

The Effect of Teacher Communication Through Storytelling Method on the Creativity Level of Kindergarten Students in Bekasi City

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Abstract

Children's creativity can be increased through learning methods. Creativity in kindergarten student learning aims to develop students' curiosity and develop their imagination. It is suspected that teacher communication in telling a story using the storytelling method will help increase student creativity in Kindergarten in the city of Bekasi. This study aims to: 1) analyze the effect of teacher communication variables on the creativity level of kindergarten students in Bekasi City. 2) analyze the storytelling method variable as a mediator variable between teacher communication and students' creativity level. The research method uses the quantitative-correlation method, namely calculating the relationship between variables using the SPSS application and the Sobel calculator to calculate the mediator variable, whether it can be used as a mediator variable after being calculated by using a Sobel calculator. The population of this study was kindergarten students in Bekasi City who were taken randomly. The research sample was determined in kindergarten schools using the storytelling method as a learning method. Randomly selected, namely private kindergarten "Islam Mentari" and Islamic kindergarten "Gema Nurani". Of the two kindergartens, the respondents were parents of students from the two kindergartens. as many as 60 parents of students, namely 30 parents of Mentari Islam students, and 30 parents of "Gema Nurani" students. The results showed 1) there was an influence of teacher communication variables on the creativity level of kindergarten students in Bekasi City. The value of $R = 0.381$, and $R^2 = 0.145$, so it can be said that teacher communication contributes to the storytelling method by 14.5%. This means that there is an influence of teacher communication of 14.5%, and the remaining 85.5% is influenced by other variables not examined in this study 2) there is an effect of teacher communication on the level of creativity of students, and the storytelling method as a mediator is significant at the level of $p = 0.05$. Results of the Sobel Calculator calculation, can be explained that the Sobel test value is test statistic value = 2.080, standard error value = 0.090, P-value = 0.038. it can be seen that the value is $2,080 > p\text{-value} = 0.038$, meaning that the Sobel Test calculation shows a significant level of = 0.05, indicating that the Storytelling method can be a mediator variable. This means that the test results show that the storytelling method can be a mediator variable in research between teacher communication variables and students' creativity levels.

Keywords: *Creative, Storytelling, Kindergarten*



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INTRODUCTION

Children's education at the age of 3-6 years as an effort to foster parents and schools that are adapted to the child's development. Early childhood education is the most basic education and occupies a position as a golden age and is very strategic in the development of human resources. According to Mursid (2015), Education for early childhood, the main goal is to direct children to be brave to say something, so that verbal communication of children develops.

Kindergarten-level learning needs to be developed to direct children to be happier. The main thing to aim for from children's education in kindergarten is how children feel comfortable in a learning environment with their friends. Schools must direct the emergence of potential that develops creativity in students.

Children's creativity in school depends on the teacher who guides and teaches. Especially the way the teacher communicates to the students. The teacher as a communicator conveys the subject matter as a message to his students as a communicant. The task of the teacher as a communicator is to utilize specific potentials and signs or symbols as symbols to be conveyed to students, using teaching communication. Communication in teaching is defined as communication in learning.

Montesori, (2008), in Holis (2016) explains, when a child is two and a half years old, a child only has two or three hundred vocabulary words but at the age of up to six years, he can master thousands of words. Learning using the Storytelling method will help shape children's personal and morals, channel the needs of children's imagination and fantasy, stimulate children's verbal abilities, stimulate children's writing and reading interests, open children's knowledge horizons. Storytelling is a method that can accommodate children's ability to imagine and fantasize. (Sanrock, 2007), explains that learning with the storytelling method will be able to produce language sound skills, recognize words and even slowly produce a series of complex or minimal consonants in children. The Storytelling method will increase the vocabulary of the child.

According to Hurlock (1978), in Antika, A.R. (2019), creativity cannot develop automatically but requires stimulation from the environment. There are several conditions and factors that affect creativity, namely:

- 1) Time; Children's activities should not be arranged in such a way that there is little free time for them to play with ideas and concepts and try new and original forms.
- 2) Opportunity to be alone; Children need alone time and opportunities to develop a rich, imaginative life.
- 3) Encouragement; Regardless of how well children's achievements meet adult standards, they should be encouraged to be creative and free from ridicule and criticism.
- 4) Facilities; Facilities for play and later other means must be provided to stimulate the impulse of experimentation and exploration, which are essential elements of all creativity.
- 5) Stimulation from the environment; The home and school environment should stimulate creativity by providing guidance and encouragement to use the means that will encourage creativity.
- 6) The relationship between parents and children is not possessive; Parents who are not overly protective or possessive of their children encourage their children to be independent and confident, two qualities that strongly support creativity.
- 7) How to educate children; Educating in a democratic and permissive way in the home and school enhances creativity. While educating in an authoritarian manner extinguishes it.
- 8) Opportunity to acquire knowledge; The more knowledge a child can acquire, the better the basis for achieving creative results.

Students in kindergarten, in addition to their young age, also need affection from the adults around them. So that learning patterns that make kindergarten students feel comfortable need to be developed. This is the focus of this research. The initial assumption of this study is that it is suspected that teacher communication in teaching in kindergarten can affect the level of creativity of kindergarten students mediated by the Storytelling Method will help students to develop creativity in the ability to develop potential.

The urgency of this research is to develop learning methods for kindergarten students in Bekasi City. and besides that the storytelling method can be a mediator in increasing student creativity. For this reason, the research questions are as follows:

- 1) Does the teacher's communication variable affect the creativity level of kindergarten students in Bekasi City?
- 2) Does the storytelling method variable as a mediator affect the creativity level of kindergarten students in Bekasi City?

LITERATURE REVIEW

Teacher Communication

Theodore Herbert (in Majid 2013) says that communication is a process in which the meaning of knowledge is transferred from one person to another, usually with the intention of achieving some specific goal. Communication can be defined as an effort to transfer knowledge between humans with the aim of changing the thoughts, attitudes, and behavior of the recipient of the message to fulfill the wishes of the communicator.

The communication process according to Dirman & Junarsih (2014) is essentially that the communication process is the process of conveying thoughts or ideas or feelings by someone (the communicator) to another person (the communicant). The communication process can be interpreted as the process of delivering something from one person to another by using the feelings that arise in the mind of a communicator to the communicant. According to Majid (2013) that communication is distinguished from verbal communication and non-verbal communication. Verbal communication is communication that uses language, both written and spoken language. While non-verbal communication is communication that uses signs, gestures, pictures, symbols, facial expressions, and the like.

According to Sudjana, (2014) there are three patterns of communication in the process of interaction between teachers and students. 1) one-way communication pattern, namely the teacher has an active role and the children are passive. One-way communication patterns tend to be teacher-centered where children just listen silently without any interaction. 2) two-way communication patterns, namely teachers and children. There is interaction between the teacher and together in expressing opinions that will be conveyed such as questions and answers and conversing in the learning process. 3) the pattern of multi-directional communication, namely multi-directional communication in the learning process allows the exchange of information between teachers and children and children to children. The classroom atmosphere in this communication makes the class "live" and the children are more active in learning.

In essence, the learning process is an interaction between teachers and students in the classroom in which there is interaction between teachers and students in communication. According to Dirman and Juarsih (2014), communication in the learning process is the process of conveying messages between teachers (communicators) to students (communicants) both using verbal language (oral) and nonverbal language (signs) with the aim that students are able to understand the material presented by the teacher. either verbally or nonverbally. The message conveyed by the teacher can be in the form of knowledge, ideas, or experience.

According to Harold Lasswel, in Budyatna, (2015) the communication process includes the following elements;

- a. Sender / Conveyor of information: a communicator who conveys a message to a person or a number of people.
- b. Encoding, namely encoding, the process of transferring thoughts into the form of symbols.
- c. Message, which is a message which is a set of meaningful symbols conveyed by the communicator.
- d. Media, namely the communication channel where the message passes from the communicator to the communicant.
- e. Decoding, namely decoding, the process by which the communicant assigns meaning to the symbols conveyed by the communicator to him.
- f. Receiver, namely the communicant who receives messages from the communicator.

- g. Response, which is a response, a set of reactions from the communicant after being hit by a message.
- h. Feedback, namely feedback, the communicant's response is submitted to the communicator.
- i. Noise, which is an unplanned disturbance that occurs in the communication process as a result of receiving another message by the communicant that is different from the message conveyed by the communicator to him.

Effective communication can be said to be if it has signs that can be seen and felt by the sender and recipient of the message. According to Stewart L. Tubbs and Sylvia Moss in Sumantri, (2015), there are five signs of effective communication including:

- a) Understanding Understanding means careful acceptance and content of stimulation as intended by the communicator. Failure to receive the contents of the message carefully is called a primary breakdown in communication.
- b) Pleasure This communication is commonly called phatic communication, intended to cause pleasure. This communication is what makes our relationship warm, intimate, and fun.
- c) Influencing attitudes Humans in communicating hope to be able to influence the attitudes of others to behave in accordance with what we expect. For example, teachers want to invite their students to love science more, placing advertisements to stimulate consumers to buy. All these communications are persuasive types of communication. This communication requires an understanding of the factors in the communicator, and the message that has an effect on the communicant.
- d) Good social relationships Social needs are the need to add and maintain satisfying relationships with others in terms of interaction and association (inclusion), control and power (control), and love and affection (affection).
- e) The act of persuasion as communication to influence attitudes. Attitudes are shown to give birth to actions that occur. Taking concrete action is indeed the most important indicator of effectiveness. Because it causes action, we must first succeed in cultivating a good relationship.

Effective communication in learning that is between the sender and the recipient of the message feel the same way. Signs of effective communication are that the recipient understands what is meant by the sender so that a sense of pleasure arises between the two because it can change one's behavior after receiving a message which results in good social relations with actions that affect one's attitude after receiving the message. Because essentially communication is the process of transferring information / messages with a specific purpose that results in changes after receiving information.

Based on the description above, the teacher communication intended in this study is the process of delivering messages in learning from teachers to students in the learning process in an effectual manner which includes a) verbal communication, 2) non-verbal communication by showing symbols that are easy to understand.

Storytelling method

Storytelling is an art of storytelling that can be used as a means to instill values in children without the need to teach the child. Storytelling is a creative process for children which, in its development, always activates not only intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, fantasy power, and children's imagination which not only prioritizes the ability of the left brain but also the right brain.

Storytelling comes from English, when viewed from the wording, it has two words, namely story and telling. Story means story and telling means telling. So the equivalent of the word produces a new meaning that is telling a story. Storytelling is an art of storytelling that can be used as a means to instill values in children without the need to teach the child. Storytelling is a method that can accommodate children's ability to imagine and fantasize. The story has a complete and comprehensive word and language structure in which there is a system of language rules that includes phonology (sound system), morphology (rules for combining minimal units of meaning), syntax (rules for making sentences), semantics (meaning systems), and pragmatics. (rules of use in social settings) (Santrock, 2007).

The storytelling method in learning, there are several steps that must be taken, namely:

- a) The teacher prepares learning media in the form of "illustrated reading text" for the learning that will take place. This learning media is given as a guide for students in carrying out storytelling activities during learning.
- b) The teacher distributes learning media in the form of "illustrated reading text" to students.
- c) Students read the "illustrated reading text" carefully.
- d) The teacher demonstrates how to tell stories well in front of the class.
- e) Students respond to the demonstration that the teacher did.
- f) Students take turns taking turns to tell stories about their fun events, in their respective languages. Demonstrators can make the story feel more interesting, because children can immediately see the visual form of the story being told.

Based on the description above, it can be concluded that the storytelling method intended in this study is a way of learning that uses stories carried out by teachers to kindergarten students which includes 3 stages, namely: a) Opening activities: 1) there is learning media, 2) dividing learning media, b) Core Activities: 1) demonstration of how to tell a story, 2) student responses, 3) simulation of storytelling by students c) Closing activities: 1) there are responses from students 2) there are activities / results shown by students.

Creativity Level

Understanding Creativity In the opinion of James J. Gallagher in Rahmawati dan Kurniati (2019), explaining that creativity is a mental process by which an individual creates new ideas or products, or recombines existing ideas and products, in fashion that is novel him or her. Creativity is an individual mental process that produces effective new ideas, processes, methods or products that are imaginative, aesthetic, flexible, integrated, successional, discontinuous, and efficient in various fields.

Semiawan, C (1984), in Antika, A.C (2019), suggests that creativity is the ability to provide new ideas and apply them in problem solving. Creativity includes attitude traits such as fluency, flexibility, and originality in thinking, as well as non-aptitude traits such as curiosity, likes to ask questions, and always wants to seek new experiences for solving a problem. Creativity is a person's ability to create something new, and is a combination of some data or information previously obtained and manifested in an idea or real work.

Hurlock (1999), in (S. Dinasari, Elyasa. 2018), suggests several driving factors that can increase creativity, namely

- Time, to be creative, children's activities should not be arranged in such a way that children are not free to do various play activities and try them in new and original forms.
- Opportunity to be alone, not under pressure from social groups, children can be creative.

- Encouragement, regardless of how far the child's achievements meet adult standards, to be creative children must be free from ridicule and criticism leveled at children who are not yet creative.
- Means, facilities for play must be provided to stimulate the encouragement of experimentation and exploration, because these two things are the most important of all creativity.
- A stimulating environment, both home and school environments must be seen to stimulate children's creativity.

Developing creativity for early childhood means that we hone it so that children are able to think fluently, think flexible, think original and think in detail. This includes positive thinking. Munandar, U, (2012) explains, there are four dimensions of creativity, namely:

- a) Personal (person), namely, Creativity is an expression (expression) of the uniqueness of the individual in interaction with his environment. Creative expressions are those that reflect the originality of the individual. From this unique personal expression, new ideas and innovative products can be expected. Therefore, educators should be able to appreciate the personal uniqueness and talents of their students (don't expect all to do or produce the same things, or have the same interests).
- b) Pusher (press), creative talent will be realized if there is encouragement and support from the environment, or if there is a strong urge within himself (internal motivation) to produce something. Creative talent can thrive in a supportive environment. In the family, at school, in the work environment and in the community, there must be appreciation and support for the creative attitudes and behavior of individuals or groups of individuals.
- c) Process. To develop creativity, children need to be given the opportunity to be creatively busy. Educators should be able to stimulate children to involve themselves in creative activities, by helping to provide the necessary facilities and infrastructure. In this case, what is important is to give children the freedom to express themselves creatively, of course, on the condition that they do not harm other people or the environment.
- d) Product. In a creative person, if you have personal conditions and a supportive environment, or an environment that provides an opportunity or opportunity to be creatively busy, it is predicted that the product of creativity will appear. The conditions that enable a person to create meaningful creative products are personal conditions and environmental conditions, namely the extent to which both encourage (press) a person to involve himself in the creative (busy, activity) process. Educators should respect children's creative products and communicate them to others, for example by showing or exhibiting children's work. This will upload the talent interest to be creative.

According to Piaget, in Holis (2016), the development of a child's schema is dynamic. When the child has consolidated to move up to the next developmental stage, the child does not lose the ability that was previously possessed. The abilities that the child has just mastered will actually develop the child's strategies and schemes.

Creativity in the world of education cannot be separated from two important aspects, namely teachers as educators and students as students. The form of creativity possessed by an educator is seen from several aspects, namely (Faizah, 2019):

- 1) Learning aspects (interesting presentations, the importance of learning, scientific application with daily activities, and using stories as learning).
- 2) Class management (changing class size and holding outside class sessions). Third,
- 3) Tasks (creative tasks and creative group assignments).

- 4) Interaction with students (strengthening students to dare to ask questions, use students' basic abilities, and provide positive feedback).
- 5) The character of the teacher is active and enthusiastic, interested and attentive, thinking broadly and actively listening.

While the creativity of students / students in front of the teacher can be seen from:

- 1) Learning that uses self-reflective.,
- 2) Independent learning process. Shows great motivation and curiosity.
- 3) Creating or producing something.
- 4) Shows many or more than one perspective.
- 5) Achieve originality of new ideas.
- 6) Do your best

Other factors such as: intellectual ability, knowledge, thinking style, motivation, environment, personality and individual components in developing creativity. The existence of intrinsic and extrinsic motivation or motivation as well as the socio-economic ability of the family in providing learning facilities can have a positive influence on the level of creativity, but only during the early stages, namely when they were children. (Thoring, Desmet, Badke, Schaub, 2018).

Based on the description above, what is meant by the level of creativity in this study is a stage where Kindergarten students are able to show their achievements in 1) learning, 2) independent learning, 3) showing motivation, 4) creating / producing something, 5) showing a lot or one perspective, 6) achieve the original idea, 7) do the maximum.

Framework

Learning in early childhood education schools in Bekasi City, especially in Kindergarten education, has not all used the storytelling method in learning. Learning so far has used conventional learning models, especially in the aspect of storytelling skills, until now they tend to still use conventional learning models, by means of teachers reading story books, then students listening, so that one-way communication is formed from teacher to student. Munandar, U (2014), states that one-way communication is carried out by the teacher and is a pattern commonly used in every early childhood education school.

Dewi.P's research (2019), Communicative teaching is a process in which teachers select and plan what students learn (content/subject), decide how best to help students learn (teaching methods and approaches), and determine how successful teaching will be. determined, and how student learning progress can be communicated (evaluation and feedback). Azahara & Kuswandi (2019), found the pattern of communication carried out by teachers in learning activities that can stimulate aspects of children's growth and development.

Research by Syamsuardi, et al (2022), showed a significant difference between the listening and speaking abilities of children in the group that was given treatment, in this case, the average score of the listening and speaking abilities of children who took learning with storytelling methods using instrumental music experienced an increase in scores. posttest measurement results. This shows that the use of the storytelling method using instrumental music can improve children's listening and speaking skills and trigger the development of other aspects.

Research by Syarifudin, Nurliah. (2017); in the learning process using the storytelling learning model can improve speaking skills. The learning that was originally applied to the lecture learning model. Then carried out by learning using the storytelling model, the results were that students increased

creativity which was in the high category with a percentage of 29%, while the results of the analysis of the speaking skills category of students after using the storytelling model were in the very high category with a percentage of 71%. The results of the t-test showed the pre-test and post-test data of the students' speaking skills after using the storytelling model.

Based on the description above, the framework of thinking in the study can be presented in Figure 1 below:

METHODOLOGY

This research uses survey method. The survey method is a research method that takes a sample from one population and uses a questionnaire as the main data collection tool. According to (Sugiyono, 2014) the survey method is a research method that aims to see the situation that is the object of research as it is, without giving special treatment. Based on the time dimension group in the survey method, this research is a Cross Sectional Survey. According to Sugiyono (2016), a Cross Sectional Survey is a type of survey that observes an object of research, either one or several variables, by collecting data at the same time.

According to Sugiyono, 2014 Population is a general area that contains objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population of this research is Kindergarten students in Bekasi City which are taken randomly. The research sample was determined in kindergarten schools that used the storytelling method as a learning method. Randomly selected namely; "Islam Mentari" private kindergarten and "Gema Nurani" Islamic kindergarten. From the two kindergartens, the respondents were the parents of the students of the two kindergartens. as many as 60 parents of students, namely 30 from the parents of Islamic Mentari students, and 30 parents of "Gema Nurani" students.

This study uses a quantitative-correlational method. According to Arikunto, (2013) states that correlational studies complement the interpretation of how precise the relationship between two variables is. If two variables have a high relationship, a correlation coefficient close to +1.00 or -1.00 will be obtained; if the two variables are not related, a correlation coefficient close to 0.00 will be found. The higher the relationship between two variables, the more accurate the prediction based on that relationship. As for the somewhat perfect relationship, the number of variables is sufficient to allow for useful predictions.

The research method uses the quantitative-correlation method, namely calculating the relationship between variables using the SPSS application and the Sobel calculator to calculate the mediator variable, whether it can be used as a mediator variable after being calculated by using a Sobel calculator.

RESULT AND DISCUSSION

1) Teacher Communication at "Mentari Islamic Kindergarten" and "Gema Nurani Kindergarten"

The form of teacher communication in learning activities. At Mentari Islamic Kindergarten and Gema Conscience Kindergarten namely:

- a) One-way communication; Before learning takes place, the teacher invites children to share stories about events at home. The teacher and children share stories with each other, after the initial activity is finished the teacher delivers the material according to the theme of the day. The delivery of material that the teacher gives to children is more dominated by the teacher, because the teacher talks more and takes over the learning. Children only listen to the teacher so that children are more passive.

- b) The two-way communication pattern used by the teacher is used less frequently, but when the children get bored, the teacher will ask the child questions so that the child answers the question and invites the child to sing. This two-way communication pattern makes children more focused because the teacher looks directly at the child.
- c) The pattern of multi-way communication is rarely done, but when a child asks the teacher, the teacher will ask another child to answer his friend's question so that there is communication between the teacher to the child and the child to the child.

2) Practice the Storytelling Method

When practicing the Storytelling Method, the teacher at Mentari Islamic Kindergarten uses various learning methods from games, storytelling and singing with the aim of making children more enthusiastic about learning. Evaluation activities are carried out by the teacher at the end of the activity to see the results of the child's achievement and the results of the teacher's performance on that day. The communication carried out by teachers at Mentari Islamic Kindergarten uses verbal and non-verbal communication. At the time of delivery of material the teacher uses two combinations of communication types, namely verbal and non-verbal. The teacher will use spoken language when delivering material and when the teacher invites children to speak to convey advice or game rules. Verbal communication in the form of oral is used by teachers in the learning process because it is easier for children to understand what must be understood and children understand. oral communication used by the teacher.

While the practice of the Storytelling Method, the teacher at Geman Nurani Islamic Kindergarten, uses a multi-directional communication pattern in the learning process, not only interactions between teachers and children but also interactions between children and children so that the school atmosphere in the classroom is more crowded. When children ask questions, they will sometimes provide feedback to other children to answer their friends' questions. However, the more dominant pattern is carried out in the classroom learning process by the teacher, namely, carrying out a two-way communication pattern in which the teacher and child are the recipients and givers of action.

3) Analysis of the relationship between variables

The analysis of R and R² of the teacher's communication variable on the storytelling method can be seen in Table 1 below.

Table 1; Values of R and R² in looking at the value of the regression coefficient of the influence of teacher communication on the storytelling method.

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .381 ^a | .145 | .131 | 15.452 |

a. Predictors: (Constant), KomunikasiGuru

b. Dependent Variable: MetodeStoryteling

In Table 1, it can be seen that the value of R = 0.381, and R² = 0.145, so it can be said that teacher communication contributes to the storytelling method by 14.5%. This means that there is an influence of teacher communication of 14.5%, and the remaining 85.5% is influenced by other variables not examined in this study. The analysis of R and R² of the storytelling method variables on the level of creativity can be seen in table 2 below:

Table 2: R and R² Values in Seeing the Regression Value of the Effect of the Storytelling Method on the Level of Creativity

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .341 ^a | .117 | .101 | 15.069 |

a. Predictors: (Constant), Metode Storyteling

b. Dependent Variable: Tingkat Kreativitas

In table 2, it can be seen that the $R = 0.341$, and $R^2 = 0.117$, so it can be said that the Strotelling Method contributes to the creativity level of kindergarten students by 11.7%. This means that there is an influence of the storytelling method of 11.7%, and the remaining 88.3% is influenced by other variables not examined in this study.

4) Statistical Calculations Using the SPSS Application with Sobel Calculator

Analysis of Teacher Communication Paths through Mediator Storytelling Method on Kindergarten Students' Creativity level can be described as follows:

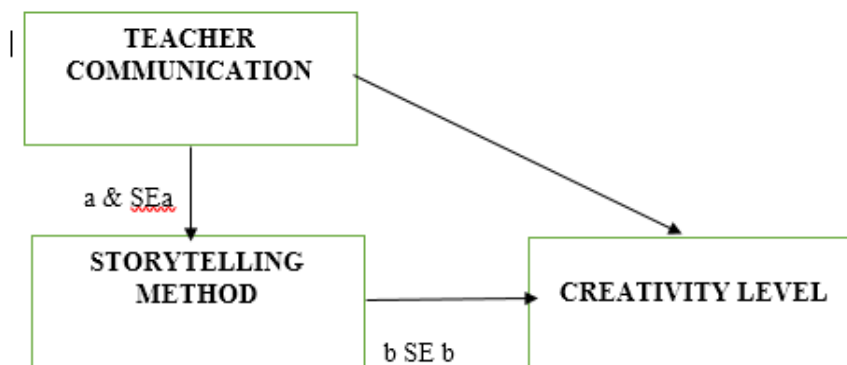


Figure 2: Research Path Analysis: Teacher communication through the storytelling method as a mediator on the level of creativity in students in Bekasi City.

Table 3: Correlation Coefficient of Teacher's Communication Variables on the Storytelling Method

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|-------|-----------------------------|------------|---------------------------|-------|------|---------------------------------|-------------|
| | B | Std. Error | | | | Beta | Lower Bound |
| 1 | (Constant) | 20.397 | 6.400 | 3.187 | .002 | 7.585 | 33.209 |
| | KomunikasiGuru | .576 | .183 | .381 | .003 | .209 | .943 |

a. Dependent Variable: MetodeStoryteling

□

It can be seen in Table 3, the correlation coefficient, that the value of Teacher Communication is 0.576 with a standard error of 0.183 with a significance of 0.003. it can be said that the value of $a = 0.576$, and the value of $SEa = 0.183$.

Furthermore, the effect of the storytelling method on the level of creativity is calculated, calculations using the SPSS application are described in table 4 below;

Table 4: Correlation coefficient of the storytelling method variable on the level of creativity

| Model | | Coefficients ^a | | | t | Sig. | 95.0% Confidence Interval for B | |
|-------|-------------------|-----------------------------|---------------------------|------|-------|------|---------------------------------|-------------|
| | | Unstandardized Coefficients | Standardized Coefficients | | | | Lower Bound | Upper Bound |
| | | B | Std. Error | Beta | | | | |
| 1 | (Constant) | 28.100 | 5.064 | | 5.548 | .000 | 17.962 | 38.237 |
| | MetodeStoryteling | .327 | .118 | .341 | 2.766 | .008 | .090 | .564 |

a. Dependent Variable: TingkatKreativitas

□

Seen in Table 4; The correlation coefficient of the Storytelling method is 0.327, with a standard error of 0.118 with a significance of 0.008. it can be said that the value of $b = -0.327$ and the value of $SEb = 0.118$.

After knowing the values of a and b as well as SEa and SEb , it can be calculated using the Sobel calculator to get the statistical value, standard error and p -value. To be able to state that whether the Storytelling method can be a mediator variable in this study.

Sobel test results get data that can be presented in table 5 as follows:

Table 5: Calculation of the Sobel Calculator

| Input: | Test statistic: | Std. Error: | p -value: |
|-------------|--------------------------|-------------|-------------|
| a 0.576 | Sobel test: 2.07992451 | 0.09055713 | 0.03753246 |
| b 0.327 | Aroian test: 2.02319836 | 0.09309616 | 0.0430527 |
| s_a 0.183 | Goodman test: 2.14170629 | 0.08794483 | 0.03221712 |
| s_b 0.118 | Reset all | Calculate | |

Based on the results of the Sobel Calculator calculation above, it can be explained that the Sobel test value is as follows; test statistic value = 2.080, standard error value = 0.090, P -value value = 0.038. it can be seen that the value is $2,080 > p$ -value = 0.038, meaning that the Sobel Test calculation shows a significant level of = 0.05, indicating that the Storytelling method can/can be a mediator variable.

Based on the results of the calculations in Table 3 above, where the t test is with a value of 3.141 at a level of 0.003, it can be explained that teacher communication carried out in Mentari Islamic Kindergarten and Gema Nurani Islamic Kindergarten uses verbal and non-verbal forms of communication. Verbal communication can develop language skills in students. And non-verbal

communication using pictures, can be a demonstration in providing learning in using the storytelling method. The teacher as a storyteller will be able to better control the class atmosphere by providing pictures related to the story being conveyed.

In Table 4 above, it is explained that the t test with a value of 2.776, is significant at the 0.008 level. means $2.766 > from = 0.05$. and it can be explained that the storytelling method used in learning with the aim of increasing student creativity in Islamic Kindergarten Mentari and Islamic Kindergarten Gema Nurani. Learning using the storytelling method will affect the level of creativity in students. At first creativity will run individually, by using the storytelling method children will be more motivated to make a story that is created by them according to the experience they have.

The calculation on the Sobel test shows that the Sobel test = 0.080 with p-value = 0.038, the p-value < from the significant level = 0.05. it can be concluded that there is a positive influence at the level of $p = 0.05$, teacher communication on the level of creativity through the storytelling method.

CONCLUSION

Teacher communication conducted on students at Mentari Islamic Kindergarten and Gema Nurani Islamic Kindergarten uses Verbal Communication Forms and Non-verbal Communication Forms. Many-way communication patterns provide more opportunities for students to develop curiosity, because children can express themselves by providing opportunities to ask questions. So that children can issue questions, the teacher helps direct the emergence of questions.

This research proves that teacher communication contributes 14.5% to the storytelling method used, and the storytelling method contributes 11.7% to the creativity of students in Mentari Islamic Kindergarten and Gema Nurani Islamic Kindergarten. The calculation results of Sobel's calculator prove that the storytelling method can be a mediator variable.

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