has such an important role in a child's life. Learning that is centered on student creativity as a form of implementing the Kurikulum Merdeka learning. Learning that is centered on student creativity which is carried out during core activities with a duration of 45 minutes. This type of research is descriptive qualitative research with thematic analysis techniques, the object in this case is students aged 5-6 years, totaling 20 students and 2 class teachers. Techniques this data collection is interviews, observations, and documentation. From these data that the Kurikulum Merdeka is designed to make it easier for teachers to teach student-oriented, so that teachers are expected to be able to provide the best learning experience for all students. This stage was developed as a step or learning process to make changes to learning practices and assessments that educators need to do when using the Kurikulum Merdeka. The results of the Implementation of the Kurikulum Merdeka go hand in hand with the concept of independent learning to influence early childhood creativity so that it can develop according to their interests and learning readiness. The learning that is centered on the creativity of early childhood is in the form of a series of varied and innovative activities.

Keywords: Creativity, Kurikulum Merdeka, Students.

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INTRODUCTION

Quoting Law No. 20 of 2003 it is explained that PAUD provides facilities in developing children's potential. The aim is to achieve all aspects of early childhood development from various competencies such as psychomotor, cognitive, artistic language, religious moral values and social social. This is where the teacher's role is needed to guide students in accordance with their competence. Every child is unique, so his way of thinking will also be different. Quoting from Santrock in Yuliani (2010: 6) states that "creativity is the ability to think of something in new ways without being able to and give birth to a unique solution to the problems faced".

In this regard, ways to encourage creativity in preschoolers are a priority. Institutions that live in critical times, it is more difficult to stimulate various types of development and creativity even when stimulated by the same stimuli. As a result, the

child suffers a loss. Therefore, the development of children's creativity in a way that can arouse children's interest. So, the little things were moving, which were popular and in those days the life of children, namely games. Fun creativity development should aim to stimulate students' competence to make innovations.

The PAUD institution is one of the basic institutions for early childhood education. Raudhatul Athfal or known as RA is one of the PAUD institutions which together contribute in providing facilities for early childhood development from various aspects such as cognitive, language, physical motor, values religious morals. social, emotional and art. Creativity is a state, attitude or situation that is very special in nature and almost impossible to formulate in depth. According to Supriyadi (2001), according to experts, there are several definitions of creativity. Creativity is the human ability to create something new, both in the form of ideas and in the form of real work, which is relatively different from before. Munandar (1995) reveals that "creativity is the ability to create new combinations, new meaningful associations on the basis of making materials, information, data or elements that already exist and are useful in terms of

Another opinion that "creativity is the ability to create something new or a new combination based on existing elements in a meaningful or useful way. From the explanation above it can be concluded that creativity is the ability to create. something new based on an idea, a combined idea from the results of previous discoveries eventually becomes a useful new work" (Endang Rini Sukamti, 2010).

Early childhood is in the range of 0-8 years who experience developmental stages in their age. Meanwhile, early childhood in the range of schools in PAUD is aged 4-6 years. According to this definition, early childhood is a group that is in the growth and development phase (Wijana D Widarmi, 2013:1.13). Based on these different definitions, it can be concluded that early childhood is someone under the age of 6, including those who are still in the womb, grow and develop physically, mentally, personally and intellectually, both served and neglected. in children's educational institutions Early education Everyone is unique in their own way and the fact that everyone is different. But in general, early childhood has relatively the same characteristics. These characteristics are as follows: a) Early Childhood is Unique Every child is different and no two children are exactly the same, even if they are identical twins. They have different characteristics, interests, preferences and backgrounds.

The National Association for Education for Young Children (NAEYC) defines early childhood as children aged between 0 and 8 years. Early childhood is a group of people who are in a period of growth and development. In this era, experts talk about the golden age that only occurs once in the development of human life. The growth and development of early childhood must be oriented towards a balance of physical, cognitive, socio-emotional, linguistic and creative as a suitable basis for the formation of a whole human being. The definition of early childhood has age limits and different meanings depending on the point of view used. Traditionally, children's minds are often identified as small adults, still innocent and unable to do anything, or in other words, do not think.

Based on the results in the field, it shows that so far student creativity is still teacher-centered, this is indicated by the results of student creativity, the results are the same because they follow the teacher's example. The learning of student creativity tends to use simple media. In addition, learning in this school still follows the 2013 curriculum. As for activities during learning, children are given assignments in the form of student worksheets and creativity based on themes made by the teacher so that children just follow the teacher's directions.

This year the government is socializing the "Kurikulum Merdeka" to all levels. However, this school is still using the old curriculum because there has been no socialization from the Ministry of Religion. The "Kurikulum Merdeka" contains a cohesive curriculum that aims to make it easier for teachers to teach student-centered, so that teachers are expected to be able to provide the best learning for all students. for example, focusing on essential material so teachers can use more interactive, immersive, and fun

methods. This phase is designed as a phase or learning process to make changes to learning practices and assessments that teachers must make when using an "Kurikulum Merdeka". This implementation phase is designed to allow each educator to confidently and confidently try to implement the "Kurikulum Merdeka". Based on the explanation above, the researcher carried out thematic analysis techniques related to student creativity-oriented learning that implemented the "Kurikulum Merdeka".

METHODS

The method used is descriptive qualitative using thematic data analysis techniques. The purpose of this study is to describe and describe space as it is, therefore this study carried out the stages of observation, interviews and documentation (Sukmadinata, 2011).

This observation activity was implemented in October 2022. The subjects of this research were students who were the main informants. Twenty students and two classroom teachers participated in this study. The thematic analysis techniques proposed by Miles and Huberman (1984) consist of data reduction, presentation, and inference. The steps taken by the researcher using qualitative analysis are (1) Making student-centered creativity results when teacher-centered then student-centered creativity results; (2) Conduct interviews directly related to the use of media for student creativity; (3) Completing and making notes on the results of observations and interview results as well as the results of direct documentation in the form of videos and photos; (4) Data processing to create results after analysis; (5) Make a report preparation of the research activities Arranging that the implementation of the "Kurikulum Merdeka" influences the creative and innovative diversity of student creativity.

RESULTS

According to Wiyani (2012) that "Development can be interpreted as changes experienced by an individual (early childhood) towards a level of maturity or maturity that takes place systematically, progressively and continuously both regarding physical and psychological aspects". The definition of systematic is interrelated between change and development. Meanwhile, continuous means that change takes place gradually and sequentially. Montessori in Ropnarine (2011: 386) views development as a series of "births" or periods of strengthening sensitivity, where each sensitivity gives rise to new interests and skills. The development and growth of children can be described in several points of thought reviewed from an expert's point of view including:

Piaget divides cognitive development into several stages: 1) The sensorimotor stage which lasts from birth to 2 years. At this time infants construct their understanding by coordinating sensory experiences (such as seeing and hearing) with physical actions (sensory-motor) activities. 2) Operational stage at the age of 2-7 years, children begin to be able to connect sensory information with physical actions and show through words, imagination and images (Santrock 1, 2011:34).

Child development consists of physical aspects which are measured by height, weight and head circumference as well as children's brain abilities and cognitive aspects, (Santrock 2011). Another opinion of Piaget in Suyadi (2010) that "cognitive development, especially intellectual, is a construction process. In simple terms, cognitive development consists of two fields, namely logic-mathematics and science. To improve this, children are trained to increase their understanding of numbers, find causal relationships and improve their logical thinking skills.

The ability to think logically according to Anthoni Robin in C.J Simister (2013) is "a child's ability that must be continuously grown because asking questions as a sign of curiosity is one of the most permanent and definite characteristics of strong thinking". This child's curiosity indicates that he is active, open and problem solving oriented. The

ability of Socio-Emotional Development according to Suyadi (2010) is "a child's sensitivity to understanding the feelings of other people when interacting in everyday life".

Aspects of Language Development Montessori in Roopnarine (2011) says that children at an early age are environmental explorers using their hands and tongue (which leads to language development). This can be used as one of the forerunners of children's language development.

According to Munandar (in Fakhriyan, 2016) states that "develops children's creativity, namely children are required to think creatively, children can find new ways to solve problems. Third, creative urgency is not only useful, it helps you get things done. And creativity helps people improve their quality of life and standard of living." Researchers concluded that creativity is the result of the interaction between individuals and their environment, the ability to make new combinations based on data, knowledge or elements that have been previously known or existing, especially all one's experience and knowledge. acquired in life and the school environment, family environment and society.

Another opinion from Masganti (Husnah, Sapri and Lubis, 2018) states that "creativity is the human ability to create new ideas/products of value, where the results of these new ideas/products are achieved through a volitional process of synthetic or imaginative thinking. The results are not just summaries, they involve building new models and incorporating insights from previous experiences. Creativity is a very important thing that must be developed in early childhood."

Based on the results of observations made by RA Multazam researchers before implementing the "Kurikulum Merdeka" with teacher-centered learning creativity tended to be low in students' creative abilities. However, after implementing the "Kurikulum Merdeka", student-centered learning resulted in development as expected. Results of data analysis, shows indicators of student creativity, namely: 1) Sticking activities according to imagination 2) Students create content with different results 3) Students become independent when doing assignments, 4) Students can group shapes, colors and media, 5) the level of creativity has increased.

There is some creativity that can create something new. With regard to the "Kurikulum Merdeka", schools need to pack a diversity of creativity, such as:

1. Painting objects is a fun activity, the materials needed are watercolors and brushes and media. Students can make works according to their imagination;
2. Coloring is a fine motor activity and children can pour colors according to what they see;
3. Drawing is a reflection of what students see, they can actually see objects or imagination;
4. Play night/clay Playing with night is a tool to make something according to one's imagination;
5. Playing slime, in this case students are invited to make slime stages with ingredients that are easy and safe to use so that they can be mixed with food coloring;
6. Making shapes from origami paper, to hone thinking and creative skills. Teachers can invite students to make boats out of origami paper, by giving examples of folds and those who imitate them. Paper colors are also very important to help children learn about various colors;
7. Making shapes from matches. Students can load various shapes such as stairs, houses, or geometric shapes.

From the creative activities carried out at this school it provides stimulation for the development of student creativity. The learning at this school consists of initial activities starting from private recitation of students, then at 8 am preparation for marching activities. In this row activity there is the habituation of *Asmaul Husna*, singing according to the theme, then the ice breaking exercise was closed by praying and entering class.

In this activity the teacher starts with the initial classical consisting of memorizing letters, prayers and hadiths. Then it is continued with literacy or reading stories to children and explaining material according to the theme. This October is included in the

theme of plants, so the teacher prepares playdough. First, the teacher says that in making shapes students are given the freedom to make shapes. This is one of the teacher's efforts in implementing the "Kurikulum Merdeka". Rest activities as usual, children wash their hands. eat and play. At the end of the activity the teacher asks the activities that have been carried out by students whether they are experiencing difficulties or how school feels today and gives the task back to students, namely giving assignments in the form of student worksheets according to competence. then ends praying and going home.

Fadlillah (2012) suggests learning strategies can be interpreted as learning planning activities that contain a series of activities that must be carried out by teachers and students, including the use of methods and utilization of resources to achieve effective and efficient learning objectives. Anita Yus (2011) explains the approach or learning model is: a. A systematic and measurable learning pattern that is obtained through a process of thinking hard (hard thinking) and the pattern is supported by theory/assumptions as well as the performance of strong and deep reflections from the inventor or creator. b. A set of assumptions to achieve a learning goal. For example, the Maria Montessori approach, Bank Street, High Scope, Reggio Emilia, creative curriculum, BCCT, and other early childhood approaches.

Yaumi (2013) says the learning method is: a. The method used to implement the plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. The method used in conveying material to achieve learning objectives b. The way for participants to do the learning to achieve the learning objectives. For example, lectures, questions and answers, singing, telling stories, storytelling, role playing, demonstrations, discussions, and so on.

Nurani (2011) reveals the principles of PAUD learning are as follows: a. Goal-oriented This is the main component, all learning activities between teachers and students are very important, because learning is a process of activity with a purpose. Therefore, the success of a learning strategy can be felt when students achieve the learning objectives that have been determined. Thus, the teacher must first set learning objectives before providing services to students, such as making daily, weekly or monthly activity plans or what is commonly called a lesson plan. In a lesson plan, in addition to setting activities and materials to be delivered, it is also necessary to determine the objectives of these activities. b. Learning activities are not just memorizing facts or just information, but learning is doing to gain new experiences. Therefore, learning strategies must be able to encourage students to do lots of trials and new games, including activities that are psychological in nature such as mental activities. c. Individualistic learning is an effort to develop each individual student, preferably the standard of success is determined by the teacher's standard of success, the higher the standard of success, the higher the quality of the learning process. d. Integrity Learning does not only develop cognitive abilities, but must develop other aspects, namely affective and psychomotor. Therefore, the learning strategy must develop these aspects in an integrated manner, one of which is the discussion method not only encouraging the intellectuals of students, but they are encouraged as a whole to be honest, tolerant and so on.

In government regulation no. 19 of 2005 Chapter IV article 19 it says that the learning process is held interactively, inspiring, fun, challenging, and motivating students to participate actively, have initiative, creatively and independently in accordance with the talents, interests and physical and psychological development of students. e. Interactive Interactive implies that teaching is not just conveying knowledge from teacher to students, but teaching as a process of managing an environment that can stimulate children to learn. Thus through the process of interaction allows children to develop both mentally and intellectually. f. Inspirational, Inspirational implies that every student always tries and does new things by getting information and being able to solve their own problems. Thus the teacher must provide opportunities for every student to be able to act and think according to his inspiration. g. Fun, Fun implies that learning for students is free from fear and tension. Therefore, the teacher must strive for a fun learning situation, starting with

arranging a nice and attractive playing environment, and fulfilling the elements of health, starting from the cleanliness of the playing environment, adjusting the light when studying in the room, good ventilation, and fulfilling the elements of beauty. For example, fresh and clean wall paint, neatly arranged paintings and children's works, relevant media and learning resources, and teacher body language that is able to arouse students' learning motivation. h. Challenging, Challenging implies that learning is a process that challenges students to develop thinking skills to stimulate brain work to the fullest.

Challenging abilities can be through children's work activities by trying various play activities using play materials derived from leaves, clay, mud, and others so that indirectly children are already thinking intuitively or exploring. If the teacher wants to provide information, he must be able to arouse students to think before drawing conclusions. i. Motivation, Motivation implies encouragement from within the soul of students to act or do something. This encouragement may only appear in students when students feel they need it. Therefore, the teacher must be able to show the importance that every child has throughout his life, wherever they are both at home and at school, children will go through and feel that what they are doing is an experience and a change in knowledge from those who do not know to know more, children is active learning, creative and innovative. To prepare children to be active, creative and innovative learners, learning must be child-centred.

DISCUSSION

Fadlillah (2012) argues that child-centered learning combines methodology and practice to understand, appreciate and support the abilities needed according to the development of each child with the characteristics of a child: Facing challenges, Being a critical thinker, being able to choose. Be a problem detector and problem solver, Be creative, imaginative and innovative, Pay attention to society, culture and environment. Anita Yus (2011) argues that child-centered learning is based on the belief that children will grow and develop naturally, the play environment is designed with learning settings to encourage children to be creative and experiment both indoors and outdoors.

Child-centered learning assistance is carried out by teachers, accompanying teachers or caregivers who have prepared all learning materials by preparing lesson plans for activities with goals that suit the needs of meeting and responding to each child, and respecting the strengths of each child, by maintaining curiosity. which is naturally owned by every child so that it can support learning together. Child-centered learning designs opportunities for children to choose through class arrangements. Each class has several activity centers that contain a variety of teaching materials for exploration and play. The center of activity varies from one class to another, but all classes have a main activity center, namely: a. The Arts The arts center encourages children to develop and explore their creativity and have fun with new materials and physical experiences (Paint, Paper, Crayons, scissors).

Regarding learning, according to Marwat (2020) that "the principles of children's learning through improving the learning environment are simple, cheap and creative are very different. Children's creativity is born with various abilities to provide imaginative ideas. Children are exposed to real media. Smart and creative children do not only develop from birth, but also need, for example, guidance, stimulation, which can develop their imagination and encourage children's creativity. Using plastic bottles is one activity that increases creativity. Implementation of an "Kurikulum Merdeka" includes stages where each educator and each educational unit has different skills and abilities, as material for self-assessment of teacher readiness and as material for discussion."

Returning to the context of the curriculum used in PAUD, especially RA-based schools like this school, they are still struggling with the 2013 curriculum. In 2020 schools are experiencing learning activities with an online system because COVID has hit various countries including Indonesia. The 2013 curriculum is a curriculum related to

Permendikbud 146 (2014) while the emergency curriculum is a simplified 2013 curriculum in accordance with the situation of the spread of the COVID-19 pandemic in Indonesia for approximately 3 years. An independent curriculum will also be released soon, and of course when talking about it, the basic framework and structure of the curriculum must be understood. There are directions for changing the curriculum that must be understood in relation to (1) a more flexible curriculum structure, targeting lesson hours to be fulfilled in one year; (2) focus on essential material; (3) provide flexibility for teachers to use various teaching tools according to the needs and characteristics of students; (4) applications that provide various references for teachers to be able to continue to develop teaching practices independently and various good practices. "Kurikulum Merdeka" is closely related to independent learning.

Freedom to learn is a new policy program implemented by the Indonesian Ministry of Education and Culture initiated by Mr. Nadiem Anwar Makarim, Minister of Education and Culture of the Republic of Indonesia Advanced Indonesian Cabinet whose concept is to create a pleasant learning atmosphere. Fun for all involved in the learning process such as students, teachers, as well as parents.

As for the concept of independent learning, it can be concluded that the learning process is adjusted to the child's learning style, interest and learning readiness. As a teacher, you must be able to make an initial assessment that children have auditory, visual and kinesthetic characteristics.

The Independent Learning curriculum provides a stimulant so that children can develop according to their potential. Freedom of Learning in its concept is a strategy to improve the quality of education in Indonesia. Through independent learning, students will be honed to have communication, creativity, collaboration, and critical thinking competencies. With these competencies, children will not only memorize lessons, but will be able to create and carry out innovations in various fields, have good character and skills. positive social. (Empress, 2020)

Freedom to learn, the components of education providers need to devise tips in order to be able to answer the challenges of educational needs nowadays so that they can maintain the quality of their education. One of the Ministry of Education and Culture's programs to improve the learning quality of students is the driving school program. Speaking of driving schools, there are 5 types of interventions to accelerate driving schools from 1-2 more advanced stages in about 3 academic years. The benefits of this driving school are to improve the quality and quality of student learning outcomes within 3 years, increase the competency of school principals and teachers, accelerate school digitization, opportunities to become catalysts for change for other educational units, accelerate in achieving Pancasila student profiles, and get assistance. intensive.

(Munawar, 2022)

In the independent learning program, teachers will present themselves as movers. The real key to independent learning is the human being. Independent learning is a natural learning process to be able to achieve what is called independence. The thing that

being the main point is how to learn not to be pressured, not stressed, free to be creative and innovate, not shackled. (Saleh, 2020) Freedom to learn in early childhood education is also known as freedom to play. If this is related to the concept of early childhood learning with the hashtags playing while learning and learning while playing, the concept of independent learning is very suitable.

to be applied and developed in Early Childhood Education (PAUD). It will be fun for every child who goes to school in the PAUD unit, not having to do learning with a drilling system by memorizing, working on Children's Worksheets

(LKA), CALISTUNG learning which is taught every day and it will be seen to restrain children in their development which is essentially still in the world of play.

Independent Curriculum in Early Childhood Education. The implementation of the independent curriculum contains stages including, each educator and educational unit has

varying capacities and readiness, as material for self-reflection about teacher readiness and as material for discussion.

The independent curriculum has advantages compared to the previous curriculum in that the content and structure are simpler and deeper, more independent and relevant as well as more interactive, simple and in-depth, meaning that the selected material focuses on important and relevant material and focus how to develop student competencies in the development stage. Lessons are structured more deeply, meaningfully, not too fast and most importantly learning is planned and delivered in a fun way. More independent means that students can choose their interests according to their interests and abilities, teachers teach according to the stages of development and achievement of children, and education units are free to develop curriculum and learning according to the characteristics of educational units and the characteristics of their students and drive

The independent PAUD curriculum structure consists of in-course learning and projects that raise the profile of Pancasila students. The learning activities in the course are designed in such a way that the skills described in the basic stages of learning outcomes (CP) can already be achieved in early childhood. Basically, internal learning is meaningful play as the formation of independent learning, independent play. The activities chosen, however, must offer a meaningful as well as enjoyable experience for children. School activities use real learning resources found in the child's environment, such as living objects, natural materials or loose parts. When learning resources cannot be presented in real terms, they can be presented through technical support such as educational VCDs or YouTube, and can also come from children's textbooks.

The learning structure of the independent children's education curriculum is divided into three areas of learning outcomes, which are carried out in an integrated manner. The three elements of learning achievement (CP) in early childhood education are: (1) religious and ethical values; (2) identity; (3) Fundamentals of Literacy, Mathematics, Science, Technology, Engineering and Arts. Religious and ethical values encompass abilities and noble character from the foundations of religion. The learning outcomes of this element are formulated in such a way that children who believe in God Almighty, begin to recognize and implement the most important teachings according to their religion and beliefs. Children actively participate in maintaining personal hygiene, health and safety as a bond with themselves and gratitude to God Almighty. Children respect others with their differences and follow good behavior and have noble character. Children respect nature by caring for it and showing compassion for the living creatures created by God Almighty.

There are several assessment principles that need to be understood in the independent curriculum, namely (1) Assessment is an integrated and inseparable part of the learning process, facilitating learning, providing holistic information to educators as material for feedback studies, students, and parents so that they can become a basis for finding further learning strategies; (2) The design and implementation of the assessment is adjusted to the function of the assessment with the flexibility to be able to determine the technique and time for carrying out the assessment so that the learning objectives become more effective and efficient.

This independent curriculum is in accordance with the concept of independent play in early childhood education. This curriculum offers opportunities for teachers and students to develop their imagination and creativity through various learning activities. Of course, it is not easy to switch from the old curriculum to the new curriculum. However, this change was made to advance national education in accordance with the ideals of the nation set forth in the Preamble of the 1945 Constitution, namely to educate the nation's life.

Student-centered learning is a process that encourages students to actively participate in learning activities by paying attention to student characteristics. Based on the characteristics of students, learning can be planned, learning can be carried out and

learning can be evaluated. Student-centered learning can help students develop learning skills such as time management, communication, critical thinking, and Problem solving skills (Krishnan, 2015) by applying learning. This provides opportunities for students to learn independently and participate actively in learning activities, and students will always be challenged to think critically.

In carrying out this learning, the teacher must pay attention to the needs of each student individually or in groups, to encourage continuous active participation in learning. The application of centered learning must be adapted to the type of learning, students and must be in accordance with the discipline and adapted to the environment in which the activity is carried out. learning is carried out. The teacher's role in facilitating learning is more as a facilitator than a teacher, so that students become active learners in the learning process because the teacher helps guide, organize and direct student learning. When students study on their own, they can generate ideas or record discussion of lessons, assignments or assignments. In essence, the application of this learning emphasizes an integrated understanding that focuses on students so that the learning system can serve the needs of students. Implementing student-focused learning must be carefully planned and executed, which presents challenges for educational institutions. The challenge for teachers in implementing this learning is that school leadership must focus on using available resources, providing the necessary resources, organizing training for new teachers and inexperienced teachers, and implementing innovative ways of learning (Qutoshi & Poudel, 2014).

CONCLUSION

Early childhood education is the basis of development and continuity. One of the lessons at PAUD institutions contains competencies which consist of cognitive, language, physical-motor, artistic, religious and social values. Regarding learning, teachers are required to make innovative activities so that fun learning for children. One of the activities that support it is creativity. Creativity plays an important role in a child's life. Learning that is centered on student creativity as a form of implementing the curriculum for independent learning. The results of student-centered learning are the development of creative minds, increased independence and accuracy, development of imaginative ideas. This type of research uses a qualitative descriptive method. The results of the study show that implementing an independent curriculum goes hand in hand with influencing the creativity of early childhood so that it can develop according to their interests and learning abilities. Learning that is oriented towards early childhood creativity takes place in the form of a series of diverse and innovative activities. In addition, the application of student-centered learning allows independent learning and active participation in learning activities, and students are always challenged to think critically.

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