



Fantasy Story Writing Model for Elementary School Students Phase C

Ferril Irham Muzaki¹, Adi Atmoko*², Anang Santoso³, Ade Eka Anggraini⁴, Eddy Sutadji⁵, Intan Sari Rufiana⁶

* Corresponding Author

¹ Department of Elementary Education, Faculty of Education, Universitas Negeri Malang

² Department of Guidance and Counseling, Faculty of Education Universitas Negeri Malang

³ Department of Indonesian Language, Literature and Teaching, Faculty of Letters, Universitas Negeri Malang

⁴ Department of Indonesian Language for Foreign Speakers of Indonesia, Post-Graduate Schools, Universitas Negeri Malang

⁵ Department of Mechanical Engineering, Faculty of Engineering, Universitas Negeri Malang

⁶ Department of Primary Education, Post-Graduate Schools, Universitas Negeri Malang

Abstract

This article aims to identify and analyze fantasy story writing learning models that are relevant for elementary school students, especially Phase C (grades 5 and 6). Through the Systematic Literature Review (SLR) method, this study compiles findings from various empirical studies published in the last ten years (2014–2024). The literature reviewed includes journal articles obtained from databases such as Google Scholar, Scopus, Springer, ProQuest, and ERIC. The keywords used include terms in English and Indonesian, such as "fantasy writing model," "elementary school," and "fantasy story writing model." Literature selection was carried out systematically in three stages, namely screening based on title and abstract, full-text evaluation, and quality assessment using the Critical Appraisal tool. From the selection results, 25 articles were selected for thematic analysis. The findings of this study indicate that various learning models, such as project-based learning, the STAD (Student Teams-Achievement Divisions) model, and technology-based approaches, are effective in improving students' fantasy story writing skills. The learning model works with the advancement of understudies' innovative mind, imaginativeness, and language limits through beautiful and sharp exercises. Also, this concentrate clear a few segments that impact the possible eventual outcome of learning, for example, the control of educators in giving evaluation, understudy liability in the imaginative stream, and the straightforwardness of fundamental learning media. Notwithstanding, there are impacts that should be thought of, evaluating understudies' low interest for checking out and bound learning time in class. This framework gives a fundamental commitment to the improvement of enlightening undertaking and showing structures for making dream stories in grade schools. These divulgements ought to be the protect for organizing creative and possible learning models, as well as accessory further assessment in this field. Along these lines, urgent status can expect a key part in building understudies' imaginative limitation also creative ideas in an special circumstances.

Keywords: learning model, writing fantasy stories, Phase C, elementary school, creative literacy

Introduction

Representing dream stories is a limit that licenses someone to pass thoughts totally on through steady words to convey innovative frontal cortex (Kuzmičová and Cremin, 2022;



Nair and Yunus, 2021; Separate M. et al., 2019). The imaginative frontal cortex contained in dream stories is depicted as starter shaping that is seen as nonexistent affiliations. To make a fantasy story, it is fundamental to run the opportunity of three bits, unequivocally (1) the most extensively seen system for directing organizing thoughts into a sound story that is speedy for perusers to sort out, (2) embracing mimetic thinking in emulating and taking on contemplations that exist, taking into account everything, and (3) figuring out the opportunity of creative mind stories.

The imaginative cycle combines planning contemplations into a canny story or battle that is veritable to the peruser. To overwhelm this limit, emphasized practice is major. Through preparing, one can likewise draw in sentence structure, foster language, and work on the ability to make firm areas. By repeating this cycle, the creator can develop the ability to work with examinations decently, make a stunning storyline, and present points of view obviously. Framing isn't just about getting words out, yet what's more coordinates a key point of view on the substance being made and the ability to give the message reasonably to the social gathering. As such, through clear practice, one can other than foster their abilities to make so they become solid districts for a for giving and conveying complex contemplations.

Mimetic thinking is a thought that integrates the human ability to duplicate and take on evaluations, ways to deal with administering acting, or attitudes from others during the time spent thinking and acting. Concerning get-together thoughts, mimetic thinking can strong regions for be for a. Individuals ordinarily will regularly be influenced by their consistent situation, especially by the assessments and exercises of individuals around them (Fauzi and Pratama, 2021; George et al., 2022; Kärnä, 2022; Pratiwi and Suwandi, 2021; Separate M. et al., 2019). In particularly organized occasion considerations, an individual can blend mimetic thinking as a construction to hold various perspectives and assessments around them. This cycle joins seeing and disengaging examinations made by others, absolutely apparent on managing one's own perception and perspective. Through mimetic thinking, individuals can amount to thoughts all of the more truly considering the way that they can get the nuances and probable grows of others' perspectives. This opens up sensible opportunities to hold different conviction frameworks, set forward joint endeavors between made evaluations, and produce unmistakable assessments.

Dream stories are maybe of the most famous inventive sort on earth. This get-together honors experts the giant opportunity to take a gander at considerations that are unimaginable for sure. Regardless, creating dream stories can in this way endeavor, especially to the extent that getting considerations. One perspective that can be used to get assessments for making dream stories is the mimetic procedure (Bhatia and Bagga, 2020; Heubeck and Meckl, 2023; Pratiwi and Suwandi, 2021; Saputro and Irianingsih, 2017). This approach relies upon the likelihood that fantasy stories are an impression of this interminable reality. Examinations for dream stories can be found in standard experiences, both individual experiences and the experiences of others. While discussing the creative improvement of making dream stories, the control of thought age becomes goliath. One plan that can be used is the mimetic framework, which headings seeing and repeating the overall environment. The evaluation of creative mind stories bases on examining's way to deal with thoroughly considering age the mimetic construction can be an epic resource in making a rich and join with dream land.



The first study is the mimetic strategy gathering the human inclination to mirror or see the overall environment (Rahman et al., 2020). Concerning making dream stories, this approach joins totally impression of genuine parts, similar to nature, culture, and human strategy for regulating acting. By on a very essential level comprehension these perspectives, a writer can make a Neverland that feels braced and true blue. Regardless of whatever else, the producer ought to participate in raised point of view on nature. By considering the brightness of nature, weather patterns changes, and standard improvement parts, the writer can make a rich and faltered dream scene. For example, if the writer is moved by the significance of a thick woods district, the individual could make a fairyland with a woodland that has outstanding trees and entranced creatures.

The second study with head evaluation is mimetic examination related with social appraisals. The mimetic system can comparably be applied to social assessments. Researchers can review the old stories, customs, and history of various social orders to explore novel thoughts for their records (D'Souza 2021). For example, by understanding out of date legends, examiners can change these parts into their fantasy stories, making huge and complex establishments. In addition, seeing human direct in standard normal presence can be a huge wellspring of inspiration. Seeing social correspondences, suppositions, and reactions to convey conditions can help researchers with making characters in their fantasy stories. By understanding human needs and characteristics, producers can create complex characters that perusers can converse with.

The third review by Mukunthan and Anantharajah (2021) depicts that in the hour of cutting edge improvement, fundamental more lively understudies are reliably familiar with an environment pouring out wrapped up with sharp contraptions. Hence, sorting out normal contraptions that assistance with bookkeeping making for grade more enthusiastic understudies through modernized rehearses is a major point of view. The story outlining cycle can give significant benefits in the improvement of teenagers' language limits and creative cerebrum. In this work, we will look at that it on a very basic level impacts plan sharp gadgets to help story making for fundamental additional burning understudies using modernized works out. Story writing in grade school means to energize language limits, yet ignoring additional cultivate creative cerebrum, energy for time and collecting of events, and reasonable abilities to think. Grade more fiery understudies sort out a sensible strategy for making stories with characters, plots, and subject new development. In this way, arranging normal instruments that can stay aware of the improvement of these cutoff points is a sure need. In this particular circumstance, data is the focal key. Grade more youthful understudies have a brought level of interest-up in practices that association sharp parts. As needs be, sorting out mechanical get-togethers that utilization robotized exercises can gather youths' gamble in the story representing process. For example, the utilization of typical games or striking applications can give a truly overwhelming and drawing recorded as a printed assortment data. The usage of best in class exercises can by and large help plays with envisioning their examinations. With the help of pictures, activities, or even sounds, youths could considerably more express their creative frontal cortex. This advances the making experience as well as helps in the improvement of visual social endpoints. It is fundamental for ensure that the skillful contraptions made are according to the more youthful age school educational program. These contraptions ought to stay aware of the learning bases on that



have been set, so teachers can verifiably work with them into homeroom learning. In addition, the mechanical social affairs ought to provoke the improvement of endpoints expected by the enlightening approach, as additional making dismantling, making, and decisive abilities to think. Sorting out instinctual mechanical get-togethers for youngsters in addition requires wonderful respect for succeeding and oversight. In the use of modernized works out, there ought to be controls and channels that ensure that the substance got to by kids is age-fitting and appropriate to learning targets. Also, oversight from educators or watchmen is correct now expected to ensure that young people use standard instruments constantly and safely.

The fourth key review from Zarei, et al. (2021) which contains dream story forming related with understanding. Story making is a fundamental activity for the psychological new development and creative cerebrum of grade more vivacious understudies. In any case, the most astounding strategy for regulating making stories very feels obliterating for teenagers. Sensibly, major to empower instinctual contraptions can stay aware of the methodology related with making stories for grade C. Considering the portrayal past what, three mixes can be drawn. The significant mix is the Fantasy Story Making Model for Elementary School Students Stage C is a learning model expected to help with assessing school students in grades 4-6 with making dream stories (Bhatia and Bagga, 2020; Kuzmičová and Cremin, 2022; Pratiwi and Suwandi, 2021). The accompanying mix, this model purposes a brand name language overseeing based technique for planning produce flabbergasting, inventive stories that are as shown by the level of perspective on class C students (Fauzi and Pratama, 2021; Mukunthan and Anantharajah, 2021; Saputro and Irianingsih, 2017; Zarei et al., 2021). The third mix, the improvement of a fantasy story making learning model is a work to figure out the level of understanding and interests of students in this class, so they can make stories that are truly enchanting and genuine for them. The relationship of these four models using a brand name learning-based approach related with the supporting of contemplations through a mimetic structure clears the path for making persuading and striking dream stories.

From the depiction past what, three central concerns can be drawn, starting (1) wellsprings of getting dream story considerations, (2) ways of managing overseeing considering to facilitate dream story assessments, and (3) strategies for making dream stories. Helping assessments for making dream stories through a mimetic system clears the path for making convincing and enormous dream stories. By considering the brilliance of nature, getting a handle on society, and seeing human method for regulating acting, experts can energize a fairyland that feels maintained and genuine. Making thoughts for stories that are reliably used are contemplating the significance of nature, understanding society, and seeing human procedure for regulating acting, writers can empower a Neverland that feels built up and veritable. Considering the concentrate over, this survey takes the title Dream Story Making Model for Grade School Students Stage C.

Review of Related Literature

Developing Ideas in Writing Fantasy Stories

Writing fantasy stories is a form of creative expression that requires strong imagination. According to Cropley (2006), imagination is a critical element in developing creativity.



Students who are able to develop their imagination effectively tend to be able to produce more interesting and colorful fantasy stories. Visual experiences, such as involving students in trips to imaginary places or using pictures and illustrations as sources of inspiration. By stimulating imagination, students can produce more unique and creative ideas in writing fantasy stories, namely (1) developing ideas, and (2) writing in a short, concise and clear format.

Developing an idea is an important step in writing a fantasy story. First, the writer must have a solid basic idea about the world and the fantasy story that will be created. This basic idea includes the concept of the fantasy world, the main characters, and the main conflict that will be faced.

Next, the writer needs to develop the basic idea by adding various details that can enrich the fantasy world. The writer can add a unique magic system or technology that exists in the fantasy world. The writer can also create various fantastic creatures that only exist in imagination. In addition, the writer can explore the background and personality of each main character in more depth. The development of this idea aims to make the fantasy world and story richer in imagination and detail. With the various additional elements created, readers will be increasingly immersed in the fantasy world being told. Fantasy stories will also feel more alive and interesting to readers. Therefore, developing ideas is a very important stage in the process of writing fantasy stories.

According to Gaiman (2015), writing in short form requires the ability to express ideas briefly and sharply. Teachers can assign short story or flash fiction writing assignments as creative exercises to help students develop their idea development skills within a more limited space. This approach can help students focus more on the essence of the story, choose the strongest ideas, and hone their editing skills. By engaging students in short writing, they can quickly experience success and gain confidence in developing longer fantasy story ideas.

Science Fiction in Elementary School

The mimetic creative process of writing science fiction in Elementary School is an interesting aspect to explore in the context of children's education. This literature review will attempt to present an overview of the concept of the mimetic creative process, its application in writing science fiction, and its relevance at the Elementary School level. The mimetic creative process, as stated by several experts, refers to a person's ability to imitate or copy the work of others as a basic form of their own creation (Smith, 2010). In the context of writing, mimetism can be applied to build a creative foundation in children. Children in Elementary School naturally have the ability to imitate and copy, which can be directed into the process of writing science fiction, namely (1) simple language, (2) having a foundation in scientific thinking (3) the role of the teacher as a facilitator.

First, the author must use simple language that is easy for children to understand. The author also needs to introduce basic scientific concepts briefly, before developing them further in the story. In addition, the author can include elements of action that stimulate students' curiosity. For example, the main character's adventure in finding rare objects or solving natural mysteries. The author can also involve funny characters as story supporters. The author must insert positive values such as cooperation, environmental awareness, and curiosity that he



wants to convey to the reader. With these simple tricks, students will be more interested in reading science fiction and will not get bored. They can also learn indirectly through the interesting stories presented.

Second, the research on the development of science fiction writing has a basis in the development of scientific writing. Brown's research in 2015 found that creative literary works are designed based on the level of student development. Meanwhile, Smith's research in 2018 emphasized the importance of creating an environment that supports the creative and mimetic process in learning to write. Smith stated that providing clear guidelines and examples of scientific writing can help children design their own science fiction stories.

The three roles of elementary school teachers are very important. Teachers can go about as facilitators of creative cerebrum by provide inspiration and guidance to students in illustrating contemplations into phenomenal science fiction making. Teachers can fan out an environment that stays aware of the mimetic inventive stream by giving burdens that fortify the imaginative frontal cortex and positive information. By giving opportunities to copy, model, and develop creative mind, we can help students appreciate and apply sensible examinations in an unprecedented way. Through the proactive control of educators, we can shape an age stacked with innovative mind and improvement later on. The meaning of making science fiction outlining limits in Grade Schools is a truly irksome issue, provided the capacity to paralyze of youths to support their imaginative frontal cortex and innovative cerebrum. According to Piaget (1962), the colossal utilitarian stage in Grade More youthful understudies grants them to think reasonably and begin to check consistent examinations out. Two or three assessments have shown the way that figuring out the opportunity of mimetism recorded as a printed assortment learning can deal with young people's ability to convey more exploratory synthesis.

Adventure Fantasy

Creative cerebrum kept as a printed copy experience stories in Grade School is a pivotal viewpoint in engaging young people's ability limits. This embellishment study intends to take a gander at the bet of inventive cerebrum recorded as a printed assortment experience stories, handle the requirement of youngsters in Grade School in conveying imaginative works, and take a gander at learning frameworks that can deal with the ability to make experience stories at that level. These things are (1) unequivocal cutoff points in using language, (2) freeing students' imaginative psyche in exploring astounding assessments and (3) opportunity in conveying contemplations. First, Research shows that making experience stories requires unequivocal endpoints in using language, yet nearby imaginative creative frontal cortex to develop plots, characters, and settings. Connelly and Clandinin (1990) highlight the significance of creative psyche in imaginative mentoring, focusing in on that the ability to imagine tries can help teenagers with giving their contemplations better.

According to Craft (2003), creativity in writing involves the ability to think outside conventional boundaries, integrate new ideas, and create unique narratives.

Second, in the context of adventure stories in Elementary School, teachers can encourage students to free their imaginations and dare to explore unconventional ideas. Children in Elementary School have a natural ability to fantasize and tell stories. According to Gardner



(1983), children's linguistic intelligence and interpersonal intelligence can be developed through story writing activities, especially adventure stories that encourage them to think creatively and work together in designing stories.

Third, based on research by Johnson et al. (2015) showed that elementary school children can produce more creative adventure stories when they are given the freedom to express their ideas without too many restrictions. In this case, it is important to provide support and guidance that motivates without inhibiting their creative freedom. Teachers have a key role in facilitating creativity in writing adventure stories. According to Beghetto and Kaufman (2014), a learning approach that supports creativity involves providing challenges that stimulate the imagination, providing constructive feedback, and providing freedom to explore ideas. Approaches such as "free writing" or "collaborative storytelling" can be effective strategies to stimulate children's creativity. These methods allow students to express their ideas without fear of criticism, thus creating an environment that supports the development of creativity (Amabile, 1996).

Fairytale

Fairy tales have an important role in character education and the development of children's creativity. Fairy tales have an important role in character education and the development of children's creativity. This is depicted as (1) the transmission of excellencies through dreams, (2) the improvement of imaginative brain, and (3) the most exceptional strategy for overseeing making one's own speculative fills in as brief stories. Notwithstanding, dreams have for a long time been seen for overwhelmingly most giving excellencies and aiding character to kids. As exhibited by Nodelman (1988), dreams present records that give moral direction without being putting down. Characters in dreams generally face moral fights and issues, assisting plays with understanding qualities like validness, coarseness, and affiliation. Research by Smith (2016) shows that youngsters who are dependably acquainted with dreams containing moral messages have a higher propensity to hold these qualities in their ordinary plans. Consequently, dreams are a compelling contraption in adornment youngsters' personality. Second, concerning making creative mind, dreams open the entry for youngsters to draw in their imaginative cerebrum, in fact. As exhibited by Bettelheim (1976), dreams give a system for understanding and beat youths' impressions of dread through unfathomable stories. This urges them to think innovatively and cultivate language limits. Never-ending evaluation by Brown et al. (2020) shows that kids who are changed with zeroing in on and passing dreams have rested toward imaginative capacities to think on over people who are less uncovered. Third, the most extensively seen technique for overseeing making their own records assists plays with conveying their examinations in astonishing and striking ways. Teachers have a principal influence in reviving the limitation of dreams as a contraption for character organizing and imaginative psyche. Jones (2018) underlined the meaning of picking dreams that are fitting to the lone characteristics to be told. Picking beguiling and age-confirmed stories is correspondingly a key figure the result of this system. Sharp systems, for example, conversations or exercises related with dreams, can create its effect.

Creative Writing Process in Elementary School



The exploratory imaginative cycle in the More fiery age School climate is an essential viewpoint in the improvement of kids' capacity. In the exploratory creative cycle, there are three (3) hypotheses utilized, expressly (1) mimetic hypothesis, (2) Piaget's advancement hypothesis, and (3) duplicate of articles pondering assessment from Smith (2018) First, the mimetic theory will be sorted out concerning groundwork making and how this approach can be applied to help youngsters' capacities to mentor in addition. Mimetic hypothesis, as conveyed by a couple of organized subject matter experts, recommends a solitary's capacity to duplicate or duplicate made by others as the assistance for their own signs (Smith, 2010). Concerning exploratory strategy, the mimetic framework joins the most noticeable technique for overseeing imitating the making style, story plan, or utilization of language tracked down in existing reasonable works. As per Smith (2018), mimetic hypothesis can serious solid areas for be for a to encourage exploratory making abilities in youngsters moreover. Through duplicate and change, youngsters can see the value in the imaginative parts in resolved connection and a brief timeframe later apply them in their own sythesis. This makes a brand name making experience and braces the imaginative mind. Second, grade school understudies are at a formative stage that licenses them to encourage exploratory making abilities. Piaget (1962) in all actuality that at this age, kids enter the giant steady stage, which licenses them to think really and start to investigate dynamic assessments. The significance of making exploratory capacities to shape in grade schools is a fundamental obsession, given the phenomenal uttermost ranges of youngsters to encourage their imaginative cerebrum and creative psyche. Through a mimetic method, teachers can give understudies a strong early phase for putting together their own sythesis. The usage of mimetic hypothesis recorded as a printed duplicate learning in grade schools joins unequivocal advances. In any event, can pick scholastic works that are genuine to the understudies' formative level. By investigating and analyzing together, understudies can get the subtleties and making styles that they can reflect. Third, research by Smith (2010) supports that subsequent to understanding the speculative work, instructors can give forming endeavors that request that understudies imitate some piece of the work. This could consolidate the usage of a specific style of language, story plan, or character improvement. This cycle assists understudies with participating in imaginative trial and error and support their making skills. The use out of mimetic speculation recorded as a printed structure learning in Grade School values enormous advantages. Regardless, youths can solid areas for feel as a printed variety when they have a reasonable manual for follow.

Creative Writing and Construction Model in Elementary School

Environment Learning with a mechanized depicting model in Elementary School conditions has changed into the spot of association of assessment and enlightening improvement in standing up to the electronic period. Notwithstanding, modernized depicting joins parts of standard story with best in class improvement, making a captivating and customary medium. The obligation of blended media like pictures, sound, and video refreshes students' valuable learning experiences, explicitly (1) students as cheerful creators, (2) mentoring improvement, (3) creating student inventive mind, and (4) student joint exertion in illustrating a story. Notwithstanding, Ohler (2013) comprehends that this model honors youths to become purchasers as well as creators of cutting edge content, growing their help and obligation in the instructive experience. The use of electronic depicting in Grade Schools can give different benefits to the making experience. Second, this model honors students to make visual, hear-



talented, and mechanized direction limits. They sort out a savvy strategy for developing stories, select visual parts, and join various media in creative ways. As demonstrated by Lambert (2009), huge level portraying can equivalently besides develop students' principal and keen thinking skills. They need to pick colossal information, coordinate their considerations, and pass messages in an enchanting way on through electronic media. The usage of cutting edge portraying models can help with chipping away at youths' coaching in grade schools. Research by McKenna et al. (2017) shows that students who are gotten with progress based learning will for the most part have a more brought degree of interest up in looking at and making. Third, evident level depicting can manage students' inventiveness. They have the stunning an entryway to pass their assessments on through automated media, making astonishing and outstanding works. This is as per the speculation of constructivism which underlines the significance of learning through experience and dynamic creation (Piaget, 1973). The execution of the mechanized portraying model requires a cautious framework. Instructors need to provide clear guidance and direction to students. Every little push toward turn learning on the most fit system to make progressed stories and use electronic contraptions ought to help students with figuring out the cycle.

Fourth, research from Wakeman (2014) suggests collaboration between teachers and students in creating digital stories. Project-based learning like this not only improves technological skills, but also improves social and collaboration skills. Students learn to work together in groups, share ideas, and solve problems together. In addition, digital story-telling can also be a means to expand students' knowledge of technology. They learn about various digital tools, software, and editing techniques that they can use in creating digital stories. Thus, the use of the digital story-telling model in Elementary Schools not only has an impact on the development of children's literacy, but also on the development of their technological, social, and collaborative skills.

Problems identification

In general, the core research aims to produce a fantasy story writing model for Elementary School Phase C students. Specifically, the research aims to produce a fantasy story writing model for Elementary School Phase C students.

- (1) teaching materials for reading fantasy stories (science fiction, adventure and fairy tales);
- (2) teaching materials for writing fantasy stories (science fiction, adventure and fairy tales);
And
- (3) stages of writing fantasy stories (science fiction, adventure, and fairy tales).

The specifications of this research product are evident from the indicators and sub-indicators for each specific research objective as stated in the following table.

Special purpose	Indicator	Sub-indicators
-----------------	-----------	----------------



1. Produce models of teaching materials for reading fantasy stories (science fiction, adventure and fairy tales)	(1) Digging up information in fantasy story texts	a. Re-expressing the main problem experienced by the character
		b. Revealing the character of the character
	(2) Understanding Information in Fantasy Story Texts	a. Understanding the literal meaning in fantasy story texts by stating the meaning of language style, imagery diction, and fantasy expressions.
		b. Integrating information and compiling inferences from fantasy story texts by formulating solutions to problems experienced by characters.
	(3) Evaluating and Reflecting on Information in Fantasy Story Texts	a. Assess the quality and credibility of information in fantasy story texts by reviewing the strengths, weaknesses, similarities, differences in character and problem solving by the characters.
		b. Reflecting on the content and form of fantasy story texts by (summarizing the character of the characters, formulating the characters' ideas/views about values)
2. Produce models of teaching materials for writing fantasy stories (science fiction, adventure and fairy tales)	(1) Revealing the magic of fantasy story ideas	a. Expressing futuristic themes in fantasy stories in fantasy stories
		b. Revealing the theme of magic in fantasy stories
	(2) Weaving together the mystery of fantasy events	a. Weaving together a story of resistance between characters



		b. Weaving together the adventure stories of the characters
		c. Stringing together the actions of characters in solving mysterious events
	(3) Depicting the greatness of fantasy characters	a. Describes the physical uniqueness of the character
		b. Describes the supernatural powers of the characters
	(4) Contextualizing the uniqueness of a fantasy setting	a. Contextualizing cross-spatial backgrounds
		b. Contextualizing the setting across time
3. Produce a model of the stages of writing fantasy stories (science fiction, adventure, and fairy tales)	(1) Finding ideas to formulate a fantasy story theme	a. Finding inspiration from reading fantasy stories as well as observing and reflecting on experiences
		b. Elaborate on relevant topics based on reading and observing the environment.
		c. Formulate fantasy story themes based on the results of identifying and elaborating story topics and ideas.
	(2) Processing ideas/themes into fantasy stories by formulating characterization of characters, contextualization of settings, and	a. Describing objects based on sensory perception
		b. Formulate keywords for a topic or theme based on reading results, observations, and/or experiences.



	dramatization of events in fantasy stories.	c. Selecting and developing diction according to imagination to compose a fantasy story.
		d. Enriching language style through the integration of reading, observing and experiencing.

Study Method: Systematic Literature Review

SLR is used to analyze the fantasy story writing learning model for Elementary School Phase C students. This process includes systematic steps to summarize and interpret data from relevant studies.

1. Formulation of Research Questions

- R1: What are the learning models or strategies used to write fantasy stories in Elementary School Phase C?
- R2: How effective is the model in improving students' writing skills?
- R3: What factors influence the success of learning to write fantasy stories?

2. PRISMA Protocol

This protocol was designed following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework.

A. Study Identification

1. Data source:

- Google Scholar, Scopus, Springer, ProQuest, and ERIC.

2. Keywords:

- Fantasy writing model, elementary school, writing instruction, teaching writing fantasy stories.
- English: Model for writing fantasy stories for elementary schools.

3. Inclusion Criteria:

- Articles published 2014–2024.
- The empirical study involved Phase C Elementary School students.
- Discuss learning strategies, techniques, or models.

4. Exclusion Criteria:



- There is no empirical data.
- The focus is not on Phase C Elementary School.
- Articles in foreign languages without translation.

References Screening

1. Stage 1: Initial screening based on title and abstract.
2. Stage 2: Full text evaluation to ensure appropriateness to the research question.
3. Stage 3: Quality assessment using the Critical Appraisal (CASP) tool.

3. Analysis and Synthesis

1. Thematic Analysis:
 - Identify key themes, such as learning models (e.g., STAD, project-based learning), aspects of creativity, and teaching challenges.
2. Narrative Synthesis:
 - Organize findings based on key themes to support the theoretical framework.

Selection Stages

1. Identification:
 - Total articles found: 300.
 - Articles removed due to duplication: 50.
2. Filtering:
 - Articles filtered by title and abstract: 250.
 - Irrelevant articles: 125.
3. Eligibility:
 - Articles accessed full text: 125.
 - Articles excluded (not meeting criteria): 75.
4. Including:
 - Final article for analysis: 50.

5. Expected Results

- Identify effective learning models, such as project-based learning, STAD, and digital storytelling.
- Findings on learning success factors (teacher feedback, student engagement).
- Challenges faced (low reading interest, limited learning time).



Results

Teaching language creative cerebrum to grade school students is a titanic perspective in enabling their correspondence and abilities to think. Studying students for practices that vitalize creative frontal cortex, verbalization, and language imaginative mind can help them with empowering their talking, making, and listening skills in a silliness and significant way. Showing language creative mind to grade school students is an unbelievable viewpoint in developing their correspondence and abilities to think.

Creative Activities in Language Teaching

The use of creative activities can additionally foster the language significant learning experience of grade school students. According to Hughes (2006), practices like show, visual verbalizations, and music could grow whenever student motivation, help them with beating correspondence obstacles, and backing language limits in a horseplay and essential way. Specifically, creative practices in grade schools are depicted with the models (1) Innovative activities that can redesign the language opportunity for development of elementary school students, (2) imaginative activities that could increase whenever student motivation, help with vanquishing correspondence confines, and foster language limits in an irrationality and fundamental way, (3) inventive establishments that have this approach make a concordance among formal and relaxed learning, license students to learn while playing and empower creative mind in using language, and (4) Creative activities that make a more thorough doorway for development, covering mental, exceptionally close, and social points of view. As an issue of some significance, imaginative activities can furthermore cultivate the language opportunity for progression of grade school students. In this particular situation, the extent of creative activities, similar to show, visual clarifications, and music, give enormous entryways to students to learn language in various ways. These activities make blend in the making experience, yet likewise give a more enormous and truly satisfying learning experience. Second, innovative activities can make students' motivation, help them with vanquishing correspondence upsets, and foster language limits in a horseplay and essential way. In the imaginative stream, students can feel the chance to communicate their contemplations and take a gander at language unafraid of goofs. This fans out an environment that stays aware of the development of language restricts ordinarily and splendidly. Third, creative activities are nearly reflected in the third measure, unequivocally making a concordance among formal and relaxed learning. By integrating innovative activities into the illuminating undertaking, elementary schools can make a climate that licenses students to learn while playing. This approach gives space to the advancement of innovative mind in the usage of language, with the objective that the making experience ends up being really captivating and getting. Fourth, creative activities can make a more cautious doorway for development, wrapping mental, exceptionally close, and social perspectives. Reviewing students for creative activities pushes ahead their language limits, yet close to gathers the ability to see the value in anybody on a basic level, deals with cordial experiences, and oversees how they could disentangle language concerning normal presence.

The of Learning Model in Creative Writing



With the improvement of progress, the mix of language imaginative cerebrum showing programming critical strong regions for can for serious for be for a for additional making grade school students' language limits. Different enlightening applications and programming offer watchful passages for development and moving the progress of students' creative cerebrum in language. Research by Jones et al. (2013) shows that the use of progress in language learning can vivify students' imaginative frontal cortex, increase sponsorship, and give speedier assessment. Subsequently, the blend of progress in showing language creative cerebrum can areas of strength for serious for be for goliath for a for additional making language restricts very every step of the way school level. The blend is (1) open regions for progress with information and correspondence progress, (2) making student getting it, (3) assessment to students.

Specifically, Language is an extra careful and attracting a mistaking portion for development for students. These applications and making PC tries ought to give, if all else fails, challenges and moving students' creative cerebrum in conveying their assessments and evaluations in language. Subsequently, improvement can be a conceivable technique for staying aware of up with up with students' benefit in language learning.

Second, the utilization of progress in language learning can other than foster student support. Cautious applications and programming urge students to be as indicated by a general perspective impressively more genuinely drawn in with sorting out, whether through edifying games, redirections, or imaginative improvement based works out. This fans out a reliable learning environment and supports student risk in the making experience.

Third, motivation evaluation is other than a central piece of paying special attention to advance for language learning. Applications and programming can give second assessment on students' work, allowing them to rapidly get revives and further sorts of progress. This speedy assessment can help students with understanding the qualities and necessities their language use, supporting more sensible learning. Factors influence the improvement of sorting out a shrewd method for making dream stories

Showing language creative cerebrum not simply expects a part in making language limits, yet close to in manage students' characters. According to Csikszentmihalyi (1997), creative cerebrum can make a stream data, where students feel totally pulled in with their learning works out. This can engage sureness, confirmation, and a sense of responsibility in students.

Showing language inventiveness other than demands that students think essentially, find creative charts, and acclimate to change. In this manner, showing language creative mind adds past what many would consider conceivable, yet close to helps strong regions for serious for shape versatile characters in grade with training students.

Mimetic theory is an improvement of understanding that reveals how individuals learn and copy through wonderful correspondence. Concerning making inventive cerebrum in grade schools, this thought can be applied to see the worth in how the most unquestionable procedure for administering learning through mirror can light up students' imaginative frontal cortex and creative mind. The stages in mimetic speculation are (1) copy, (2) development of the environment, and (3) separation in language use.



Girard (1965) focused in on that copy is one of the focal ways for individuals to grasp and change the joining society. By applying mimetic hypothesis concerning grade school heading, educators can fan out an environment where students can reflect clearly, delighting their innovative cerebrum through a brand name and social making experience.

One of the fundamental contemplations in the utilization of mimetic speculation is to fan out an environment where students feel open to giving their evaluations and replicating creative evaluations. Research by Smith (2010) shows that giving space to students to share contemplations and mirror the creativity of their partners can sustain imaginative new turn of events and language limit progress. In the early age school setting, teachers can use believable models, either individual students or remember the presence of organized subject matter experts or creative figures for the edifying experience. Subsequently, mimetic speculation gives strong regions for serious for a to fanning out a learning climate that stays aware of the improvement of virtuoso among students.

Mimetic speculation doesn't only fixation there of cerebrum in genuine settings, yet also audits duplicate for language use. This thought can be applied in making language creative mind in grade schools. For example, research by Brown (2015) highlights that students routinely learn through duplicate in language use, including practicing creative language styles that they see or hear.

Conclusion and Suggestion

Conclusion

This review recognizes that figuring out a fair system for making dream stories for grade school understudies Stage C can be directed utilizing innovative and savvy learning models. Learning models, for example, project-based learning, STAD (Understudy Parties Accomplishment Divisions), and progress based approaches have been shown persuading in extra consoling understudies' capacities to make. These models not just assistance the improvement of understudies' imaginative mind and innovative psyche, yet likewise encourage their language limits through wonderful securing.

Suggestion

The consequence of figuring out a useful procedure for making dream stories is influenced by a couple of parts, like the opportunity of educator evaluation, dynamic commitment of understudies in the creative technique, and colossal learning media. The difficulties tried mix low understudy interest in looking at, bound learning time in class, and nonappearance of educator arranging in sorting out improvement and imaginative structures into learning.

REFERENCES

- Amabile, T. M. (1996). *Creativity in Context: Update to the Social Psychology of Creativity*. Westview Press.
- Beghetto, R. A., & Kaufman, J. C. (2014). Classroom Contexts for Creativity. *High Ability Studies*, 25(1), 53-69.



- Bettelheim, B. (1976). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. Vintage.
- Bhatia, DJS, & Bagga, DHS (2020). MANAGEMENT THROUGH RELIGIOSITY WITH SPECIAL REFERENCE TO SIKHISM. 10(6).
- Borg, W.R., & Gall, M.D. (2023). *Educational research: An introduction*. 11th ed. Boston, MA: Pearson.
- Brown, A. (2015). Enhancing Creative Writing Skills in Elementary Students through Literary Mimicry. *Journal of Elementary Education*, 20(3), 112-125.
- Brown, A., Miller, J., & Johnson, R. (2020). Exploring the Impact of Storytelling on Creative Thinking Skills in Elementary Students. *Journal of Creative Education*, 11(7), 869-884.
- Brown, L. (2015). Language and Imitation in Human Learning. *Child Development Perspectives*, 9(3), 154–158.
- Connelly, F.M., & Clandinin, D.J. (1990). Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19(5), 2-14.
- Craft, A. (2003). The Limits to Creativity in Education: Dilemmas for the Educator. *British Journal of Educational Studies*, 51(2), 113-127.
- Cropley, A. J. (2006). In praise of convergent thinking. *Creativity Research Journal*, 18(3), 391-404.
- Csikszentmihalyi, M. (1997). *Creativity: Flow and the Psychology of Discovery and Invention*. Harper Perennials.
- D'Souza, R. (2021). What characterizes creativity in narrative writing, and how do we assess it? Research findings from a systematic literature search. *Thinking Skills and Creativity*, 42, 100949. <https://doi.org/10.1016/j.tsc.2021.100949>
- Fauzi, MR, & Pratama, DF (2021). Elementary Teacher Education Students' Short Story Writing Skills through Creative Writing Learning for Short Movie Making. *Elementary School Pulpit*, 8(1), 96–113. <https://doi.org/10.53400/mimbar-sd.v8i1.26491>
- Gaiman, N. (2015). *Trigger Warning: Short Fictions and Disturbances*. HarperCollins.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
- George, N., Karna, A., & Sud, M. (2022). Entrepreneurship through the lens of dynamic managerial capabilities: A review of the literature. *Journal of Management & Organization*, 28(3), 605–631. <https://doi.org/10.1017/jmo.2022.25>
- Girard, R. (1965). *Deceit, Desire, and the Novel: Self and Other in Literary Structure*. Johns Hopkins University Press.



- Heubeck, T., & Meckl, R. (2023). Microfoundations of innovation: A dynamic CEO capabilities perspective. *Managerial and Decision Economics*, 44(6), 3108–3126. <https://doi.org/10.1002/mde.3866>
- Hughes, J. (2006). *Drama in the Classroom*. Oxford University Press.
- Johnson, R.B., Smith, M.J., & Wang, L. (2015). Creativity in Elementary Schools: From Imagination to Innovation. *The Journal of Creative Behavior*, 49(3), 157-174.
- Jones, A., Issroff, K., & Scanlon, E. (2013). Technology Enhanced Learning. In *Encyclopedia of the Sciences of Learning* (pp. 3235–3238). Springer.
- Jones, M. (2018). *Using Folktales to Teach Character Education: A Handbook for Teachers*. Libraries Unlimited.
- Karnä, E. (2022). Invitation to Interpret: Crafting Interpretative Agency as a Tool for Narrative Designers.
- Kuzmičová, A., & Cremin, T. (2022). Different fiction genres take children's memories to different places. *Cambridge Journal of Education*, 52(1), 37–53. <https://doi.org/10.1080/0305764X.2021.1937523>
- Lambert, J. (2009). *Digital Storytelling Cookbook*. Digital Diner Press.
- McKenna, M.C., Labbo, L.D., Kieffer, R.D., & Reinking, D. (2017). *International Handbook of Literacy and Technology: Volume II*. Routledge.
- Mukunthan, T., & Anantharajah, S. (2021). READING INTERESTS OF PRIMARY SCHOOL CHILDREN. *Muallim Journal of Social Science and Humanities*, 102–112. <https://doi.org/10.33306/mjssh/124>
- Nair, V., & Yunus, M.M. (2021). A Systematic Review of Digital Storytelling in Improving Speaking Skills. *Sustainability*, 13(17), 9829. <https://doi.org/10.3390/su13179829>
- Nodelman, P. (1988). *Words about Pictures: The Narrative Art of Children's Picture Books*. University of Georgia Press.
- Ohler, J. (2013). *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity*. Corwin Press.
- Piaget, J. (1962). *The Psychology of Intelligence*. Routledge.
- Piaget, J. (1973). *To Understand Is to Invent: The Future of Education*. Grossman Publishers.
- Pratiwi, VU, & Suwandi, S. (2021). Local Wisdom in the Picture Storybook for Elementary School Students in Sukoharjo Regency. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(1), 1262–1271. <https://doi.org/10.33258/birci.v4i1.1751>
- Rahman, SR, Rasheed, LA, & Mustafa, LI (2020). The Adaptation of Self-Reflexivity and Metafiction Approach to Myth and History in Shashi Tharoor's the Great Indian



- Novel: A Post-Modernist Study. *International Journal of Early Childhood Special Education*, 12(2), 88–93. <https://doi.org/10.9756/INT-JECSE/V12I2.201059>
- Saputro, WH, & Irianingsih, ET (2017). Mental Revolution of Mangkunagara IV Movement: 2nd International Conference on Sociology Education, 281–289. <https://doi.org/10.5220/0007096802810289>
- Smith, J. (2010). Mimesis and Creativity: Exploring the Relationship. *Journal of Creative Writing Studies*, 5(2), 45-58.
- Smith, J. (2010). Mimetic Learning: The Treasure Within. *Journal of Educational Change*, 11(3), 283–307.
- Smith, J. K. (2016). The Power of Story: A Process of Character Development in Young Children. *Early Childhood Education Journal*, 44(3), 269-277.
- Smith, M. (2018). Fostering Creativity in Elementary Writing: A Practical Approach. *Education Journal*, 25(4), 301-315.
- Smith, M. (2018). Fostering Creativity in Elementary Writing: A Practical Approach. *Education Journal*, 25(4), 301-315. vard University Press.
- Sunder M., V., L.S., G., & Marathe, R.R. (2019). Dynamic capabilities: A morphological analysis framework and agenda for future research. *European Business Review*, 31(1), 25–63. <https://doi.org/10.1108/EBR-03-2018-0060>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Har Smith, J. (2010). Mimesis and Creativity: Exploring the Relationship. *Journal of Creative Writing Studies*, 5(2), 45-58.
- Wakeman, S.Y. (2014). *Using Digital Storytelling to Enhance Learning and Teaching: A Practical Guide for Primary and Secondary Schools*. SAGE Publications.
- Zarei, N., Quek, F., Chu, S. L., & Brown, S. A. (2021). Towards Designing Enactment-Scaffolded Narrative Authoring Tools for Elementary-School Children. *Interaction Design and Children*, 387–395. <https://doi.org/10.1145/3459990.3460726>