

GUIDANCE AND COUNSELING MEDIA TO DEVELOP CHILDREN'S LANGUAGE CREATIVITY AT ELEMENTARY LEVEL

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Abstract

Creativity is an important element in the development of an individual's potential. However, in the current conditions, the development of creativity still cannot be carried out optimally. Minimal creativity development can result in an ineffective teaching and learning process. A way that is seen as being able to develop creativity is to provide facilities to students through guidance services that have direction and purpose. Guidance and counseling media always consist of two important elements, namely the elements of equipment or hardware (hardware) and the elements of the message they carry (message/software). Software is the information or guidance and counseling material itself that will be conveyed to the counsellee, while the hardware is the means or equipment used to present the guidance and counseling message/material. Creativity requires both novelty and benefit which implies that an idea or concept may be new but if there is any use it cannot be termed as creative and vice versa. Creativity is the ability to create new forms, new cognitive structures, and new products, which may be physical, such as technology, or symbolic. This type of research in this paper uses qualitative research methods with a case study approach with a case study type. Collecting data through observation, and documentation of interviews conducted by Elementary Schools. The data obtained from various sources were then analyzed using descriptive analysis methods. Research results found that in communication, there are often barriers that prevent messages or information from being conveyed precisely and accurately. Therefore, the counseling teacher needs an intermediary in the form of guidance and counseling media. The ability to communicate, express what we think, and also catch the message conveyed by our interlocutor. Language can be a method of developing children's creativity because language is considered a way for children to be able to express what they experience and feel.

Keywords: Media for Guidance and Counseling on Elementary Level Children's Language Creativity

1. Introduction

Creativity is an important part of students that must be developed to develop their potential. According to Suwardjo & Eliasa (2010), creativity is a process of thinking of various ideas in dealing with a problem. The process of thinking of an idea is an exciting thing for creative students. Creativity is a process of thinking by generating new ideas and communicating with innovative methods. In addition, the meaning of creativity is considered as a thought idea with a different point of view and has the direction of finding an innovation.

Creativity is an important element in developing the potential of an individual, but the current condition of creativity development still cannot be done optimally. Minimal creativity development can result in an ineffective teaching and learning process. A way that is considered to develop creativity is by providing facilities to students through guidance services that have direction and purpose. According to Suwardjo and Eliasa (2010), creativity is a form of the thinking process of various ideas to deal with problems where this process plays various ideas fun and a good challenge for creative students. Meanwhile, according to Nurihsan & Yusuf (2009), creativity is the ability to provide a new idea and have the ability to solve problems. The



characteristics of creativity consist of two parts, namely cognitive and non-cognitive. The characteristics of cognitive creativity are fluency, flexibility, originality, elaboration, and reinterpretation in the thinking process. Meanwhile, non-cognitive characteristics are motivation, attitude, curiosity, and love to ask questions and seek new experiences. (Aniek. 2019).

Creativity is a specific attitudinal state that is almost impossible to mold in a complex way. Creativity can be interpreted in different ways depending on how and by whom it is expressed. In personal matters, creativity is related to one's need to solve daily problems such as work or life. Individuals need to think about how to solve the problems they face. In other words, creativity is needed by every individual to continue living. (Sulaiman. 2022). Creativity is the ability to create new combinations based on existing data, information, or elements. It reflects all the experiences and knowledge gained throughout his life in school, family, and society. Each person's experience is different because what is experienced is subjective and influenced by the contents of his memory (Munandar, 1999: 29).

The guidance and counseling process is a communication process, meaning that there is a process of delivering messages from a person (message source) to a person or group of people (message recipient). As a form of communication, guidance and counseling services require media to support the achievement of goals. The counseling process is a collaborative activity between counselors and counsees to achieve certain goals. The counseling process on the one hand can be an exhilarating activity because of the fun process that leads to finding solutions to problems, but it can also be a tedious activity because it uses other monotonous approaches and methods. Seeing this condition, the counselor is required to be able to use various techniques and approaches that can improve the counseling process to be more creative and innovative so that the counseling process can run effectively and meaningfully for counseling. (Taufik 2022).

Creativity needs to be developed. Wahyuni (2013:106) states that "schools as educational institutions have a major contribution to the development of student creativity". The quality of education in schools will be determined by the teaching and learning process. Although not the only determinant of the birth of creative people, teachers who act as teachers and mentors of students, are responsible for developing student creativity, both through learning in the classroom independently and through collaborative activities with related parties (Afdal, 2015; Afdal, Surya, Syamsu, & Uman, 2014).

In the learning process, teachers should be able to apply various learning methods and strategies that can develop student potential and also be able to stimulate the growth and development of student creativity. Creative students can be seen in how they learn. Usually, students who are smart in the subjects taught by the teacher indicate that the student is creative. (Arrahmil. 2018). The relevance of information media development in guidance and counseling with current technology is important. Learners' lifestyles, which use social media and online sources as sources of information, become input in the development of guidance and counseling information media. Effective information media must be by the characteristics of its target, including the lifestyle of students. (Ahmad.2018).

As with the word guidance, there are so many experts in defining the word counseling that it is not necessary to discuss at length about the term, in short, counseling is technical and special in its service process and from the aspect of problems experienced by individuals if it is classified as severe then the handling is a counseling approach. The two terms guidance and counseling are always used together and mean the same but not similar, as previously described. For more details, it can be concluded that the definition of Guidance and Counseling is an assistance effort given by counselors to students to understand their potential, understand their environment, and

plan their future, to lead to self-adjustment in all aspects of life. In other words, with guidance and counseling (BK) efforts as much as possible students know, accept themselves, and know and accept the environment positively and dynamically, and can make decisions, direct and realize themselves effectively and productively by the desired role in the future. (Faizah. 2015).

Learning is an effort or activity to achieve something new, without the acquisition of something new, an activity cannot be said to be learning. Prayitno says learning is an effort to master something new. Learning is a relatively permanent and potential behavior, that occurs as a result of practice or reinforcement based on goals to achieve certain goals. One of the core of learning is being able to solve problems in learning, students should be accustomed to working on problems that do not only require a good memory. Especially in the global era, the ability to think critically, creatively, logically, and rationally is increasingly needed. Therefore, in addition to being given challenging problems during class. A teacher can also start the learning process by proposing problems that are challenging and interesting enough for students. (Nuzliah.2015).

The word "media" comes from the Latin word, which is the plural form of the word "medium". The word has the meaning of intermediary or introducer. According to Heinrich et al (1982), media is a communication channel tool. Media comes from Latin and is the plural form of the word "medium" which means "intermediary", namely the intermediary of the message source (a source) with the message receiver (a receiver). Heinrich gave examples of media such as movies, television, diagrams, printed materials, computers, and instructors. Examples of these media can be considered guidance and counseling media if they carry messages to achieve guidance and counseling goals.

Guidance and counseling media is anything that can be used to channel guidance and counseling messages that can stimulate the thoughts, feelings, attention, and willingness of counselees to understand themselves, direct themselves, make decisions, and solve the problems they face. Guidance and counseling media always consists of two important elements, namely the element of equipment or hardware (hardware) and the element of the message it carries (message/software). Software is the information or guidance and counseling material itself that will be delivered to the counselee, while the hardware is the means or equipment used to present the guidance and counseling message/material.

Etymologically, the word "media" is the plural form of "medium", which comes from the Latin "medius" which means middle. While in Indonesian, the word "medium" can be interpreted as "between" or "medium" so that the definition of media can lead to something that delivers or transmits information (messages) between the source (messenger) and the recipient of the message. Media can be interpreted as a form and channel that can be used in the process of presenting information (Effendi and Murinto, 2014: 344). Media is a means of conveying messages or information in the form of books, journals, audio, video, applications, films, and so on which can change and develop at any time for the demands of the times and the need for information that is always updated.

Arsyad (2017: 4) The National Education Association (NEA) defines media as forms of communication both printed and audiovisual and their equipment; thus, seen, heard, or read. According to Gagne (Mahnun, 2012: 27) states that media are various types of components in the learner's environment that can stimulate him to learn. Media can direct or forward information (messages) between the source and receiver of the message. So that the media can be interpreted as a form and channel in the form of a tool in conveying information in the form of books, videos, audio, and others that are found in the times and user needs.

So, guidance and counseling media is everything that can be used to channel guidance and counseling messages that can stimulate the thoughts, feelings, attention, and willingness of students/counselees to understand themselves, direct themselves, make decisions, and solve problems faced. So the guidance and counseling media is a container of messages from guidance and counseling service materials that will be delivered with the aim that students achieve optimal development. Creativity is a potential that every human being has and is not received from outside the individual. In this life, creativity is very important, because creativity is an ability that is very meaningful in the process of human life. According to Conny Semiawan (2009: 7), creativity is the ability to provide new ideas and apply them in problem-solving.

Zarrin S Siddiqui (2003: 36), states creativity is a skill and attitude required in generating ideas and products that are relatively new, high in quality, and appropriate for the task at hand. Creativity comes from the word "creative" which has inventiveness, or the ability to create (Poerwadarminto, 1984: 526). Creativity requires both novelty and usefulness which implies that an idea or concept may be new but if there is a use for it, it cannot be called creative and vice versa. Creativity is the ability to realize new forms, new cognitive structures, and new products, which may be physical such as technology, or symbolic and abstract such as definitions, formulas, literary works, or paintings (Hari Amirullah Rachman, 2004: 84).

Rhodes (in Utami Munandar, 1999: 23) has analyzed more than 40 definitions of creativity and concluded that in general creativity is formulated in personal terms (person). According to Rhodes, creativity can also be viewed from personal and environmental conditions that encourage (press) individuals to creative behavior, so these four types of creativity by Rhodes are called the Four P's of Creativity: Person, Press, Process, and Product. Creativity contains several definitions. Lawrence (Suratno, 1990: 24) states that creativity is an idea or human thought that is innovative, useful, and understandable so that the results of children's new thoughts are a form of creativity from individual children. Yuliani Nurani Sujiono (2005: 134) believes that the creativity shown by children is an original form of creativity with an uncontrollable frequency of occurrence.

Creativity is a trait possessed by someone who has creativity. This is because only creative people have creative and original ideas. People will become creative if stimulated early on. Children are said to be creative if they can produce products creatively and do not depend on others, which means that in satisfying themselves not because of external pressure. Amabile (Suratno, 1990: 10) explains that internal or intrinsic motivation is created by itself and encourages creativity. And it will take place under certain mental conditions. Utami Munandar in (Muharam, 1992: 28) states that creativity can be divided into three definitions, namely: First, the ability to create new conditions, based on existing data, information, and elements (inventiveness). Second, the ability to use available data or information. Third, the ability that reflects fluency, flexibility, and purity (original) in developing and enriching ideas. Specifically, creativity in art is defined as the ability to discover, create, create, redesign, and combine new and old ideas into new combinations that are visualized in the composition of an artwork supported by the skillful abilities it has (Directorate General of Higher Education, 2005: 11). Usually people interpret creativity as inventiveness, which is the ability to create new things. Creativity does not need to be new things at all, but is a combination of things that have existed before, namely based on information, data, or experiences that a person has gained during his life (Utami Munandar, 1999: 47). The more experience and knowledge one has, the more likely one is to utilize them to be creatively busy.

Understanding where children are in the development of creativity needs to be considered. Creativity in this study is developed through drawing activities. The characteristics of children's creativity carried out through drawing activities are creative expressions of children's art. To understand children's creativity, it is necessary to consider the characteristics of children's actions in general that show creativity. Paul Torrance from the University of Georgia (Suratno, 2005: 11) mentioned the characteristics of children's actions that show creativity are as follows; 1) Creative learning, 2) Long attention span, 3) Able to organize the amazing, 4) Can return to something familiar and see it from a different way, 5) Learn a lot through fantasy and solve problems using his experience, 6) Enjoy playing with words and places as a natural storyteller.

Increasing creativity can be done with a variety of experimental and exploratory activities that can be carried out by children. The task of teachers, parents, and people close to children needs to understand how to facilitate children so that creativity emerges as an indispensable force for their future life. The characteristics of children's creativity can be known through observation of children's behavior that is different from children's in general. Differences in children's behavior usually make parents anxious and parents who do not understand the characteristics of creative children usually consider them as naughty children.

Talent in the form of creativity will grow and develop if supported by possible facilities and opportunities. Parents and teachers must realize the diversity of children's talents and creativity. How to educate and nurture children must be adjusted to the personality and speed of each child, so that there is no emphasis or coercion in educating children. The application of the 4 P approach (Personal, Encouragement, Process, and Product) in developing creativity according to Utami Munandar (2009: 89) can influence children's behavior in displaying creative personal characteristics.

In the Complete Indonesian Dictionary, language is a system of sound symbols used by a society to interact, meaning that language is a series of sound symbols both spoken and written, and used by the community to interact with people and the surrounding environment. Meanwhile, according to Dickinson (2014: 4-18): the definition of language is a literacy activity that provides vocabulary, vocabulary structure, and vocabulary meaning in writing which is found after the word is written, meaning that language is an activity that provides vocabulary and vocabulary structure that forms a word so that the vocabulary has meaning and can be understood by others.

The definition of language is the sounds used by every nation to express its intentions. In this sense, language is a voice to express certain intentions to be understood by others. The definition of language according to Hurlock (1999: 176) is any means of communication by symbolizing thoughts and feelings to convey meaning to others. Language forms differ in content and function. The choice of words used in speaking will be different from those used in writing. Facial expressions, body language, and voice intonation in speaking can change the meaning of the language conveyed. Language is used to express individual uniqueness. According to Bromley (1992), there are 5 kinds of language functions, namely:

- a. Language describes individual wants and needs. Early childhood describes words that can satisfy their primary needs and wants.
- b. Language can change and control behavior. Children learn that they can influence the environment and direct adult behavior by using language.
- c. Language aids cognitive development. Language symbolically describes real and unreal things. Language allows us to recall information and relate it to newly acquired information. Language also plays a role in making inferences about the past, present, and future.

- d. Language helps to strengthen interactions with others. Language plays a role in maintaining the child's relationship with others.
- e. Language expresses individual uniqueness. Children express personal opinions and feelings in ways that are different from others.
- f. Children communicate their needs, thoughts, and feelings through language with words that have unique meanings. Children have limitations in understanding language from the perspective of others. The development of language symbols in children greatly influences their ability to learn to understand language from the perspective of others and improve their ability to solve problems.

Based on Bromley's theory, it can be concluded that the function of language for children is to explain desires and help interact with others and as a means of communicating their needs, thoughts, and feelings so that children can learn to understand language from the perspective of others and improve their ability to solve problems.

2. Method

The type of research in this paper uses qualitative research methods with a case study approach with a type of case study. The data obtained from various sources is then analyzed using the descriptive analysis method. The descriptive analysis method is used to obtain legitimate information results which are then presented in the form of descriptions and given understanding and explanation. Then the data obtained is used to be applied in the applicative demonstration of impact counseling theory by utilizing simple media.

3. Results and Discussion

3.1. Results

3.1.1. Child Counseling Guidance Media

Guidance and counseling services are a communication process between counselors (counseling teachers) and counselees, namely students who get counseling services either individually, in groups, or classically. In communication, there are often barriers that cause messages or information cannot be conveyed precisely and accurately. Therefore, the counseling teacher needs an intermediary in the form of guidance and counseling media. The use of media in counseling services aims to help counseling teachers minimize the possibility of message distortion, and increase the effectiveness of achieving the objectives of guidance and counseling services.

In providing information services, both to students, parents, and the community, to clarify the content of the information and facilitate the capture of meaning for the audience, a set of media is needed. The media can be in the form of flyers, leaflets, booklets, printed materials, graphics, pictures, posters, and guidance boards.

The first type of media according to its function as a means of conveying information is leaflets. According to its characteristics, a leaflet is information contained in one (1) page (can be quarto, folio, and/or A4 size). Therefore, if it is forced to make a leaflet of more than one page (either alternating pages on one sheet, or pages on another sheet), then the leaflet becomes less interesting to read.

If this is information on other pages can be skipped over and/or not read. Based on this characteristic, counseling teachers need to consider the amount of

information written in the leaflet. If the content of the information is not enough to be written on one page, then other media must be chosen by the guidance and counseling material to be informed.

In addition to leaflets, there are leaflet media, which is in the form of a brochure made on two pages back to back. The sheet is folded into several parts, thus accommodating detailed information. In its presentation, each page consists of several sub-pages (usually consisting of 3-4 sub-pages).

The total number of sub-pages in the brochure in the form of a leaflet is 6-8. The characteristic of a leaflet is that it can include a larger amount of information (because it consists of two pages divided into 6-8 sub-pages). Often found in leaflets not only information in the form of words, and sentences, but can also present images to further clarify the content of the information.

Leaflets generally have a more attractive appearance due to their harmonious shape (length and width are usually harmonious) compared to flyers that only contain one page, especially if they are printed using Luks paper which is currently not difficult to find.

Furthermore, the media is packaged in the form of booklets, which are in the form of books. Print media in the form of a book, is not determined by the number of pages and size but is adjusted to the objectives and target groups that use the book. The important thing that concerns the writer/designer of the booklet is the attractiveness of both appearance and content.

In terms of appearance, it involves the size and number of pages. Usually, books look attractive if they are easy to carry and the paper quality is good. Therefore, the booklet as an information media in the implementation of the counseling program is made in size similar to a "*pocketbook*" with easy to carry everywhere. Likewise, the number of pages can affect the appearance of the booklet.

Booklets in the form of pocketbooks, if they contain many pages to tens or even hundreds of pages, must be less attractive, so that students become lazy to carry them because they will burden them. Furthermore, what booklet designers must consider is the content of the information. Although the booklet can contain as much information as possible because there is no page limit, it should not cause a burden to students.

3.1.2. Children's Language Creativity

The ability to communicate, express what we think, and also to capture the messages conveyed by our interlocutors. language can be one method of developing children's creativity because language is considered a way for children to be able to express what they experience and feel. Although the language and words used by children are less clearly heard and less understood by us. Moreover, we often observe children who often play while talking to themselves as if they and their toys understand each other. Smilansky in Beaty (1994) says that the function of language in children is to imitate what is said by adults, as a tool to describe a situation and condition and organize the course of the game.

We can develop creativity in early childhood through language. We can use activities such as storytelling. Storytelling is an activity that children love, there are even some children who are often told stories before bed. This storytelling activity can stimulate children's interest in reading when children are fluent in reading, certainly, children are also fluent in language. This storytelling activity can use media such as storybooks, hand puppets, and finger puppets. When the storytelling activity is over, invite the child to retell

the story that has just been told. Also, ask about the message conveyed by the fairy tale. This retelling activity can help children to process words, strengthen memories, and can also smooth their speech.

The next activity is a question-and-answer activity. In this activity, the teacher guides the child to tell a simple story. Such as who the family members are, what activities the child does at home, and also what favorite toys the child has. When receiving these questions, children tend to remember and say what they remember. The teacher is in charge of guiding children who have difficulty expressing their words. This activity is very simple and can be done even without media.

Next, the teacher can provide role-playing activities. Here the teacher's job is to explain in advance the activities that will be carried out. Then divide several children to play a predetermined role. Before starting the teacher directs each child regarding the role he/she brings. In this role-play activity, children will learn to say conversations that have previously been directed by the teacher. In this activity, children will experience direct experience in language learning.

Developing language in early childhood means developing early literacy in children through various script-rich play activities. Literacy can be defined as the knowledge of skills related to reading, writing, speaking, and listening that are necessary for effective functioning in society.

a. Language Play

These games can use clothes, accessories, songs, and dances that can dramatize a story in a way that children enjoy. This kind of play involves children in experiencing language engagement and helps them understand the need to read to understand something.

b. Singing Language Play with Children

Music and singing are important in developing sound recognition and sounds, especially those used to pronounce letters. In addition, singing songs that include rhythms and stories can help children to learn new letters as they understand the rhythm and content of the song. It also helps to develop children's ability to create their content and songs. Many children are naturally drawn to mumbling or singing songs. It is also beneficial to build on the child's interest in music and enhance the child's literacy development at the same time. This can be done by playing alphabet song games with the child by finding objects for example that start with the letter "B" ball, doll, flower, and so on. Parents can help them to explain the vocabulary that the children mention.

c. Playing with your own game

In this game, it can be done for example by collecting objects that begin with the letter "D", such as leaves, dice, donuts, duke, etc. It can also be done by mentioning words that begin with the letter "B" such as ball, stone, book, sponge, brick, etc.

d. Play Picture Reading with Children

When reading with your child, ask them to explain what the story is about. Reading together helps children to express themselves verbally. Research shows that children learn more about letters and vocabulary when parents read with them. As well as asking children to tell the stories they read.

e. Playing with blocks

When children play with blocks, there is a lot to be gained. Parents can compare, explain, and then develop vocabulary skills related to various shapes. Children Like to Ask Questions? It's a budding scientist's instinct. For example, the shape of buildings, towers, bridges, or natural structures such as trees, rocks, and mountains. This is to learn vocabulary about structures. Play develops language as children talk with you, compare, explain, and name the structures they have created.

f. Play Reading Lanatang

Teachers can ask parents to introduce books to children and try to attract children's interest in books by reading aloud. Reading aloud is done by the father/mother reading the words written in the book in a loud voice. The position of the book is facing the child so that the child can see the pictures and writing. Reading aloud can be done to build children's interest in books from the beginning, children learn new vocabulary, rhythm, and proper intonation when listening to reading, improve listening skills, understand language, and build imagination through the stories they hear. The read-aloud technique can be done by reading aloud every day using books that the child is familiar with and new books, choosing books that match the child's interests so that the child is interested in hearing them, introducing a brief outline of the book's story before reading it, reading with a clear voice and intonation with appropriate facial expressions and body movements, providing explanations when parents read the story. Also, introduce how to hold and open the book, mention the title of the book, author, and character on the book cover.

g. Play Sticky Literacy

To support literacy skills in children, it is necessary to develop a literacy-rich environment. Teachers need to convey to parents that a literacy-rich environment can be done by labeling or writing on objects that can be reached by children, shelves, containers that contain tools and play materials, making letter and number prints from playdough, writing words in storybooks, and others.

4. Conclusion

Creativity is a trait possessed by someone who has creativity. This is because only creative people have creative and original ideas. People will become creative if stimulated early on. Children are said to be creative if they can produce products creatively and do not depend on others, which means that in satisfying themselves not because of external pressure. language is different in content and function the choice of words used in speaking will be different from those used in writing. Facial expressions, body language, and voice intonation in speaking can change the meaning of the language conveyed.

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