

## (Early Childhood Creativity: A Psychoanalytic Theory Perspective and Its Implications in Education)

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### Abstract

*The preparation of this article the author describes the various basic concepts of creativity, views about early childhood, psychoanalysis and the figures included in it, as well as the implications of the view of psychoanalysis for education at an early age. The method used is library research, which compares the results of various types of readings related to the research conducted. The results in this study are psychoanalytic theorists see creativity as the result of overcoming a problem that usually begins in childhood. The creative person is seen as someone who has had a traumatic experience, which is confronted by allowing conscious and unconscious ideas to be mixed into innovative solutions from trauma. Creative actions transform unhealthy psychological states into healthy ones. From the view of the psychoanalytic theory of the theory of creativity, of course, it is very visible at the time of the children themselves. Creativity in children who are referred to as personality is very important and certainly needs to be developed maximally in the world of education. Even more so when children are momentum to develop the greatest potential for children's creativity development. The role of educators at an early age will certainly affect his personality until the child is an adult..*

**Keywords:** Children's Creativity Psychoanalysis Education

### INTRODUCTION

Given the country's recent crisis, all parties involved in education should be concerned about the future of Indonesia's next generation. The rapid developments of globalization and technological advancement require a unique foundation for dealing with them.

The education needed in these times is one that can develop all the hidden skills and abilities within an individual. Given this, individuals with physical and psychological abilities suited to the developmental needs of life are also crucial.

Psychology and education are inseparable; the two are interconnected and reciprocal. Education itself plays a role in guiding an individual from birth to death. Education itself will not function properly without proper psychological development, as an individual's character and personality are reflected in their psychology.

In psychology and education, the most important aspect is cultivating creativity in children, starting as early as possible so that it can develop optimally into adulthood. Creativity itself can be viewed from various perspectives. For example, Carl Rogers viewed creativity from the perspective of experience with his humanistic theory, Sigmund Freud with his psychoanalytic

theory, and so on. This article will focus on the psychoanalytic perspective.

Psychoanalysis is a branch of science developed by Sigmund Freud and his followers, as the study of human psychological functions and behavior. There are three roles in psychoanalysis: First, a method of research of the mind; second, a systematic science of human behavior; third, a method of treating psychological or emotional illness. (Masganti Sit et al., 2016)

Psychoanalysis views creativity as the result of overcoming a problem that usually begins in childhood. Creative individuals are seen as those who have experienced traumatic experiences, which they cope with by allowing conscious and unconscious ideas to blend into innovative solutions to the trauma (Masganti & Sit, 2016).

The relationship between psychoanalysis and education is complex, meaning that psychoanalysis has enriched and modified the level of behavior (attitude) within the educational relationship (the relationship between the students, parents, and educators). In the world of education, psychoanalytic theory has contributed various ideas and developments.

With various views on education today and its needs, and various views from

psychoanalysis, the author wants to analyze the various impacts or implications of psychoanalytic theory in the world of early childhood education, so that in compiling this article the author describes various basic concepts of creativity, views on early childhood, psychoanalysis and the figures included in it, as well as the implications of psychoanalytic views on children's creativity in early childhood education.

## RESEARCH METHODS

In this article, we use the library research method (*library research*), by using this research, the author can experiment with the results of his thinking from various reading sources that have been conducted. Analyzing various reading results with various reading experiences regarding the discussed theme, so as to produce scientific work that refers to various literature in the form of books, journals and existing reports and analyses conducted by the author.

## RESEARCH RESULTS AND DISCUSSION

Creativity comes from the word to create which means to create. In other words, creativity is a person's ability to create something, whether in the form of an idea, a step, or a product. (Sudarma, 2013) So creativity can be in both physical and psychological forms.

In the Indonesian dictionary, creative means having creative power (Setiawan, 2012). However, it can be said that naturally, children's development varies, both in talent, interests, physical, emotional maturity, personality, physical condition, and social. Furthermore, every child certainly has unlimited ability to learn, to be able to think creatively and productively (Susanto, 2011). Operationally, creativity can be formulated as an ability that reflects fluency and flexibility (flexibility), and originality in thinking, as well as the ability to elaborate (develop, enrich, detail) an idea (Syafarudin & Herdianto, 2011)

In the field of creativity, one of the most important concepts is the relationship between creativity and self-actualization. According to humanistic psychology,

Abraham Maslow and Carl Rogers, as quoted by Utami Munandar, state that a person is said to be self-actualizing when someone uses all of their talents and abilities to become what they are capable of, in actualizing or realizing their potential. According to Maslow, self-actualization is a fundamental characteristic, a potentiality that exists in all humans at birth, but is often lost, inhibited, or buried in the process of culture. Thus, the source of creativity is the tendency to self-actualize, realize potential, the drive to develop and mature (Munandar, 2004).

Creativity can be defined as a mental process that involves generating new ideas to solve a problem in a more unique way, so that in general creativity can be defined as the ability to think about something in a new and unusual way and produce unique solutions to various problems (Semiawan, 1999)

In general, creativity can be defined as follows: (Nisa, 2017). First, creativity is a cognitive activity that produces new ways of solving a problem; second, creativity can be interpreted as a person's potential to produce original works or ideas; third, creativity is a person's ability to create something new and different, either in the form of results that can be assessed or in the form of ideas; fourth, creativity is a regular and imaginative brain activity that leads to original results; fifth, creativity is an activity that can produce work that is new, meaningful and can be reproduced; sixth, Creativity is a person's ability to produce compositions, products or ideas that are essentially new and whose creator was not originally known.

Based on the definitions above, we can conclude that creativity can originate from both a person's physical and psychological well-being. This means that creativity extends beyond physical aspects to ideas that can be developed. This creativity certainly requires attention from all sides, including family, the environment, and even the creative person themselves.

### Factors Influencing Creativity

Initially, creativity was seen as an innate factor that only... owned by certain individuals. Then in its development, it was put forward that creativity cannot develop by

itself but still requires stimulation from the environment.

Hurlock defines several conditions that can increase creativity, namely: *First*, time, children's activities should not be regulated in such a way that this will make them more limited in using time to create ideas or concepts; *second*, opportunity to be alone, children will be creative if they have more time alone and there is no pressure from other parties such as social groups; *third*, encouragement regardless of how far the child's achievements go, meaning that to become creative children they must be free from the ridicule and criticism that is often directed at children who are not creative; *fourth*, means, play facilities or other means must be provided to stimulate the impulse of experimentation and exploration, which are essential elements of all creativity; *fifth*, stimulating environment, home and school environment must be able to stimulate children's creativity; *sixth*, a non-possessive relationship between children and parents, meaning that parents who are not too possessive will encourage children's independence; *seventh*, how to educate children, educating children democratically both at home and at school will increase children's creativity; *eighth*, Opportunities to acquire knowledge, creativity does not arise in a vacuum. The more knowledge a child masters, the better their creativity (Hurlock, 2000).

On the other hand, Utami Munandar stated that factors that support creativity include: Age; Parental education level; Availability of facilities; Use of free time (Munandar, 2002).

### Early Childhood

Before we move on to the more complex issues of early childhood and their characteristics and creativity, we first need to understand who early childhood children are. This way, we can understand their needs and the limits of their development and knowledge.

In Indonesia, children who are classified as early childhood are those whose ages range from zero to six years (Lubis & Khadijah, 2018). This is different from The National Association for the Education for

Young Children (NAECY) has created a classification for early childhood, ranging from zero to eight years of age (Masnipal, 2018). During this period, children are in a sensitive state both in terms of growth and development, so that during this period, growth and development are very rapid (Maleva, 2017).

Early childhood is also called the golden age or golden age; this is a once-in-a-lifetime period that cannot be repeated. Parents and educators must capitalize on this opportunity, as it will significantly impact a child's future. This aligns with Sigmund Freud's view that early experiences are a crucial tool (Masnipal, 2018).

Early childhood is a crucial time for developing a child's various potentials. During this period, a child's potential develops remarkably well with early guidance, including physical, spiritual, intellectual, and skill development. Therefore, it's crucial for parents, as the primary caregivers, to understand this and recognize the importance of early education (Ubaidillah, 2018).

Based on research results, approximately fifty percent of an adult's intelligence capability has occurred when the child is four years old, eighty percent of the rapid development of brain tissue has occurred when the child is eight years old and reaches its peak when the child is eighteen years old, and after that, even if improvements are made, nutrition will not have an effect on cognitive development (<http://belajarpsikologi.com>).

### Psychoanalytic Theory

Psychoanalysis is a branch of science developed by Sigmund Freud and his followers as the study of human psychological functions and behavior. There are three roles in psychoanalysis: First, a method of research of the mind; second, a systematic science of human behavior; third, a method of treating psychological or emotional illnesses (Masganti & Sit, 2016).

Broadly speaking, there are at least twenty theoretical orientations that underlie theories about understanding human mental activity and human development. Approaches to psychoanalytic treatment are certainly as diverse as the various theories. The term

psychoanalysis also refers to a method of research into child development ((Masganti & Sit, 2016).

Freud's psychoanalytic trend refers to a type of behavior where the person being analyzed expresses thoughts verbally, including free association, imagination, and dreams, which become a source for an analyst to formulate unconscious conflicts that cause perceived symptoms and character problems in a person, then interpret them to produce self-understanding so that they can solve problems (Masganti & Sit, 2016).

The analyst's specific interventions typically involve confronting and clarifying defense mechanisms, expectations, and feelings of guilt. Through the analysis of conflicts, including those contributing to psychic resistance and those involving transference into distorted reactions, psychoanalytic treatment can clarify how a person unconsciously becomes his own worst enemy: how unconscious, symbolic reactions stimulated by experience then cause unwanted symptoms. (Masganti & Sit, 2016).

Psychoanalytic theories generally view creativity as the result of overcoming a problem that usually begins in childhood. Creative individuals are seen as those who have experienced traumatic experiences, who cope by allowing conscious and unconscious ideas to blend into innovative solutions to the trauma. Creative acts transform unhealthy psychological states into healthy ones. (Masganti & Sit, 2016).

### Psychoanalytic Figures

Some famous figures in psychoanalytic theory are Sigmund Freud, Ernst Krist, and Carl Jung.

### Freud's Theory

According to some psychologists, creative ability is a personality trait that persists during the first five years of life. Sigmund Freud (1856–1939) was a key figure in this view. He explained the creative process in terms of defense mechanisms, which are unconscious attempts to avoid awareness of unpleasant or unacceptable ideas. Because defense mechanisms prevent careful observation of the world and consume psychic energy, they often hinder creative productivity.

The most common defense mechanisms are Freud's defense mechanisms. Freud believed that while most defense mechanisms inhibit creative action, the sublimation mechanism is the primary cause of creativity.

The link between unconscious sexual needs and creativity begins in the first years of life. According to Freud, people are only motivated to be creative when they cannot directly satisfy their sexual needs. At the age of four, children develop a physical desire for the opposite sex. Because this need cannot be satisfied, it is sublimated and the beginnings of imagination occur. Freud explained many works of art as sublimations of the artist's work. For example, many of Leonardo da Vinci's paintings of the Madonna resulted from a sublimated sexual need for a mother figure, as he lost his mother at a young age (Munandar, 2002).

Some defense mechanisms according to Freud that can be explained are:

- a. PERCEPTION (Accidentally forgetting bad things when remembered again)
- b. COMPENSATION (Trying to subconsciously compensate for observed incompetence by excelling in other areas)
- c. SUBLIMATION (If you are unable to fulfill your sexual urges, with the desires you have but cannot channel them, then you can balance it with creativity in the arts, for example becoming a painter.
- d. RATIONALIZATION (Becoming convinced that a condition that is contrary to what is desired is actually what is desired, for example, because he was unable to get tickets to see an art performance and then said that he was not really interested in going to see the performance.
- e. IDENTIFICATION (wanting to be like someone by accepting that person's standards and values as one's own standards and values.)
- f. INTROJECTION (Accepting someone's standards and values because of fear of disagreeing with them.)
- g. REGRESSION (Returning to previously successful behavior if the current behavior is not successful, for example crying when



getting a low grade in the hope that the teacher will change the grade.)

- h. PROJECTION (Assuming someone has feelings for someone that are the opposite of what they actually feel for him or her.)
- i. FORMATION OF REACTIONS (Assuming to have feelings for someone that are the opposite of what one actually feels for them.)
- j. TRANSFER (If you don't dare to express your feelings towards someone, those feelings are then expressed to someone who has less power, for example, because you are afraid of expressing your anger to your boss at work, you get angry at your child.)
- k. COMPARTMENTALIZATION (Having two beliefs that contradict each other at the same time, for example, even though he is actually stupid at speaking, he is clever at counting.)

The limitations of Freud's theory include the assumption that all mental states are determined by past mental states, particularly childhood, and that creativity is derived from childhood experiences. It is also assumed that society fundamentally suppresses creative behavior and self-fulfillment (Evans & Carvallo, 1994).

### Theory of Crisis

Ernst Kris (1900-1957) emphasized that the defense mechanism of regression, the tendency to revert to behavior at an earlier, satisfying level of development if current behavior is unsuccessful or unsatisfying, is also often present in creative acts. If a person is able to regress to a childlike frame of mind or behavioral pattern, the barrier between the conscious and unconscious mind is reduced and unconscious material, which often contains the seeds of creativity, can penetrate into consciousness. Creative people, according to this theory, are those who are best able to "call up" material from the unconscious mind. In general, as adults, we can never be like children again. Creative people, on the other hand, experience no barriers to being "childlike" in their thinking. They can maintain a "playful attitude" regarding serious problems in life. Thus, they are able to see problems in a fresh and innovative way; they regress for the

sake of ego survival (*regression in the survival of the ego*) (Munandar, 2002).

### Jung's Theory

Carl Jung (1875-1961) also believed that the unconscious plays a crucial role in the emergence of high-level creativity. The unconscious is shaped by the personal past. Furthermore, it contains a foggy memory of the experiences of all humanity. We unconsciously "remember" the most influential experiences of our ancestors. From this collective dissonance, new discoveries, theories, art, and other works emerge. This process is what contributes to the continuation of human existence (Munandar, 2002).

### Implications of Psychoanalytic Theory in Education

The concepts of creativity in early childhood and adults differ. Adult creativity is evident in skills, abilities, and motivation. Children, on the other hand, have their own unique characteristics: creativity is driven by unique ideas and the growth of imagination and fantasy.

Judging from the implementation of psychoanalytic theory in an educational process based on multiple intelligences, every individual possesses different intelligences. No two individuals, even twins, will possess the same intelligence. Intelligence is not based on numbers related to IQ. According to Garner, there are several intelligences in humans, namely mathematical, linguistic, kinesthetic, visual-spatial, musical, intrapersonal, interpersonal, naturalistic, and existential. Education should bridge each intelligence possessed by students, especially in education, which is still considered very vulnerable, namely early childhood. Developing talents and interests according to their needs is certainly in line with Freud's theory, which states that humans are creatures with basic desires and needs.

Regarding student aggression, educators must be able to control and regulate this attitude to direct it towards a more positive direction. In psychology, aggression is a vehicle for students to satisfy their desires, which tend to be destructive, disruptive, or hurtful to others. This is part of a child's creative expression. In reality, this kind of

behavior is very likely to occur in young children. Therefore, if a student makes a mistake, it is not appropriate to punish them with harsh words or other punishments that will actually harm them psychologically. Treatment for this case can be done through personal exploration, providing suggestions and advice, not imposing punishment but providing a kind of freedom to take responsibility, and helping the child interact with the surrounding environment.

Furthermore, there is the need for inclusive education. Inclusive education is education that does not discriminate against students. In this regard, schools must be willing to accommodate and accept students with special needs. Psychologically, children with such disabilities can experience a crisis of self-confidence or feelings of inferiority. To reduce and eliminate this feeling of inferiority, schools must accept these disabilities without feeling separate from society. With inclusive education, it is hoped that this issue can be helped for children with disabilities. Finally, the psychoanalytic concept applied in education is education that leads to the development of student creativity.

We are currently in the era of the information technology revolution. In this era, every human being is required to possess original and excellent creativity. Successful people today are those with limitless creativity. This can be seen in the founders of Facebook, Android, Samsung, and others. They exist and have successfully reached the pinnacle of success due to their innovation and creativity. Freud's psychoanalytic theory states that creativity is a part of the personality that is driven to be creative when sexual needs cannot be met directly. Because these needs are not met, sublimation occurs, ultimately giving rise to imagination.

## CONCLUSION

In general, psychoanalytic theories view creativity as the result of overcoming a problem that usually begins in childhood. A creative person is seen as someone which having had a traumatic experience, which is dealt with by allowing conscious and unconscious ideas to blend into an innovative

solution to the trauma. Creative action transforms an unhealthy psychological state into a healthy one.

From a psychoanalytic perspective, creativity is clearly evident in childhood. Creativity, which is considered a form of personality, is crucial and needs to be developed to its full potential in education, especially in early childhood as explained above, it is during childhood that the greatest potential for creativity is felt. The role of educators at an early age will certainly influence the child's personality as they grow into adulthood.

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