

DEVELOPING POSITIVE IMAGINATION IN EARLY CHILDHOOD MENGEMBANGKAN IMAJINASI POSITIF PADA ANAK USIA DINI

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ABSTRACT

So naturally, the early childhood brain develops an imaginary world of imagination. An imagination that is directed to positive things will certainly foster thoughts and give a child enthusiasm in life at home and school. The paradigm that occurs in society is that imagination in children is always associated with negative and useless, even dangerous things by saying that a child is insane if he has imagination in his life. It is a tool for generating creative and useful ideas. This paper uses a literature study method. Increasing a positive imagination in children is necessary so that the role of teachers and parents is needed to cultivate and direct this imagination in children into creative and useful ideas. Teachers are playing a part in improving the number of play tools in children, engaging children to take walks, inviting children to tell stories, providing a safe and free atmosphere to help develop children's positive imaginations in school. Meanwhile, the role of parents in the family environment is to provide a safe and free-wheeling atmosphere, do not prohibit children too much, invite them to listen to classical music, and base all thoughts on religion.

Keywords: *Developing, Early Childhood, Positive Imagination.*

ABSTRAK

Secara alami, anak usia dini mengembangkan dunia khayalan berupa imajinasi. Imajinasi yang diarahkan ke hal yang positif tentunya akan menumbuhkan pemikiran dan memberikan semangat tersendiri bagi seorang anak dalam kehidupannya di rumah dan di sekolah. Paradigma yang terjadi di masyarakat adalah imajinasi pada anak selalu dikaitkan dengan hal negatif dan tidak berguna bahkan berbahaya dengan mengatakan seorang anak tidak waras apabila memiliki imajinasi dalam kehidupannya. Imajinasi adalah hal sangat dipentingkan dalam melakukan stimulasi pada anak usia dini. Imajinasi adalah alat bantu untuk untuk memunculkan ide-ide yang kreatif dan bermanfaat. Tulisan ini menggunakan metode studi literatur. Meningkatkan imajinasi positif pada anak sangatlah penting sehingga diperlukan peran guru dan orang tua untuk menumbuhkan dan mengarahkan imajinasi positif pada anak menjadi suatu ide yang kreatif dan bermanfaat. Peran guru di lingkungan sekolah dengan menambah jumlah alat bermain pada anak, mengajak anak untuk berjalan-jalan, mengajak anak untuk bercerita, memberikan suasana aman dan bebas akan sangat membantu pengembangan imajinasi positif anak di sekolah. Sedangkan peran orang tua di lingkungan keluarga adalah dengan memberikan suasana yang aman dan bebas, jangan terlalu banyak melarang anak, ajak anak untuk mendengarkan musik klasik, dan landasi segala pemikiran dengan agama.

Kata kunci: imajinasi positif, anak usia dini, mengembangkan

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INTRODUCTION

The golden age is an age full of talent, where like a sapling that is still small, weak, and helpless, we do not know whether this tree will flourish, bear much fruit, have many leaves, and be of use to all people. If the tree is left alone, the tree can be predicted that it will die and will have no meaning, even though life will be a disturbance for other creatures. That is the term how early childhood does not educate them properly and correctly from the golden age, so they will not be able to show their talents and will not be able to awaken what is in themselves, which is actually what is in them is an extraordinary talent (Kemdiknas, 2010).

Therefore, educators or teachers have to aware not to let their golden age just disappear. Educating children is the role of all aspects. The most specific and vital development in children is the positive image of early childhood, many children at an early age experience problems with their imagination due to wrong thinking systems and slow acceptance of responses from parents. This problem is usually because parents feel afraid and indifferent, do not pay attention to their children, and do not care about their wishes because parents feel that their child is just a person who follows their words because their parents gave birth to them (Olivia, 2013).

Imagination is a demand in education and life at this time. Imagination will produce various innovations and new developments in life. Creative individuals and organizations will always be wanted by their environment because they can meet the needs of the changing environment and can survive in a tight and dynamic global competence

(Triharso, 2013). This important imaginative potential is owned by every child, that children have characteristics by experts often classified as creative individual characteristics, for example, great curiosity, love to ask questions, high imagination, dare to face risks, happiness about new things, and so on. Even so, the factors of parents, school teachers, and the environment are important factors that greatly influence the development of creativity (Murti, 2014).

The world of children is the most obvious emotional coloring. Early competencies produced by children will encourage their next creativity. Children are the purest objects to explore their abilities through the creativity that is created. They are not miniature adults. They need special treatment as children (Surya, 2015). Imaginary creativity is an activity and the ability to create something or a new combination based on pre-existing elements into something meaningful and useful. Imagination can manifest anywhere and anytime, to anyone, regardless of age or level of education. It is undeniable that imagination can improve the quality of life. Imaginative ideas can be useful for yourself, others, and even the country (Rachmawati, 2011).

THEORETICAL REVIEW

Definition of Imagination

Imagination is a cognitive process that is a complex mental activity in which the elements in these mental activities are different from the senses. The imagination process involves a synthesis that combines aspects of memory and aspects of memories or experiences into a construction that is different

from the past or becomes a reality in the present (Yaumi, 2012). For children, imagination is the ability to respond or carry out the fantasies they create. Most children aged seven years and under do a lot of this. Child experts now know that imagination is one of the most effective things for developing intellectual, social, language, emotional, and especially creativity (Nasriah, 2014).

Imagination does not have a landlord and is indeed contested between fact and fiction, with very little chance of who determines the competitors. Imagination is the best friend of a healthy mind, a dream modifier, and a pleasant life partner. Aswita (2017) explains that an imaginative mind is a tool that is created to understand or compile an idea or concept. Imagination in general is the power of the process of generating a good mentality and ideas. Whereas the Indonesian Dictionary (KBBI) mentions that imagination is the power of thought to imagine or create images of events based on someone's reality or experience and can also be interpreted as delusion.

According to Azhari (2015), imagination is a cognitive process that is a complex mental activity in which the elements in mental activity are different from sensory sensations. Imagination is a synthesis that combines aspects of memories, memories, or experiences into a mental construction that is different from the past or becomes a new reality in the present or even anticipation of the future. The imagination is the highest part of mental function. Positive imagination is an aspect of memory that is kindness and togetherness (Pamadhi, 2011).

Types of Imagination

According to Astriya (2015), children are creatures who process information using their imagination. They do this long before they have language skills. The types of imagination are: 1) Verbal imagination is an imagination that is formed by words in the human mind and processed in the left brain. 2) Visual imagination is imagination in the form of images in the human mind's eye and processed by the right brain.

Adults know many vocabularies that tend to be more imagined in words. As a result, many adults experience growth in imagination in pictures. Due to the language factor, the more we understand language, the more we comprehend vocabulary, the less we imagine in visual form.

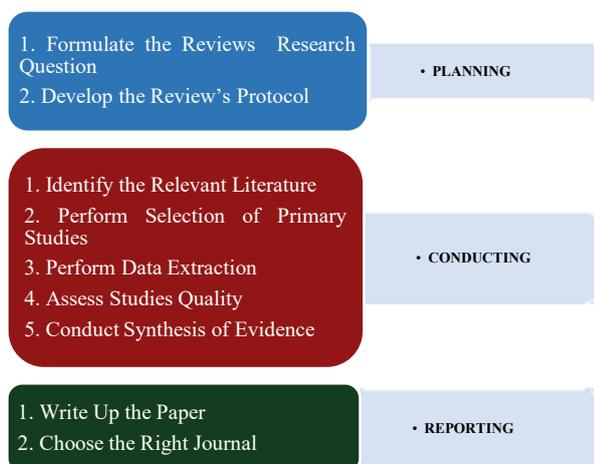
Characteristics of the Imagination

Putu (2017) explains that the characteristics of imagination are: 1) Subjective, imagination takes place only experienced by the individual concerned and depends on each individual's condition. 2) Be aware, the imagination that a person is experiencing takes place in the conscious mind, meaning that he is aware of all the processes and activities in his imagination. 3) In freedom, the process of imagination is in a free state without the bonds of certain rules that usually occur in particulars worlds. 4) Imaginary, only imaginary or fantasy, meaning that it only exists in the imaginary realm and does not exist in the real world. 5) Pseudo observation, conditions in sensing, and observing occur because there is observation activity of the environment with all forms of stimulation received by the sensory organs or receptors. 6) Based on assumptions on something that does not exist, the assumptions

made in building the imagination are usually based on things that do not exist in the real world. 7) Spontaneity, considering that because of the freedom and ability of human reasoning power, humans occur spontaneously and then expressed in various forms.

METHOD

A literature study is one technique that can be used in carrying out a study. A literature study is a way to solve problems by tracing the sources of writing that have been made before. In other words, the term Literature Study is also very familiar with the term literature study. In research that is to be carried out, of course, a researcher must have a broad insight into the object to be studied. If not, then it is certain in a large percentage that the research will fail (Sugiyono, 2015).



Picture 1. Steps Literature Study

Sources that can be used as material for a Literature Study should not be arbitrary. Not all research papers or studies can be taken as a reference. Some that are common and suitable for use are books by trusted authors, accredited scientific journals, and student research results in various forms such as theses, theses,

dissertations, and practicum reports. Several methods can be implemented to conduct a literature study, such as criticizing, comparing, summarizing, and synthesizing literature (Dantes, 2012).

Literature studies can be applied to have a better or depth understanding of research objectives. Researchers will not only know things about the object of research more broadly but also conducting a literature study that can also make conclusions from the results of previous researchers' writings. Therefore, researchers can make updates in their research so that they have different final findings from previous related studies.

This literature review study using primary and secondary sources on the topic of process problems and imagining activities in early childhood. The author tries to provide an understanding of the importance of imagining activities that can have a positive effect on early childhood development. Besides, researchers also try to present opinions and suggestions for teachers and parents in educating children so that they can develop their positive imagination for their development.

RESULT AND DISCUSSION

Positive imagination is currently the ground focus on developing early childhood education. The child's imagination will assist them in how to learn how to interact, socialize, make friends, and do something fun. Positive imagination in the realm of early childhood is crucial. Albeit imagination will grow as the child grows, but it needs to be stimulated or prompted. This stimulation can be at home and in schools (Bahri, 2010). The three aspects that arouse the imagination are completely urgent

since they are connected. Here's how to increase good and positive image in early childhood:

1. Teachers' roles

A school is a place where children are starting to be able to do unique things and have great curiosity. In some schools, early childhood education is very much paid attention to and taken care of. The management of early childhood schools does not want the imagination stage in school to not exist (Moeslichatoen, 2014).

Because at an early age, the school period is still in a period of growth, it is not the same as a school with an education standard first.



Picture 2. Teachers' roles

Efficient ways to increase imagination in early childhood at school include:

a. Increase the number of toys when children play

Increasing the number of toys in early childhood is very important, the more games they play, the better. Playing is an activity carried out with or without using tools, which generate understanding and provide

information, provide fun, and develop children's imagination.

An understanding of play also opens up insights and neutralizes our opinions so that it becomes deeper in facing children's play activities. As a result, we can fully support all aspects of child development. We can provide more opportunities for children to explore. Thus, understanding the concepts and basic understanding of knowledge can be understood by children easier.

Maria Montessori, a figure in the world of education, emphasized that when children play, they will learn and absorb everything that happens in their environment. Therefore, planning and preparing children's learning environments must be designed with each other so that everything can be an enjoyable learning opportunity. The Preschool education figure, Froebel, stated that a child's imagination is a child's world. Every object played by children serves to increase the child's imagination.

According to Rachmawati (2010) outlines that there are eight functions of play for children, namely imitating what adults do. For example, children imitate mothers cooking in the kitchen, doctors treat sick people and play for children, to do various roles that exist in real life, such as The teacher teaches the class. To reflect relationships in the family and real-life experiences such as the mother bathes the child. To channel strong feelings such as: Hitting a can, reflecting the

growth, and solving problems, meanwhile playing has a function to facilitate children's cognitive development.

b. Take the children on a walk

Inviting children in school to take a walk in is one of the aspects of cooperation between the environment and school that cannot be separated. It aims at increasing positive imagination so that child is happy and happy. Because in a walk, not only one aspect is achieved, but also such as physical, motorbike, imagination, pleasure, and many things that he gets are useful for increasing imagination in a positive way (Olivia, 2010).

c. Engage children to tell stories

Inviting children to tell stories is a way to develop positive imagination in children and can be both written or oral. Story-telling is the child's thinking power to tell what he imagines, such as dreams and what he wants in the future. A story-telling can be improvised with supporting materials so that the child is more motivated to think positive imaginations and encourages the child's imagination to increase gradually (Widhiani, 2014).

d. Give them a free and safe environment

Providing a safe and free atmosphere for children is important. The child will feel confident and protected so that what he wants to say is released without fear and anxiety in the child so that they can explore their thoughts.

2. Parents' roles

According to Gunadi (2017) as parents who have a bond with the family, the environment is the first environment that the child feels, we as parents must be able to stimulate their imagination.



Picture 3. Parents' roles

a. Give them a free and safe environment

Providing safe and free means in the family is highly recommended so that the child feels confident and protected, as parents we have to listen to what the child has to say, don't curb every conversation the child gives to communicate.

b. Don't Ban Children Too Much

On the one hand, forbidding children is highly recommended if the child is wrong. The wrong child in doing the prohibition will be fatal. Among them is the inhibition of the development of imagination in children, so parents should give a lot of advice to children so that children are positively motivated.

c. Invite Children To Listen To Classical Music

Listening to classical music in children can be done when the child is in the mother's womb. In early childhood, classical music will make him feel calm and relaxed so that his

positive image will be well intertwined.

d. Foundation of Everything with Religion

All good things are often based on religion. In the development of the positive image of parents, the pillars in the family, every freedom is given to our children, we must also support and fill every freedom with religion so that children do not judge something because of the concrete between religions and life.

e. The Role of Society in Increasing Imagination in the Living Environment

Increasing the imagination in this environment is very close to the child and important in the development of positive imagination in children. Therefore the family environment, the school environment is the foundation for entering the child's social environment, and the child increases his imagination with new things based on positive things. In the social environment, parents should never give attachments, and disturb children if they are in the realm of imagination, and always hone children's thinking.

We already know how to increase imagination in children. Indeed we must become the basis for the child because children are imitating and as parents, we must be ready and firm in responding to any questions from children.

CONCLUSION

From the above discussion, we can conclude that early childhood imagination is

crucial in stimulating early childhood. Increasing positive imagination in children is necessary and interdependent and influences each other. Increasing positive imagination includes the role of teachers in the school environment by increasing the number of playing tools in children, inviting children to take walks, inviting children to tell stories, providing a safe and free atmosphere.

The role of parents in the family environment, among others, is to provide a safe and free atmosphere, do not prohibit children too much, invite children to listen to classical music, and base everything on religion. While the role of the community in the neighborhood, give maximum attention to children by always responding to every question from the child.

Our suggestion as writers is that we always take care of early childhood as well as possible, and we hope that learning methods for early childhood education will be developed again, especially in developing positive imagination in early childhood. Parents should always look after their children and always provide the best stimulus for their children.

Everything that exists in the real world is not always pleasant. Therefore, naturally, our brains will work to develop an imaginary world in the form of imagination, including early childhood. An image that is directed to positive things will certainly foster and give a special enthusiasm for a child. So fathers, mothers, and wise teachers can guide and direct children to develop their imagination in a positive and creative direction. Congratulations on being a wise parent and teacher.

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