	Al Fitrah Journal Of Early Childhood Islamic Education ISSN : 2599-2287 E-ISSN: 262235X Vol. 7, No. 2, Juli 2024	Fantasy Yoga Exercises Through Fable Stories on Imagination of Early Childhood Veryawan¹, Siti Habsari Pratiwi² Melda Syafira³
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FANTASY YOGA EXERCISES THROUGH FABLE STORIES ON IMAGINATION OF EARLY CHILDHOOD

ABSTRACT

Yoga is a holistic health system that is good for the soul, mind and body which is carried out with a smooth motion system that does not stomp with harmonious breathing guidance. The application of fantasy yoga exercises through fable stories is expected to increase children's imagination. The type of research used is qualitative research with the type of field research (field), the data collection technique that the author uses is observation, namely direct observation at the research location, with a total of 10 research subjects at Taman Indria Kindergarten. The results of the research obtained by children's imagination increased gradually by using fantasy yoga gymnastics through fable stories. This is based on the results of children's imagination through fantasy yoga exercises using fable stories at Taman Indria Kindergarten in general from the results of pre-cycle, cycle I and II on the indicator of knowing the instructions given by the teacher there was an increase of 55%, while on the right indicator of doing yoga gymnastics movements there was an increase of 35%, this also occurred in the indicator of children's skills in practicing the movement by 40% and the indicator of the ability to live the movement which increased by 42.5% and finally the child's ability to express the movement increased by 37.5%. This shows that children's imagination by using fantasy yoga gymnastics stories through fable stories at Taman Indria Kindergarten has increased.

Keywords: Fantasy yoga gymnastics, Fable stories, Children's imagination

Veryawan¹,
Siti Habsari Pratiwi²,
Melda Syafira³,
veryawan@iainlangsa.ac.id¹
sihabpratiwi@iainlangsa.ac.id²
meldasyafira@gmail.com³
^{1,2,3} IAIN Langsa

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A. INTRODUCTION

Early childhood is a golden age that is growing and developing and requires stimulation from its environment. Early childhood is an individual who is undergoing a very rapid growth and development process, even said to be a developmental leap (Hasibuan et al., 2021). Early childhood education plays a very important and decisive role in the history of the child's further development, because it is the foundation for the basis of the child's personality (Veryawan et al., 2020).

Physical development in children is closely related to motor development, namely the development of control of physical movements through coordinated activities of nerve centers, nerves, and muscles. Physical development in children is determined by several things, one of which is the ability of children to move. Movement ability will determine the child's skills in movement and will also affect the child's perspective on his or her abilities (Indriani, 2023). Physical motor development activities include activities that lead to activities to train gross motor skills consisting of walking, running, jumping, gymnastics, skills with the ball, skills using equipment, dancing, rhythmic exercises with combined movements (Yusmarni, 2012).

Yoga is a holistic health system of soul, mind

and body that is practiced with a system of smooth movements with harmonious breathing guidance (Kurnia Widya Wati et al., 2018). Yoga is a mental or mind activity that serves as a control of the mind from various forms or changes that arise from the mind due to contact with the five senses (Suryanti & Indrayasa, 2021). According to Murtiyani (2018), doing yoga in general is a good way to overcome depression. Yoga practice reduces muscle tension in the body, which is one of the causes of depression. Through calming physical exercises, breathing techniques and relaxation, one can provide peace of mind without having to resort to medication. In this study, yoga exercises given to early childhood according to the physical condition of the child, yoga exercises with slow movements combined with controlled breathing exercises and a series of muscle stretching contractions and relaxation of muscle groups. Yoga practice can stimulate both physical and psychological relaxation responses (Suhartiningsih & Yudhawati, 2021).

Fantasy yoga gymnastics activities help refresh body performance such as walking, running, jumping, skipping and sprinting, non-motor skills such as balance, turning the body and folding the body (Romdonis & Nuraeni, 2022). According to Achmad, fantasy gymnastics is gymnastics whose movements imitate the

movements or behavior of humans, animals, and other objects around the environment (Nurwati et al., 2017). Fantasy gymnastics in this case related to children's gross motor development is a fantasy gymnastics form of imitation without tools, namely animal fantasy gymnastics where children perform movements spoken by the teacher, imitating jumping movements like rabbits, walking like ducks, flying like butterflies accompanied by children's songs.

Fables are children's stories where the characters are animals, but they act like humans (personification). In fables, character values are contained in the intrinsics. Intrinsic is a building block in a work that includes plot, character, setting and mandate contained in the story. (Sardiana et al., 2020). Fables are animal stories that are meant to be personifications of human characters. Animals used as characters can act like ordinary people. They can think, logically, emotionally speak, behave, act, etc. just as humans do with human language. Animal stories seem to be no different from other stories, in the sense of stories with human characters, other than that they feature animal characters (Syafutri & Hidayati, 2016). Fable stories are also called moral stories, because the message contained in the story is closely related to human life (Halla, 2020).

Children's imagination is a valuable asset, which can be optimized through fantasy yoga exercises through fable stories. Imagination and

creativity go hand in hand to produce an idea. Imagination without creativity will not produce a work (Lubis, 2022). Creativity without imagination will result in ordinary work without high inventiveness and distinctiveness (Sari et al., 2023). The ability of imagination is basically owned by every human being, but has different abilities, a child has the basic ability to inspire well, if the child has been accustomed or trained properly, then the imaginative ability of a child will be seen from the way the child speaks, but sometimes there are children who do not like to talk even though they have a strong imagination to express something, then the teacher psychologically needs to pay attention and study the characteristics of the child, so that the teacher can recognize well the types that a child has. So that the teacher is able to enter the child's world and it is easy for him to recognize and awaken the child's imagination (Azhari, 2017).

Based on the results of observations at Taman Indria Kindergarten, researchers found that there were still some children who were still shy in showing imaginary movements, besides that gymnastic activities had never been carried out at Taman Indria Kindergarten, so that children's imagination absorption had not developed and there were also some children who had not followed the directions of the teacher while in the study room. There are still children who find it difficult to follow the instructions given by the

teacher. Therefore, researchers must design a learning program as a medium or reference during the learning process so that learning objectives at Taman Indria Kindergarten can be achieved.

In connection with this, in fact, in the learning process of fantasy yoga gymnastics, it certainly requires varied teaching materials so that learning fantasy yoga gymnastics can be more meaningful for children. The teaching materials used in this fantasy yoga exercise are still minimal and teaching materials are needed that are in accordance with the characteristics and development of students. In connection with this, the fable story (the deer) as one of the stories that many children love is one solution for the use of teaching materials for fantasy yoga gymnastics. Based on the description above, the researcher is interested in further research with the title: Application of Fantasy Yoga Gymnastics Through Fable Stories to Increase Children's Imagination Taman Indria Kindergarten Langsa City.

B. METHOD


The research method used by researchers in this study is classroom action research. Classroom action research conducted with the aim of improving and improving the quality of learning in schools. The research location is at Taman Indria Kindergarten which is located at street Ade Irma Suryani, No. 07 Gampong Jawa, Langsa City, Aceh Province and this research was conducted in

October-November 2023. The reason this research was conducted at Taman Indria Kindergarten is because children's imagination still looks undeveloped, there are some children who are still shy in showing imaginary movements, there are still children's absorption of undeveloped imagination and there are also still some children who are active in the learning space. The subjects of this study were 5-6 year old children consisting of 4 boys and 6 girls with a total of 10 people. The object of this research is how the application of fantasy yoga gymnastics through fable stories can improve children's imagination.

C. RESULT AND DISCUSSION

1. Cycle I

Based on the results of research conducted in cycle I, it can be concluded that children's imagination through fantasy yoga gymnastics is good, but it does not cover all children. This is when the researcher invites children to carry out learning activities, some children still look confused but are quite interested in these activities, but still have difficulty following, and are also shy, as for the results, namely the ability of children's imagination by using fantasy yoga exercises through fable stories has not developed well. This can be seen from the indicators above. In the first indicator, namely the ability to understand teacher instructions, there are 4 children (40%) at the level of not yet developing and 5 children (50%) at the

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level of starting to develop, 1 child (10%) at the level of developing as expected, and none (0%) at the level of developing very well. In the first indicator, there are children who have not understood the instructions of the movements taught. They began to understand the directions instructed by the teacher at the second meeting. In the second indicator, namely precisely performing yoga gymnastics movements, there are 3 children (30%) at the level of not yet developing and 1 child (10%) at the level of starting to develop, 4 children (40%) at the level of developing as expected, and 2 children (20%) at the level of developing very well. In general, children can perform movements, but are still stiff and confused. Then in the third indicator, namely children's skills in practicing movements, in the first indicator, namely the ability to coordinate the body, there are 3 children (30%) at the undeveloped level and 4 children (40%) at the level of starting to develop and 2 children (20%) at the level of developing as expected, and 1 child (10%) at the level of developing very well. Children have improved and started to develop in walking on tiptoe, moving their hands and jumping.

Next is the ability to live the movement, in this fourth indicator, there are 3 children (30%) at the level of undeveloped children and 2 children (20%) at the level of starting to develop and 3 children (30%) at the level of developing as expected, and 2 children (20%) at the level of

developing very well. Children have improved in cycle 1 where children have started to remember the movements performed. The fifth indicator is the ability to express movements, in this fifth indicator, there are 3 children (30%) at the level of not yet developing and 1 child (10%) at the level of starting to develop and 3 children (30%) at the level of developing as expected, as well as 2 children (20%) at the level of very well developed. Children have improved in cycle 1 where children have started to have ideas for each movement.

2. Cycle II

Children's imagination skills have developed very well. This can be seen from the indicators above. In the first indicator, namely the ability to understand the teacher's instructions, there are no children (0%) at the undeveloped level and no children (0%) at the level of starting to develop, 1 child (10%) at the level of developing as expected, and 9 children (90%) at the level of developing very well. In the first indicator based on the results of observations, children can understand the instructions given by the teacher.

In the second indicator, namely the right yoga gymnastics movements, in this second indicator, there are no children (0%) at the undeveloped level and no children (0%) at the level of starting to develop, 1 child (10%) at the level of developing as expected, and 9 children (90%) at the level of developing very well. Children can already

practice and dare to show yoga gymnastics movements without being shy. Then in the third indicator, namely children's skills in practicing movements, in the first indicator, namely the ability to coordinate the body, there are children developing very well. Children have improved and developed in walking on tiptoe, moving their hands and jumping.

Next is the ability to live the movement, in this fourth indicator, there are no children (0%) at the undeveloped level and 1 child (1%) at the level of starting to develop, 1 child (10%) at the level of developing as expected, and 8 children (80%) at the level of developing very well. Children have improved in cycle II where children have been able

to remember the movements made and repeat the movements made and are able to develop the movements made before.

The fifth indicator is the ability to live the movement, in this fifth indicator, there are no children (0%) at the undeveloped level and no children (0%) at the level of starting to develop, 3 children (30%) at the level of developing as expected, and 7 children (70%) at the level of children developing very well. Children have improved in cycle II where children already have ideas for each movement. So it can be concluded that in cycle II children have improved their imagination very well.

Table of Kinesthetic Intelligence Improvement after Treatment

No	Indicator	Cycle I	Cycle II	Improved
1	Knowing the instructions given by the teacher	42,5%	97,5%	55%
2	Precise yoga exercise movements	62,5%	97,5%	35%
3	Children's skill in practicing the movements	52,5%	92,5%	40%
4	Ability to live the movement	50%	92,5%	42,5%
5	Ability to express the movement	55%	92,5%	37,5%

Based on cycle I and cycle II research conducted at the first and second meetings carried out with the aim of increasing children's imagination through fantasy yoga exercises using fable stories at Taman Indria Kindergarten in general from the results of pre-cycle, cycle I and II on indicators, knowing the instructions given by the teacher has increased by 55%, while on the

right indicator of doing yoga gymnastics movements there has been an increase of 35%, this also occurred in the indicator of children's skills in practicing movements by 40% and the indicator of the ability to live the movement which has increased by 42.5% and the last is the child's ability to express the movement has increased by 37.5%. This shows that children's imagination by using


fantasy yoga gymnastics stories through fable stories at Taman Indria Kindergarten has increased.

Based on the results of research in cycle I and cycle II, it can be concluded that research on improving children's imagination through fantasy yoga exercises using fable stories at Taman Indria Kindergarten can develop children's imagination. The results of research conducted in cycle II stated that the ability of children's imagination by using fantasy yoga exercises through fable stories at Taman Indria Kindergarten increased gradually. The meeting in cycle II is the same as cycle I, divided into three meetings. The results of the research obtained reached a cycle I percentage of 55%, increased in cycle II by 97.5% and reached the criteria for developing very well, meaning that there was an increase of 62.5% from the previous cycle. So it can be concluded that research on improving kinesthetic intelligence by using fantasy yoga gymnastics through fable stories is successful. The imagination is based on past experiences then takes on a new form that can be considered the result of a creative thought. By developing children's imagination, children are expected to be more creative in releasing their ideas. This is in accordance with the results of research conducted by (Novita et al., 2022) based on the Marginal Homogeneity statistical test, the p-value <0.05 means that there is an effect of fantasy gymnastics on the gross motor development of

preschool children. Gross motor development of preschool children after being given fantasy gymnastics has increased where gross motor development in the appropriate category is 35 respondents (89.7%), a dubious category is 3 respondents (7.7%), and a dubious category with possible deviations is 1 respondent (2.6%). This is also evidenced by research (Daroyah et al., 2018) using the t-test, the results of the p-value analysis <0.05) showed that there was an effect of fantasy gymnastics on the gross motor development of preschool children where this study states that fantasy gymnastics play activities are able to optimize children's basic movement abilities, thus providing children's attraction to the implementation of fantasy gymnastics movements.

D. KESIMPULAN


Based on the results of research conducted in cycle I and cycle II, it can be concluded that kinesthetic intelligence by using fantasy yoga exercises through fable stories increases gradually, until it reaches the expected indicators. This is based on the results of children's imagination through fantasy yoga exercises using fable stories at Taman Indria Kindergarten in general from the results of pre-cycle, cycle I and II on the indicator of knowing the instructions given by the teacher there was an increase of 55%, while on the right indicator of doing yoga gymnastics movements there was an increase of 35%, this also occurred in the indicator of children's skills in practicing the

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movement by 40% and the indicator of the ability to live the movement which increased by 42.5% and finally the child's ability to express the movement increased by 37.5% . This shows that children's imagination by using fantasy yoga gymnastics stories through fable stories at Taman Indria Kindergarten has increased.

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