

## Animated Video “Dare to Dream”: Media Development in Enhancing Children's Creativity

Veryawan<sup>1</sup>, Hermawan Syahputra<sup>2</sup>, Sriadhi<sup>3</sup>, Mahyuni<sup>4</sup>

<sup>1,4</sup> Institut Agama Islam Negeri Langsa, Aceh, Indonesia

<sup>2,3</sup> Universitas Negeri Medan, North Sumatera, Indonesia

<sup>1</sup>[veryawan@iainlangsa.ac.id](mailto:veryawan@iainlangsa.ac.id), <sup>2</sup>[hsyahputra@unimed.ac.id](mailto:hsyahputra@unimed.ac.id), <sup>3</sup>[sriadhi@unimed.ac.id](mailto:sriadhi@unimed.ac.id), <sup>4</sup>[mahyuni2377@gmail.com](mailto:mahyuni2377@gmail.com)

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### ABSTRACT

This study aims to determine the feasibility of developing the “Dare to Dream” animated video interactive learning media in enhancing creativity in early childhood. The research method used is Research and Development (R&D) with the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The concept of the animated video is to introduce various professions. After watching, children will be invited to role-play with their classmates with the aim of enhancing creativity. The subjects of this development study were media validators, material validators, language validators, and early childhood children. The results of the media expert validation showed a percentage of 87% in the “highly feasible” category. The results of the material validation obtained a percentage of 85% with a category of “very feasible”. The results of the language expert validation obtained a percentage of 90% with a category of “very feasible”. Then, the results of the trial with children obtained a category of very feasible or very effective with a percentage of 92%. Based on this research, it can be concluded that the animated video media “Dare to Dream” is very feasible and effective for increasing the creativity of early childhood.

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### Corresponding Author:

Veryawan  
IAIN Langsa  
Email: [veryawan@iainlangsa.ac.id](mailto:veryawan@iainlangsa.ac.id)

## 1. INTRODUCTION

Creativity allows individuals to generate original ideas and concepts. It is not only a cognitive activity but also a social process, where the creative mind forms new connections between existing notions or perspectives. Both conscious reflection and unconscious insight play a role in nurturing creativity [1]. Quality education, proper care, and ample opportunities for self-expression help nurture, motivate, and refine creative thinking [2]. Early childhood is a period of growth and development for a child that requires assistance from adults in their environment. Support that can help in a child's growth and development can take the form of stimulation for physical growth and skills. This stimulation can include activities that help develop a child's various potentials, including religious values, morals, social-emotional skills, independence, cognitive skills, language skills, physical motor skills, and artistic skills [3]. According to Vygotsky (1987) that claimed that all human beings even small children, are creative. He called this creative ability ‘imagination’, for imagination is the basis of every creative act. The power of the imagination is also valued as a way for children to explore their own thinking, combining what they know with what they want to know more about. It is the imagination that creates a bridge between the ‘known’ and ‘unknown’ [4]. Torrance (1963) concluded “the most creative

are four-year-old children, they are independent, curious, uninhibited, interested in learning new things, active participants, playful, and adventurous [5]

Students' readiness to face the increasingly complex world of work is determined by their learning and innovation skills, which include creativity, critical thinking, problem-solving skills, as well as communication and collaboration skills in utilizing information, media, and technology, which are the main means of disseminating information [6]. The role of teachers in the development of children's creativity is decisive. As Saracho (2002) points out, teachers can promote young children's creative thinking skills and encourage them to endure their creativity by providing a learning context that contributes to the prospect of developing related skills. Educational programs and curriculums emphasize stimulating problem-solving, imagination, reflection, and curiosity to promote children's creativity [5]. Fox and Schirmacher (2014), on the other hand, define creativity as an ability to view things from different perspectives, and go beyond the limits of traditional ways of thinking as well as reveal unique products by creating novel outcomes from apparently unrelated elements [7]. According to Paik, Y.; Kim, W (2008) that teaching creatively refers to the act of teaching where educators operate creatively to expand the latent potentials of learners, involving teachers using their professional instructional skills to make lessons more interesting and efficient. Additionally, teaching creativity implies that early childhood educators creatively conduct their lessons to expand the hidden potentials of young learners during the teaching process. Thus, teaching creatively can be defined as the ability of early childhood educators to contemplate the correct judgment and perception of how to apply traditional teaching and learning methods according to the situation, thereby eliciting creative thinking in children [8]. By implementing this technology proactively, teachers can utilize technology to improve the quality of teaching and make technology an interactive learning medium that encourages students' cognitive understanding, which can improve student learning outcomes and promote equality in the classroom [9]. Technology continues to evolve, making it necessary to utilize it to enhance teaching and learning. Technology can be used to expand teaching and learning across a wide range of areas, providing students with practical experience in most areas of study [10]. This is why technology tools must remain included in teacher strategies to create a conducive and enjoyable learning atmosphere for students [11].

Technology allows teachers to access innovative and improved instructional approaches to support children's learning and growth [12]. According to Cross (2009), that technology opens up greater opportunities for children to learn, as education practitioners increasingly incorporate technology and digital media into their classrooms, so children have the same right to participate and learn [13]. Given the centrality of learning through play in early childhood, practitioners' pedagogic beliefs and what they deem to be relevant to play will influence the ways they draw on digital media to support the educational goals of the classroom [14]. According to Mares & Pan (2013), that considering media from a playful learning perspective is crucial as media can promote children's learning [15]. Playful learning integrates educational objectives within a guided environment that motivates children to actively engage their thinking, rather than passively interacting. It fosters participation and social connections while providing content that is meaningful to the child and builds on their existing knowledge [16]. Media literacy equips individuals to be more knowledgeable and accountable in both consuming and producing media. It promotes the development of critical thinking, allowing people to interpret the complexities of the media environment and interact with content more thoughtfully. Among the different forms of media covered by media literacy is animation. In the present day, numerous platforms provide a wide range of animated videos, which serve diverse functions such as entertainment and educational purposes [17]. By utilizing digital media in the learning process to meet diverse learning needs, and designing engaging, interactive learning, we can develop students' abilities to use digitally sourced materials technically appropriately, enabling the creation of creative output [18].

Ideally, teachers should not simply use learning media without considering the specific conditions and situations of the classroom. They need to develop instructional media to address the weaknesses and limitations of existing ones. Moreover, when teachers create their own media, it helps prevent mismatches since the materials are tailored to their needs, available resources, and the surrounding environment [19]. Mishra and Koehler emphasize that digital technology is essential for presenting material for easy comprehension. Teacher knowledge is dynamic and can evolve through reflection on instructional design, thus supporting future design enhancements and refinements [20]. According to the research findings, the media and animated video materials are highly valid and suitable for use as learning tools in writing short stories, achieving an average score of 96%. The development of teaching materials using Powtoon-based animated videos is expected to enhance the effectiveness and appeal of the learning process, particularly for Generation Z, who have grown up in an era of technological advancement and tend to learn through visual observation [21]. Other studies indicate that the environment-based animated video media was validated by experts. The recap of product practicality also showed that teachers gave a 100% positive response to its use as a learning medium. In addition, the effectiveness test results from children's worksheets assessments reached a score of 83.33%.

Thus, it can be concluded that the media meets the criteria and is considered suitable for use as a learning tool [22].

Based on the results of observations conducted by researchers at Luqmanul Hakim Kindergarten, it was found that teachers still use print images and oral stories as teaching media when explaining professions, which are not very interesting for children. Using conventional media in the form of pictures of various professions, some children listen and respond to questions asked by teachers, but some children do not listen and are not enthusiastic about learning. Children appear limited in expressing themselves when talking about their favorite professions. The lack of interactive learning media causes children's imagination and creativity regarding various professions to not develop optimally. The application of creativity in the theme of professions is more about asking children about their dreams and coloring printed pictures of professions. The researcher also observed the phenomenon of repeated reading and writing being given to early childhood. This shows that educators do not provide enough opportunities for children to explore and imagine, so that their creativity has not developed to its full potential. Therefore, the development of multimedia technology, which offers numerous benefits for early childhood, should be a solution to these problems. However, meaningful, effective, and equitable integration is required. Understanding educators' experiences and the factors influencing successful technology adoption is a crucial step in optimizing its use in early childhood education [23].

## 2. METHOD

This research is a type of R&D (Research and Development) research. The researchers used the ADDIE model developed by Dick and Carry to design the learning system [24]. The researchers used the ADDIE model because the stages of the ADDIE model are suitable for developing animated videos. The researchers hoped that with this animated video learning media, they could see the feasibility of increasing children's creativity. The development model used was the ADDIE model, namely analysis, design, development, implementation, and evaluation. This research was conducted at the Luqmanul Hakim TAUD Kindergarten, Langsa City, Aceh. The subjects of the field trial in this study were early childhood children. The sampling technique used was purposive sampling, which is a technique that focuses on specific objectives.

The data collection instruments used in this study were interviews, observations, and questionnaires. The validation used to test the validity of the developed media was media validation testing, material validation testing, language validation testing, and to determine the feasibility of the developed media, a product trial was conducted. The media validity analysis was used to determine the feasibility of the developed media, whether or not it was appropriate in terms of material suitability and media effectiveness, using questionnaires tested by media, material, and language experts.

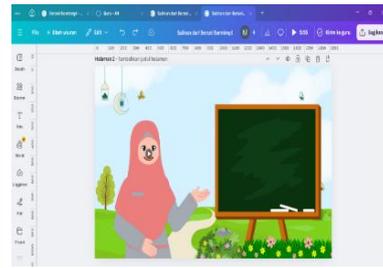
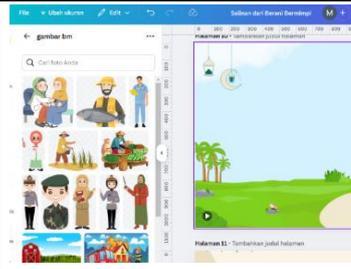
## 3. RESULTS AND DISCUSSION

### 3.1. Result

This study produced a product in the form of an animated video learning medium entitled "Dare to Dream," which was developed to enhance creativity in early childhood. The model used in this study was the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The results of product development using the 5 stages of the ADDIE model are as follows:

- a. Analysis: the results obtained in the analysis stage were that children did not respond to questions from teachers about their favorite professions. Therefore, the researchers chose several professions that are popular with children, such as teacher, doctor, dentist, chef, police officer, and soldier. With the development of an animated video learning media entitled "Dare to Dream," which aims to train children's creativity in recognizing various professions and training children's independence to express themselves through their ideas or thoughts about the professions they like.
- b. Design: at this stage, the researcher designed the "Dare to Dream" animated video media with a 2-dimensional display that explains various professions. The sequence is as follows: determining the concept of the script for the profession theme; determining the Canva and Capcut applications by adjusting Islamic values; determining the video background, colors, and sound according to the material; adding music to enhance the atmosphere of the animated video; uploading the video to the YouTube application; compiling indicators of children's development aspects related to animated videos; compiling assessment instruments for the feasibility of the "Dare to Dream" animated video media.
- c. Development; the animated video media product "Dare to Dream" to enhance children's creativity. The stages of creating the media design using the Canva and Capcut applications are as follows:

Table 1. Display of the Animated Video Media Product “Dare to Dream” to Enhance Children's Creativity

Product Display		Description
		<ul style="list-style-type: none"> <li>• As an opening for animated videos</li> <li>• Explanation of the use of animated videos</li> </ul>
		<ul style="list-style-type: none"> <li>• Various professions</li> <li>• Explanation of various professions</li> </ul>
		<ul style="list-style-type: none"> <li>• Profession and duties</li> <li>• Place of work</li> </ul>
		<ul style="list-style-type: none"> <li>• End of video explanation</li> <li>• Closing</li> </ul>

- d. Implementation: This is the stage after revisions have been made during the development stage, and it will be tested at the Luqmanul Hakim Kindergarten in Langsa City. On the first day, the researcher introduced the animated video “Dare to Dream” using a projector and held a question and answer session about each of the professions featured in the video. After watching the video, the children were invited to discuss which professions they would like to play. The most popular choices were police officer and doctor. The first profession played was police officer, followed by doctor. On the second day, after watching the animated video, the children played roles related to their favorite professions. Each child was assisted by a friend while playing their role. After the role-playing activity, the children completed a worksheet to assess their knowledge of the profession theme.
- e. Evaluation: The evaluation stage of the research was conducted to determine the feasibility and effectiveness of the animated video developed, through validators and students' use of the “Berani Bermimpi” animated video. Suggestions and feedback were expected from the validators.

The table above shows the presentation of the product in the form of an animated video entitled “Dare to Dream” to enhance children's creativity. After the product was developed, it was validated by media experts, subject matter experts, and language experts with the aim of obtaining assessments, suggestions, and input before being tested on students. The results of the validators' assessments are summarized in the table below.

Table 2. Validator Assessment Recapitulation Results

No.	Data Source	Score (%)	Criteria
1.	Media Expert	87%	Very Good
2.	Content Expert	84%	Very Good
3.	Language Expert	90%	Very Good
	Total	87%	Very Good

The third stage of development was conducting small-scale trials. The questionnaire assessment given by practitioners regarding the “Dare to Dream” animated video obtained a score of 84%. In addition to providing assessments, the practitioners also provided suggestions and comments on the “Dare to Dream” animated video developed by the researchers as a basis for further improving the “Dare to Dream” animated video. The fourth stage is implementation, which involves field testing conducted at the Luqmanul Hakim TAUD kindergarten. The following are the overall results of the assessment of the animated video “Dare to Dream” to enhance creativity in early childhood at the Luqmanul Hakim Early Childhood Education Center:

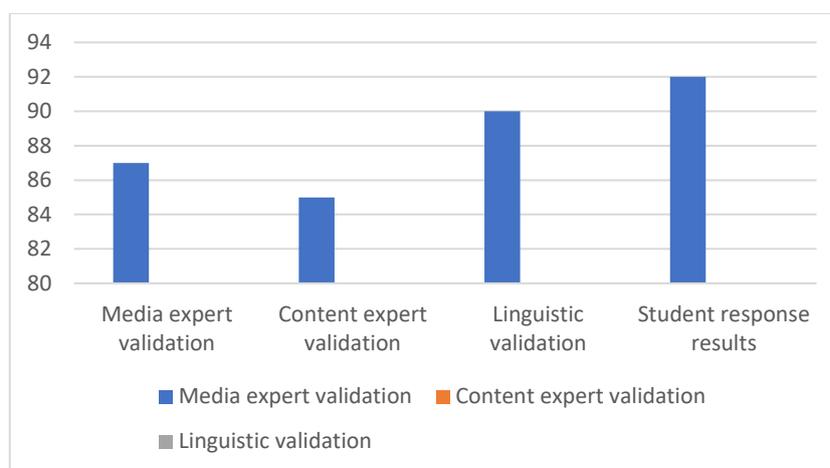


Figure 1. Product Validation and Testing Results Chart

### 3.2. Discussion

The media developed by the researchers was an animated video entitled “Dare to Dream” to enhance creativity in early childhood at the Luqmanul Hakim TAUD Kindergarten. The animated video “Dare to Dream” is an audio-visual learning medium that explains various professions, tasks, workplaces, and work tools with 2-dimensional images that attract the attention of early childhood. After watching the animated video, children role-play their favorite professions. One of the benefits of role-playing is that children can exercise their creativity. In this study, the researcher used the R&D (Research & Development) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model.

The first stage is analysis, analyzing problems and then overcoming them to help achieve learning objectives. The analysis was conducted through observation. From the results of observations conducted at the Luqmanul Hakim TAUD kindergarten, it was found that in learning about professions, the stimulus provided by the teacher was in the form of questions and answers about various professions, which some children did not hear and respond to. Using conventional media in the form of printed pictures, children appeared limited in expressing themselves when talking about their favorite professions. Therefore, the researcher developed an interactive learning medium, such as animated videos, which aim to attract children's attention and interest and train their creativity to express themselves through role-playing.

The design stage is the stage of designing the appearance of media, materials, and other components to be developed. The applications used to create animated videos are Canva and Capcut, which explain the name of the profession, job duties, workplace, and tools used at work. Then, colors and layouts are determined for each page, sounds containing material tailored to the images are added, the edited video is downloaded from Canva and added to Capcut to automatically translate the sound into text, fonts and font sizes are determined, and finally, the final result is downloaded from Capcut and uploaded to YouTube.

The development stage is to realize the previous stages into a real product in accordance with the predetermined design. Then, the animated video media product is validated by validators by filling out a validation sheet to see the level of media feasibility. The validators consist of media experts, material experts, and language experts.

The implementation stage of the “Dare to Dream” animated video media was tested at the Luqmanul Hakim TAUD Kindergarten. The test was conducted in two stages, with test I obtaining a score of 84% in the very feasible category and test II obtaining a score of 92% in the very feasible category.

The final stage is an evaluation conducted by measuring the suitability of the animated video “Dare to Dream” that has been developed. The quality of the media will be improved based on suggestions from validators and feedback from students during the trial stage. These improvements will be incorporated before the media is tested on a large scale in the learning process. Animated video media not only enhances logical thinking creativity in young children but also stimulates language development aspects by watching the animated video “Dare to Dream”. Role-playing can stimulate children's social and emotional confidence, help them recognize expressions, and encourage mutual assistance. It also stimulates children's physical motor skills when role-playing professions at work, and children can learn letters through student worksheets.

Thus, it can be concluded that the “Dare to Dream” animated video learning media consists of media, material, and language development. Media experts rated it 87%, material experts 85%, and language experts 90%, which means that the “Dare to Dream” animated video is very suitable for testing. The participants' response in the first stage of testing obtained a percentage of 84%. In phase II, the same participants were given student worksheets stimulation that was not provided in phase I. In phase II, the score was 92%, which is categorized as very good or very feasible and can increase the creativity of early childhood. Consistent with findings from previous studies, the development of learning media assists teachers in delivering material to students, facilitates the early childhood learning process, and enhances learning outcomes. As a result, this application can be utilized by students both at school and at home. The development and validation outcomes show that this media is appropriate for classroom implementation [25]. Other research findings also support this that learning videos are considered to be quite attractive to children's attention in learning, so that children are interested or motivation to learn arises, the animated videos developed have been able to attract children's attention, make children serious and enjoy the learning process, and are able to achieve learning objectives, namely making children know that there are many types of professions, practicing and playing the role of one profession, respecting each profession, and maintaining tolerance [26].

#### 4. CONCLUSION

Based on the results of research on the development of the animated video learning media “Dare to Dream” to increase creativity in early childhood at the Luqmanul Hakim Kindergarten, several conclusions were obtained, as follows: the animated video media “Dare to Dream” developed to increase creativity was developed using the ADDIE model (analysis, design, development, implementation, and evaluation). This media uses the Canva and Capcut applications to design by determining the size, color, layout, sound, and animated text. The edited video results were uploaded to the YouTube application and validated by media, material, and language experts. The media feasibility results from the validators were 87% for media experts, 85% for material experts, and 90% for language experts. Based on the assessment from the validators, the animated video “Dare to Dream” received a “highly feasible” rating, meaning it could be tested. The results of testing the animated video “Dare to Dream” on students showed a 92% rating, also in the “highly feasible” category. Therefore, the animated video media “Dare to Dream” can attract children's attention and interest in learning about professions and can also increase the creativity of early childhood.

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