Fantasy Gymnastics Learning Video Based on Fable Stories to Stimulate the Imagination of Early Childhood

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Abstrak

Kurangnya media atau fasilitas pendukung pembelajaran di sekolah mengakibatkan keterlambatan perkembangan kognitif anak dalam hal ini proses imajinasi anak. Berdasarkan hal tersebut maka dilakukan penelitian yang bertujuan untuk menganalisis Video Pembelajaran Senam Fantasi Berbasis Cerita Fabel Untuk Menstimulasi Imajinasi Anak Usia Dini Kelompok B Taman Kanak-Kanak. Subjek dalam penelitian ini adalah 20 orang anak kelompok B dengan objek penelitian adalah kemampuan imajinasi anak usia dini. Model penelitian yang digunakan yakni model ADDIE. Metode pengumpulan data yang digunakan kuisioner dan observasi, instrumen yang digunakan yakni lembar kuisioner. Teknik analisis data yakni menggunakan analisis kuantitatif kualitatif. Hasil uji kelayakan dan kepraktisan media mendapatkan hasil sangat layak darri ahli dan praktisi. Hasil uji efektivitas menunjukkan H1 diterima dan H0 ditolak, maka dapat disimpulkan bahwa video pembelajaran senam fantasi berbasis cerita fabel dinyatakan efektif untuk mestimulasi perkembangan imajinasi anak usia dini. Implikasi penelitian ini yakni video pembelajaran senam fantasi berbasis cerita fabel ini dapat memfasilitasi peserta didik dalam pembelajaran serta membantu Guru untuk mencapai tujuan pembelajaran yang lebih optimal.

Kata Kunci: *Video Pembelajaran, Senam Fantasi, Cerita Fabel, Imajinasi*

Abstract

Lack of media or supporting facilities for learning in schools results in delays in children's cognitive development, such as the child's imagination process. Based on this, a study aimed to analyze the Fantasy Gymnastics Learning Video Based on Fable Stories to Stimulate the Imagination of Early Childhood Group B Kindergarten. The subjects in this study were 20 children in group B, with the object of research being the imagination ability of early childhood. The research model used was the ADDIE model. The data collection method used was a questionnaire and observation. The instrument used was a questionnaire sheet. The data analysis technique used was quantitative and qualitative analysis. The results of the feasibility and practicality test of the media obtained very decent results from experts and practitioners. The effectiveness test results showed that H1 was accepted and H0 was rejected, so it can be concluded that the fantasy gymnastics learning video based on fable stories is declared effective in stimulating the development of early childhood imagination. This study implies that the fantasy gymnastics learning video based on fable stories can facilitate students' learning and help teachers achieve more optimal learning goals.

Keywords: Learning Videos, Fantasy Exercises, Fables, Imagination.

1. INTRODUCTION

Children's education is a vital foundation for the development of society. The next generation is the successor, and therefore, their education has very significant implications (Fitria & Juwita, 2018; Ramadhan, 2023). For that reason, in order to obtain good quality education, support is needed, including the existence of educational facilities and infrastructure that are good in quantity and quality in order to create an active, creative and enjoyable learning process (Huwae et al., 2023; Zultrianti et al., 2023). Developing children's imagination is an effort to stimulate, grow and increase the potential of intelligence and creativity of children. Children's imagination develops along with the development of

children's speaking and language skills. By imagining, children can develop their thinking and creative abilities without being limited by reality and everyday reality, children are free to think according to their experiences and fantasies (Agustini & Ngarti, 2021; Dini, 2023). But in reality, the imagination of these children has not been supported by media or supporting facilities that cause delays in cognitive development. This is supported by the statement that there are still many children who look confused when asked to express what they feel, what they have experienced and what they will make through their work (Suryana & Hijriani, 2021; Yusmaliana & Suyadi, 2019). Children's cognitive development has not developed optimally, thus inhibiting the child's imagination process. One of the kindergarten schools in Salatiga city, found that many problems experienced were the lack of imagination ability of kindergarten children because the methods used were not appropriate for the child's developmental age and the learning media were not varied enough. This triggers children to be lazy to follow learning, and not a few children do not go to school. Problems like this, if left unchecked and there is no appropriate strategy, will have a comprehensive impact on children's abilities, including obstacles to imagination (Huwae et al., 2023). One of the kindergartens in Yogyakarta explained that so far creative imagination has not been developed much and is even considered a learning disorder. However, in the course of history, many scientists have emphasized their creative imagination in childhood. This shows that creative imagination is not a learning disorder but rather a technique for optimizing brain function more optimally. Learning activities that can stimulate children's creative imagination such as role playing, storytelling, reading, drawing and so on are very important to develop in the learning process (Yusmaliana & Suyadi, 2019).

Based on observations at one of the PAUD institutions, namely at TK Negeri Pembina Singaraja, researchers found similar problems found in the school institution. Where the low ability of teachers in making creative and innovative learning video media results in a lack of motivation for children to learn because they still use general learning media that already exist such as those available on social media such as Google and YouTube, the selection of inappropriate strategies or learning activities can cause children to lose their enthusiasm or passion for learning (Huwae et al., 2023). So far, the learning activities implemented to stimulate children's imagination in the institution tend to be general, such as painting, drawing, and coloring activities. These activities make children quickly bored because they are less varied, less interesting, less modern and less fun. Weekly assessments at TK Negeri Pembina Singaraja, namely children's cognitive abilities that lead to imaginative thinking activities are still classified as MB (starting to develop). Have not found the standard for children's imagination abilities. However, learning facilities such as computers, LCD monitors and other facilities to support learning are already owned by the school (Suryana & Hijriani, 2021).

The solution that can be offered to improve student learning outcomes is to develop media that is suitable to the needs and developments of the times and to adapt to the characteristics of students, such as utilizing digital technology that is developing in the current era to help in developing learning media that is more relevant, innovative and creative (Eriani et al., 2022). Media that is considered appropriate for stimulating cognitive abilities, in this case children's imagination (Ali, 2022; Arini et al., 2019). Learning media for early childhood is an intermediary or messenger of printed and non-printed messages from the sender to the recipient of the message, between educators and students or parents and children, so that children are motivated to learn so that they obtain learning outcomes that are in accordance with expectations. The use of learning media for early childhood plays a very important role (Suryana & Hijriani, 2021). One of the good learning media used to stimulate students' imagination is through learning video media that contains learning activities. Learning media as a teaching aid to convey material so that messages are easier to accept and

make students more motivated and active (Hernawati, 2019). The use of educational video media that pays attention to children's needs has various benefits for their development (Fakhrana & Murniati, 2024b; Fazria & Wati, 2022). Learning media that uses elements of images, writing and sound (video) can increase attention, lead children to understand ideas and obtain very complex information that requires separate explanations and can overcome limitations of time, size and place. Previous research findings state that innovative learning with adequate teaching materials will be able to improve the quality of learning in accordance with technological developments (Fazriah et al., 2021; Istiqomah & Maemonah, 2022). The use of information technology in learning will create an interesting and meaningful learning process for students.

The novelty of this research is combining fantasy gymnastics with fable stories. With this video, children's imagination can be formed through the movements in fantasy gymnastics. This development is based on the fact that there has not been much research that has raised fantasy gymnastics activities to stimulate imagination in early childhood. This video media product is different from learning videos as previously developed, because this video contains the steps of basic fantasy gymnastics movements based on stories. This video is designed to attract students' interest in doing gymnastics with children's imagination creations based on the fable storyline taken, so that children do not get bored quickly. The purpose of this study was to analyze fantasy gymnastics learning videos based on fable stories to stimulate the imagination of early childhood group B Kindergarten. The existence of this fantasy gymnastics learning video based on fable stories can stimulate the development of imagination in early childhood so that children are better in their thinking and physical motor skills.

2. METHOD

Research on the development of fantasy gymnastics learning videos through stories, the type of research used in this study is Research and Development (R&D) research with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). In designing this learning video test, it was made to provide an overview of the process of testing the validity or feasibility of learning videos. The experts who are the targets of the learning video validity test are media experts, learning material experts, and teachers to test the media developed. The subjects in this study were 20 children in group B with the object of the study being the imagination ability of early childhood children. The types of data in this development research are qualitative and quantitative data. Qualitative data is data obtained in the form of non-numerical (in the form of words) in the form of responses, suggestions, criticisms and statements obtained from expert assessments. Qualitative data in this development research was obtained from needs analysis, competency analysis achieved by students, analysis of student characteristics and input and suggestions from experts. While quantitative data is data obtained in the form of numbers or amounts and can be measured in size which is obtained through media assessment sheets that have been filled in by experts and are objective, so that they can be interpreted the same by others. The data collection methods used in this study are observation and questionnaires. In this study, I used a questionnaire or survey instrument type by giving a score with a Likert scale. Before the instrument can be used, a grid is first made. The goal is that the instrument made is in accordance with the indicators that have been set. The instrument grids used in this study can be seen in Table 1, Table 2, Table 3, Table 4 and Table 5.

Table 1. The Material Expert Instrument Grid

No.	Aspect	Indicator
1	Packaging	a). The attractiveness of media packaging.
	Contents	a). Clarity of presentation of material
		b). Suitability of the material to learning objectives
2		c). Breadth of material
		d). Suitability of animation to material
		e). Suitability of the video to the material
3	Language	a). Accuracy of language use in accordance with EYD rules
		b). Clarity of meaning of words
4	Presentation	a). Presentation of images and videos according to the material.
		b). Use of interesting music and songs.

Table 2. The Media Expert Instrument Grid

No	Aspect	Indicator
1.	Picture	a) Clarity and attractiveness of the image
		b) Images support the clarity of the material
		c) Appropriate image placement
2.	Text	a) Appropriate text type and size
		b) Clarity of text and suitability of text color to the background.
3.	Video	a) Sound quality on video
		b) Suitability of material to video
		c) Support in delivering material
		d) Ideal video duration
4.	Animation	a) Suitability of the animation used
5.	Audio	a) Suitability of music and sound effects
6.	Layout	a) Appropriate placement of images and text
		b) Media size suitability
7.	Program	a) Learning video media can be used repeatedly.
	Operation	b) Ease of use of learning video media

Table 3. The Teacher Response Instrument Grid

No	Aspect	Indicator
1.	Packaging	a) The attractiveness of media packaging
2.	Contents	a) Accuracy of the content of the material
		b) Breadth of material content
3.	Presentation	a) Presentation of images and videos according to the material
		b) Use of interesting images
4.	Appearance	a) Text size
		b) Text color
		c) Image quality
		d) Audio quality
		e) Display color composition
		f) Display layout
		g) Ideal duration with target
		h) The accuracy of the viewing angle on the video

Table 4. The Small Group and Field Test Instruments

No	Aspect	Indicator
1.	Media	a) Display interesting learning videos.
		b) The overall display colors used look attractive and clear.
		c) The packaging of images in the video is clear.
		d) Learning videos are easy to use.
		e) The use of learning videos makes the learning process easier.
		f) Animations in learning videos are interesting.
		g) The pictures presented attract children's attention to learn.
		h) Learning using interesting and fun learning videos.
2.	Material	a) The title is in accordance with the material presented.
		b) The language used in delivering the material is easy to understand.
		c) The language used increases children's interest in learning.
		d) The material presented in the learning video is easy to understand.
		e) The fantasy gymnastics material based on fable stories in the learning video is clear.
3.	Benefit	a) Providing learning videos can attract children's interest and motivation.

Table 5. The Grid of Imagination Stimulation Effectiveness Instruments

No	Observed Aspects	Indicator
1.	Creativity	Children are able to express their creative ideas through various activities (drawing/painting, playing, singing, dancing/creating their own movements and role playing).
2.	Visualization Ability	Children are able to express mental images of objects, people, situations, and story scenarios that they create themselves.
3.	Imaginative Memory	Children are able to create their own imaginative stories, remember their favorite imaginary characters, and are able to remember visuals about the stories, games and rules they create.
4.	Flexibility of Thinking	Children are able to find alternative solutions in solving problems, with creative ideas.

The instrument that has been created is then tested for validity. Validity testing is carried out using the Gregory formula. The analysis of media effectiveness on student learning outcomes was carried out using the paired samples t-test formula. There is a prerequisite test that must be carried out first, namely the data normality test. The data normality test was carried out using the Shapiro-Wilk formula. The paired samples t-test was carried out using the IBM SPSS Statistics application with a pre-experimental design technique with a one group pretest-posttest design. The provisions for data analysis using the paired samples t-test technique are if the Sig. (2-tailed) value is <0.05, then H0 is rejected, while if the Sig. (2-tailed) value is >0.05, then H0 is accepted and Ha is rejected.

3. RESULTS AND DISCUSSION

Results

This development research was conducted to develop fantasy gymnastics learning video product based on fable stories. This development research was conducted using the

ADDIE model, through five stages, namely analysis, design, development, and evaluation. The activities that researchers have gone through at each stage of development are: The first stage of analysis, Activities carried out at the analysis stage (analyze) are analyzing the needs of students, identifying the characteristics of children, the environment and the goals to be achieved. The learning media used by teachers as teaching materials so far still apply concrete media and not a few are not in accordance with the use of learning media in the teaching and learning process. Thus, it is necessary to develop a new innovation, namely fantasy gymnastics learning video based on a fable story in a learning activity. The second stage after analysis is the design stage, at this stage the design of the Fantasy Gymnastics Learning Video Media Based on Fable Stories is carried out and the research instrument is designed. The design stage aims to design a product. At this stage, the researcher analyzes the functions needed and required to find ideas to be able to design and develop a Fantasy Gymnastics Learning Video Based on Fable Stories to stimulate the imagination of early childhood group B kindergarten children. At this stage, the preparation of the media feasibility instrument, the preparation of the teacher response instrument, and the preparation of the effectiveness instrument of the media being developed will also be carried out.

The third stage after the design stage is the development stage. At this stage, the product development of the Fantasy Gymnastics Learning Video Media Based on Fable Stories was carried out. At this development stage, expert tests were carried out on the content of learning materials, expert tests on learning media, and practitioners to review and determine the feasibility of the media being developed. The media feasibility test was carried out by four experts. Product revisions in this study were carried out after the product was assessed by the four experts, including; 2 learning media experts and 2 learning content experts. The comments and suggestions given were used as guidelines for improving the Learning Video media product that had been developed. The appearance of the media that had been developed can be seen in Figure 1.

Figure 1. Learning Video Display

The fourth stage after the development stage is the implementation stage. Activities carried out at the implementation stage are implementing or applying media in the field to find out its impact on the stimulation of imagination in children and the effectiveness test questionnaire. Fantasy Gymnastics Video Media Based on Fable Stories using paired sample t-test calculations to get conclusions. Things done in the media implementation stage are small group trials that were tested on 5 children. Field trials that were tested on 15 children by filling out questionnaires filled out by teachers in class. The results of this development research show that the average overall media feasibility score is 4.7 while the overall material feasibility score is 4.2 and the overall media feasibility score by the teacher is 4.8, thus the classification of the predicate/category of the three is very good, the results of the small group trial evaluation show a percentage of 97% while the results of the field trial evaluation

show a percentage of 100% this shows that the percentage obtained by both is in the range of 90%-100% with very good qualifications, and the fantasy gymnastics learning video media based on fable stories is effective in improving the imagination skills of group B students. The media effectiveness test was conducted through a one group pretest-posttest design using the Paired Sample T-Test technique. Before the Paired Samples T-Test was conducted, a prerequisite test was needed, namely the data distribution normality test and the homogeneity test. Based on the results of the normality test analysis with the help of IBM SPSS 23 for Windows software, based on the analysis results, it can be seen that the significance value in the Shapiro Wilk column of the pretest data was 0.098 and the posttest data was 0.111. Based on these results, it can be seen that the Sig. value> 0.05 for all data groups. So, it can be concluded that both data groups are normally distributed. Based on the results of the homogeneity test of the variance of the effectiveness test data using the help of IBM SPSS 23 for Windows software, it shows that the significance value in the Based on Mean column is 0.982. Based on these results, it can be seen that the Sig. value> 0.05. So, it can be concluded that the variance of the data is homogeneous. Based on the results of the Paired Sample T-Test analysis of correlated samples, the significance value obtained in the Sig. (2-tailed) colog is 0.000. Based on these results, it can be seen that the Sig. value <0.05. So, it can be concluded that H0 is rejected and Ha is accepted. In other words, there is a significant difference in the stimulation of early childhood imagination before and after being taught using the learning video media Fantasy Gymnastics Learning Video Based on Fable Stories in stimulating the imagination of early childhood group B at TK Negeri Pembina Singaraja. So, the use of this media is effective in stimulating the imagination of early childhood. The fifth stage of the ADDIE model is the evaluation stage. In this evaluation stage, the stages that have been passed through previously are briefly described. In the first stage, the analysis went well and was carried out together with two teachers, with activities carried out including interviews, observations, and giving questionnaires. In the results section, the interviews, observations, and giving questionnaires were processed and general conclusions were drawn from the answers given by the teachers.

Discussion

Based on the results of the research that has been conducted, the use of Fantasy Gymnastics Learning Videos Based on Fable Stories has been proven to help children in stimulating their imagination. This is because the videos developed display creative fantasy gymnastics movements based on the use of different fable story themes in their implementation. The attractiveness of the fable story theme taken in fantasy gymnastics activities can stimulate students' imagination. Fantasy gymnastics activities while telling stories are very good for the development of children's imagination and the rhythmic feelings of the child's left brain for the development of children's character (Laely & Indiati, 2023; Marinda, 2020). The message content in the fable story can also affect the development of children in all aspects. Fantasy gymnastics activities have been carried out at the TK Negeri Pembina Singaraja, although the implementation has not been optimal, but this is the first time there is a media that combines fantasy gymnastics activities based on fable stories. This can be seen during the product trial in the field, where the children were very happy and enthusiastic to participate in fantasy gymnastics activities based on this fable story. Learning videos are developed according to the needs in the field, so that learning videos can overcome the problems found, namely in stimulating the imagination of early childhood children (Jalinus et al., 2021; Puspitasari & Hidayatulloh, 2020).

Learning video media that uses audio-visual elements can increase attention, lead children to understand ideas and obtain very complex information and can overcome time and place limitations (Hasbullah et al., 2022; Saputri & Suwiwa, 2022; Suryana & Hijriani,

2021). Physical motor development in early childhood is one of the most important aspects of their development. This includes the development of gross motor skills (large movements) and fine motor skills (small movements) (Saragih et al., 2021; Suryana & Hijriani, 2022). Cognitive development in early childhood is the process of developing the ability to think, process information, and understand the world around them. This is an important period in the formation of cognitive foundations that will affect children's thinking and learning abilities in the future. Fantasy gymnastics is one type of gymnastics that involves creative and imaginative movements (Harahap, 2021; Zultrianti et al., 2023). A fun way to move, create, and stimulate imagination, especially for children. Fantasy gymnastics is often used in early childhood education, children's sports, or even physical therapy to develop motor skills and creativity. Cognitive development and imagination in children are closely related (Chi Hyun et al., 2020; Fakhrana & Murniati, 2024a). Early childhood education in the digital era 4.0 is now very close to technology. This proves that technology has an attraction for children so that educators can follow updates by utilizing technology in designing creative and innovative learning media without eliminating previous values and culture (Rosmayanti, 2021). The aim of this merger is so that early childhood learning in the 21st century can develop and obtain a balance of knowledge and attitudes (Suryana & Hijriani, 2021). With the existence of video media for learning fantasy gymnastics based on fable stories, it emphasizes more on student learning activities that can increase children's interest, motivation, and enthusiasm in the learning process so that children's learning increases and will greatly influence aspects of child development including the introduction of various objects in their environment (Rosmayanti Eulis and Santana Fifiet Dwi Tresna, 2021).

Playing together in pretend play situations or collaborating on imaginative stories can help children learn to share, communicate and collaborate with peers. Teachers, parents and caregivers can support the development of children's imagination by providing time and space for creative learning and play, providing toys that stimulate imagination, reading stories and encouraging children to talk about what is on their minds. This can help children to stimulate and develop a rich and varied imagination (Harahap, 2021; Maryuqoh & Sutapa, 2022). Imagination is a child's ability to form mental images, ideas, or concepts that do not exist in physical reality. Children's imagination is closely related to their stage of cognitive development. In the preoperational stage (ages 2 to 7), children begin to use symbols and think more abstractly (Dewi & Agung, 2021; Romdonis & Nuraeni, 2022; Yunita et al., 2019). They are able to create their own imaginary worlds and play roles. This is the stage where imagination becomes very strong. They can play pretend games, draw imaginative pictures, and make up stories. Children's imagination is an important way to learn and understand the world around them (Suryana & Hijriani, 2021). They use imagination to explore new concepts, test their theories, and solve problems. For example, children may use their imagination to overcome their fears or anxieties, or to create creative solutions to problems. In addition, imagination can also affect children's social skills (Juanda, 2019; Saragih et al., 2021).

This finding is reinforced by previous research findings stating that the application of fantasy yoga gymnastics has been proven to improve children's gross motor skills, as indicated by an increase in children's gross motor skills (Romdonis & Nuraeni, 2022). Based on the results of the feasibility and effectiveness, it is believed that the fantasy gymnastics learning video media based on fable stories is one of the learning innovations that can be developed to stimulate the development of children's imagination. The obstacles in this study are making the choreography of fantasy gymnastics movements which must be adjusted to the fable story, this takes a little longer because you have to practice the choreography of the gymnastics movements first. The media presented in the form of a link is sometimes difficult to access so that it requires an adequate internet network. However, this obstacle can be

overcome by sending a publish file from the media created via a flash drive so that it can be accessed without using an internet network. The limitations of this study are the development of learning videos on fantasy gymnastics movements that must be adjusted to the selected fable story and the selection of appropriate background music to match the theme. This media has limitations in use, namely that users must have electronic devices that support video playback in .mp4 format to display this learning video. Based on this, it is hoped that further research can develop media that can be accessed easily and stories that are more flexible.

The implication in this development research is the creation of a video media for learning fantasy gymnastics based on fable stories to stimulate the imagination of early childhood group B with very good qualifications. This media can be used in the teaching and learning process in Kindergarten to develop children's imagination skills. The use of video media for learning fantasy gymnastics based on fable stories requires tools in its operation, namely laptops, cellphones, tablets, or can be displayed via LCD projectors. Through the use of video media for learning fantasy gymnastics based on stories, it can be useful in the learning process and add to the experience of group B students, with this video media for learning students will learn by watching the video first, after watching the video children will carry out fantasy gymnastics activities based on fable stories with the hope that children are able to follow, practice it and can express themselves according to their imagination. Through the development of video media for learning fantasy gymnastics based on fable stories, it can increase the diversity of supporting learning media in schools, so that later better learning can be created.

4. CONCLUSION

Fantasy gymnastics learning video media based on fable stories are declared effective in stimulating the development of imagination of early childhood group B at TK Negeri Pembina Singaraja. This fantasy gymnastics learning video media based on fable stories is not only beneficial for students, but also indirectly beneficial for teachers, this learning video media can provide insight related to the development of digital-based learning media. For students, fantasy gymnastics learning video media based on fable stories can provide motivation and enthusiasm for learning, provide real experiences in the surrounding environment and make it easier to understand the learning activities taught.

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