

DEVELOPING CHILDREN'S IMAGINATION THROUGH THE STORY METHOD

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ABSTRACT

Nowadays there are many visual media or other media that influence children's imagination. Which causes a decrease in children's imagination. The child's imagination begins to decline, this is due to the existence of visual media that makes it easier for someone to tell a story through several pictures, or to show the events of a story directly. This study aims to develop children's imagination of stories read, heard, or stories told by someone, and direct them in a positive direction, not in a negative direction. The research method used is the library research method or library research. The results obtained from this study are that a child's imagination can be developed using the story method with a variety of structured stories, using language that is easy

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to understand, attractive illustrations and designed in such a way. And there are several things that need attention in the story so that it is in a positive direction and not in a negative direction. In developing a child's imagination, it is necessary to pay attention to several things related to the child's imagination, such as the characteristics of the child and some stories that do not contain elements of a sad story.

Keywords:*Imagination, Children, Stories*

BACKGROUND

Development is a change that lasts a lifetime with the addition of more complex body structures and functions in gross and fine motor skills, speech and language as well as socialization and independence. The characteristics of children's growth and development include causing change, correlated with growth, having successive stages and having a fixed pattern.(Arifal Aris & Andri Tri Kusumaningrum, 2017, p. 151). Children are the next generation of the nation. The progress of a nation's decline is largely determined by the presence of children in the present and in the future. The condition of children who are emotionally weak will be a bad impact and a negative mirror for the progress of a nation(Debora Meiliana Limarga, 2017, p. 97).

A child's imagination develops along with the development of his ability to speak and speak. Imagination in children can develop according to the environment in which the child lives. Imagination in children is a means for them to surf and learn to understand the reality of their existence in their living environment. Imagination is an interesting activity that is often done by every human being. As long as life is still contained in the body, in a healthy condition physically and spiritually, every human being must have had an imagination in his life. Adults or children, women or men, all of them must have imagined. In the family environment, the role of parents in developing children's imagination is an effort to stimulate, grow and increase the potential for intelligence and creativity of children in their infancy.(Andi Ahmad Gunadi, 2017, p. p. 96). Imagining and imagining/fantasy are the main mental therapy for ages 0-6 years. creativity, imagination and fantasy also encourage children to have high curiosity. Children aged 0-6 years will train their understanding of the meaning of life, children often listen to stories so the reality is

that they will experience a lot which is also very good for the maturity of their souls.(Ema Fatmawati et al., 2018, p. 45)

Literary work is an expression of the human person in the form of experiences, thoughts, feelings, ideas, enthusiasm, beliefs in a form of life description, which can evoke fascination with language tools and is described in written form.(Endang Waryanti et al., 2021, p. 13). Story is one part of literary works, including children's stories, so it is often called children's literature. Children's literature can tell about anything, even something that doesn't make sense according to adult standards. For example, stories of animals that can speak, act, think, and feel like humans. Children's imagination and emotions can accept such stories naturally according to the range of children's understanding. The contents of children's stories don't have to be good, such as stories about diligent children, likes to help mothers, and so on(Harfiandi & Sudarmono, 2017, p. 4).

Children's stories or fairy tales are closely related to sound or language. Storytellers or story readers are usually able to imitate the voices of characters (animals, humans, grandmothers, children, and others). On this basis, it can be emphasized that stories are language learning media that have a lot of vocabulary for children. In addition, encouraging children's imagination to be higher, so that children can become more creative. As mentioned earlier, that the brain cannot distinguish between real and imaginative rules. Therefore, when children are read a story, it is as if they are experiencing the event as the setting in the story(Nur Tanfidiyah & Ferdian Utama, 2019, p. 15). Children's literature is a work that is unique to (the world) of children, read by children, and basically guided by adults. In this context, implicitly it can be interpreted that there is involvement and responsibility of adults to guide children in understanding the various stories contained in children's literature, both in producing, creating, and appreciating.(Qurrota Ayu Neina, 2018, p. 203)

Children's literature is an imaginative work in which the center of the story is the children themselves. The content in Children's Literature is in the form of a child's experience and knowledge that can be reached and understood by children. Children's literature generally contains stories that are simple and often occur, stories are also in the form of fantasy or stories that may not make sense to adults. Stories in children's literature must be interesting, so children don't get bored while reading them. There are three requirements for a literary work to be called children's literature, namely (1) the main characters in the story are children, (2) the relationship of ideas,

themes, and language is simple, and does not forget to also contain moral teachings.(Ega Setia Nanda & Yenni Hayati, 2020, p. 11).

Children's story books are very useful for training children's thinking and imagination. When dealing with a story/fairy tale, the child will visualize the story according to his imagination. Therefore, it is felt that children's story books are effectively used to teach existing learning content to students. Learning to use children's story books is also more in line with the characteristics of children who are in the concrete operational stage. In stories/fairy tales, students will be faced with a story that can be directly related to their life or experiences in the real world. The values and learning materials can be revealed by utilizing the play, setting, or storyline in it.(I Md. Aditya Dharma, 2019, p. 55).

Through the stories told, children's understanding of the world can be expanded in a loving atmosphere in a safe way. With stories, children do not need to experience dangerous events themselves to understand that there is danger. Children do not need to experience suffering to understand suffering and story characters.

RESEARCH METHODS

The research method used is the library research method or library research. Library Research or Library Research is research in which data collection is carried out by collecting data from various literature, such as books, magazines, journals, newspapers, and others. Using a Structuralism Approach is an approach that views literature as a structure that is built from elements that are interrelated with one another.

THEORETICAL STUDY

Characteristics of Children's Imagination

The characteristics of a child's imagination are: (1) subjective. Imagination is subjective, meaning that it is only experienced by the individual concerned and depends on the individual conditions of each (2) Realized. The imagination that is being experienced by a person takes place in the conscious realm, meaning that the person concerned is aware of all the processes and activities of his imagination. (3) In freedom. The process of imagination takes place in a free state without

being bound by the provisions of certain rules that usually occur in the real world. (4) Imaginary. It means imaginary or fantasy, that is something that exists within imaginary and non-existent in the real world. e. Pseudo observation. Cognition in sensing and or observing occurs because there is observation activity on the environment with all forms of stimulation received by the sensory organs or receptors. (5) Based on assumptions on something that doesn't exist. The assumptions that are made in building imagination are usually based on things that actually do not exist in the real world. (6) Spontaneity. Given the existence of freedom and the ability of human reasoning, imagination occurs spontaneously which is then expressed in various forms (Andi Ahmad Gunadi, 2017, p. 97).

Develop Children's Cognitive And Imagination

Cognitive development in children must be in an interesting and appropriate method for children. Several ways can be done by the teacher in developing cognitive development in children, including using the storytelling method, in which this method is a method of providing information, transferring knowledge, sharpening the imagination and giving new knowledge to children which is carried out orally and in writing, stories that will be presented at the this child must be able to invite attention, and be interesting for children besides that it does not get out of the actual learning objectives that will be given (Lailatul Izzat & Yulsyofriend, 2020, p. 473). Indarwati explained that there are several methods that can develop children's cognitive development, one of which is the storytelling method. According to her, using the storytelling method can improve children's cognitive abilities because with this, children can recognize forms of expression, stimulate imagination, strengthen memory, the horizons of children's thinking become open to more intelligent and critical as well as train and develop children's intelligence. (Anis Indarwati, 2017, p. 114).

Story Method

The storytelling method is one of the learning methods that can be applied in early childhood learning. The application of storytelling methods to early childhood can be given orally and also with the help of media that supports the visualization of the characters in the story. Storytelling is an attempt to communicate events by improvising words (prose or poetry), pictures and sounds to

make them more lively(Masyunita Siregar et al., 2021, p. 724). Stories/fairy tales are storytelling activities in which, in addition to increasing children's imagination, they also have a moral message to be conveyed by the storyteller/storyteller.(AN Puspitasari et al., 2017, p. 5). This is also related to interactive storytelling, where there is interaction between the audience or listeners with storytellers, stories, and even each other. By telling a story/fairy tale, storytelling can capture children's interest quickly, can develop visual images in children, develop children's morals and character, introduce them to stories from their environment and other people, and be a safe way to discuss difficult problems at school. child.(A. Inawati, 2017, p. 51). The content of the story must be related to the world of early childhood life, storytelling activities can provide feelings of joy, funny and exciting and provide a good experience for early childhood(S. R Chodijah, 2018). The same thing was also stated by Yannis and Gillian that it is important to pay attention to story ideas and their relation to life must be explicit in the storyline.(H. Yannis & J. Gillian, 2017, p. 12)

Advantages of the Story Method

The advantages of the storytelling method are that it can be used for a large number of children, makes the time they have efficient and effective, organizes classes easily, makes it easier for teachers in terms of mastery of the class, costs less, and this method is effective for use in early childhood. In addition, this method also has advantages such as being easy to apply in learning activities, containing good values, can train social-emotional in children and can develop imagination and language in children.(Rahmatillah, 2018, p. 42).

Factors in Using the Story Method

Factors that influence the storytelling method are as follows: (1) The story that is told, as for the story that will be told to children, should not contain elements of excessive sadness or excessive crime because this is considered not suitable for the characteristics of early childhood. (2) In conveying the story, excessive fantasy is not allowed without being accompanied by a logical explanation to the child. (3) The story that will be presented to children must be in line with the circumstances of the environment around the child. (4) The story that will be presented must

contain good values, not just a story that can poison a child's soul (M. Fauziddin & M. Fikriya, 2020, p. 42)

RESULTS AND DISCUSSION

The Structure of a Children's Story

Children's stories, namely fictional stories or fiction, are often interpreted as imaginary stories or imagination. Fictional stories are literary works that contain fictional stories or are based on wishful thinking (fantasy) and are not based on real events, only based on the author's imagination. The author's imagination is processed based on his experiences, insights, views, interpretations, intelligence, evaluation of various events, both real events and fictional events.

As for the elements that build a fictional story where this element is contained in a story, namely (1) Theme, namely the general basic idea that supports a literary work and is contained in the text. (2) Characters, namely actors in literary works. Literary works in terms of roles are divided into several, namely the main character (protagonist), a villain or character who opposes the main character (antagonist, and side/additional characters (figures)). (3) Plot/plot, which is a story that contains a sequence of events, however, each event is only connected by causation, one event is caused or causes another event. (4) Conflict, which is an event that is classified as important, is an element that is very necessary in developing the plot. (5) Climax, namely when a the conflict has reached its highest level of intensity, and when it is an unavoidable. (6) Setting, namely the place, time, and social environment in which the events that are told occur. (7) Mandate, namely the solution given by the author to the problem in a literary work. (8) Point of view, namely the perspective of the author as a means to present the characters, actions, settings, and various events that make up the story in a work of fiction to readers. (9) Characterizations, namely techniques or ways of presenting characters. and various events that shape the story in a work of fiction to readers. (9) Characterizations, namely techniques or ways of presenting characters. and various events that shape the story in a work of fiction to readers. (9) Characterizations, namely techniques or ways of presenting characters. (Dirfantara Hairuddin & Kartika Digna Radmila, 2018, p. 7)

The structure of a story is not much different from the structure of a short story. Where the structure of the story consists of the following 6 elements: (1) Abstract, this section is optional or may or may not exist. This section becomes the core of a fictional story text. (2) Orientation, contains the

introduction of the theme, the background of the theme and the characters in the novel. It is located at the beginning and becomes an explanation of the fictional story text in the novel. (3) Complication, is the climax of the text of fiction because in this section various problems begin to appear, usually complications in a novel are the main attraction for the reader. (4) Evaluation, the part in the text of the novel manuscript that contains the emergence of a discussion of solving or solving problems. (5) Resolution, is the part that contains the core problem solving of the problems experienced by the main character.

CONCLUSION

The results obtained from this study are that developing children's imagination needs to pay attention to several things related to things such as the characteristics of the child, the type of story, the structure of the story, and the method to be used, using language that is easy to understand, attractive illustrations and designed in such a way. so that it fits what you want. And there are a number of things that need to be considered in some stories so that they are in a positive direction and not in a negative direction which causes children to experience several symptoms, such as fear, trauma, hallucinations, illusions, daydreams or some similar illness. Using the story method one needs to pay attention to a the structure of the story or elements of a story can somewhat convey the contents of a story.

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