

OVERCOMING OBSTACLES WITH CHILDREN'S CREATIVITY THROUGH THE BOOK "RENCANA MIA" BY WATY SUMIATI HALIM

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Abstract. The story of "Rencana Mia" begins with a granddaughter, Mia, worried about her grandmother being reluctant to eat after suffering a broken injury, Mia takes the initiative to make lotek, her grandmother's favorite food. This research aims to analyze and describe the creative values, initiative, perseverance, and problem-solving skills instilled through narratives and main characters in a children's storybook titled Rencana Mia. The method used is Content Analysis. The main data source is text and illustrations from Rencana Mia book. When faced with rain, Mia didn't give up, but instead tried two gradual solutions: first using taro leaves, and then switching to larger banana leaves to protect her lot. This story emphasizes the importance of effective communication, the Sundanese language barrier with the plantation manager can be overcome when Mia tries to switch to Indonesian, showing adaptation in communication to achieve goals.

Keywords: Children's Creativity, Mia Plans, Problem Solving

INTRODUCTION

Early childhood creativity development is a fundamental aspect in the formation of critical thinking skills, problem-solving, and an adaptive personality to the environment. Children's creativity develops through a process of exploration, social interaction, and meaningful learning experiences. According to Piaget, preoperative children tend to learn through concrete and symbolic activities, such as role-playing and storytelling, which help them understand the concept of cause and effect in simple terms (Nasawa Nurbaiti et al., 2024). In the book "Rencana Mia" by Waty Sumiati Halim, she presents the application of this theory, where Mia's character shows a creative thinking process in facing real problems, when she has to find a way to make her grandmother want to eat again.

The theory of creativity put forward by Guilford and further developed by Torrance emphasizes that creative children generally show four main indicators, namely fluency in ideas, flexibility in thinking, originality and elaboration ability (Billa et al., 2023). These four indicators are clearly reflected in Mia's character in the book "Rencana Mia" by Waty Sumiati Halim. The application of the concept of children's creativity is comprehensive through a simple storyline but has educational value. Storybook media like this not only serves as a means of entertainment, but also as an effective literacy medium to stimulate creative thinking skills and instill positive values in early childhood.

The book titled "Rencana Mia" features a picture of children's behavior that reflects creative thinking skills in facing daily challenges. Mia, who is the main character, is described as a young child who takes initiative and does not give up easily when facing obstacles. In a difficult situation, Mia tries to find an alternative solution. So this behavior shows that children have the potential to think divergently, that is, the ability to generate various creative ideas in unexpected situations.

In monks "Rencana Mia" also has strong relevance to the conditions of literacy and early childhood learning in Indonesia. Children who are actively involved in literacy activities such as reading and discussing picture storybooks show improved creative thinking and problem-solving skills (Billa et al., 2023). Reading learning activities not only enrich vocabulary, but can also shape children's creative mindset in dealing with real problems.

Recent research in Indonesia reinforces the relevance of the use of picture storybooks as a means of developing children's creativity and ability to overcome obstacles. The results of Rahmawati and Adi's (2023) research show that story-based literacy activities with pictures are able to improve the

fluency of ideas and children's ability to solve problems independently through discussion and reflection on the content of stories. Based on the results of the research, the book "Rencana Mia" can be seen as an effective literacy medium to foster creative and adaptive thinking skills, because through this simple but meaningful story, children can be invited to recognize problems, consider alternative solutions, and act independently in overcoming the obstacles they face (Nasawa Nurbaiti et al., 2024).

Creativity has an important role to play in helping early childhood overcome various obstacles through different thought processes and reflective actions. The book "Rencana Mia" by Waty Sumiati Halim (2023) applies the values of children's creativity, where Mia's character shows the ability to solve the problems she faces. The study of the book "Rencana Mia" is important to strengthen understanding of how children's literacy media can be a means of education and creativity development in facing the challenges of daily life.

RESEARCH METHODS

This study uses a qualitative descriptive approach. The method used is a children's storybook content analysis entitled "Rencana Mia" by Waty Sumiati Halim. The data source in this study uses the full text contained in the book "Rencana Mia". The technique of data collection with documentation is to read, observe and record relevant data systematically from the text of the book.

RESULTS AND ANALYSIS

1.1 Making grandma's favorite food (lotek)

A little girl named Mia who takes the initiative to make her grandmother's favorite food, lotek, encourages the motivation of affection to see her grandmother who doesn't want to eat. This shows that Mia uses one aspect of her emotional intelligence, which is empathy. Emotional intelligence includes five aspects, namely self-awareness, motivation, empathy and social skills. For early childhood, these abilities are essential because they are the basis for character building, prosocial behavior, and appropriate decision-making in a variety of situations (Ernawati & Rahman, 2025).

Making grandma's favorite food in the form of lotek can also hone physical motor skills at an early age. Making food a fun activity because it involves children directly to actively move and create using their fingers. This activity naturally involves a variety of manipulative movements such as cutting, stirring, and cornering which are very beneficial for working on hand-eye coordination and finger muscle strength (Muntomimah & Haryono, 2025). Children's involvement in the process of preparing family meals, especially hereditary recipes, can strengthen intergenerational bonds and provide opportunities for children to develop confidence in creating something meaningful for others.

Mia overcame the first hurdle with her idea to make her grandmother's favorite food in the form of lotek, this proves how much Mia cares about her grandmother. Because her grandmother didn't want to eat, Mia took the initiative to go home to ask permission to ask if her mother agreed to make lotek and it turned out that the mother agreed with Mia's idea. Now Mia and my mom cook lotek together. Along with her mother, Mia gets busy in the kitchen with activities such as frying peanuts, boiling vegetables and making peanut sauce. It didn't take long, the lotek made by mom and Mia was ready. Mom said that this lotek is delicious and I hope grandma likes it.

1.2 Overcoming Obstacles

When the lotek is made, unexpected things appear. When Mia wanted to deliver the lotek to her grandmother's house, it turned out that the sky looked shady like it was going to rain. Mia had to go to her grandmother's house immediately. Mommy doesn't need to worry, Mia will bring a raincoat. But it turned out that the raincoat was left on the fence hanger. Mia didn't realize her raincoat was missing. He continued his journey to his grandmother's house. He didn't want to be there for too

long, afraid that the peanut sauce would become runny. On the way, Mia pedals her bike while wondering if the grandmother likes this surprise she made.

On the way, it turned out to be heavy rain. This obstacle arises unexpectedly. Heavy rain can be threatening and can damage the lotek spices that Mia brings. This event shows that urgent obstacles can activate cognitive creativity in children. In cognitive development, the child's ability to think, understand, remember, and solve problems begins to improve. This development also leads to improved cognitive abilities such as reasoning, logic, attention, and understanding of more complex concepts (Hulu et al., 2025). Here it is seen that Mia reasoned that she wanted to be quick so that her peanut sauce would not be damaged or diluted when exposed to rain.

Mia's process of dealing with heavy rain without a shield or raincoat, reflects the early stages of problem-solving. This obstacle forces Mia to stop, analyze the situation (the spices will run out), and immediately look for alternatives from the surrounding resources. Here Mia thinks computationally where the ability to recognize patterns, develop problem-solving measures (Kempirmase & Firman, 2025). In addition to not giving up on the situation, it is a form of skill to overcome obstacles.

1.3 Initiatives and Solutions

Mia faced the critical situation of heavy rains and independently created a solution by utilizing the natural resources around her. Here Mia involves two levels of adaptation that show the depth of her creative thinking process. By using taro leaves as a protector for the lattice containing the lotek, and switching to banana leaves used as raincoats. Mia already has problem-solving skills.

The ability that early childhood must possess is the ability to solve problems. Where this ability can develop their thinking skills and creativity. Problem-solving will definitely be present in his daily life. Problem-solving is an intellectual process in early childhood when they face a problem and then problem-solving appears in the form of decisions, actions and thoughts by the child (Yuriansa, 2022).

Here Mia thinks of using taro leaves as a protector for her lotch twigs. So that the lotek tent is not exposed to rain. Mia's decision illustrates that she is practicing problem-solving skills. Where when children see everyday objects such as leaves and children can change their function into protective tools. Mia sees the taro leaves and asks permission from the gardener. Whether he can ask for his taro leaves or not. It turned out that the gardener gave taro leaves to Mia.

Then Mia immediately thought again, what about herself? What would Mia use to protect her body? Then Mia saw the banana leaves, Mia wanted to experiment with changing the banana leaves to protect herself from the rain. Mia is not fixated on one idea, but she dares to experiment with another object, namely banana leaves for different functions. It is a manifestation of critical problem-solving skills.

1.4 Language differences

The next hurdle Mia faces is language differences. At first, Mia didn't realize that when Mia asked the garden staff for taro leaves in Sundanese, the garden staff just kept silent while giving the taro leaves to Mia. Mia thought the gardener was angry with her, because Mia asked for taro leaves that belonged to the gardener. After Mia put on her taro leaves to protect the twigs, Mia immediately thought again, she didn't have a raincoat, how to continue the journey to grandma's house? Shortly after the new idea came up, she saw a banana leaf, but Mia was afraid to ask the gardener for banana leaves. But this time Mia will ask for banana leaves in Indonesian. And it turned out to be true, the garden officer said he would help Mia, it turned out that the garden officer did not understand Sundanese (Halim & Shanti, 2023)

This case highlights that language skills. Language development is an important aspect of a child's growth, including listening, speaking, reading, and writing. Language development requires special attention, as it is essential for effective communication and the expression of knowledge. Children rely on language to convey their meanings, aspirations, ideas, and emotions to others (Insani, 2025). as experienced by Mia, through the Sundanese language Mia asked for taro leaves but the officer

did not understand and was just silent, when Mia used Indonesian it turned out that the garden officer understood Mia herself concluded that the garden officer did not understand Sundanese.

After her body feels safe because it is protected by taro leaves and banana leaves, Mia continues her journey to her grandmother's house. Mia excitedly pedals her bike. "A little slap in the face," Mia said. Soon my grandmother's house was in sight. Mia also approached her grandmother and gave a surprise by bringing her grandmother's favorite food, namely lotek. Grandma said that the lotek that Mia brought was very tasty. In her heart Mia said "Hooray, Mia's plan worked".

CONCLUSION

The children's storybook "Rencana Mia" by Waty Sumiati Halim is a very effective literacy medium to foster creative thinking skills and problem-solving skills in early childhood. Mia's story begins with the initiative to overcome her worries about her grandmother who was reluctant to eat after the injury. Mia had an idea to make her grandmother's favorite food, in the form of lotek. This shows initiative and empathy which are emotional intelligence in early childhood. When faced with an unexpected obstacle, namely heavy rain, Mia showed a creative thought process. He independently creates solutions by utilizing the natural resources around him. Using taro leaves as a protector for the cart he carried. And used banana leaves as a protector for his body. Mia also overcame the problem of language differences, from Sundanese by switching to Indonesian when communicating with the plantation officers she met. The book "Mia's Plan" not only serves as entertainment, but as an effective means to stimulate critical thinking skills and instill positive values such as independence in facing daily challenges.

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