



Building Creative Thinking Skills in Young Children Aged 3-4 Year Old Through Reading Storybooks

Dhea Intan Puspita Sari✉

DOI: <https://dx.doi.org/10.15294/belia.v9i2.53855>

Department of Early Childhood Teacher Education Faculty of Education Semarang State University

Article Info

Received September 2020
Accepted October 2020
Published November 2020

Keywords:
*creative thinking, skill,
storybook, reading in early
childhood*

Abstract

Living in an era that is changing so fast provides various challenges. In order not to be crushed by the times, humans must have several important abilities that can support them to survive, one of which is the ability to think creatively. This article discusses how to build creative thinking skills through reading story books from an early age. This article discusses the effectiveness of reading story books for children aged 3-4 years to build their creative thinking skills. This article was compiled using the literature review method from several international and national journals. From the results of the literature review, it was found that building creative thinking skills at an early age can be done through reading story books.

© 2020 Semarang State University

How To Cite

Sari, I.P.S., (2020). Building Creative Thinking Skills in Young Children Aged 3-4 Year Old Through Reading Storybooks. *Early Childhood Education Papers*, 9(2), 165-168

✉Corresponding author:
Gedung A3 Lantai 1 FIP Unnes
Kampus Sekaran, Gunungpati, Semarang, 50229
E-mail: dhea.intan10@gmail.com

INTRODUCTION

Building a great nation begins with building each individual in it first. Individuals who are successful and have good qualities are not suddenly formed when they are adults, but since they were young they have been prepared for it. At an early age, human brain development occurs so rapidly, especially in the first 2 years of life (Famri et al., 2007). This period is called to as the golden age which will not be repeated in the next phase of human development. In fact, it's not an exaggeration at all if many governments, both at home and abroad, are currently intensifying the improvement of the quality of education for early childhood and making efforts for parents, teachers, and the community to jointly oversee the development of children in their early life.

An advanced nation is also a nation that is adaptive to the times. The development of the era that moves so fast requires every nation to equip itself with supporting capabilities so as not to be crushed by this. There are various kinds of skills needed by a nation in this era, including collaboration skills, complex problem-solving skills, critical thinking skills, and creative-thinking skills (Report, 2022). The latter will be discussed further in this article.

Creative thinking becomes a skill that has an inevitable urgency in the midst of increasing global competition. Creative thinking will encourage someone to find new ideas that are different from what already exists. Creative thinking leads people to solve problems from different points of view which allows them to continue to run in the midst of global competition, for example, competition in the midst of the creative economy which is booming in recent years (Agustin, 2015).

In order for an individual to have good creative thinking skills, development and teaching that can be done from an early age are needed because at this time humans are so quick to understand and learn something so it will be easier if given good stimulation at this time. At an early age, especially in the first 2 years of life, humans learn everything around them through their

sensorimotor. So, they learn everything that is apprehended by their five senses; from what they hear, see, and feel, touch, and smell. Therefore, the use of storybook media that is read by adults to small children aged 3-4 years is estimated to be an effective method to build creative thinking skills in children (Early Learning and Development Guidelines for Children Aged 3 to 6 Years Ministry of Education of the People's Republic of China, 2012). The use of storybook media was chosen because in today's era, the existence of these story books is quite attractive to children's attention because many are available in the form of pictures and colors.

RESEARCH METHOD

This article was compiled using a literature study system, which examines several literatures in the form of scientific journals to be reviewed and related to the problems in this article. In the preparation of this article, there were 12 journals, both national and international journals, which were studied as research material. Articles are compiled using the Mendeley application.

RESULTS AND DISCUSSION

A definition of creativeness is defined as a way to seem at and solve problems from a singular perspective, avoiding orthodox solutions and thinking outside the box (Gafour, 2021). Creativity combines a new idea with some old elements that already exist. Creativity does not only focus on the novelty of the idea but also on its usefulness. Creative-thinking skill is tightly correlated with creative problem-solving. To be a creative thinker, someone has to be a good communicator, has an open mind and flexibility in his/her thinking, and able to solve problems. Rhodes, 1961 and Sternberg, 2009 in Gafour, 2021 stated that Creativity requires several processes, such as synthesising, articulation, and imagination.

1- *Synthesising*: It involves forming the old and new knowledge or expanding the present knowledge with the assistance of the new one, constructing unusual relationships to supply authentic solutions, and make thought concrete with the assistance of imagination and use of the materials

2- *Articulation*: It involves forming the old and new

knowledge or expanding the present knowledge with the assistance of the new one, constructing unusual relationships to supply authentic solutions, and make thought concrete with the assistance of imagination and use of the materials

3- Imagination:

Imagination: This dimension is consisted of constructing a relationship between valid and reliable thoughts, presenting flexible ways of thought with the assistance of imagination, to return up with different insights during idea producing process.

Creative-thinking skills nowadays are among skills that are most valued in the 21st Century and in the middle of increasingly diversified societies. Creative-thinking skill makes someone an effective problem-solver. Thus, this skill is so important to be taught to as many people as possible especially children who in the future will be the next contributing societies.

Reading story books can be a choice of activities with parents at home, especially because the pandemic is not yet old (Schleicher, 2020). The relationship with children, this creativity is very close to them. Some of the natural traits of children show they have the potential to become individuals who are able to think creatively. Among these traits are great curiosity, likes to ask questions, have high imagination and fantasy, and actively try new things. Therefore, the creative potential in this child should be facilitated so that it can develop optimally considering that this creative thinking skill is indeed one of the skills that is needed in this era that is advancing so fast.

Children have a rapid level of development in the early years of life, which is between the ages of 0 to 5 years. However, this article will focus on children aged 3-4 years considering that at this age children are very suitable to be taught through story books which are the media in this study.

Children aged 3-4 years are in a phase that is starting to be more emotionally stable than the previous age. Children have also begun to be taught about self-help skills, such as brushing their teeth twice a day, enjoying an activity outside, and eating healthy foods and not being picky eaters. Linguistically, at this age range, children have also begun to be able to listen to others carefully and provide responses. Children are also able to understand everyday conversations and can begin to be taught about good communication techniques.

Basically, at this age, children are very active in learning new things, such as the abilities of the adults around them. So this period should indeed be used as an opportunity to be entered with stimulation that facilitates its potential. One form of stimulation is to invite children to read story books (Miranda, 2018).

Reading story books for children can be used as a means of teaching children about imagination and creativity (Bestari & Pramono, 2014). From the various story books they read with their parents or teachers, there they encounter various story situations with different conflicts and story characters. During reading activities, children can also be given the opportunity to express their views on what they have read which indirectly teaches them to be good communicators (Stahl et al., n.d.).

Reading story books can also bridge children in learning creative-thinking skills that are needed in this era of globalization (Schleicher, 2020). With various kinds of characters they meet and how they learn from each story message, there children also learn to build the skills needed to become creative individuals in thinking and able to solve problems from different sides (Educators & Educational, 1998). In addition, through reading story books, children also learn the values of the messages in the story books (Wildová & Kropá, 2015). Of course this is very good because it is able to provide teaching not only in the form of creativity and knowledge, but also teaching values that are useful for children in their future development (Inten, 2017).

CONCLUSION

Reading story books for children aged 3-4 years can be a means of building creative thinking skills in children. Through reading books, parents or teachers can teach new things that increase children's knowledge and teach them to be good communicators which is the foundation of creative thinking skills.

REFERENCES

- Agustin, G. (2015). Indonesia Creative Economy Development. *International Conference FEUM 2015 - Reorienting Economics & Business in The Context of National and Global Development*, 80–96.
- Bestari, G. S., & Pramono, A. (2014). Pengaruh Edukasi Gizi Menggunakan Media Buku

- Cerita Bergambar Terhadap Perubahan Konsumsi Buah Dan Sayur Anak Di Paud Cemara, Semarang. *Journal of Nutrition College*, 3(4), 918–924.
<https://doi.org/10.14710/jnc.v3i4.6910>
- Early Learning and Development Guidelines for Children Aged 3 to 6 Years Ministry of Education of the People's Republic of China*. (2012). September.
- Educators, T., & Educational, A. (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *Young Children*, 53(4), 30–46.
- Famri, J. B. R., Cameron, J., & Ph, D. (2007). The Science of Early Childhood Development Closing the Gap Between. *Child Development*, 29(4), 261.
- Gafour, W. (2021). Creative Thinking skills – A Review article. *Journal of Education and E-Learning*, 4(May), 44–58.
- Inten, D. N. (2017). Peran Keluarga dalam Menanamkan Literasi Dini pada Anak. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 1(1), 23–32. <https://doi.org/10.29313/ga.v1i1.2689>
- Miranda, D. (2018). Pengembangan Buku Cerita Berbasis Pendidikan Karakter Untuk Meningkatkan Kreativitas Aud. *Jurnal Visi Ilmu Pendidikan*, 10(1), 18.
<https://doi.org/10.26418/jvip.v10i1.25975>
- Report, I. (2022). *The Global Risks Report 2022 17th Edition*.
- Schleicher, A. (2020). The impact of COVID-19 on education: Insights from education at a glance 2020. *OECD Journal: Economic Studies*, 1–31.
<https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>
- Stahl, S. A., Buck, E., Crummey, L., Engberg, M., Greer, E., Harper, K., Herricks, S., Johnson, W., & Levy, J. (n.d.). *University of Illinois at Urbana-Champaign University of Illinois at Urbana-Champaign indebted to the field staff of the Longitudinal Study, Betty Boyd, Barbara Boyer, .*
- Wildová, R., & Kropá, J. (2015). *Early Childhood Pre-reading Literacy Development*. 191, 878–883.
<https://doi.org/10.1016/j.sbspro.2015.04.418>