

# Literature Review: an Approaches to Developing Creative Thinking in Young Children

Luluk Iffatur Rocmah<sup>1</sup>, Evie Destiana<sup>2</sup>, Choirun Nisak Auliana<sup>3</sup>

<sup>1</sup>Universitas Muhammadiyah Sidoarjo; [luluk.iffatur@umsida.ac.id](mailto:luluk.iffatur@umsida.ac.id)

<sup>2</sup>Universitas Muhammadiyah Sidoarjo

<sup>3</sup>Universitas Muhammadiyah Sidoarjo

\*Correspondence:

Luluk Iffatur Rocmah

Email:

[luluk.iffatur@umsida.ac.id](mailto:luluk.iffatur@umsida.ac.id)

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**Abstract:** Given the importance of creativity (creative thinking) for an individual including early childhood, an approach is needed that can stimulate early childhood creative thinking skills. The purpose of this research is to find various approaches that are suitable for developing creative thinking in early childhood. This research method uses literature studies, searching, analyzing and drawing conclusions. Collection of data using secondary data, namely by searching electronic journals on Scopus, ScienceDirect, google scholar and others. From the results obtained from several relevant journals and scientific reviews, it shows that there are various kinds of creative learning strategies applied in teaching and learning activities for children include BCCT learning methods, BCCT learning methods, integrated learning methods based on multiple intelligences, center learning methods, project methods, storytelling methods, and experimental methods. Therefore, it is very important to develop creative thinking in early childhood with the assistance of parents and teachers.

**Keywords:** Literature Study; Creative Thinking; Early Childhood

## INTRODUCTION

Creativity is essential for development as it has an essential influence in a child's lives. It is therefore necessary to develop creativity at an earlier ages (Fakhriyani, 2016). Creative thinking is something that is related to a person's ideas or imagination, where this idea arises because of high curiosity about something. The abilities in the creative thinking in elementary school-age children are still in the stage of high curiosity process on new things seen. The abilities of creative thinkings are needed so that the children can develop optimally (Hidayah et al., 2022) so that it requires appropriate stimulation and in accordance with the stages of child development (Wahyuni & Suryana, 2023) (Fitri & Suryana, 2022). In today's reality, it is common to find that children's creative juices are unconsciously stifled in the middle of parents' busy schedules. However, children's thinking creativity at an early age can be stimulated and developed through play activities (Budiwaluyo & Muhid, 2021). Play for children is useful for exploring their world, and developing their competence and creativity in an effort to overcome their world with tools or without tools will greatly help social, emotional, cognitive, and affective development in general and develop early childhood creativity (Kurnia, 2012).

Given the importance of creativity for an individual including early childhood, an approach is needed that can stimulate the creative thinking skills of early childhood. The STEAM approach is an effective learning approach that stimulates early childhood including involvement, exploration, explanation, elaboration and evaluation aims to connect each discipline, and form concepts that are easily understood by children and occur naturally (Maarang et al., 2023) (M. A. Putri et al., 2021) (A. Hasanah et al., 2021). This effort can be achieved

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through the role of educators as the main key to the success of students as learners and designing children's play in learning activities. Learning for early childhood, more trial activities, social play as well as role play and other stimulative activities (Nuraeni, 2014). For example, collage art games provide a space for children to express creativity. The child experiments with different materials and combines them into a unique masterpiece (Lestari & Andari, 2023). Creative abilities include happening during play and being stimulated by it. A creative child's thought process is organized from 'what is this?' to 'what can I do with this?' (Andriani & Rakimahwati, 2023) Creative children also tend to have fun in activities. The early childhood creative process is marked by the abilities to form mental images, concepts of things that are not present in front of them. Early childhood also has fantasy, imagination to create concept close to the reality of the world (Miranda, 2016).

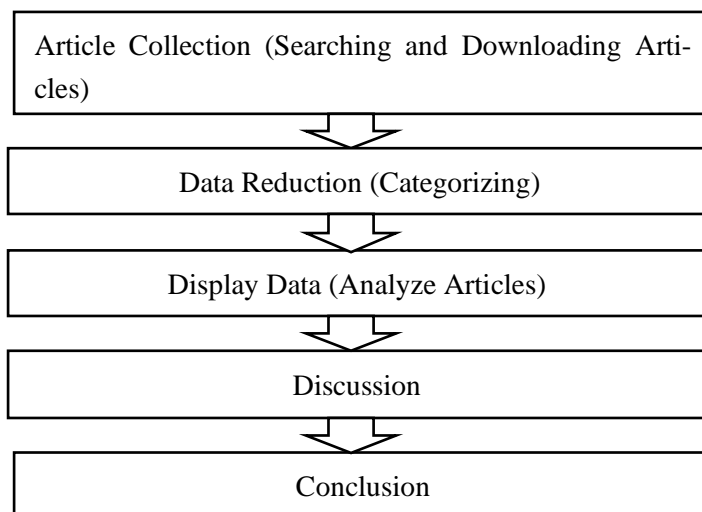
However, the facts show that there are very few art and creativity activities taught by educators to early childhood compared to arcade-mic abilities. Whereas these art and creativity activities are as important as the areas of development (language, cognitive, and physical) to be developed in early childhood. This is supported by the results of previous researchers who stated that misconceptions among teachers regarding the concept of early childhood creative thinking skills. Teachers interpret children's thinking creatively in line with what the teacher thinks and not in the context of how children construct their knowledge (Afnida et al., 2023). Consistent with research (Farikhah et al., 2022) the fact that teachers lack a variation in learning methods limits and inhibits early childhood creative endeavors. Furthermore, the potential for early childhood creativity can be measured, which is commonly used, one of which is through the creativity test approach. (Rofi'ah et al., 2023). Other studies have also revealed the length of preschool education does not to make a difference to creativity, which might be linked to activities and practice undertaken in preschool education institutions (Yildiz & Guler Yildiz, 2021). A child's creative development could be described as effective, shown through planning, implementation and evaluation of learning (N. E. Putri & Yulsyofriend, 2024). Their creativity allows them to be individuals who are creative as well. As a creative person, one day they can improve their personal quality, and can also improve the quality of life of the nation and state (Aisyah & Insani, 2021).

From several forms of treatment and approaches, it is hoped that it can encourage the natural creativity that already exists in children, so that children have the quality to explore themselves in their own way. Due to the importance of developing creativity, the responsibilities of educators to provide stimulation support by providing facilities from an early age. Development of children's work creativity can be effective, shown through planning, implementation and evaluation of learning. The implementation of creativity development in early childhood includes approaches, strategies, media and methods used by teachers to support the development of creativity in children. On evaluation using assessment techniques to measure the level of child development (N. E. Putri & Yulsyofriend, 2024). The level of early childhood development can be measured using measurement tests. Various measurement tests can be designed by educators by looking at and considering the peculiarities of early childhood interests, talents, skills. The aim of this study was to discover the various approaches that are suitable for developing creative thinking in early childhood through this literature review research.

## METHOD

This study used a type of qualitative research by using a literature study method known as literature review. Literature studies are a method of collecting data to understand and study theory from different literature relating to the study. The technique of collecting data using literature studies, which is by collecting data or other resources relating to research topics that can be obtained from various sources in the form of journals, books, and another research. In this study, literature was obtained which included international and national journals. Data analysis techniques are carried out from various data that has been obtained using descriptive

analysis methods by describing the facts then analyzed and described and providing sufficient understanding and explanation (Adlini et al., 2022). Creswell (Rizki & Noviardilla, 2021) said the literature review has several steps used, it can be viewed in Figure 2 which was modified by the researcher about the steps of the review of the literature, as follows:



**Figure 2. Stages of literature review**  
 (Source: Creswell in Rizki & Noviardilla, 2021)

## RESULTS AND DISCUSSION

### Literature Review Results

According to the result of the study carried out by using the literature study method, namely by collecting references and processing materials that are relevant to the problem or case raised. The following are the results of a review of several sources of articles used in this study.

**Table 1. Review Articles Used in The Literature Study**

No	Author	Title	The findings
1	(Nikkola et al., 2022a)	Children’s Creative Thinking Abilities and Social Orientations In Finnish Early Childhood Education And Care	Findings show the personal aspect of creativity highlights the importance of valuing children's creative endeavors. Environment aspect which highlights the important for children to participate in creating curriculum contents and education behaviors.
2	(Jankowska & Karwowski, 2019)	Family Factors and Development Of Creative Thinking	Findings suggest individual and environmental factors contribute to the development of children's creativity
3	(Wojciehowski & Ernst, 2018)	Creative By Nature: Investigating the Impact Of Nature Preschools On Young Children’s Creative Thinking	Nature preschools have a positive influence on developing a creative mind and may encourage educators in the early childhood field to adapt their approach to include environmentally-based play.
4	(Wijayanto et al., 2023)	Implementation Of Problem Based Learning Model to Improve Early Childhood Abilities in Creative Thinking	Issue based learning is an approach that can foster students' creativity and have a positive impact on original thinking skills. This learning paradigm can be utilized by children who are at the age of

			exploration, or 5 years old. Children of this age have the ability to think in ways that require exploration.
5	(Sangngam, 2021)	The Development of Early Childhood Students' Creative Thinking Problem Solving Abilities Through STEM Education Learning Activities	The theoretical concept of STEM Education has a higher creative problem-solving ability that is in accordance with the assumptions that have been set. Increasing students to perform activities about STEM education requires students who have creative and problem-solving skills abilities.
6	(Garaigordobil & Berrueco, 2011)	Effects Of a Play Program On Creative Thinking Of Preschool Children	Co-creative play generates positive classroom atmosphere that enhances children's creative development.
7	(Somwaeng, 2021)	Developing Early Childhood Students' Creative Thinking Ability in STEM Education	Early childhood children who received organized learning experiences in accordance with STEM Education concepts had higher creative thinking skills after learning than before learning. This may be because STEM Education interventions provide students with the opportunity to apply their knowledge to real-life issues to develop knowledge and understanding.
8	(Kusnanik & Winarno, 2019)	Playing Motion Activity Model Development to Improve Early Childhood Creative Thinking	Thinking creatively by applying learning activities of motion play can be increased significantly.
9	(Segundo-Marcos et al., 2023)	Age-Related Changes In Creative Thinking During Late Childhood: The Contribution Of Cooperative Learning	These findings highlight the importance to study class methodology as mediation factors in the development of creative thinking and also highlight the critical role of the classroom as a learning experience that students use to construct and develop social-emotional and the cognitive skills as well as the ability to think creatively.
10	(Susanto, 2017)	Social Studies Education: Efforts to Develop Creative Thinking Skills	Creative thinking skills need be teach in children, especially in problem solving. Creative problem solving is beneficial for students in training divergent/creative thinking as an effort to come up with as many ideas as possible on a problem. That way students' creativity will develop
11	(Pratiwi & Khasanah, 2024)	The Effect of Loose parts Media on the Creative Thinking Ability of Children 5-6 Years of Age	The use of Loose parts media is one way to increase the ability of children's creative thinking, because the principle of Loose parts which is not bound and uses materials in the surrounding environment is in accordance with the principles of learning and the characteristics of early childhood.

12	(Medyasari & Wardono, 2024)	Ethnomathematics as a Contextual Problem in Developing Students' Creative Thinking Ability	Ethnomathematics nuanced learning provides an innovative and fun learning environment so that students have a great interest in improving mathematics skills, especially creative thinking skills and on the similar time recognizing and exploring the culture that surrounds the students.
13	(Sa'ida, 2023)	Implementation of Differentiated Learning to Improving Children's Creativity	Differentiated learning develops children's creative abilities by providing opportunities for children to learn according to their individual characteristics and providing various media options that can be used by children according to their interests. So that children are free to be creative through the facilitated media.
14	(Permata et al., 2023)	The Effect of STEAM Teaching on Children's Critical Thinking Ability and Creativity Age 5-6 Years at RA Fathimaturridha Medan	In STEAM learning on critical thinking skills and creativity of children aged 5-6 years there is a significant effect
15	(Palapessy et al., 2023)	Analysis of Project Based Learning (Pjbl) for Children's Creative Thinking Ability	Project Based Learning (PjBL) is known for its ability to connect children with real-world learning. Project-based learning (PjBL) planning must have a variety of activities, a variety of toys, environmental footing, development of basic abilities of children including language, cognitive, physical motor, art and habituation development including moral religious values and social independence, and fostering children's creative thinking.
16	(Sari, 2020)	Building Creative Thinking Skills in Young Children Aged 3-4-Year-Old Through Reading Storybooks	Developing the ability to think creatively in early childhood can be carried out through storybook reading activities. Reading storybooks to children can be a means to teach children to imagine, read creatively and bridge children to learn the ability to think creatively which is very much required in this globalization era.
17	(Yildirim & Yilmaz, 2023)	Promoting Creativity in Early Childhood Education	Supporting children energetically at home and at school is an extremely significant role in accelerating creative development.
18	(Miftahus Surur et al., 2023)	Improving Creative Thinking Skills of Early Childhood By Utilizing Robotic Activities In Learning Process	Robotic activity has an influence on the creativity thinking of 5 years old children. This is proven by the result of the ability to think creatively in every research subject that have increased score.

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19	(Oliver-Barcelo et al., 2022)	Creativity In Ibero-American Early Childhood Education Curricula	The results show the significance that creativity has in the analyzed curriculum and highlight not just the needs for clarifying such terms on a conceptual levels, but for examining deeply on the methodologies of teaching and learning that are used. In conclusion, this research encourages the strengthening of the artistic practice in both primary and secondary education.
20	(Aini et al., 2019)	The Creativity Of The Early Childhood Education's Teachers In Creating An Animation Media Web-Based In Koto Tangah Padang	Training in creating web-based animated learning media can clearly improve the skills, creativity of PAUD educators in producing web-based animated learning media for early childhood.
21	(Addini & Widayarsi, 2021)	Effect Of Experimental Methods On Early Children's Creativity	Experimental methods can influence skills such as color recognition, creativity, cognitive skills and interpersonal skills. In addition, experimental methods can also affect the introduction or skills or science learning, and children's interest in learning. While creativity can be influenced by various methods, namely BCCT learning methods, BCCT learning methods, integrated learning methods based on multiple intelligences, center learning methods, project methods, storytelling methods, and experimental methods.
22	(Susanti et al., 2023)	Creativity Development Of Children 5-6 Years Old Through Loose Parts Media	The development of creativity of children 5-6 years old with the use of media is well, include their ability to explore their surroundings, children like to observe and hold something, curiosity is great, the child express their thoughts and feelings spontaneously, the child likes to experiment and try new things, the child seldom feel tired, and the child has a great imagination.
23	(Noorkholisoh, 2021)	The Development of Children's Creativity: A Systematic Literature Review	Creativity develops across the life span from childhood to adulthood. Children's creativity follows a curve trajectory consisting of peaks and dips. The emergence of creativity shown by children cannot be separated from the social system in which children live.
24	(Mukhlis & Amalia, 2023)	Early Childhood Teacher Teaching Profile: Teaching Creatively or Teaching for Creativity	Early childhood teachers who participated in this study tended to have higher scores for creative teaching ability compared to creative teaching scores.
25	(Suryana et al., 2022)	Management Of Creative Early Childhood Education Environment in	In the arrangement of the PAUD environment is very influential on the development of children's creativity. creative children. One of the most influential

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		Increasing Golden Age Creativity	factors in increasing the potential of children's creativity is the environmental situation around children. So, it is necessary to arrange a creative PAUD environment that can support the improvement of children's creativity.
26	(Nikkola et al., 2022b)	Children's Creative Thinking Abilities and Social Orientations in Finnish Early Childhood Education and Care	Perspectives on creativity are important from both a personal and environmental standpoint.
27	(Ezron & Emily, 2014)	Creative Arts and The Development of Early Childhood Learners' Full Potential- A Review of Literature	Teaching creative arts is essential in the development of a student's potential. It aims to develop the student emotionally as he or she expresses his or her emotions, socially as he or she communicates, intellectually as he or she solves a problem, and physically as he or she engages in various physical activities.
28	(Ekeh, 2023)	Play-Based Pedagogy and Creativity for Early Grade and Preschool Learners	This finding from the research suggests that the teacher lacks understanding of the ways in which play-based pedagogies can be utilized to increase creativity skill in children. It also suggests that they are not aware of the variety of playful pedagogy that can be utilized to facility creativity in 21st century learners.
29	(Dere, 2019a)	Investigating The Creativity of Children in Early Childhood Education Institutions	Preschool education enhances children's creativity in a positive way.
30	(Sadaruddin et al., 2023)	Needs Analysis of Project-Based Learning Model Development In Stimulating Children's Creativity	Teacher in stimulate children's creativity is not yet optimum, this is influenced by the rarity of the teacher using the project model in stimulate children's creativities because they don't have references to project model book that specifically stimulated the creativity of children. The model of PjBL in stimulating children's creativity because it does not have references to books of PjBL models that specifically stimulate children's creativity. This illustrates that the stages of the project model are not appropriate to be applied in assessing the results of project work. Instead, the principle of assessment is orientated when PjBL learning activities take place by centered on indicators of creativity through the activity of the PjBL model.
31	(Rudienè et al., 2021)	Fostering Creativity in Early Child's Education	Creativity focuses mainly on the processes of generation on original idea generation through exploitation and invention. In children, creativity develops from experience with the process rather

			than the end result. Therefore, creativity should stand in parallel with literacy.
32	(Dere, 2019b)	Investigating The Creativity of Children in Early Childhood Education Institutions	The study result shows that the curriculum has a significant positive influence on the creativity ability of children.

According to Table 1, we can see that there are various learning strategies creatively applied in learning to teach for children. Education should provide the broadest possible opportunities to students for growth and development in accordance with the potential, talent and interest they have. Not only that, individual and environmental factors also influence children's creativity development.

**Discussion**

According to the result of a review of 32 (thirty-two) journals examined by the author, there are various effectiveness of using the art of play, approaches, strategies, methods, learning models and the surrounding environment in early childhood learning activities. Play as an activity that relates to the child's whole self, when playing children will be encouraged to train their skills that can direct the development of children's creativity. The play experience will encourage children to be more creative, starting from emotional development, then leading to creativity in socializing and upholding the nation's cultural values. Games become a natural educational learning media that grows and develops for a long time which is synergistically connected between cultural roots and nature (the surrounding environment). It is also undeniable that environmental factors contribute to children's creativity development, including the family environment "how children grow and develop in the care of their parents", the school environment "how an educator develops his pedagogy to design learning activities to increase and generate early childhood creativity" and the community environment "how early childhood learns culture from surrounding people to explore their knowledge".

If parents support, motivate and give freedom but are not separated from parental supervision and give appreciation to children whatever the results of their creations so that they grow self-confidence. Every child has the talent to be creative (Yulianti, 2014). The development of children's creativity must be stimulated from an early age, so that children will be encouraged to think creatively, because creativity allows humans to become qualified and survive in life (A. Hasanah et al., 2021). This is reinforced according to (Heldanita, 2019) explained that the development of creativity grows since the child is in infancy. So as early as possible children need to be given stimulus so that parents can understand their skills, intelligence, and needs. The goal is that children can grow and develop well. In line with (Novianti & Primana, 2022) stated that parenting patterns that support the formation of children's creative attitudes also affect children's creativity development. In addition to parenting patterns, the level of parent involvement in various aspects of children's lives also determines children's creativity. The successful achievements of the standard level of development achievement in an early age can be caused by the parental care given to children, the provision of stimulation that is appropriate to the child's age and level of development and support from factors that come from the surrounding children's environment (Sulaiman et al., 2019). Therefore, the role of parents as a key support so that children can be creative (Yulianti, 2014).

Not only the role of parents, but also the role of teachers is very important. Teachers have the task of developing skills, creativity, reasoning power and then applying it to the future of students in real life (Muqorobin & Fathoni, 2023). The development of early childhood creativity can be done by teachers in various ways, for example by storytelling, drawing, exercising, playing either role-playing or by using tools such as simple musical instruments, playdough, or other play tools (Maulana & Mayar, 2019). Children play because



they interact to learn to create knowledge. So, play contributes greatly to early childhood creativity in learning activities (Priyanto, 2014). Early childhood learning should be adapted both the environment and the level of difficulty to the child's age group (U. Hasanah & Priyantoro, 2019). Therefore, family, school, and society have a role according to their respective portions towards the development of students' creativity. The culture in society supports, nurtures, and enables children's creativity development (Artati, 2023).

## CONCLUSION

Creative thinking (creativity) is essential to develop starting from an early age because creativity holds an important influence in life. So, being a creative person is a person who is imaginative, initiative, has broad interests, independent in thinking, curious, adventurous, full of energy, confident, willing to take risks, and brave in stance and belief. Many environmental factors involved, including the family environment, school environment and community environment, play a role in supporting and awakening children's creativity.

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