

**THE ROLE OF PRIMARY AND EARLY CHILDHOOD  
EDUCATION IN DEVELOPING HUMAN  
RESOURCES' 21<sup>ST</sup> CENTURY SKILLS  
TO CREATE PEACEFUL GLOBAL SOCIETIES**

**Proceedings The 1<sup>st</sup> UPI International Conference on Primary  
and Early Childhood Education (ICPECE 2015)  
Bandung, December 5, 2015**

**Editors :**

**Dr. Yunus Abidin, M.Pd.**

**Hana Yunansah, M.Pd.**



**UNIVERSITAS PENDIDIKAN INDONESIA  
KAMPUS CIBIRU**

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## FOREWORD FROM CHAIR OF THE CONFERENCE

The 1<sup>st</sup> UPI International Conference on Primary and Early Childhood Education (UPI ICPECE 2015) held on December 5, 2015 in Bandung, Indonesia. The aim of UPI ICPECE 2015 is to provide a platform for educators, researchers, artists, scholars, managers, and graduate students from different cultural backgrounds to present and discuss research, developments and innovations in the fields of Primary and Early Childhood Education.

There are three invited keynote speakers; Prof. Udin. S.Sa'ud, Ph.D presenting paper "Developing Teachers' Competencies in facing 21<sup>st</sup> Century in the Context of Elementary and Early Childhood Education"; Prof. Blythe Hinitz, Ed.D. presenting paper "Peace Education in Primary and Early Childhood Education: Theory and Practice in the Twenty-First Century"; and Dr. Margaret Shore presenting paper "History, Program and Three Case Studies Of Diversity In Inclusive Education"; and 77 parallel speakers exploring 16 sub-themes: (1) Assessment and Student Achievement; (2) Citizenship, local wisdom and Character Education; (3) Curriculum Development and Innovation by Schools and Teachers; (4) Diversity and Inclusive Education; (5) Educational Effectiveness and Quality Assurance; (6) Guidance and Counseling; (7) Home, School and Community; (8) Language and Literacy; (9) Learning in and out of Classroom; (10) Policy and Social Context of Education; (11) School Leadership and Management; (12) Supporting Transition – Interfaces at Pre-primary, Primary and Secondary Levels; (13) Teacher Education, Leadership and Professional Development; (14) Teaching and Education Innovation; (15) Tomorrow's Classrooms and ICT; and (16) Gender Awareness in Education. The attendance of this international conference on primary and early childhood education comes from Indonesia, Malaysia, Australia, and some other country.

Finally, as the chair of the organizing committee, I would also like to extend my sincere gratitude and highest appreciation to the invited keynote speakers, parallel speakers, participants, and the organizing committee members who have fully committed to continuously supporting the completion and success of this conference.

Bandung, December 2015  
Chair of the Organizing Committee,

Dr. Yunus Abidin



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# Factor Analysis Student Creativity Department of Teacher Education Early Childhood Education

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## Abstract

Based on the National Education Minister Regulation No. 16 of 2007, one of the professional competence of teachers are developing learning materials of teaching creatively. The implication, Workforce Education Institutions, including the Teacher Education Program Early Childhood Education needs to provide guidance systematically so that graduates become creative teacher. For that, we need the analysis of empirical data in the form factor of student creativity. In this study, the concept of creativity based on criteria that are translated into behavioral indicators creative. Indicators of creativity in this study refers to the opinion of Guilford is fluency, flexibility, originality, elaboration, and redefinition. Subject purposively taken the students of Teacher Education Early Childhood Education at the university "X" with a total sampling number 50. The method used was a survey with data collection in the form of questionnaires. Question items totaling 28 pieces using a Likert scale with an option to always (5), often (4), sometimes (3), rarely (2) and never (1). Assuming that creativity is a potential that can be developed, then the measurement results are then withdrawn implications on prioritization of the development of student creativity. The results showed the level of creativity of the respondents were between the low (2) and height (4). actors creativity with the lowest level is the redefinition (2.9) which means that this factor requires a great effort in order to rise to the level of being.

**Keywords:** creativity, fluency, flexibility, originality, reformulation

## Introduction

Increasing competition, both at the level of local, national, regional, or global, be a challenge for all parties to develop creativity. This challenge is compounded by the abundance of population and the depletion of natural resources. The Ministry of National Education issued a regulation that required generation of people to fill future development is a nation that thinks and a big heart that one character is creative thinking (Schwartz, 1996). With creativity, is expected to create resource-resource alternatives to solve the problems of life. Even creativity relates to the essential agenda of human being that is happiness. Shearring (Timpe, 1987) write that a man who feel happy is someone who is creative productive. It is the same as written by Hurlock (1980) that happiness has requires achievement. Achievement requires creativity.

One product of government regulation of the Republic of Indonesia in this regard is the National Education Minister Regulation No. 16 of 2007. Under the ministerial decree, one of the professional competence of teachers are developing learning materials of teaching creatively. his regulation is in line with the willingness of parents over their children. As written Dyer in his book *What Do You Really Want for Your Children* (Dyer, 1985), one of the ten willingness of parents is their children to be creative.

Institutionally, the implications of this is that the Institute of Education Personnel, including the Teacher Education Program Early Childhood Education needs to provide guidance systematically so that graduates become creative teacher. Results of research conducted Wulandari (2010), by taking the object at SMPN student, found a correlation between the creativity of teachers teaching on student achievement. Similarly, research conducted Khalid (2010), by taking a research subject of elementary school students, found the influence of the creativity of teachers in teaching to student interest.

Development of creativity students of Teacher Education Early Childhood Education, ideally departing from empirical data which include the level of their creativity. That is the reason for the