

## THE PRE-SERVICE EARLY CHILDHOOD EDUCATION TEACHER IN DEVELOPING CHILD'S STORY BOOK

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**Abstract:** *This study aims to describe prospective PAUD teacher students' ability to develop their creativity when making storybooks for early childhood. This qualitative descriptive study involved 12 prospective PAUD teacher students taking the Creativity and Talents course in the PAUD PG Study Program at a university in Surabaya. The data was obtained from the results of collecting assignments to make story books, while data analysis was done by assessing the percentage through observing the results of making story books based on indicators of creativity in novel story ideas, making storylines, and arranging words in story narrative sentences as well as illustrating pictures and coloring them. The results of research on the creativity of PAUD teacher candidates show that creativity in developing storybooks is good. This can be seen from the results of the percentage of new ideas (84.09%), storylines (76.87%), language (61.12%), and illustrated pictures (60.17%). Based on these results, it is hoped that future PAUD teacher students will be able to make storybooks for children on the theories and needs that exist in their respective schools and it turns out that they can overcome limitations in illustrating pictures with the help of technology and big data available on the internet.*

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**Keywords:** *Creativity, Story books, Children*

## A. Introduction

PAUD teachers have an important role in educating children at an early age. For this reason, the process of printing PAUD teachers is one of the main components of the LPTK. Students as PAUD teacher candidates must be able to apply theories that are relevant to the 6. Group 6 The cognitive, social, and emotional development of children at an early age. One of the fundamental theories that must be mastered by prospective PAUD teachers is creativity. The creativity of prospective teachers is absolutely necessary because prospective teachers who have high creativity will produce students who have good creativity as well. As stated by Afnida et al. (2016) and Fakhriyani (2016) that creative teachers are expected to provide stimulation to become creative children. In addition, early childhood has a more narrative and creative thinking process.

Research on creativity has been an interesting topic of discussion for the last 5 years (Listyowati 2021) has conducted research on the ability to develop Wordless Story Books, the results of which illustrate that prospective PAUD teacher students have been able to develop in terms of language, while illustrations are still lacking. That is how important creativity is in the process of developing storybooks in terms of language and illustrations because each is interrelated and supports one another. The language and illustration factors greatly support the attractiveness or interest in reading for the readers. It is clearly explained that picture storybooks are used for children who are still in the pre-operational thinking stage (Siwi Pawestri Apriliani and Radia 2020). When children are in the pre-operational stage where their thinking is still symbolic, wars of pictures or illustrations are able to link the ability to read pictures in children with the initial literacy process of reading and writing can be well supported. Therefore, adequate teacher creativity is needed in translating the narrative content of the story through simple but appropriate images. In accordance with Law no. 3 of 2017 concerning the Book System which provides direction and guidance for book actors including children's book writers. PAUD teacher candidate students are included in it, namely as book authors so it is necessary to heed the existing rules.

Research by Alkuş & Olgan (2014) examines the views of prospective PAUD teachers and PAUD teachers on the development of creativity. From this research, four themes were formed regarding (1) the concept of creativity, (2) creative people, (3) the importance of creativity in PAUD, and (4) barriers to creativity in PAUD. The result is that each subject has a concept of creativity based on their own understanding, but there are several subjects who have the same understanding. It is different from Kimhi & Geronik's research (2020) to promote the creativity of prospective teachers in pre-service teacher education programs in Israel. Participants in this study included prospective teachers, pedagogical counselors, and a group of principals. The results of this study indicate that pre-service teacher education must provide valuable experience to encourage the creation of these teachers. Research from Kurniawan (2019) examines the creativity of PG PAUD students in composing percussion music. The result is that students are expected to have creativity in making percussion music compositions with musical instruments from used goods. In addition, using musical instruments from used goods can make students able to teach young children with limited musical instruments at the PAUD where they will teach later.

From the several studies above, there is a research regrading PAUD teachers studying at the PGRI Adi Buana University in Surabaya regarding creativity. The creativity desired in this study is in developing children's story books. Because through children's story books developed by teachers can improve children's storytelling skills, social development (Ngura 2018), increase interest in reading (S. P. Apriliani and Radia 2020; Tarigan 2018), develop children's language (Afnida et al. 2016), speaking skills (Ratnasari and Zubaidah 2019), and increase the creativity of early childhood (Miranda 2018). By developing children's story books, prospective PAUD teachers are given the freedom to explore the ideas they have and put them into story books. The creativity of prospective teachers is of course influenced by various factors including the experience possessed by prospective.

Storybooks are useful for early childhood because they are able to improve children's moral intelligence effectively

(Ahyani 2010). For this reason, it is very important for prospective teachers to have creativity skills to develop children's story books. Because this will be useful in classroom learning in developing language skills (Ahyani 2010; Ngura 2018). In addition, children's story books can attract the imagination of early childhood. For this reason, this study aims to describe the creativity of prospective PAUD teachers in carrying out this not a children's story book.

## B. Method

This research is qualitative research with a descriptive approach. This is done because all the results of the research will be described qualitatively to find out the creativity of prospective PAUD teachers in developing children's story books. The data sources in this study were 18 prospective PAUD teachers who were taking the odd semester Early Childhood Language Development Methods course in the 2021-2022 Academic Year. The research data was collected through the documentation method. Documentation of children's story books was obtained from the work of prospective PAUD teachers in developing storybooks for eight weeks.

Then the data obtained were analyzed using the percentage of creativity indicators in developing story books. The indicators for the creativity component in developing adaptive storybooks (Goeyardi 2020) are as follows.

**Table 1.** Indicators of the creativity component

Components of creativity	Indicators
Story Ideas	<ul style="list-style-type: none"> <li>- Novelty story ideas</li> <li>- Story ideas related to everyday life</li> <li>- The outline plan of the story is clearly described</li> </ul>
Storyline	<ul style="list-style-type: none"> <li>- The storyline is simple and easy for young children to understand</li> <li>- The story is presented in a coherent manner</li> <li>- Providing positive experiences for early childhood</li> </ul>

Components of creativity	Indicators
Linguistics	<ul style="list-style-type: none"> <li>- Using vocabulary that is easy for young children to understand</li> <li>- Using positive sentences in the story</li> </ul>
Layout	<ul style="list-style-type: none"> <li>- The number of pages according to the guidelines for writing storybooks</li> <li>- Using images that vary according to story ideas</li> <li>- Using attractive colors for early childhood</li> </ul>

Data analysis in this study included (1) examining story books developed from various local regional cultures (2) data reduction: choose and select each book that is included from the results of observations, interviews, and documentation, then process and focus it into an essay framework in the book (3) present data, in the form of book content developed with local culture and (4) conclude and verify data from books developed story.

### C. Result and Discussion

The 18 PAUD teacher candidates were grouped into groups consisting of 2 teacher candidates to develop children's storybooks. The results of the storybook development documentation carried out by groups of prospective PAUD teachers are presented below.

#### 1. Group 1

The storybook design developed by group 1 is to introduce regional specialties. Judging from the story ideas developed, it shows that there is a novelty related to everyday life. This group also describes the draft outline of the story, which can be presented.

The story with the title Bela likes hodgepodge begins with the idea of wanting to introduce regional specialties. The chosen theme is about local culture. The ideas and themes were chosen because at this time children prefer fast food or packaged foods, even though these types of food are not healthy foods for the

body, especially for children. Meanwhile, gado-gado is a healthy food because it is made from several kinds of vegetables, namely sprouts, lettuce, potatoes and tomatoes which contain lots of vitamins. In addition, there are also lontong made from rice and contain carbohydrates. Then add eggs which contain animal protein and peanut sauce which contains vitamin E.

Meanwhile, the story book developed by group 1 entitled “Bela likes Gado-gado” is present figure 2 below



**Figure 2.** Storybook developed by group 1

From Figure 2 above, The story of Bela Suka Gado-gado has a new story because it raises the theme of traditional food. Gado-gado is often encountered by children in their daily lives, so it is very good if it is made into a children’s story title. The storyline is simple and tells a good experience when a child who doesn’t want to taste hodgepodge food finally wants to even like hodgepodge food. The story already uses simple sentences and words so that it is easily understood by children even though new words are introduced. In terms of illustration, it is still not good because the illustration of the Bela character on several pages is illustrated with different illustrations which can make children confused about the Bela character.

## 2. Group 2

The storybook design developed by group 2 explains traditional dances and traditional clothing. Judging from the story ideas developed, it shows that there is a novelty associated with regional arts in Indonesia. This group describes the draft outline of the story.

The story entitled Getting to Know Local Art Culture originated from an idea that aims to introduce art and culture in Indonesia. In addition, it also aims to teach children to respect and preserve Indonesian culture and accept differences in regional origins because Indonesia is made up of hundreds with so many regional dances. Storybooks are also made in two languages, namely Indonesian and Javanese. The bilingual storybook aims to invite children to become more familiar with the Javanese language so that children are more familiar with and able to communicate with the Javanese language so that the Javanese language does not quickly become extinct because it is not known and even used anymore. Meanwhile, the story book developed by group 2 entitled “Getting to Know the Local Art Culture” is presented in Figure 3 below.



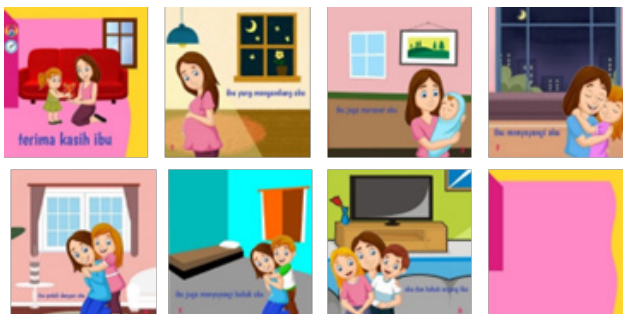
**Figure 3.** Storybook developed by group 2

From Figure 3 above, it appears a simple storyline made by the author so that it is easy for young children to understand. The stories shown are also presented in a coherent manner so as to provide a positive experience for early childhood. Positive experiences are instilled in early childhood by introducing and teaching regional arts by learning the Pendet dance. Children are taught to get to know the Pendet dance which is used for religious rituals and Balinese traditional activities. The weakness of the storybook presented is that it is presented in two languages, namely Indonesian and Javanese. This of course makes it difficult for young children to understand the stories presented by the author in the story.

### 3. Group 3

The storybook design developed by group 3 is “Thank You Mother”. Judging from the story ideas developed, it shows that the group of writers shows limited novelty in the story of a mother’s love for her children. In fact, many storybooks have described stories about a mother’s love for her child. Group 3 describes the outline design of the story, which can be presented in Figure 4 below.

The story entitled Thank You Mother started with the idea of wanting to introduce duties and the importance of a family member, namely the mother. With the theme of family, this story aims to introduce family members and their duties. This storybook is a pillow book with only eight pages. This book is intended for children aged around 3 to 4 years. This book is made of cloth filled with dacron. Meanwhile, the story book developed by group 3 entitled “Thank You Mother” is presented in Figure 4 below.



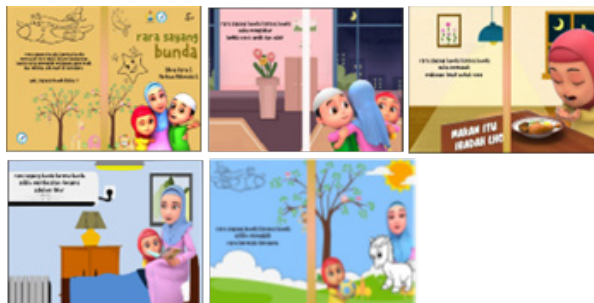
**Figure 4.** Storybook developed by group 3



From Figure 4 above, it appears a simple storyline that is easily understood by young children. Winnowledged story fish are also presented in a coherent manner so as to provide a positive experience for early childhood. Positive experiences are instilled in early childhood by loving mothers who have given birth to us in the world. The language used by the author is also easy for young children to understand. The number of pages given by the author is not in accordance with the guidelines for writing story books. The pictures and colors used are interesting enough for young children to read them.

4. Group 4

The storybook design developed by group 5 is “Rara Sayang Bunda”. The draft story idea was not explained by group 5 in detail. The presentations given to group 5 led to story books related to everyday life about the love of children for mothers who have given birth to us into the world. The storyline is presented by the author in a coherent manner but does not start with a good start, so the climax of the storyline does not appear. The book developed by group 5 entitled “Rara Sayang Bunda” is presented in Figure 5.



**Figure 5.** Story book developed by group 5

From Figure 5 above, the storyline is not presented in a coherent manner by the author so the storyline is not visible. This shows that it does not provide a positive experience for early childhood, the language used is very simple so that it is easily understood by early childhood. The pictures are presented without a clear storyline. The number of pages provided is not in accordance with the guidelines for writing story books set by the researcher. The pictures and colors

used are interesting enough for young children to read.

##### 5. Group 5

The storybook design developed by group 8 is “I Like to Help”. The draft story idea is not explained in detail. The presentation given leads to story books related to everyday life. The storyline is not presented by the author in a coherent manner and does not start with a good start, so the climax of the storyline does not appear. The storybook developed by group 8 entitled “I Like to Help” is presented in Figure 6 below.



**Figure 6.** Storybook developed by group 8

From Figure 6 above, the storyline is not presented in a coherent manner by the author so the story does not appear unified. Even though it doesn't show a storyline, the pictures presented to provide a positive experience for early childhood. In addition, in terms of language, it is very easy and simple for young children to understand. These pictures are presented in an attractive appearance and color for young children to read. The number of pages is in accordance with the guidelines for writing story books set by researchers so that it makes it easier for young children to understand the meaning of the stories written by the 6. Group 6

The storybook design developed by group 9 is “The Honest Twins”. The draft story idea is not explained in detail. The presentation leads to a storybook related to everyday life about honesty. The storyline is presented by the author in a coherent manner and starts with a good story, but the stories are still confusing for young children to read. The storybook developed by group 8 entitled “The Honest Twins” is presented in Figure 7 below.



**Figure 7** Storybook developed by group 9

From Figure 15 above, the storyline is presented coherently by the author but capturing positive experiences has not provided positive experiences for early childhood. In addition, in terms of language, it is very easy and simple for young children to understand. The author is still confused about making storybooks for early childhood, this can be seen from the use of communication balloons that should not appear in early childhood storybooks. These pictures are presented in an attractive appearance and color for young children to read. The number of pages is in accordance with the guidelines for writing story books set by researchers so that it makes it easier for young children to understand the meaning of the stories written by the author.

## Discussion

The results of research on the creativity of PAUD teacher candidates show that creativity in developing storybooks is good. This can be seen from the results of the percentage of new ideas (84.09%), the storyline (76.87%), language (61.12%), and illustrated pictures (60.17%). The results of the research above, show the ability of prospective PAUD teachers in developing children's story books. Only 84.09% of teacher candidates developed novel story ideas that developed story ideas that were different from existing storybooks. This shows that the creativity of prospective PAUD teachers is still quite good because the majority develop story books that are preceded by a needs analysis of the theme of the book. It can be said that prospective PAUD teachers have different abilities in absorbing new knowledge (Kurniawan 2019; Wiwin, Irmayanti, and

Banjarnahor 2019). These differences are of course influenced by background knowledge possessed, experience, insight, and many other factors. Unique experiences can foster creativity from prospective teachers so that they implement initiatives within themselves (Kimhi and Geronik 2020; Resnick 2017).

Judging from the stories made by prospective teachers, it shows that 76.87% of the story books developed are closely related to the daily life of early childhood. This makes it easier for young children to understand the situations presented in the story according to their imagination. When viewed from the story outline design, only 23.13% of prospective teachers described in detail the outline of the storybook designs they were developing. These initiatives cover aspects of creativity related to teaching, even though prospective PAUD teachers are placed within non-formal boundaries (Alkuş and Olgan 2014; Kimhi and Geronik 2020; Resnick 2017)

The storyline developed by prospective PAUD teachers is quite simple, and coherent so that it is easy for young children to understand. The results of the analysis obtained a percentage of 55.56% of prospective teachers who were able to do this. It is hoped that prospective PAUD teachers can provide positive experiences for young children who read story books. This is shown by storybooks providing positive experiences for early childhood, namely 66.67%. In terms of language, 61.12% of prospective teachers use vocabulary that is easily understood by early childhood. The majority of the language used uses positive sentences in storybook so that it can stimulate the imagination of young children when reading them. This shows the role of language in human life to interact with each other. For this reason, children's language development must be stimulated from an early age so as to optimize their development (Afnida et al. 2016; Ngura 2018).

Meanwhile, in terms of the storyline and language created by the prospective teacher, it shows that there is a character value that is trying to be instilled in the storybook. The character values that are trying to be instilled are adjusted to the story ideas instilled by the prospective teacher. This is in line with previous research (Kurniawan 2019; Miranda 2018) that that storylines made by prospective teachers can

bring out the characters. Prospective teachers are required to have creativity for fluency, originality, and evaluation in the development of the storybook (Miranda 2018).

For the layout of the storybooks produced, only 66.67% of prospective teachers were able to develop storybooks whose number of pages complied with the guidelines for writing storybooks. Meanwhile, in terms of pictures and colors, 60.17% of prospective teachers used pictures that varied according to interesting story ideas and colors. This certainly attracts the attention of early childhood to read story books that have been developed by prospective PAUD teachers. Picture storybooks can stimulate imagination and help early childhood enrich their imagination (Nurgiyantoro 2010).

#### **D. Conclusion**

The results of research on creativity in developing children's storybooks show that the creativity of PAUD teacher candidates is still lacking. This can be seen from the ability to develop the main ideas from story books, 84.09% of PAUD teacher candidates are able to show the novelty of their ideas. In terms of plot and language, only 61.12% of PAUD teacher candidates were able to develop storylines according to early childhood language development. Meanwhile, from the language of prospective PAUD teachers, they are able to demonstrate the use of language that is simple and easily understood by children. The last component of storybook creativity, namely the layout of pictures and colors, shows that 60.17% of prospective PAUD teachers are able to use attractive pictures and colors for early childhood. From the results of this study, researchers suggest that PAUD teacher candidates actively participate in workshops that develop their competence in composing storybooks. In addition, in the learning process of language development methodology, lecturers must provide scaffolding that can stimulate the creativity of prospective PAUD teachers. Providing the right scaffolding is expected to foster the creativity of prospective teachers in developing storybooks and their media. For this reason, future researchers can identify the difficulties of prospective

PAUD teachers when developing storybooks and can also identify the creativity of teachers who actively teach in PAUD.

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