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## Implementation of Long-Project Storytelling in Developing Children's Creativity Through the Reggio Emilia Approach

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### ABSTRACT

The development of creativity is an educational demand in the 21st century. This writing aims to discuss briefly the implementation of long-project storytelling in early childhood education and its implications for developing children's creativity. The method used is Early Child Research and Practice (ECRP) with data collection techniques through observation, documentation and field notes on teachers and children. The research was conducted at the Bunda Balita Playgroup, Bandung City. The long-project storytelling was conducted in three meetings. The researchers explored the theme of learning about houses and the sub-theme of learning about various forms of houses (fairy houses). The learning innovation conducted in the long-project storytelling method is by implementing the Reggio Emilia learning approach. It shows learning activity by utilizing existing resources in the school environment. Through the long-project storytelling learning method, children experience an increased profile of language development. This can be seen when they can listen attentively to stories and answer the teacher's questions enthusiastically. Researchers came up with creative ideas that emerged within children, including aspects of fluency, flexibility, originality, aspects of detail or elaboration, and aspects of working together in creativity (teamwork and creativity).

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## 1. INTRODUCTION

Globalisation and the development of life in the 21st century rise to challenges for the world of education. The rapid growth of globalization has generated demands for the birth of a qualified and competent generation in the 21st century. As a generation in the 21st century, children are expected to grow into individuals who are creative, critical, communicative, and can collaborate in society. Furthermore, early childhood in Indonesia in 2045 is hoped to become a golden generation and superior human resources for 100 years of Indonesia's independence.

Indonesia as a nation still experiences major challenges related to low interest in reading (Hasim, 2008). It can be closely seen that education in Indonesia achieved a low rank which is still far below other countries. The lack of interest in reading is caused by the majority of learning systems that are conventional and oriented toward cognitive development (Hasim, 2008). Further, the learning system remains monotonous and boring, so it generates low motivation for students' learning, especially in the aspect of literacy (Rohman, 2017; Inten, 2017). This tendency becomes a considerable challenge that is strenuous and requires a variety of strategies and approaches. Therefore, this is quite serious homework for the world of education, especially for early childhood education institutions.

Children's language skills do not grow automatically or without effort, instead, teachers and parents try to help children learn language (Devianty, 2019). The development of language skills can start from an early age. The age of five to six years is the best time for children to be able to understand the initial literacy process including the ability to understand and convey language (Rohman, 2017). The process of developing language skills cannot be separated by the role of the environment.

An interesting learning to develop children's language skills is through a long-project storytelling method. It is a storytelling method conducted in project-based learning activities to provide children with experience in storytelling and imagination.

Through imagination, children can imagine something that does not exist or has never happened before, so they are encouraged to be able to create original work (Miranda, 2016). In this case, storytelling is closely related to developing children's creative abilities in speaking and language through fun learning activities based on the plot of a story created.

The environment of family, school, and community are essential aspects that are the basic keys to supporting children's creative potential. In terms of Reggio Emilia's approach, creativity is a crucial aspect of the realization of learning that can attract the attention of children, parents, and even the surrounding community in developing the abilities possessed by each individual. Children easily access information from their immediate environment.

In previous research, the method of storytelling learning could be used to develop speaking and listening skills using big book media, instrumental music, and talking stick media as well as drawings and pictures (Karyadi, 2018; Syamsuardi, 2022; Milana, 2021). As for Salsabila's research (2021), using storytelling as a method can develop empathy skills in young children. However, related to this, the method of long-project storytelling through the Reggio Emilia approach has not been implemented, especially in the Bunda Balita Playgroup in Babakan Ciparay District, Bandung City. This makes researchers interested in using the long-project storytelling learning method expected to develop creativity in early childhood through the Reggio Emilia approach.

## Theoretical Framework

### **Storytelling**

Storytelling is the activity of telling stories through expressing thoughts, and feelings and conveying messages orally (Oktiawati et al., 2020). Storytelling can be used as a means of storytelling in conveying and instilling values in children (Hidayat, 2019). The storytelling method can always activate children's creative and intellectual processes based on sensitivity in social-emotional aspects, imagination, and fantasy in creativity, as well as the ability to listen and speak in language aspects. Furthermore, it can increase intense concentration power in thinking, develop children's ability to socialize and communicate, build children's character, and strengthen the necessary motivation and enthusiasm for learning. Therefore, through storytelling, children gain new experiences in learning through interaction which is interesting and fun (Permana, 2015; Morgan, 2012).

There are three stages in conducting the storytelling method, including the preparation stage before the storytelling, the stage when the storytelling takes place, and the stage after the storytelling activity is carried out. These three stages can be explained as follows (Salsabila, 2021):

#### 1) Preparation stage before storytelling

In the preparation stage before telling a story, the teacher or storyteller needs to pay attention to the type of book chosen based on the title selection and the content of the story that is interesting and appropriate to the children's developmental stages. Thus, the storytelling activities follow the learning objectives that have been previously established. Teachers also need to choose learning materials and activities that are appropriate to the content of the story. Before conducting the storytelling, the teacher can explore the content and storyline as well as the characters in the story. In conveying the content of the story, the ability to internalize thoughts, feelings, and emotions is also required. It also needs to use word choices that are easy for children to understand. This aims that the message in the content of the story can be conveyed well to children to create meaningful learning.

#### 2) The storytelling stage takes place

In starting a storytelling activity, the teacher or storyteller needs to prepare the condition of the children or audience to make them ready to listen to the fairy tale or story that will be told. Greeting and demonstrating or showing something can attract children's attention. The teacher or storyteller needs to pay attention to eye contact with the child or audience as a way for the children or audience to feel that they are being cared for and as individuals who are invited to interact. This can also help the teacher or storyteller to know the reaction of children.

When storytelling takes place, the teacher or storyteller needs to pay attention to facial expressions to support the storyline. Therefore, the atmosphere and appreciation are livelier through facial expressions that suit the conditions or situation of the story being told. Teachers also need to sense body movements so they can reflect on what the characters are doing in the content of the story. Body movements can increase attractiveness to make the audience not feel bored while listening to the story.

The high and low levels of voice produced by the storyteller also need to be paid attention to. It aims to explain the situation of the story, where the high voice is used in a tense stage, while lowering the voice is done in a flat position or when the story returns to its existing condition. Storytellers imitate sounds based on the characters or figures in the story, for example following the sounds of animals, splashing water, or the voices of young children and adults.

To create better sound, the tempo or speed is something that storytellers should be paying attention to. So that children can listen well and are not confused and bored with the storytelling. The storytellers can use props adapted to the content of the fairy tale material, including dolls or costumes, as well as other media that can attract children's attention. It can foster children's curiosity regarding the fairy tale or learning material presented.

3) After the storytelling activity

After the storytelling activity is finished, the storyteller can evaluate the story by asking the children about the values that can be drawn based on the story. Storytellers can invite children to retell the contents of the stories obtained based on each child's abilities or carry out other learning activities that have a theme that is appropriate to the story that has been told previously. This aims to broaden children's understanding of the learning material or themes.

### **Long-Project Story Telling Learning Method**

The long-project storytelling learning method is a storytelling activity carried out through project learning activities. The project method is from John Dewey's idea of learning by doing. It is the process of learning by conducting an activity to achieve predetermined goals both individually and in groups.

Through project activities, children will get the opportunity to acquire intellectual, creative and social abilities. Children can express their thinking patterns, abilities and skills in maximizing opportunities to find solutions when solving problems by continuing to work and develop themselves (Martaida et al., 2017).

### **Reggio Emilia Approach**

Reggio Emilia is a small city in Emilia Romagna, a region in northern Italy. The Reggio Emilia approach was founded by Loris Malaguzzi, who was a teacher and developer of educational philosophy. The Reggio Emilia approach is a preschool service for children aged 3 to 6 years, and an educational centre service for infant and toddler centres aged 0 to 3 years.

Loris Malaguzzi believes that children are social creatures who have a strong image and high curiosity with full intelligence. This approach is characterized by the principle of the hundred languages of children which is child-oriented and focuses on development and awareness that every child is born with diverse potential and has his or her way of creating and exploring.

The knowledge that children gain is built on relationship-based education between children and their families, peers, community and environment. The environment occupies a crucial role in framing children's broad concepts and improving their comprehensive knowledge, where they can explore the relationship between themselves and the surrounding environment.

In the Reggio Emilia approach, creativity takes on a very important aspect to create learning that can attract the attention of children, parents, and the surrounding community in developing the abilities of each individual. Thus, the Reggio Emilia approach makes expressive arts the centre and central role in the learning process by paying a lot of attention to the detailed observation process and prioritizing the process of documenting learning as the final product.

## **Development of Early Childhood Creativity**

Creativity is a person's ability to create and create new things, or innovative models that benefit him and society (Astuti & Aziz, 2019). Creative children can generate many ideas and can think productively (Dadvar, 2012). They enjoy exploring to gain meaningful learning experiences. This can improve children's ability to remember things and train children to think critically from an early age. Creative children have great intrinsic motivation, in the form of encouragement within themselves to always be interested in doing something and not give up easily (Fakhriyani, 2016). Children's creative potential can largely be stimulated through imagination and fantasy (Hoffmann & Russ, 2016). Through imagination, children can imagine something that does not exist or has never happened before. Thus, children are encouraged to realize and create a product or work that is original (Miranda, 2016). Creative and intelligent children can think divergently by producing various alternative answers quickly and precisely through various unique and different points of view.

Children's creative abilities can be assessed from several aspects, including fluency, flexibility, originality and elaboration (Gryazeva-Dobshinskaya et al., 2020). The aspect of fluency is the child's ability to find a way out in the form of ideas or concepts obtained in a short time. The aspect of flexibility is related to the child's ability to obtain information and find solutions from various points of view. The aspect of originality includes the child's ability to produce a product, work and composition that is new, unique and different. The aspect of detailing or elaboration includes children's ability to enrich and develop a product from having ordinary to extraordinary value. These four aspects help to show children's creative abilities in developing ideas and thoughts into a product that contains an element of novelty and has different or unique and unusual values.

## **2. METHODS**

This research uses the Early Child Research and Practice (ECRP) method with data collection techniques through observation, documentation, and field notes on teachers and children (Broemmel et al., 1999). Researchers collaborate with teachers to plan, prepare, and implement the learning method of long-project storytelling. The chosen project title is "Fairy Garden". This research was conducted in the Bunda Balita Playgroup, Babakan Ciparay sub-district, Bandung City. There are 13 children from class A and class B. Two teachers have educational backgrounds with bachelor's qualifications (S1) in early childhood education, graduates of state universities (PTN).

### **Research Procedures**

The learning method of long-project storytelling was conducted in three meetings. The researcher took the theme of learning about houses, and the sub-theme of learning about various forms of houses (fairy houses). The following are research procedures carried out during the research:

#### **First-Day Research Procedures**

The first meeting was held on Monday 23 September 2019. Learning activities began with preparation. In this case, the researchers held a discussion with the teacher and principal regarding the learning plan to be implemented, and the objectives and methods used.

Next, the teacher conducts teaching implementation activities. The implementation of teaching and learning activities consists of free play activities, opening activities, core activities, and closing activities which are explained as follows:



Learning activities begin with free play from 08.00 to 08.30. Children who have attended the school are welcome to play freely according to their interests and desires. After finishing the free play, they clean up the toys they have used and prepare to go to class.

Opening activities start at 08.30 to 09.00 A.M. The activity begins with singing "Make a Big Circle", praying, talking about feelings, placing calendar cards, and counting straws.

The core activity begins with apperception. The researchers asked the children about the learning activities that had been carried out at the previous meeting. Next, the activity began with telling a story using picture slides and a projector about "the House of Fairies" as shown in **Figure 1**. Children can listen to the teacher's story well and enthusiastically. After finishing telling the story, the teacher raised questions and answered the session to the children about which house shape they liked. Then the children enthusiastically answered various things. "I like the rainbow fairy house," said Aul. "I like the wood elf house," said Syabil. Then other children mentioned their choices, some liked the shoe fairy house, the flower fairy house, and the garden fairy house. Next, the researcher invited the children to draw their own favourite fairy house. As shown in **Figure 1** the children started drawing fairy houses using markers. Then, the teacher invites the children to draw using markers to lose the children's hesitation and fear of making mistakes when drawing their favourite fairy house. This aims to enhance children's self-confidence in creating work.

Next, the lesson ends with a closing activity. The teachers evaluate by conducting questions and answers regarding the activities that have been carried out and asking questions regarding what pictures the children have made. The teacher then provides information to the children regarding the activities at the next meeting. It is creating students' favourite fairy houses.



**Figure 1.** Telling "the House of Fairies" and drawing the house of fairy

### **Second-Day Research Procedures**

The second meeting was held on Tuesday 24 September 2019. Learning activities began with preparation. In this case, the researchers and the class teacher prepared teaching materials that the children would use during the learning activities.

Next, the teacher conducted teaching implementation activities. The implementation of teaching and learning activities consists of free play activities, opening activities, core activities, and closing activities which are explained as follows:

Learning activities begin with free play from 08.00 to 08.30. Children who have attended the school are welcome to play freely according to their interests and desires. After finishing the free play, they clean up the toys they have used and prepare to go to class. Opening activities start at 08.30 to 09.00 A.M. The activity begins with singing "Make a Big Circle", praying, talking about feelings, placing calendar cards, and counting straws.

The core activity begins with apperception. The researchers asked the children about the learning activities that had been carried out at the previous meeting. Then the children

answered enthusiastically and still remembered that the previous activity was telling stories and drawing about “Fairy Houses”. Next, the researcher explains today’s learning activities. The children will make their favorite fairy house which was drawn at the previous meetings as shown in **Figure 2**.

The teacher formed four groups. Each group consists of three children from class B and class A. It aims that the older children could lead, guide and direct their younger classmates so that the children in class A would learn from their older classmates. Each group receives various media, including the following:

- Learning materials for the body of the house; 2 braziers and stones (loose part)
- House roof (stone sticks, wooden sticks, paper cones, ice cream sticks)
- Media for decoration (stones, pine blossoms, glitter, beads, and ribbons)
- Paint and brushes
- Various papers
- Scissors and glue

Next, the lesson ends with a closing activity. The teacher evaluates the day’s activities by asking what the children have made. Students answer the teacher’s questions according to the activities they do. The teacher then provides information to the children regarding activities at the next meeting. The activity will continue with making a "fairy garden", where the children will place the fairy house that they have made in the fairy garden that they will prepare together.



**Figure 2.** Students get creative and make a Fairy House

### Third-Day Research Procedures

The third meeting was held on Wednesday 25 September 2019. Learning activities began with preparation. In this case, the researchers discussed with the class teacher and school principal the final activities of the long project storytelling “Fairy House” namely related to strategy and implementation in the field. **Figure 3** show learning media materials and prepare examples or models for children so that students have an idea of the activities they will carry out.



**Figure 3.** Tools and Materials

Next, the teacher carries out teaching implementation activities. The implementation of teaching and learning activities consists of free play activities, opening activities, core activities, and closing activities which are explained as follows:

Learning activities begin with free play from 08.00 to 08.30. Children who have attended the school are welcome to play freely according to their interests and desires. After finishing the free play, they clean up the toys they have used and prepare to go to class. Opening activities start at 08.30 to 09.00 A.M. The activity begins with singing "Make a Big Circle", praying, talking about feelings, placing calendar cards, and counting straws.

The core activity begins with apperception. The researchers asked the children about the learning activities that had been carried out at the previous meeting. Then the children answered enthusiastically and still remembered that the previous activity was telling stories and drawing about "Fairy Houses". Next, the researchers explain learning activities that will be conducted by the students, that they will make a "fairies garden". The children will make their favorite fairy house which was drawn at the previous meeting.

Next, the researcher explained the learning activities that the children would carry out. They would make a "fairy garden" by placing a fairy house that they had previously made. The teacher makes two groups, namely group A and group B. **Figure 4** show children work together to create a "Fairies Garden". Group A's task was to paint paper cones for the tower and tree and paint ice cream sticks for the fence, then they were also given the task of making a path in the fairy garden. Meanwhile, Group B received two tasks, namely finding the location of the fairy house they had made, and building a garden around their fairy house. To find the location where the fairy house is placed in the park, the children have the task of finding clues that the teacher has hidden in the park location. They will find numbers in certain locations that will be occupied by the fairy houses they have made. After that, they will make a garden for the fairy house.



**Figure 4.** Children work together to create a "Fairies Garden"

Learning ends with closing activities. At the end of the activity, the teacher evaluates the activities that have been carried out by asking what the children have made. Children answer



the teacher's questions according to the activities they do. **Figure 5** show student with teachers while doing activities.



**Figure 5.** Students with teachers

### 3. RESULTS AND DISCUSSION

The method of long project storytelling is a storytelling activity carried out through project learning activities. This method has a role in developing children's intelligence and creativity. This absolutely cannot be separated from the teacher's role in providing motivation and guidance to children. Thus, they have self-confidence that they are individuals who can produce ideas and turn them into new and valuable works or essays. Through internal and external encouragement, it will indirectly form individuals who have creative personalities and are talented in producing creativity. This follows Dere (2019) who stated that the creative press or environment is the influence of the ecological press on the person and upon his mental processes and outcomes.

The learning innovation carried out in the method of long project storytelling is by implementing the Reggio Emilia learning approach. It conducts learning activities by utilizing existing resources in the school environment, including tools and materials that are easily available and accessible to teachers and children. Researchers also use technology in the form of PowerPoint slides and projectors when conducting storytelling activities.

Through the long project storytelling learning method, children show an increased profile of language development. It can be seen when they can listen to the story well and enthusiastically when the teacher talks about "The House of Fairies" using illustrated slides and a projector (Subkhan, 2013). Also, children can answer actively and enthusiastically when asked by the teacher which form of fairy house they like and the reasons why they like the fairy house. They answered the teacher's questions enthusiastically regarding the activity they were doing, namely making a fairy house.

Furthermore, based on the research that has been conducted, researchers found creative ideas that emerge from within children when carrying out the long project storytelling learning method, which can be explained as follows:

#### 1) Fluency of thinking

Fluency in thinking is a child's ability to generate ideas and turn them into work in a short time. Children show creative abilities in the aspect of fluency in thinking when exploring using colours, shapes, and sizes. They confidently and without hesitation produce a work or composition that is new and unique. This can be seen during the activities of drawing a fairy house, making a fairy house, and placing a house in a fairy garden. Children can produce an idea and develop it into a work in the form of a picture of a fairy house based on a reflection of what they already have and have seen before during storytelling

activities using a slide show and projector. Furthermore, they can quickly receive, process, and learn new knowledge and turn it into inspiration that can produce new ideas and concepts. This ability emerges when children can process information obtained from the story "The House of Fairies" which is displayed in the form of pictures and conveyed through storytelling which has been done before. They can then turn it into an idea and turn it into a new work.

Furthermore, children also show developing creative abilities when making the shape of a fairy house. They can express their ideas and thoughts when making various shapes based on reflections from pictures and previous playing experiences. Teachers and researchers prepare materials, tools and learning media in advance and make examples or models of fairy houses for children. This is done so that children have an idea of the activity of making a fairy house. Children can make flower fairy houses, pumpkin fairy houses, snow fairy houses, wood fairy houses, and rainbow fairy houses. They get this inspiration based on the process of recording memories related to previous learning experiences. They can complete tasks one by one with detail, thoroughness and enthusiasm. They can also use their time well and efficiently when generating and developing ideas based on their imagination. As explained in (Hoffmann & Russ, 2016; Miranda, 2016), children's creative potential can mostly be stimulated through imagination and fantasy. Through imagination, children can imagine something that does not exist or has never happened before, so children are encouraged to realize and create a product or work. Creative and meaningful products are the result of thinking that requires a mature process supported by an atmosphere or climate that accepts, supports and respects. This is in line with what was expressed by Dere (2019) the function of the mind in creating ideas in the creative person. e.g. searching, combining and synthesizing.

## 2) Authenticity and Novelty (originality)

Originality is the ability to generate ideas and thoughts that are new and have the value of authenticity or originality. The uniqueness of each individual can certainly support the emergence of new ideas and innovative products. Creative person is clustered around personality-related traits and the mental ability of the person to create something new (Kaufman, 2013). Through long project storytelling activities, each child shows originality, this can be seen when each of them has a different interest regarding the shape of their favourite fairy house. Aul said that he liked the rainbow fairy house, while Syabil said that he liked the wood fairy house. Likewise, other children mentioned their choice of fairy house, some liked the shoe fairy house, the flower fairy house and the garden fairy house.

The aspect of originality is also seen when children have different ideas in drawing their own favourite fairy house. As seen at the first meeting, the researcher found something interesting about the child. Each child has their imagination and ideas in drawing a fairy house which is different from the examples previously presented and shown by the teacher regarding various kinds of fairy houses. As Saina did, she drew a snow fairy house, even though previously the teacher had not given an example of a picture related to this. The uniqueness of each child's work is also visible. They give fairy houses names such as flower fairy houses, pumpkin fairy houses, snow fairy houses, wood fairy houses, and rainbow fairy houses.

Children also can see or observe in different ways. They can produce works that have new, unique and unusual original values. At the same time, they can produce work that can present itself without looking at their friends' work, without joining in, and can create work that has complete and valueble value. This is in line with Hulbeck who states that "Creative action is an imposing of one's whole personality on the environment uniquely and

characteristically". Every individual needs to have innovative thinking in producing original and unique products because this is a form of the result of their creativity.

### 3) Flexibility of thinking (Flexibility)

Flexibility is a child's ability to find opportunities and solutions when solving problems. The aspect of flexibility in thinking can be seen when children do not easily feel hopeless in finding a way out and are not afraid of making mistakes when trying new things. This happens when children draw fairy houses using markers, they don't feel hesitant and afraid of making mistakes when drawing their favourite fairy house. Teachers have succeeded in providing space and supporting the formation of self-confidence in children so that children have the courage and freedom to work and take initiative. When trying to solve problems, children are confident in making decisions, are not easily carried away and stick to the ideas they have. They do not hesitate to explore when searching for and finding answers to their curiosity and do not hesitate to know what is appropriate and what is not appropriate when looking for a solution. This follows (Rabi & Masran, 2016) who stated that flexibility is related to the production of various ideas in thinking which involves the ability to innovate from various aspects, fluency refers to competence in generating ideas to solve problems, increase understanding, and remember information.

Children's flexibility abilities can also be seen when they can find the location of the park where the fairy house is placed. Children have the task of finding clues that the teacher has hidden in the garden location, they can find numbers in certain locations that will be occupied by the fairy house that is made.

### 4) Ability to elaborate (elaboration)

Elaboration is a child's ability to explain ideas obtained when producing a work or product. They can develop an idea they have into an essay or work in a detailed and thorough manner. When producing work, children can explain the background and reasons why the work was created and obtained. This happens when children have the idea of making a picture of a fairy house and turning it into a three-dimensional work in the form of a fairy house using the tools and materials available. When creating, they can convey well what they like and like and why. They can complete tasks in detail and thoroughly related to ideas that have been outlined in a work that is new, unique, valuable and interesting, and can create stories and conclusions based on the work. After completing the work, children can express their feelings and tell their experiences. Based on this, by telling the pictures and works that have been created, children's vocabulary will increase, and children can also express ideas and thoughts according to the inspiration they have. According to Rabi & Masran (2016) creativity in elaboration involves developing ideas in activities through detailed explanations which can increase children's interest and understanding in studying a topic and make it more interesting.

### 5) Collaboration in creativity (collaboration)

Creativity requires good cooperation between one child and another in generating ideas and turning them into valuable work or products. The cooperative aspect of creativity is seen when children work together to create a fairy garden. The teacher made two groups, namely group A and group B. Group A's task was to paint paper cones for towers and trees and paint ice cream sticks for fences, and then they were also given the task of making a path in the Fairy Garden. Meanwhile, group B received two tasks, namely finding the location of the fairy house they had made and building a garden around their fairy house.

Children can find opportunities when being creative in groups, they can discuss ideas and ideas, help each other in generating ideas, and create essays or works with their friends. They can align goals when working together in work when creating shapes, colours,

positions, movements and patterns. One of the things that happens is when children work together to produce a unique idea, namely choosing a suitable location to be used as a fairy garden. When there are differences of opinion, children are open and do not blame each other. Group B children can lead, guide and direct their younger classmates, so that class A children learn a lot and gain experience, advice and input from their older classmates. This incident is in line with what was expressed by (Saavedra et al., 1993) which states that in a group consisting of various individuals who have a variety of skills, knowledge and expertise, this results in a process of interaction and complementarity in building and develop creative solutions. Individuals can also motivate each other.

#### **4. CONCLUSION**

The long project storytelling method is a storytelling activity carried out through project learning activities. Project activities provide opportunities for children's learning experiences related to everyday life issues with work carried out together or in groups.

The long project storytelling method is carried out in three meetings. The researcher took the theme of learning about houses, and the sub-theme of learning about various forms of houses (fairy houses). The learning innovation carried out in the long project storytelling method is by applying the Reggio Emilia learning approach, namely carrying out learning activities by utilizing existing resources in the school environment, including using tools and materials that are easily available and accessible to teachers and children. In the Reggio Emilia approach, creativity is a very important aspect of realizing learning that can attract children's attention in expressing ideas and thoughts and turning them into works in two and three dimensions. Researchers also use technology in the form of PowerPoint slides and projectors when carrying out storytelling activities.

Through the long project storytelling learning method, children show an increased language development profile, this can be seen when they can listen to the story and answer the teacher's questions enthusiastically regarding the activity they are doing, namely making a fairy house. Furthermore, researchers also found creative ideas that emerged from within children when carrying out the long project storytelling learning method, including the aspect of fluency, namely the child's ability to generate ideas and turn them into work in a short time. Children can produce an idea and develop it into a work in the form of a picture of a fairy house based on a reflection of what they already have and have seen before. The aspect of authenticity and novelty (originality), is the child's ability to generate ideas and ideas that are new and have the value of authenticity or originality. The uniqueness of each child's work can be seen when naming the fairy house, namely flower fairy house, pumpkin fairy house, snow fairy house, wood fairy house and rainbow fairy house. The aspect of flexibility in thinking (flexibility) is the child's ability to find opportunities and solutions when solving problems, children do not easily feel hopeless in finding a way out and are not afraid of making mistakes when trying new things. The aspect of the ability to elaborate (elaboration), namely the child's ability to explain ideas obtained when producing a work or product. They can develop an idea they have into an essay or work in a detailed and thorough manner. The aspect of cooperation in creativity (collaboration) is children's ability to find opportunities when being creative in groups, they can discuss ideas and thoughts, help each other in generating ideas, and create essays or work together with their friends. They can align goals when working together on work when being creative with shapes, colours, positions and patterns.



## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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