

Systematic Literature Review (SLR) of The Domain of Creative Teaching Instrument for Preschool Teachers Based on CFTI (Creativity Fostering Teacher Index) on Children's Language Arts

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Abstract

Creativity means the ability to create new and original things, especially that which demonstrates or requires imagination. Past studies have shown that many instruments have been developed to measure the creativity of teachers in the process of teaching. This situation shows that creativity is one of the important aspects in the home-based learning and teaching program (PdPc). However, it is found that there is a research gap regarding creative teaching by preschool teachers, particularly in the aspect of children's language arts. Hence, this research is carried out to identify the domains for developing the Creative Teaching Instrument for Preschool Teachers based on Creativity Fostering Teacher Index (CFTI) Towards Children's Language Arts. This study uses Systematic Literature Review (SLR), a methodology which focuses on the main requirements of the research. There are three stages to analyse articles which would be suitable for the research, namely identification, screening and eligibility. The findings from several articles discusses the element of creativity in teaching by preschool teachers. There are nine important domains incorporated in the development of Creative Teaching Instrument for Preschools Teachers Based on CFTI Towards Children's Language namely encouraging students to learn freely, working together with students in learning, motivating students, withholding judgement on creative ideas, encouraging flexible thinking, encouraging students to conduct self-assessment of the ideas generated, taking into account all suggestions and questions put forward by students, offering students the chance to do tasks dan helping students to overcome disappointment if they face failure upon trying something new. This research has significance from the aspect of formulating strategies to develop creative teaching for preschool teachers in various aspects in an integrated and holistic way.

Keywords: Creative Teaching, CFTI (*Creativity Fostering Teacher Index*), Language Arts

Introduction

Creativity is one of the important elements to empower a teacher's ability to harness and apply techniques, as well as to communicate new ideas effectively. In their research, Rusdin and Ali (2019) stated that the best teaching and pedagogy practices should apply various methods, strategies, techniques, approaches, and resources that are well-blended, to ensure a harmonious combination of the centralisation of teachers, students and materials, and so that students can be helped to stay focused throughout the teaching and learning sessions.

In relation to this, the elements of creative teaching and the fostering of creativity are regarded as a novelty that needs to be inculcated into teaching, to ensure that the objectives of learning have been successfully achieved. This is in line with the view of Mokhlis (2019) that one of the main aspects emphasised in preschool education is as set out in the National Preschool Standard Curriculum (Kurikulum Standard Prasekolah Kebangsaan (KSPK), namely the development of children's creativity. A teacher who assumes the role as implementer of KSPK plays an important role in the cultivation of preschool children's creativity. Teachers as implementers also need to understand the pillars in the curriculum of children's early education or KSPK (Ministry of Education (MOE), 2017).

Creative Teaching

Studies by Davies et al (2014) found that teachers play an important role in the development of a creative learning environment to foster the creativity of students. Preschool teachers can do this by building positive relationships, modelling creative behavior, planning long-term curriculum, creating balance between freedom and structure, allowing the use of flexible space, understanding the needs of students and their learning styles, creating opportunities for collaboration and peer assessment, and using resources effectively. Other than this, it is also very important for teachers to know about the role of each pillar in KSPK so that the teaching process can carry on smoothly.

Among the important pillars in the development of preschool children is the Bahasa Melayu Communication Pillar. It is suggested for teachers to conduct teaching and learning of language skills through various activities and fun language games during learning (MOE, 2017). However, KSPK does not detail out how the process of teaching and learning through such play activities during class can enhance the children's language skills (Ali & Mahamod, 2015).

This issue is very important to study as it is closely related with the development of preschool children. In their study, Abdullah et al (2021) found that there are a handful of teachers who prefer to adopt teaching approach which is centered on himself or herself. Meanwhile the students often use exercise books and work sheets, and they only do writing and coloring activities. This situation shows that not all preschool teachers receive further exposure regarding the preschool curriculum itself.

This finding is in line with Said and Jamian (2012) which contended that this situation occurs because not all teachers have exposure to the latest curriculum, and this causes the teacher's teaching approach to become weak. This contention is supported by Jamian and Ismail (2013) which stated that a Bahasa Melayu teacher's teaching and learning methods must be able to gain the concentration of students to follow the lesson.

Teachers also need to be creative and innovative in the process of teaching, in order to make the experience more interesting and effective. Teachers also need to be given wider exposure, experience, understanding and knowledge about the practice of fun learning (Ahmad & Othman, 2020). Appreciation of language should be done by immersing oneself in

it, and having love and mutual respect. Therefore, the important thing for students is the fun in learning. Thus, a fun and non-burdensome process of learning Bahasa Melayu should be widely practiced until it can finally stimulate and attract students' attention to learn. Teachers who excel are those who are skilled and creative in their teaching approach, taking into consideration the growth and development of students without thinking of demands made by parents and the school administration.

The teachers' capacity and ability to use teaching approach will create a cheerful, conducive and fun teaching and learning atmosphere, as well as prepare preschoolers to receive formal education when they begin schooling in standard one. Teachers also need to acquire knowledge regarding teaching methods so that students can master basic skills before they step into the mainstream education system. Teachers can also build a network with other preschool teachers from various countries to generate existing knowledge (Abdullah et al., 2021). By sharing teaching practices with other teachers, this can help them to plan and determine a strategy which suits the development level of students, and consequently create a PdPc which is meaningful to children and achieves the planned objectives.

Teachers' initiatives to come up with more creative lessons is aligned with the government policy to develop creativity and innovation (Ab. Jawas & Zulkifli, 2022). This is in line with the findings of a study conducted by Mokhlis (2019), which is that in order to foster creativity, preschool teachers need to more closely approach and understand the differing problems and needs of children. In this context, the key action that a teacher should take is to ensure that the planned PdPc activities are suited to the children's interests and level of ability, taking into account individual differences, giving suitable incentives and not making excessive comparisons.

For the overall context of this research, creative teaching by teachers refers to the role of preschool teachers as educators who deliver lessons to students creatively and effectively, distinct from the traditional approach which centers around the teacher. The guide and assessment of creative teaching in this study is based on creative assessment criteria proposed by Soh (2015), which is to encourage students to learn freely, collaborate with other students in their learning, often motivating students, to hold back judgement towards a creative idea, encourage flexible thinking, encourage students to conduct self-assessment towards ideas produced, taking into account all suggestions and questions put forward by students, offer students the chance to do assignments and helping them in handling disappointment when they fail upon trying something new.

Children's Language Arts

One of the most important pillars in this curriculum is the Communication Pillar. The Communication Pillar emphasizes on oral and non-oral language skills during interaction. This Pillar contains language knowledge discipline that is compulsory to be learned by all preschoolers, namely Bahasa Melayu and English. Among the key objectives of this pillar is to give students the chance to use language to communicate effectively. Therefore, teachers are encouraged to use creativity to choose, organise, modify, and diversify activities guided by the Learning Standard according to students' suitability as preparation to continue their education later at primary school level (MOE, 2017). Therefore, there is a need for a valid and trusted instrument to see and know about the aspect of teachers' creative teaching that is subjective to be measured, but not impossible to envision.

The Bahasa Melayu Communication Pillar is divided into two key aspects, namely language skills and language art. Language skills is the foundation of the Communication

Pillar. Language skills is organised into listening and speaking skills; reading skills; and writing skills. All four skills are important to expand oral communication and students' literacy foundation for their continued learning. Meanwhile, the language arts aspect is also incorporated in this pillar. This aspect refers to the student's ability to understand, express and appreciate beautiful language through fun learning such as edutainment through various activities and language games such as singing, storytelling, acting and poetry.

Language arts is the aspect of learning that is synonymous with teaching Bahasa Melayu, especially in schools. Language arts symbolizes the beauty and art of language that is the driving force for the culture and conduct of the speaker. The inculcation of language arts is necessary as this aspect plays an important role in the development of the child itself. This is in line with the views of Bujang and Subet (2021), namely that the existence of language arts in the Bahasa Melayu syllabus is to give students more space to learn and appreciate the artistic beauty of Bahasa Melayu in various forms such as poetry, singing, idioms, khat writing and others. The beauty of language used during the language art activities can help students to enhance their language skills.

In the development of teaching Bahasa Melayu, language arts play a very important role to ensure that students are competent in using the language. The link between language arts and the development of education can be seen through the holding of various activities from the preschool level all the way till university level. Among the activities conducted is the Dekad Bahasa Kebangsaan (DBK), which is a continuation of the National Language Month introduced in 1999. Dr. Radzi Jidin in a speech said that the initiative implemented through DBK can bolster feelings of love and pride in Bahasa Melayu as our national language, whilst also strengthening unity in the spirit of Keluarga Malaysia (BERNAMA, 2021).

The celebration of DBK is among the government's annual programs intended to increase awareness and love towards the national language. The implementation of this program takes the approach of popularising the national language and Malay literature with the involvement of multi racial community members. The DBK program has continued to be held annually with the cooperation of various parties including Dewan Bahasa dan Pustaka, the Ministry of Education and other ministries in our country.

Activities which take place during the DBK Program typically involve various groups such as preschool children, primary school students, secondary school students, university students, and the general public. This program involves activities such as *Info Bahasa* (Language Information), Poetry Writing Competition, Poetry Recitation Competition, Pantun Writing Competition, Language Quiz, Language Webinar and others. Apart from that, there are also various other programs related to language arts carried out from children's level up to university level. Among them is the International Level Bahasa Melayu Competition.

Apart from local programs, there are also programs from overseas on children's language arts. Among them is the *Hadiah Deklamasi Puisi Sedunia*. This program brings to the fore Prof. Datuk Seri Dr. Awang Sariyan as the Chairman of *Lembaga Pengelola* Dewan Bahasa dan Pustaka to deliver a keynote speech for this program which provides the platform for youngsters, namely children and teenagers, to take part in writing and reciting poetry. The takeaway from such program is that it is compulsory for the language arts to start being taught at preschool and primary school level, as such programs are able to influence the cognitive development, development of language and emotions of the children, which makes them more creative, innovative and productive (Raman, 2022).

Teachers need to be creative in implementing the process of teaching language arts and adapting the methodology according to the needs of students, so that the PdPc is carried out

effectively and in an enjoyable way. Apart from having knowledge in the field of children's early learning, teachers must also understand every single aspect of the children's growth - cognitive, physical, emotional, social and others so that they can make the necessary preparations to determine the appropriate teaching content which would be compatible with the syllabus and students' cognitive abilities. The rise in the quality of teaching, effort and time used can cultivate inclinations and interest of students to learn and enjoy attending school (Jasmi & Tamuri, 2007) through the selection of creative and appropriate materials. Therefore, the level of readiness of a teacher before delivering lessons, in particular preschool teachers, is very important to produce creative and quality teaching.

Therefore, the readiness of a teacher before delivering lessons is very important to be able to produce lessons which are creative and of good quality. The lessons will also be more effective if there are instruments relevant to the creative teaching of language arts to be used as a guide. Equipped with a creative teaching instrument, teachers can increase their knowledge, skills and creativity in language arts. They also need to be alert about current developments which is key to obtaining quality teaching, compatible with the changes occurring with time and meeting the education policy for all, as passion and keenness instilled at a young age will remain strong for a lifetime (Raman, 2022).

Purpose and Objectives of Research

The purpose of this systematic literature review is to identify suitable domains in the formulation of Preschool Teachers' Creative Teaching Instrument Based on CFTI (Creativity Fostering Teacher Index) For Children's Language Arts. Meanwhile, the objectives of this research are as follows:

- a) What is the main domain in the CFTI towards Children's Language Arts?
- b) What are the items in the main domain of CFTI towards Children's Language Arts?

Methodology

This study uses the methodology of systematic literature review (SLR). This methodology is used to find and identify research information in a systematic and substantiated way. Systematic literature review (SLR) is also used to find and analyze information in a way that is comprehensive, structured, unequivocal, and can be repeated in the next process. Thus, the researcher adopted SLR as the main methodology for this study (Higgins et al., 2011).

Procedure for Literature Search

Strategy for literature search is decided by first setting the research objectives. Given that this study focuses on elements of creative teaching and CFTI, thus the key words used are based on the theme and title of the study. The main databases used in the literature search are *google scholar*, *research gate*, *academia* and a few other suitable databases. Usage of such databases is in order to facilitate the search for literature in a more organized and systematic way.

Instrument Criteria

According to Xiao and Watson (2019), a survey study, whether in the form of criticism or comparison of a group of literature, requires the setting of well-established criteria. Therefore, this study has determined certain criteria to facilitate the search for literature. Among the set criteria is that the time of the research must be around year 2013 and above.

Additionally, it was set that the selection of literature must consist of journal articles, proceedings, books or theses.

Data Extraction and Synthesis

According to Bevan et al (2020), the extraction of data is carried out to facilitate and sum up a comparison of literature materials that fulfill the predetermined criteria. Data of the research instrument have been screened according to categories arranged through the data extraction process. Among the categories out set in this study are background of the research, issues or gaps in the research and the research findings. Thereafter, these categories will be synthesized to give a clearer picture in producing a meaningful comparison.

Findings and Discussion

To analyse this study systematically, a total of ten literature reviews have been identified as important information that is fitting with the theme of this study, namely creative teaching, creativity and CFTI. Table 1 sets out the studies conducted on CFTI, creativity and creative teaching.

Table 1

Studies conducted on CFTI, creativity, and creative teaching.

Title of Research	Research Focus	Methodology	Research Findings
Creative Teaching Among Primary School Teachers In Malaysia (Mohamad Said & Alias, 2013)	This study has two main focus, namely 1) to analyse teacher's teaching style in terms of a) freedom b) integration c) motivation d) consideration e) flexibility f) assessment g) issues h) opportunities, and i) frustration, and 2) to identify whether the teaching style of the teachers helps to foster students' creativity.	This study will use research methodology in survey form to obtain information about teacher's creative teaching style in the classroom.	It is found that the overall mean for scale of Creativity Fostering Teacher Behavior Index is 4.45. This means that overall, the respondents involved in this study have teaching styles that do help towards the fostering of creativity in the classroom. In other words, the research findings for this study show that the teachers were successful at fostering the creativity of their students through their behavior in the classroom.
Creative Teaching Model based on Mathematics Teachers' Competency, Personality and	This study aims to test the Creative Teaching Model based on Mathematics Teachers' Competency,	Structural Equation Modelling (SEM) with AMOS 20.0 software using	This study found that personality influences competency and stimulation of creativity significantly. Meanwhile,

Stimulation of Creativity using Structural Equation Modelling approach. (Mariani, 2016)	Personality and Stimulation of Creativity	maximum likelihood estimation for modelling analysis	competency influences stimulation of creativity, and stimulation creativity influences creative teaching significantly. This study also found that there is no significant relationship between personality and creative teaching, and between competency and creative teaching. However, there is an indirect relationship between personality and competency towards creative teaching through stimulation of creativity
The Relationship of Teachers Creativity Fostering Behavior with 21 st Century Classroom Management (Apak & Taat, 2018)	This study is carried out for the purpose of identifying the relationship between creativity fostering behavior and 21 st century classroom management amongst school teachers at fully government funded day secondary schools in Sabah, Malaysia	This non-experimental research applies survey method by combining several probability sampling techniques in order to obtain samples.	Descriptive analysis shows that the fostering of teachers' creativity and 21 st century classroom management are being practiced at a high level.
Validity and Reliability of Creativity Fostering Index Instrument in Teacher Instruction with Islamic Elements (I-CFTI) Based on Rasch Model Approach (Md Yusoff,	This research paper is to measure the validity and reliability of CFTI instrument that has been modified with the incorporation of Islamic elements (Islamic Creativity Fostering Teacher Index-I-CFTI).	Quantitative research	The final findings show that there are 7 items dropped (4 from the original item and from the Islamic element item) for not meeting the examination criteria. This analysis results in 46 items of I-CFIT suitable to be used by teachers who teach the subject of Islamic Education.

Hamzah, & Surat, 2018)			
<p>The Relationship between Home Environment, Teachers' Teaching Practices, Competence and Social Acceptance with the Creativity of Preschool Children in Selangor, Malaysia</p> <p>(Ali, 2018)</p>	<p>This research is carried out to study the relationship between home environment, teacher teaching practices, competence and social acceptance with the creativity of preschool children in Selangor. It is also intended to explore the barriers faced by teachers in the effort to foster the creativity of preschool children.</p>	<p>This research uses quantitative approach and is supported by qualitative findings. Sample of quantitative study consists of 386 preschool children in Selangor selected by using stratified cluster random sampling. The design of this study is survey using questionnaire and creativity test. Data is analysed using Statistical Package for Social Science (SPSS) 20 software.</p>	<p>The outcome of t-test analysis showed that there is no significant difference in terms of the creativity of preschool children based on location and gender.</p> <p>One-way Anova test analysis also showed that there is no significant difference in creativity based on family income level and parents' academic qualifications.</p> <p>Analysis of Pearson correlation showed that there is a significant positive relationship between the creativity of preschool children and teachers' teaching practices, home environment, competence and social acceptance.</p> <p>Through Stepwise multiple regression analysis, it is found that the teachers' teaching practices is significantly the largest contributor to children's creativity, which is by 34.7%. This is followed by home environment that contributes 4.9% and self-competency by 2.3%.</p>

			Qualitative research that uses case study design was carried out by interviewing 12 participants consisting of preschool teachers, mothers and preschool children. Through thematic analysis of interview findings, it is found that there are four main causes that prevented the fostering of preschool children's creativity which are the teachers, the parents, the children's readiness and physical barriers.
Nurturing Creativity in Young Children: A Case Study of the Practice of Teaching for Creativity in an Islamic Kindergarten (Mokhlis, 2019)	This study is intended to explore the creativity teaching practices to nurture the development of children's creativity. The conceptual framework of this study is based on Slavin's model of effective teaching (1995).	This is a case study that involves the observation method and an interview with a preschool teacher in an Islamic kindergarten who has experience teaching for more than 20 years. Framework analysis is used to analyse data.	The findings of this study shows that creativity can be fostered and enhanced through effective teaching practices. Four elements of teaching model put forward by Slavin (1995), which are quality of teaching, appropriate level of teaching, incentive and time, contribute to the generation of creativity among children during the process of teaching and learning.
Developing Creativity In Early Childhood Education: A Comparative Analysis Of Two Case Studies In Preschools In	The main aim of this study is to contribute to the understanding of the uses and development of creativity and the ways this is influenced by cultural context in	The research sets out to explore teachers' perceptions, understanding and beliefs	The data was gathered through participants' observation, interviews with class teachers, analysis of school curriculum documents and lesson plans, and examination of

Thailand (Udomtamanupab, 2020)	two preschools in Thailand. The Four Ps model (Rhodes, 1961) is employed as a theoretical framework for the study and is based on the notion that creativity is the confluence of environment-centred variables and person-centred variables in developing individuals' understanding and appreciation of creativity.	about preschool children's creativity, to observe daily pedagogical approaches and to identify the environment-centred variables and person-centred challenges pertinent to children's creativity and creative practices in two preschool settings in Bangkok, Thailand.	photographs of children's actions and artefacts. The data analysis involves a systematic comparative examination of preschool teachers' practices, understanding of creativity, and consideration of influences that support or hinder children's creativity. The thematic analysis is based upon research questions which investigate: 1) conception and perception of creativity; 2) creativity and pedagogical approach; 3) creativity and school environment; and 4) the potential barriers that inhibit the development of creativity in Thai preschools. Selected case studies are used to illustrate the socio-cultural contextual similarities, differences, and implications for action in order to enhance creativity in preschools in Thailand and in the wider world of early education. In doing so, this exploratory study reveals new insights and lessons that may be learned relating to the foundations of embedding creativity in preschools in Thailand: in particular, the variety
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			of pedagogies which contribute to the development of creativity in the classroom, the various ways that creativity can be developed in young children, the importance of a creative climate, and the effects of the social and cultural contexts in developing creativity.
Teaching and Learning Management based on Indigenous Creativity In Enhancing Pre-school Children's Intelligence (Harun, Abdul Rahman, Mansor, & Muhamad, 2020)	This research was carried out for the purpose of exploring the teaching and learning management of indigenous creativity in enhancing pre-school children's intelligence	Data collection was conducted through interviews which involves lecturer of indigenous people, lecturers of preschool, lecturer of early childhood education and indigenous activists.	The findings of this study show that indigenous creativity suitable to be incorporated in teaching and learning management are culture and heritage, arts and craft, folklore "Sewang" songs, medicinal herbs and day-to-day equipment. In addition, the results also show the most suitable methods to be implemented by a teacher in teaching and learning are through acting, stories, songs and relationship with nature.
Early childhood teachers' roles in fostering creativity through free play (Tok, 2022)	This article aims to identify the correlation between early childhood teachers' ability to foster creativity through free play.	A screening model is used in the study. The participants comprised 166 teachers of the foundation (early childhood) phase. The 'Teacher Roles	A correlation test was performed to find the relationship between teachers' roles in free play and their scores in creativity-fostering behaviors. Accordingly, a statistically significant positive correlation was found between the mean scores of

		<p>in Free Play Scale' and the 'Creativity Fostering Teacher Index Scale' (CFTI) were used during data collection. Thus, it found that co-player and onlooker-stage manager roles are preferred teacher roles during free play, whereas the least preferred roles are uninvolved and director roles.</p>	<p>onlooker-stage manager, co-player, and leader sub-scales to teacher creativity-fostering behaviors. Further, there is a statistically significant negative correlation between teachers' uninvolved role and their creative-fostering behavior scores. The relationship between teachers' director roles and creativity-fostering behavior scores are not statistically significant. Onlooker-stage manager and co-player roles were found to significantly predict creativity-fostering behaviors. The relationship between the teachers' ages, their professional experiences and class size, and the roles that encourage creative behavior in free play are not statistically significant.</p>
<p>Preschool teachers' beliefs about creativity and children creativeness</p> <p>Department of Preschool Education, University of Primorska, Faculty of Education Koper, Slovenia</p>	<p>The aim of this study was to determine what beliefs are held by preschool teachers about creativity in general and about children's creativeness</p>	<p>A total of 366 preschool teachers and preschool teaching assistants participated in the survey, by completing a questionnaire designed for the purposes of this study in Slovenia.</p>	<p>The results show that participants predominantly believe that creativity is innate, that it is a characteristic of all people, and it can be developed in some specific areas, such as the arts. Participants also believe that all children are creative, but not at</p>

<p>(Šemberger & Konrad, 2022)</p>			<p>the same level and not in all areas. They agree that children need motivation to express and develop their creativity, which indicates awareness of the importance of encouraging creativity. An analysis of the different views on creativity among teachers and teaching assistants shows differences in perception regarding children's creativeness. It follows that the longer training undergone by preschool teachers can provide not only more knowledge and a sense of competence in working with children, but also the possibility of an over-structured, curriculum-constrained and pre-determined framework of seeing the child. This is why the results of the survey - an insight into the perspectives of preschool teachers and preschool teaching assistants - represent an important contribution in developing the creativity of preschool children. The survey results reflect on how</p>
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			to guide the work of preschool teachers in the direction of developing and supporting the creativity of preschool children, pointing to the fact that (i) preschool teachers must be trained on how to identify, foster and facilitate children's creativity, and (ii) they should acquire these competences during initial teacher training programs and nurture them through continuous professional development programs.
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With reference to Table 1, there are several studies relating to the theme of creative teaching, creativity and creativity fostering teacher index. All of the respective studies discussed the need for creative teaching and the domains for fostering creativity in teaching and learning. Based on the analysis of studies in Table 1, it can be summarized that there are several important domains that need to be mastered by teachers in the process of teaching and learning, in order to produce active students and create high quality classroom environments.

The said domains are independence (namely to encourage students to study freely), integration (namely to be mutually integrated) and to work together in learning activities, to motivate students, to withhold judgement on creative ideas, to encourage flexible thinking, to encourage students to conduct self-assessment towards generated ideas, to take into account all suggestions and questions put forward by students, to offer students the opportunity to carry out their tasks and to help students to deal with disappointment if they meet with failure after trying out something new.

According to Soh (2015), the independence domain is where the teacher encourages the students to learn something without depending on others. This domain is also to help teachers discover how far they allow their students to study independently, to find out all the information about the lessons by themselves without any external help. This is in line with the study by Hanafi et al (2013) that made use of themed modules to enhance students' creativity in the learning of visual arts at preschool level. Competitions or contests for students held by teachers using themed modules showed that it is not necessarily the case that students can think creatively. This is because students are strictly monitored, and they are also bound by the rules of the classroom. This can interfere with the students' focus and restrict their creativity. Instead, teachers should grant students the freedom to determine

their own level of creativity. Students also need to be given freedom when doing creative work through themed module, while being guided by teachers to generate ideas.

The integration domain is among the efforts taken by teachers to encourage cooperation among students during the process of teaching and learning. This domain is a teaching style that encourages students to work together and socialize during the teaching and learning sessions. This way, students will be able to enhance their social interaction skills, learn to cooperate with teachers and friends, polish up their communication skills, and come out stronger in facing challenges (Aguilar, 2016). Meanwhile motivational domain is where teachers take active steps to encourage students to master facts so that they have a firm foundation for various levels of thinking. This is in line with the views of Riswanto and Aryani (2017), who stated that motivation is an internal process and that it is one of the main factors that determine the success rate for students' learning.

Next is the aspect of consideration. Consideration refers to the teachers' act of withholding judgement or making decisions on students' ideas until they have really explored all the available information. The flexibility aspect is the teacher's act of encouraging the student's mind to be more open and divergent when learning activities are taking place. Assessment refers to how far teachers encourage every student to carry out self-assessment towards the task they have completed during teaching and learning activities. This is because children are encouraged to assess performance individually, to perform self-reflection and talk about the learning experiences they obtained (Clucas, 2018). This way, they obtain a better chance of learning and simultaneously it can foster their social, emotional and academic development, due to the opportunities for interaction that arose during the said process.

The inquisition domain refers to the extent to which suggestions and questions put forward by students are taken seriously by teachers. The opportunity domain refers to how far teachers give students the chance to carry out particular tasks using various materials and in various situations. During the process of teaching and learning, teachers can give students the opportunity to think about the topic that will be taught. This is because students will utilize their past experiences, to be applied when they are learning new and more challenging things. Teachers should also be good listeners during the children's sessions with their peers and their dialogue sessions with teachers. According to Smith and Chao (2018), intentional listening and observing enables teachers and other children to understand how a child assesses a particular thing or phenomenon that takes place based on personal background, family and society around them.

The disappointment subscale domain attempts to measure how far teachers help students to learn to deal with disappointment and failure, so that they have the courage to try new and extraordinary things. This is in line with the study by Hanafi et al (2013) which found that the expression of children's feelings is very important in the creativity process. Students that receive motivation from teachers will usually become more interested, which in turn helps the process of achieving learning objectives (Lubis et al., 2017). Based on the discussion put forth, each element has its own strengths in being an important aspect of teacher's creative teaching. The use of domains in the construction of this instrument is a preliminary step in ensuring the viability of teaching that fosters creativity, and in contributing to the efforts towards producing creative and innovative new generations, particularly in children's language arts.

Conclusion

One of the national education goals is to produce citizens who are knowledgeable and able to think creatively and rationally, who are virtuous and skilled, for the prosperity of the society and the nation. There are a few incentives that drives the researcher to carry out a study regarding the construction of creative learning instrument for children's language arts. This research can be a source of reference in producing instruments and can be the foundation for assessing teacher's creating teaching, particularly in the aspect of children's language arts. The significance of this research to the field of research and education overall, is that this research can be used as a reference material and theoretical treasure of knowledge to the public, as well as a reference for other researchers in expanding the area of knowledge regarding creative teaching based on CFTI.

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