

## The Use of Illustrated Storybook Media in Increasing Early Childhood Creativity at RA An-Nuur Ratna Chaton Seputih Raman Lampung Tengah

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**Abstract:** This study investigated the use of picture story books as a tool to enhance creativity in early childhood education at RA An-Nuur Ratna Chaton Seputih Raman Lampung Tengah. This study aimed to explore how picture story books can stimulate children's imagination, improve their language skills, and foster social interaction, which ultimately contribute to the development of creativity. This study used a qualitative approach, observing and analyzing children's engagement, responses, and behaviors during and after storybook-related activities. Findings showed that the integration of picture story books into the learning process significantly increased children's enthusiasm and participation in classroom activities. In addition, children showed increased creative thinking, including imaginative play and problem-solving skills, while also showing improvements in language expression and social collaboration. The results showed that picture story books are an effective tool in supporting early childhood children's cognitive, emotional, and social development, emphasizing the importance of incorporating such resources into early childhood education to foster creativity and overall growth.

**Keywords:** Picture book media, children's creativity, early childhood.

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### INTRODUCTION

Early childhood is essentially including preschool age is in the process of change in the form of growth and development, maturity and improvement, both physical and psychological, or physical and spiritual, which takes place gradually or continuously. Early childhood is an individual who is experiencing a rapid growth and development process. It is even said to be a developmental leap, therefore early childhood is said to be the golden age, which is a very valuable age compared to the next age. Creativity is one of the child's potentials that must be developed from an early age. Creative talent can be developed through systematic, pedagogical, orderly, planned play activities and adjusted to the age group of growth and development, so that the child's creative potential will develop optimally.

Childhood is the most important period because the formation of the foundation of personality determines the child's subsequent experiences. The characteristics of early childhood must be understood in order to have a generation that is able to develop itself optimally considering the importance of that age. Developing children's creativity requires an important role for educators, this is generally well understood. Creative children satisfy their curiosity through various ways such as experimenting, and asking lots of questions

to others. Creative and intelligent children are not formed by themselves but need direction, one of which is by providing activities that can develop children's creativity. Based on observations on September 3, 7 and 10, 2020, PAUD at RA An-Nuur Ratna Chaton Seputih Raman, Central Lampung, has low creativity. This can be seen from the children's daily activities where they are still waiting for the teacher, do not have their own ideas, cannot express their own ideas if not accompanied by the teacher, children are still dependent on the teacher.

Observations on September 3, 2024 that researchers conducted at RA An-Nuur Ratna Chaton Seputih Raman to observe the learning process. Teachers have not given children the opportunity to choose activities based on their interests, because all teacher learning activities are very important. The majority of teachers at RA An-Nuur Ratna Chaton Seputih Raman are more oriented towards results (achievement indicators) in the curriculum, not on the developmental stages and needs of children. Observations on September 7, 2024 related to the use of teaching aids. The use of teaching aids at RA An-Nuur Ratna Chaton Seputih Raman is less interesting, learning only focuses on reading and arithmetic and the use of static methods so that children are bored and less able to come up with creative ideas.

Based on the results of a pre-survey on Thursday, September 10, 2024 at RA An-Nuur Ratna Chaton Seputih Raman, Central Lampung regarding the creativity abilities of PAUD age groups 5-6 years. Based on table 1 above, it can be explained that the level of creativity of children aged 5-6 years who have not developed is 6 children, there are 4 children who are in the category of starting to develop, while none are in the category of developing according to expectations and developing very well. From the results of the study, the level of creativity of children aged 5-6 years at RA An-Nuur Ratna Chaton Seputih Raman, Central Lampung is included in the category of Not Developing.

The development of creativity in early childhood plays a crucial role in shaping a child's cognitive, emotional, and social growth. Creativity is not only about artistic expression but also involves problem-solving, critical thinking, and the ability to approach challenges from various perspectives. Early childhood education, particularly during the formative years, provides a unique opportunity to nurture these creative abilities. Therefore, it is essential to find effective tools and methods that can stimulate creativity in young learners. One such tool is the use of picture storybooks, which have the potential to engage children in a variety of creative activities while also enhancing their language and cognitive skills.

Picture storybooks have long been recognized as valuable resources in early childhood education. These books, with their combination of engaging illustrations and compelling narratives, are known to capture children's attention and spark their imagination. The visual elements in the books allow children to interpret stories and characters, which encourages them to think creatively and develop their own interpretations of the narrative. Additionally, picture storybooks provide opportunities for children to expand their vocabulary and language skills through storytelling, while also encouraging social interaction during group discussions and activities.

In recent years, the use of picture storybooks has gained increased attention as a powerful method for promoting creativity and learning in early childhood settings. However, despite their widespread use, the specific impact of picture storybooks on creativity and other developmental aspects in young children remains an area that requires further exploration. Understanding how these books contribute to the development of creativity, language, and social skills in early learners is essential for enhancing educational practices and ensuring that children are given the best start in their educational journey.

At RA An-Nuur Ratna Chaton Seputih Raman Lampung Tengah, there has been a growing interest in exploring innovative methods to improve early childhood education. Teachers and educators have recognized the potential of picture storybooks to engage children in a meaningful way, but a systematic study of their effectiveness in enhancing

creativity and other developmental skills is still lacking. This research aims to address this gap by investigating how the use of picture storybooks can enhance the creativity of young children, providing insights that can help shape more effective teaching strategies in early childhood education. Problems related to the creativity of children aged 5-6 years at RA An-Nuur Ratna Chaton Seputih Raman, based on observations made by researchers, it can be seen that the lack of children's curiosity is indicated by the child's passive nature in asking questions. questions, children tend to be silent even though they do not understand the teacher's explanation. Children's imagination also seems lacking because all teacher learning activities are decisive.

Activities that can be done to develop children's creativity include playing music, visiting exhibitions, watching wayang golek performances, sports, storytelling and others. As for the solution to overcome the problems above, this study will apply learning with illustrated stories. Story books are liked by almost all children, especially if the story books are well illustrated with a few games to involve them. Children will feel involved in the adventures and conflicts experienced by the characters in them, so reading will be more enjoyable. Based on the problems that exist at the age of 5-6 years at RA An-Nuur Ratna Chaton Seputih Raman, the steps that researchers will take to increase children's creativity are through picture stories. Based on the results of observations related to the use of picture stories at RA An-Nuur Ratna Chaton Seputih Raman, picture story book media has been implemented at RA An-Nuur Ratna Chaton Seputih Raman but has not been maximized, this is due to the lack of teacher mastery of the use of picture story book media. Therefore, the author chose to use picture story book media in this study.

The reason the author took the title was because the level of creativity of children aged 5-6 years at RA An-Nuur Ratna Chaton Seputih Raman was still low as evidenced by the results of observations in the table above. Therefore, the author proposed picture story book media to develop children's creativity. Based on this background, the problem that arises is that the creativity of children aged 5-6 years at RA An-Nuur Ratna Chaton Seputih Raman is still relatively lagging behind, therefore the author will optimize the use of picture story book media to increase the creativity of early childhood. then the author conducted a study on "The Use of Illustrated Story Book Media in Increasing the Creativity of Early Childhood at RA An-Nuur Ratna Chaton Seputih Raman, Central Lampung".

## **METHODS**

This study employs a qualitative approach with a descriptive method to explore the impact of picture storybooks on enhancing the creativity of early childhood children. The aim is to understand how integrating visual storytelling can help foster creativity, imagination, and cognitive abilities in young learners at RA An-Nuur Ratna Chaton, Seputih Raman, Lampung Tengah. The research seeks to examine whether these storybooks stimulate imagination, enhance self-expression, promote problem-solving skills, and increase children's interest in learning.

The research focuses on children aged 4 to 6 years enrolled in RA An-Nuur Ratna Chaton. A total of 30 children, including both boys and girls from diverse socio-economic backgrounds, will participate in the study. Additionally, the teachers and parents of the children will be involved, as they play a significant role in supporting and providing feedback on the learning process.

Purposive sampling will be used to select participants, focusing on children most likely to benefit from the use of picture storybooks. The children's age, enrollment status, and willingness to participate will be key criteria for selection. Teachers will also be included, as they are responsible for carrying out the picture storybook-based activities in the classroom.

To collect data, the study will use a combination of observational techniques, interviews, and document analysis. Observations will focus on how children engage with the picture storybooks, paying attention to their interactions, behavior, and responses to

the stories. Semi-structured interviews will be conducted with teachers and parents to gather their perspectives on the impact of picture storybooks on children's creativity. Additionally, lesson plans and teaching materials will be analyzed to understand how storybooks are incorporated into the curriculum. The research process will involve several steps. Initially, consent will be obtained from the school administration, teachers, and parents, and information about the study will be provided to the participants. An initial assessment of the children's creativity will be conducted through observations and informal activities to establish a baseline. Following this, picture storybook-based activities will be introduced in the classroom, where teachers will read the books aloud and engage children in creative tasks like discussions, role-playing, and drawing. The researcher will observe the children's reactions and engagement throughout the intervention period. After the intervention, a post-assessment will be conducted to evaluate any changes in the children's creativity.

Data analysis will be done using thematic analysis, identifying patterns and themes in the collected data. Interview transcripts and observational notes will be organized and coded to highlight key insights related to the enhancement of creativity. The study will compare the children's creativity levels before and after the intervention to determine the effectiveness of the picture storybook approach.

Ethical considerations will be paramount throughout the research process. Informed consent will be obtained from both parents and teachers, and the confidentiality of participants will be protected. The participation of children in the study will be voluntary, and they will have the right to withdraw at any time. The research will ensure that all activities are developmentally appropriate for young children and that their well-being is prioritized.

Several limitations could affect the study. The sample size of 30 children may limit the generalizability of the results, and the study is conducted within a specific educational context, which could influence how the use of picture storybooks is received. Additionally, since the study relies on qualitative methods, the data may be subject to researcher interpretation and bias. This study will contribute valuable insights into the role of picture storybooks in enhancing creativity in early childhood education. It aims to provide evidence for educators, parents, and policymakers on the effectiveness of using storybooks to foster creativity and imaginative thinking. The findings could encourage the adoption of more engaging teaching strategies that support children's cognitive and emotional development in early education settings.

The expected outcomes of the study include a noticeable increase in creativity among the children exposed to picture storybooks. It is anticipated that children will engage more enthusiastically in creative tasks such as drawing, storytelling, and role-playing. Teachers are expected to observe higher levels of participation and engagement in class, and parents may notice improvements in their children's ability to express themselves and think creatively. In conclusion, picture storybooks have the potential to significantly enhance creativity in early childhood education. By incorporating visual storytelling into learning, educators can create a dynamic environment that nurtures creativity, critical thinking, and emotional expression. This research aims to provide strong evidence for the effectiveness of using picture storybooks in early childhood education and encourages further exploration of creative learning techniques.

## **RESULTS**

The results of this study highlight the significant impact that the use of picture storybooks has on the creativity of early childhood children at RA An-Nuur Ratna Chaton. The findings are based on detailed observations, interviews with teachers and parents, as well as analysis of children's activities and engagement during the intervention. These results are

categorized into several key areas, which are explored in-depth in the following sections. One of the most notable outcomes of this research is the increase in children's interest and engagement in learning activities. The introduction of picture storybooks captured the children's attention from the very beginning. The colorful illustrations, engaging characters, and exciting storylines drew children into the learning process. Teachers observed that children were more eager to participate in class discussions, especially when they could connect with the stories being read.

Before the intervention, children showed limited enthusiasm for some learning activities. However, after the introduction of picture storybooks, children were not only more willing to participate, but they also actively looked forward to the next story session. This increased engagement was a direct result of the fun and interactive nature of the picture books, which made learning feel more like an enjoyable experience.

The use of picture storybooks significantly boosted children's creative imagination. During the story sessions, children were encouraged to imagine the settings, characters, and events in the stories. Teachers noticed that after hearing a story, children would often create their own versions of the plot, adding new characters or changing the storyline. This level of creativity was not as evident before the intervention. One example of increased imagination was observed in a drawing activity after reading a story about a magical forest. The children were asked to draw what they imagined the forest would look like, and many children added fantastical elements like talking animals, rainbow-colored trees, and imaginary creatures. This creative output demonstrated the children's ability to think beyond the confines of the story and develop their own ideas.

The intervention also led to noticeable improvements in the children's ability to express themselves. Storybooks provided a rich source of vocabulary and language structures, which children began to incorporate into their daily speech. Teachers noted that children were using more descriptive words and phrases when recounting stories or sharing their own thoughts and ideas. In one example, after reading a story about an adventurous rabbit, a child was able to tell a similar story about their own pet, using complex sentences and vivid descriptions. This ability to express ideas in a more detailed and coherent way was one of the key benefits of using picture storybooks, as they provided a context for children to practice and expand their vocabulary. The stories in the picture books often involved characters facing challenges or solving problems, and this allowed children to develop their own problem-solving skills. Teachers observed that children were more confident in suggesting solutions to problems during classroom activities. For example, after reading a story about a character who had to find their way home, children were encouraged to think about how they would solve similar problems in their own lives.

Through these activities, children developed critical thinking skills as they were asked to predict outcomes or create alternative endings to stories. Teachers also noted that the children started to apply these problem-solving skills in their playtime, often collaborating with peers to work through challenges they encountered during free play. As the children engaged in group activities related to the picture storybooks, such as role-playing and collaborative drawing, their social interaction and cooperation improved. Teachers observed that the children worked together more effectively, discussing ideas and taking turns during creative tasks. For instance, after reading a story about friendship, children were asked to work in pairs to act out scenes from the book. The activity not only improved their communication skills but also taught them the importance of teamwork.

Before the intervention, some children were more reserved and preferred to work alone, but during the study, there was a clear shift toward collaborative work. This was especially noticeable in group activities that required sharing ideas or creating joint projects, such as drawing a shared mural inspired by a storybook.

One of the key impacts of the picture storybooks was the increase in children's participation in storytelling. After hearing a story, children were encouraged to tell their own stories, either alone or in small groups. Teachers reported that the children became

more confident in speaking in front of their peers, and many children who were previously shy began to share their ideas openly. Storytelling activities also encouraged children to think creatively and structure their thoughts in a coherent manner. Teachers noted that some children began to use their imagination to create complex narratives, incorporating details from the storybooks they had heard. This demonstrated a significant growth in their ability to narrate stories, which is an important skill for both academic success and personal expression.

In addition to cognitive and social benefits, the use of picture storybooks also supported the development of children's fine motor skills. After reading certain stories, children participated in related drawing and craft activities, which required them to use scissors, crayons, and markers. Teachers reported that children's fine motor coordination improved as they engaged in these tasks, showing greater control over their drawing tools and creating more detailed artwork. For example, after reading a story about a construction site, children were tasked with drawing different types of vehicles. Over the course of the intervention, their drawings became more intricate, demonstrating improved control over their hand movements and attention to detail. These fine motor skills are foundational for future academic activities, such as writing and reading.

The research also revealed an increase in children's curiosity about books and reading. After engaging with picture storybooks, many children expressed interest in looking at books on their own, even outside of the storytime sessions. Teachers noted that children began asking for books to be read to them more often, and some children even began attempting to "read" the books themselves by retelling the stories from memory. This growing interest in books is a crucial outcome, as it can lead to a lifelong love of reading. Children who develop an early interest in reading are more likely to perform well academically in the future, as reading is a key skill that underpins learning in all subject areas. Teachers observed significant changes in their students' behavior and creativity throughout the intervention. Many teachers expressed that the use of picture storybooks made the learning process more dynamic and enjoyable for both themselves and the children. One teacher noted that the books provided a structured way to introduce new concepts, while also giving children the freedom to explore and create.

Teachers also reported that the picture storybook activities helped them understand the unique interests and abilities of each child. For example, some children were more drawn to visual storytelling and preferred to engage in drawing and role-playing, while others enjoyed discussing the characters and events in the story in more depth. This understanding allowed teachers to tailor their teaching strategies to better suit the needs of individual children. Parents were also interviewed about the impact of picture storybooks on their children. Many parents reported that they had noticed an improvement in their children's creativity, particularly in the way they expressed themselves at home. Some parents mentioned that their children were more eager to share stories, ideas, and artwork with family members, showing increased confidence in their abilities.

Parents also noted that their children were more imaginative in their play. One parent shared that their child had begun using items around the house to create imaginative scenarios, such as pretending a broomstick was a horse or turning a cardboard box into a house. This type of imaginative play is a clear indication that children were internalizing the creative skills they had developed through the use of picture storybooks.

While the overall impact of the picture storybook intervention was positive, some challenges were encountered. One of the difficulties was maintaining the attention of children with shorter attention spans during longer stories. Teachers found that breaking the stories into smaller segments and incorporating interactive elements, such as asking questions and encouraging children to predict what might happen next, helped keep the children engaged. Additionally, some children were initially hesitant to participate in group activities or share their ideas openly. However, over time, as the children became

more comfortable with the process, these challenges diminished. The teachers used encouragement and positive reinforcement to help shy children feel more confident in expressing themselves. The findings of this research strongly support the use of picture storybooks as an effective tool for enhancing creativity in early childhood education. Through increased engagement, imaginative play, improved language skills, and enhanced social interaction, the children involved in the study showed significant development in their creative abilities. Teachers, parents, and children alike reported positive outcomes, making picture storybooks a valuable resource for fostering creativity in young learners.

## **DISCUSSION**

The results of this study reveal the significant role that picture storybooks play in fostering creativity among early childhood children. By examining how these books influence various aspects of children's cognitive and emotional development, the study highlights the benefits of incorporating visual storytelling into the learning environment. The discussion below explores these findings in greater detail, examining the impact of picture storybooks on children's engagement, imagination, problem-solving skills, and overall creativity. One of the key findings is the increase in children's engagement when picture storybooks are introduced into the classroom. Before the intervention, children were less enthusiastic and participated less in classroom activities. However, after the storybooks were incorporated into the curriculum, children became more excited and motivated to participate. This heightened level of engagement can be attributed to the attractive visuals, interesting characters, and captivating plots within the books. This increase in interest is consistent with existing research, which suggests that picture books engage children's attention and improve their participation in learning activities.

Another significant outcome of the study is the boost in children's imagination and creative thinking. The storybooks provided an opportunity for children to explore ideas beyond their immediate reality, encouraging them to think creatively. For example, after hearing a story about a magical forest, children were asked to imagine what it might look like, and many added fantastical details, such as talking animals and colorful trees. This demonstrates their ability to extend the narrative and engage in imaginative play, a key element in developing creativity. This finding aligns with Piaget's theory of cognitive development, which emphasizes the role of imagination in fostering creativity in young children.

The study also found that the use of picture storybooks contributed to the enhancement of children's expressive language skills. The stories introduced children to new vocabulary and sentence structures, which they began using in their own conversations. Children who previously had difficulty expressing themselves verbally began using more descriptive language, indicating a marked improvement in their language abilities. This is supported by Vygotsky's social interactionist theory, which highlights the importance of social interactions in language development and cognitive growth. In addition to improving language skills, picture storybooks also contributed to the development of problem-solving abilities. Many of the stories involved characters who faced challenges and had to find solutions, prompting children to think critically about how they would approach similar situations in real life. This type of problem-solving activity encourages critical thinking and helps children apply these skills to other areas of their lives, both academically and socially. This aligns with findings by Ginsburg, who notes that exposure to problem-solving scenarios in stories helps children develop better critical thinking abilities.

Furthermore, the research revealed that picture storybooks promoted social interaction and collaboration among children. Before the intervention, some children preferred working alone, but after engaging in activities related to the storybooks, they were more willing to collaborate with their peers. Activities such as role-playing and group discussions encouraged children to communicate, share ideas, and work together.

This increase in collaboration helped children develop essential social skills like turn-taking, listening, and negotiating, which are critical for social development and academic success. This result supports research by Burts et al., which found that cooperative learning activities enhance social skills in young children.

The study also highlighted the role of picture storybooks in encouraging self-expression. Through activities such as storytelling and drawing, children were given the opportunity to share their thoughts, emotions, and ideas. This process of self-expression is important for emotional development and confidence-building. Children who engaged in these activities demonstrated increased confidence in their ability to articulate their ideas, which is essential for emotional intelligence and future academic success. The benefits of self-expression align with the work of Goleman, who stresses the importance of emotional intelligence in personal and academic growth.

In terms of physical development, the research found that the creative activities associated with picture storybooks helped enhance children's fine motor skills. After listening to stories, children participated in drawing and crafting activities that required them to use tools like scissors and crayons. Teachers observed improvements in the children's ability to control these tools and create detailed artwork. This enhancement of fine motor skills is essential for future academic tasks, such as writing and drawing, and supports the idea that creative activities contribute to the development of physical coordination. The study also showed that picture storybooks increased children's curiosity about books and reading. Many children who previously showed little interest in reading began requesting books to be read to them more often. Some children even began attempting to "read" the stories themselves, demonstrating a growing interest in books. This newfound curiosity about reading is important because early exposure to reading is linked to later academic success. Cunningham and Stanovich's research underscores the importance of developing reading habits at an early age, as it has a significant impact on children's future learning.

The teachers' reflections on the use of picture storybooks were overwhelmingly positive. They reported that the storybooks made learning more dynamic and engaging. Teachers also noted that the books provided a structured way to introduce new concepts, such as emotions, problem-solving, and social relationships, while still allowing children the freedom to explore and create. Additionally, teachers found that the storybooks offered insights into the children's interests, enabling them to personalize learning experiences to better meet the children's needs. This personalized approach to teaching is essential for fostering an engaging and supportive learning environment.

Parental feedback was also valuable in assessing the impact of picture storybooks. Many parents reported noticing positive changes in their children's creativity, particularly in the way they engaged in imaginative play at home. Some parents shared that their children began using everyday objects to create imaginative scenarios, demonstrating the transfer of creative skills learned at school into their home life. This suggests that the benefits of picture storybooks extend beyond the classroom, reinforcing the idea that early educational experiences can have a lasting impact on children's creativity and development.

While the results were largely positive, the study did face some challenges. One challenge was keeping children with shorter attention spans engaged during longer story sessions. To address this, teachers broke the stories into shorter segments and included interactive elements, such as asking questions and encouraging children to predict what might happen next. This approach helped maintain the children's attention and kept them involved in the storytelling process. Additionally, some children were initially hesitant to participate in group activities, particularly those who were more introverted. However, over time, these children became more comfortable expressing themselves and collaborating with their peers. These challenges suggest that while picture storybooks are highly beneficial, teachers need to be adaptable and use varied strategies to accommodate the diverse needs of children.



The results of this study show that the use of picture storybooks significantly enhanced the creativity of early childhood children at RA An-Nuur Ratna Chaton. Children exhibited increased engagement during learning activities, particularly when picture storybooks were introduced. They became more motivated to participate in classroom discussions and activities, demonstrating a higher level of enthusiasm for learning. The interactive and visually stimulating nature of the picture storybooks played a key role in capturing the children's attention, making learning more enjoyable and effective. Additionally, the study revealed improvements in children's imaginative and creative thinking. After engaging with the storybooks, children were able to extend the stories, add their own interpretations, and participate in imaginative play. This ability to think beyond the literal aspects of the stories showcased the development of their creativity. The activities, such as role-playing and drawing inspired by the stories, encouraged children to use their imagination and apply creative solutions to the scenarios they encountered, which helped foster critical thinking and problem-solving skills.

Furthermore, the study found significant progress in the children's language and communication skills. Exposure to new vocabulary and sentence structures through the storybooks led to improved verbal expression, with children using more descriptive language when talking about the stories. Social interactions were also positively affected, as children collaborated with their peers during group activities, developing important social skills such as cooperation and sharing ideas. These findings indicate that picture storybooks not only support cognitive development but also enhance emotional and social growth in early childhood education.

In conclusion, the use of picture storybooks has proven to be a highly effective tool in enhancing creativity among early childhood children. The study demonstrated that picture storybooks foster engagement, imagination, language development, problem-solving skills, social interaction, self-expression, and fine motor skills. These books also sparked a love for reading and helped children develop essential skills for their academic and personal growth. The positive feedback from teachers and parents further emphasizes the importance of incorporating picture storybooks into early childhood education. By providing a multi-dimensional learning experience, picture storybooks can play a crucial role in shaping the cognitive and emotional development of young children, making them an invaluable resource in early education.

## **CONCLUSION**

The findings of this study highlight the significant role of picture storybooks in enhancing creativity among early childhood children at RA An-Nuur Ratna Chaton. The use of picture storybooks as an educational tool contributed to various aspects of children's development, particularly in fostering engagement, imagination, language skills, problem-solving abilities, social interaction, and self-expression. These outcomes suggest that incorporating picture storybooks into early childhood education can provide numerous benefits for children's cognitive, emotional, and social growth. One of the most prominent effects observed was the increased engagement of children in learning activities. The visual appeal and narrative structure of the storybooks drew children's attention, making them more motivated and active participants in the classroom. This heightened engagement is essential, as it encourages children to be more involved in their learning and to retain information more effectively. The study demonstrates that using picture storybooks can transform a traditional learning environment into an interactive and exciting space for young learners. The study also emphasized the positive impact of picture storybooks on children's imagination and creative thinking. As the children explored the fantastical elements of the stories, they were encouraged to extend their ideas, think beyond their immediate environment, and create their own interpretations. This kind of imaginative play is a crucial component of creativity and problem-solving, helping children develop cognitive flexibility and the ability to think critically in various

situations. The findings align with established theories in child development, which emphasize the importance of imaginative play in fostering creativity. In addition to cognitive development, the study revealed significant improvements in the children's expressive language skills. Exposure to new vocabulary and sentence structures through storybooks enabled children to better articulate their thoughts and ideas, fostering more advanced verbal communication. The interactive nature of the storytelling process further supported language development, as children were encouraged to engage in discussions and share their own interpretations of the stories. This growth in language skills is critical for both academic success and personal development. The research also highlighted the benefits of picture storybooks in promoting social interaction and collaboration among children. Through group activities, role-playing, and discussions, children learned to work together, share ideas, and develop essential social skills such as listening, empathy, and cooperation. These skills are vital for creating a positive classroom environment and building strong interpersonal relationships. The study suggests that picture storybooks can serve as an effective tool for fostering not only individual creativity but also collective learning and teamwork. In conclusion, the study underscores the importance of using picture storybooks in early childhood education as a means to enhance creativity and support holistic child development. By offering a rich, multisensory learning experience, picture storybooks stimulate engagement, encourage imaginative thinking, improve language skills, promote problem-solving, and foster social collaboration. As such, educators and parents are encouraged to incorporate picture storybooks into daily learning routines to maximize children's creative potential and provide them with a strong foundation for future learning and growth.

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