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Imaginative Image-Based Learning Media Innovation to Improve Creativity and Psychomotor Abilities in Elementary Schools

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Abstract: In this elementary school, the creativity and psychomotor abilities of students in drawing are not good enough. researchers want to make imaginative drawing media to increase the creativity and psychomotor abilities of students and determine the feasibility, practicality, and effectiveness of using med strengthening creativity and psychomotor abilities. This research used the research and development (R&D) method to make certain products and test how well these products are used. The model used was the design of the Borg and Gall development model. Researchers collected data using questionnaires, document checklists, and documentation. The research subjects were 4th-grade students at an elementary school in Sidoarjo, East Java, totaling 30 students. Based on the validation test from media experts and learning de n, an average value of 90% was obtained, which means it is very feasible to use. The product development practicality test obtained an average score of 3.89 (98.25%) included in the very attractive categ . It can be concluded that this imaginative drawing e-module is practical, interesting, and effective as a learning medium. The results of the t-test showed that there was a significant increase in the average learning outcomes of students eativity and psychomotor abilities after receiving a different treatment, namely using the Imaginative Drawing e-Module. It can be concluded that this imaginative image media is practical, interesting, and effective as a learning medium.

Keywords: learning media, imaginative images, creativity, psychomotor ability

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INTRODUCTION

One of the skills that students need to develop from an early age is the ability to be creative. Cognitive skills refer to real (concrete) thinking processes and abstract and logical concepts. The psychomotor aspect is involved in process skills because it in es the use of tools and materials, measurement, preparation, or assembly of tools. (Chairilsyah, 2018). Ukar et al. (2020) state that d wing activities can increase students' drawing creativity and are very useful in fostering psychomotor abilities and creating a fun teaching and learning atmosphere by enriching drawing activities, one of which is by connecting dots to become drawing objects. Children can have freedom in determining pictures and colors. Lubis (2022) state that increasing students' creativity through works of art can be done by imaginative drawing activities in elementary schools.

Imaginative drawing activities are activities that can export creativity in imagining students to get ideas and pictures that they want to put into a sketch. Therefore, imaginative drawing requires creative ideas and thinking activities to create creativity in students. In this case, the teacher's task is to develop creativity and design learning so that students can express ideas, thoughts, and creativity in imaginative drawing. In creativity, students can come up with new ideas or designs that are arranged in-depth through participant education. Solving proble s in a manner Creativity is a way out of a problem (Putra, 2020). Many empirical studies have revealed that imaginative image-based learning media can improve creativity and psychomotor abilities in elementary schools (Rachmawati et al., 2020; Fitrisia & Jalinus, 2019; Langgadesa et al., 2020; Setyaningrum & Hutami, 2021).

Creativity is needed to develop students' skills. Psychomotor skills are learning outcomes that are manifested in the form of individual skills and abilities. The psychomotor aspects observed included imitation, manipulation, experience, and articulation. But in reality, the teacher is still in control, measuring the cognitive and psychomotor abilities of students as a measure of learning success (Isnaini & Utami, 2020; Abubakar & Ngalimun, 2019; Putri, 2020). Creativity is a process of activity in responding to complexities, giving opinions, and finally getting results to solve complexities (Abubakar & Ngalimun, 2019). Hidayati and Permata (2020) state students' self-creativity can be boosted through work such as drawing and painting. At school, the base has one subject that can increase students' creativity and psychomotor abilities, namely learning Arts, Culture, and Crafts. An easy way to develop creativity in students is by making two-dimensional works, especially as imaginative drawing assignments (Sandi, 2020; Putri, 2020; Nurmi, 2020). Learning to draw in schools should

be prepared and designed in such a way that learning becomes optimal, including imaginative drawing (Gunarti, 2019; Surbakti et al., 2019; Yustiningrum et al., 2019).

Teachers can apply a variety of different ways, including using innovative and engaging learning environments or using more creative learning methods. An example is the free expression method, which is the most suitable method for teaching and learning activities to train imaginative drawing (Merliana et al., 2018; Sari et al., 2020). Widiyanto and Kamarudin (2020) argue that the psychomotor abilities of students when drawing imaginatively are often prioritized and it must be recognized that the motoric physical condition of students is indeed a concern and discussion because the child's growth and development process affects their lives. One suitable tool for learning to draw imaginatively is a photographic resource. Cahyani et al. (2021) explain that an imaginative image is one of the resulting images thinking of students. Before the teacher starts learning in the classroom the teacher must know the background of the students in advance to understand the art world of students who have developed so that the teacher can determine and choose strategies, approaches, and learning models that are appropriate to the background conditions of students (Faida et al., 2020; Imananda & Hendriani, 2020).

Imaginative images are one form of images that can guide students to focus on examples of events to offer creativity from different image elements (Khodijah, 2020). Media is the most appropriate method for imaginative drawing learning activities. The expression method is a method that is free to use to give freedom to students in expressing opinions (Isroyati et al., 2021). Imaginative drawing media is a two-dimensional visual medium on a blank paper surface without any streaks (Apsari & Sastiawati, 2021). Imaginative images look more concrete and can increase the competitiveness and reasoning power of students because the media images display illustrations and pictures and make it easier for students to understand (Puspitorini et al., 2022). Hanifah et al. (2020) convey that imaginative picture media is a tool or media used in learning practice. The success or failure of learning through imaginative image media is influenced by the teacher who uses it. The reality of the problems that occur in Elementary School is that students do not understand imaginative images. So that the creativity and psychomotor abilities of students are still low.

Schools make imaginative picture media as media besides using textbooks as learning resources. However, textbooks and media are still conventional in printed form. This causes a lack of creativity and psychomotor abilities in students. Interesting imaginative picture media is needed to increase the participants' creativity and educate them in learning. Imaginative image media is designed very attractively to achieve competencies according to the curriculum. Previous studies have proven that the concept of developing this module emphasizes images related to the imagination in the 2013 curriculum. The results of the module evaluation by the material expert validator obtained a score of 138 (81%) and media experts obtained a score of 114 (95%). The assessment by the arts and culture teacher showed a score of 283 (96%). These results can be used as evidence that imaginative image-based learning media is an alternative learning process because it can increase students' creativity and psychomotor abilities.

This is in line with other research which states that the overall percentage results obtained from learning material experts are 87.2% with very feasible criteria and the overall percentage results obtained from learning media experts are 96% with very feasible criteria (Aldin, 2022). The results of the overall percentage of the feasibility of developing modules assisted by mind mapping-based media posters are 91.6% with very feasible criteria. In line with other research, Cerapi's innovative media gets a score of 76 with a percentage of 96% from material experts, which means it is very feasible to use, while the media presentation component gets a score of 46 with a percentage of 95% from media experts, which means it is very feasible to use (Ikhsanudin, 2020). It can be concluded that the use of imaginative image media teaching materials is very suitable for use in an interactive learning process and is very interesting for students. In addition, e-modules also keep up with the times so that they are easily accepted by students.

Based on the results of the researchers' observations in class IV SD, the creative and psychomotor abilities of students in drawing were not good. The researcher made direct observations and saw that in every student activity that was successfully observed by the researcher, it turned out that the method used still used conventional methods so the results were not optimal in creating students' creativity and psychomotor abilities. Therefore, it is necessary to have the creativity and psychomotor abilities of an educator in creating innovations, including in the form of imaginative image e-modules. Based on the background above, it is necessary to explore imaginative drawing e-modules to know the feasibility, practicality, and effectiveness of their use in strengthening creativity and psychomotor abilities in students. This imaginative drawing e-module is in the form of a very interesting book. It is said to be interesting because, in the imaginative picture book, various kinds of pictures attract students to develop their creativity and psychomotor abilities.

METHODS

The research and development method used in this study is to make certain products and test how good these products are for use (Setiyawati & Martadi, 2020). The model used is the design of the Borg and Gall's (1971) development model (Research and information collection, Planning, Developing a primary form of product, Preliminary field testing, Main product revision, Main field testing, Operational product revision, Operational field testing, Final product revision, Dissemination and implementation. The stages of the Borg and Gall model research activities can be seen in the information below.

The first stage involves collecting information on problems faced by students during teaching and learning activities. Conduct initial observations and interviews and analyze the needs of grade 4 students to adjust imaginative drawing material. The observations, documentation, interviews, and questionnaires were given to teachers and students in grade 4 of Elementary School. Information obtained from the results of observations made will later become material in product development. The second stage, after seeing the results of observations, interviews, and questionnaires that had been carried out in the elementary school. In this study, the researchers got the idea to develop learning media as a tool to make it easier for students to understand imaginative picture learning material. The third phase, the development of the product form begins with determining the imaginative image e-module cover design. This process will involve media and design experts. The product developed will be a ready-to-use product, in the manufacture of e-modules and validation sheets for media and design experts whose results can be used to guide the next steps and to prove that this e-module can be used. The fourth stage is validating to evaluate and test the feasibility of the resulting product design. Validation and evaluation can be carried out by bringing in experts who are experts in their field and already have experience in evaluating the planned product. The fifth stage, after being validated by media and design experts, can be seen the shortcomings of the imaginative image e-module media. From the validation results of several experts the e-module media needs to be improved so that it can improve to make better products.

The sixth stage, product testing, can be carried out on a small or large scale. Trial activities in learning aim to obtain information about products developed in learning Imaginative images can increase students' creativity and psychomotor abilities, motivation, and interest in learning in students' learning designs. seventh Stage, product revision, if the product test states that it is not perfect and there are still defects, then it is used as a material for repairing and perfecting modular media so that it can produce good modular media and is suitable for teaching in schools. In the eighth stage, field trials will be carried out in the elementary school. The trial was carried out on grade 4 students, the number of students was 30 students. In the ninth stage, after the product trial received positive feedback from students and teachers regarding effectiveness, and increased students' creative thinking and psychomotor abilities, the development of this product produced the final product. In this phase, the researcher reviews the results of the previous phase to create valid and usable learning tools. The tenth stage, implementation is a product application that has been tested and evaluated in the field. Before being widely tested, individual trials were carried out with 10 students as research subjects and then tested on 30 students to determine the level of creativity and psychomotor students. This activity was carried out after the final product was produced which was declared effective in the second revision because it received input and improvements from media experts, designers, teachers, and students.

Data collection techniques use a) a questionnaire b) a document/observation checklist c) documentation. The questionnaire was given to 4th-grade students in the elementary school, totaling 30 students to measure students' creativity and psychomotor abilities. The document checklist is given to the expert team to see the feasibility of the e-module. Data analysis technique using linear regression. The trial in this study consisted of three stages, namely media feasibility test, material feasibility test, and design feasibility test. The feasibility test is carried out through expert validity on imaginative image media. In this study, the feasibility test was calculated using a Likert scale test interval of 1 to 5 as presented in Table 1.

Table 1. Likert Scale Assessment Categories

Score	Intervention	Rating Category	Information
Score 5	Very worth it	No Revision	
Score 4	Worthy	Enough	
Score 3	Enough	Minor Revision	
Score 2	Not feasible	Not worth using	
Score 1	Very unworthy	Repeat product creation	

(Rina et al., 2020)

Table 2. Product validity criteria

Intervention score (%)	Assessment category	Information
81-100	Very worth it	No revisions
61-80	Worthy	Enough
41-60	Fair	Minor revision
21-40	Not feasible	Not worth using
0-20	Very unworthy	Repeat product creation

(Rina et al. 2020)

Table 3. Product practicality criteria

Intervention score (%)	Assessment category	Information
81-100	Very worth it	Very interesting
61-80	Worthy	Interesting
41-60	Fair	Fair
21-40	Not feasible	Less attractive
0-20	Very unworthy	Not attractive

RESULT AND DISCUSSION

The research conducted results in innovative learning media in the form of imaginative image media. This development uses the Bord and Gall model. Learning media innovation products in the form of imaginative image media used in schools to optimize learning must be tested for validity. Validity checks were carried out by three teams of experts, namely media experts, material experts, and design experts. The three experts are lecturers who have experience in the fields of media, materials, and learning design. The validity test of the expert team aims to see the quality of the products that have been developed. After going through the validity testing stage of the three expert teams, the imaginative image media product was tested. This trial aims to determine students' responses to the practicality and effectiveness of using imaginative image media. The trial was carried out in small groups consisting of 5 students in grade 4 of Elementary School. Furthermore, the imaginative image e-module development product was tested on 30 grade 4 students in Elementary School. After the students carried out the imaginative drawing activities the researcher distributed questionnaires in the form of the responses of each student so that the researchers could find out the practicality and interest of imaginative drawing media. The questionnaire distributed to students consisted of two indicators, namely convenience, and attractiveness.

Before designing a product, the researcher first made observations to look for problems in grade 4. After these observations, the researcher conducted interviews with the grade 4 teacher of Elementary School. After observing and interviewing, researchers found problems in grade 4 SDN. The problem observed at school is that the teacher only uses the teacher's book as a learning resource, student's book and no media is used so students do not understand imaginative drawing and imaginative drawing learning is less effective in grade 4 as a result it has an impact on the development of students' creativity and psychomotor abilities. From these problems, researchers narrowed down the problem that the media used by teachers was less effective, causing a lack of enthusiasm. students in SBdP learning imaginative drawing material and lack of creativity and psychomotor abilities of students. Seeing the problems that exist in grade 4 Elementary School in Sidoarjo, the researchers developed innovative learning media based on imaginative drawing e-modules in SBdP learning imaginative drawing material.

Learning methods that are still conventional make students indifferent so that interesting learning does not occur. Teachers can use technology to support learning. In connection with technological developments, the teacher acts as a facilitator to be able to maximize the use of different media in the teaching and learning process. Learning technology and media are anything that can be used as a learning tool to achieve goals (Trisiana et al., 2020). The learning function itself can make abstract concepts concrete so that students are not confused. Researchers formulated and took the initiative to develop imaginative picture e-module-based learning media. By using imaginative image e-module media, students will understand the concept of imaginative images. Imaginative image-based learning media is a visual media that is not projected because imaginative image media is included in the graphic media of the cartoon group. For the selected media to provide the expected benefits, the teacher needs to pay attention to the media selection criteria.

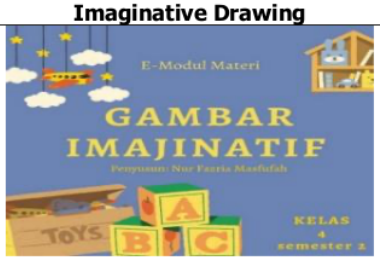
Analysis of learning objectives based on the curriculum and learning materials. The curriculum used in grade 4 of Elementary School in Sidoarjo is the 2013 curriculum. In this curriculum, the teacher is only a facilitator and encourages students to be more active. This is following 21st-century skills, namely learning and innovation skills including critical thinking, communication, collaboration, and creativity. The material used in this research is imaginative drawing. Imaginative images occupy a very important role. Not only as a medium

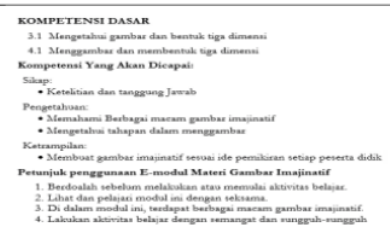
of expression but especially to communicate design ideas. In its development, manual skills in making imaginative images are supported by modern tools (Isroyati et al., 2021). In more detail, Daryanto (2010: 108) explains that imaginative images are images that result from students' conscious thinking. Imaginative images look more concrete and can increase the competitiveness and reasoning power of students because in the media images display illustrations, videos, and pictures and make it easier for students to understand.

At the planning stage, the researcher obtained information from the teacher by interviewing and filling out a questionnaire, as well as making direct observations by observing the teacher's teaching methods in a class. At the interview stage with the 4th-grade teacher of Elementary School based on the results of the interview the use of instructional media is very important to attract students' interest in learning because when students are interested in learning it will affect the assessment and subsequent processes. Conventional learning methods still do not arouse students' interest so learning does not affect students (Afa & Saifuddin, 2018). Therefore, the researchers developed an innovative learning environment as a tool that makes it easier for students to understand the material in imaginative e-modules.

At this stage, the design of interactive learning media products is carried out based on the results of the analysis stage. Researchers chose to use imaginative image e-modules so that the resulting modules could be interactive. The product design was designed after a needs analysis was carried out, namely to produce a product in the form of imaginative drawing e-module media, SBdP learning content, and imaginative drawing material. The development stage begins with determining the imaginative image module design. After the module design is determined, the imaginative image media is designed in such a way that the developed media attracts the interest of students to develop students' creativity and psychomotor abilities so that later it will produce a fun learning process. At this stage, several components needed in making learning media are designed. The components of tools and materials needed in designing imaginative picture module learning media are laptops/computers, A4 picture books, rulers and pencils, crayons, and erasers. The planning stages include several things, such as choosing to use the Canva application to design an imaginative image e-module cover. As for designing imaginative media images, several steps are taken, among others.

Table 4. Imaginative Image Component

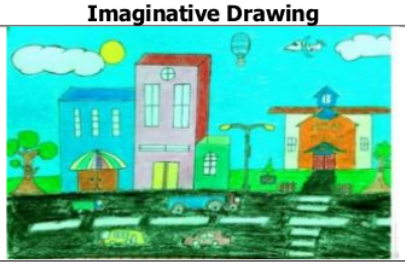
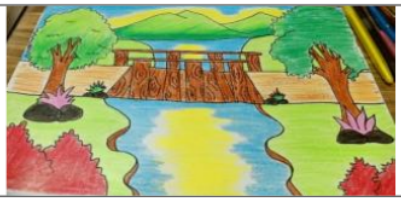
Component	Imaginative Drawing
The cover section consists of: 1. Media Type: Imaginative Image Module 2. Title: Imaginative Pictures 3. Target: Grade 1- IV Elementary School Students 4. Author Name: Nur Fazria Masfufah 5. Size: A4 6. Material: 230 Gram Ivory Paper 7. Illustration: Stationery, Colored Pencils	

Component	Imaginative Drawing
Roman Pages I Imaginative Image Media 1. Foreword 2. Material: HVS paper 3. Size: A4	
Roman Pages ii Imaginative Image Media 1. Basic competencies 2. Competencies to Be Achieved 3. Instructions for Using Media for Students 4. Material: A4 size HVS paper	

The First Page of Imaginative Image Media 1. Flower Theme Imaginative Pictures 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. Example of a Flower Theme image	

Component	Imaginative Drawing
Page Two Imaginative Image Media 1. Fish Pond Theme Imaginative Picture 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. Example of a Fish Pond Theme image	
Page Three Imaginative Image Media 1. Imaginative Images of the Atmosphere in the Sea 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. An example of a theme image of the atmosphere in the sea	
Page Four Imaginative Image Media 1. Imaginative Picture The theme of the road in the mountains 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. An example of a road theme image in the mountains	
Fifth Page of Imaginative Image Media 1. Imaginative Picture Sunset Theme 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. Example of a sunset theme image	

Sixth page of Imaginative Image Media 1. Aquarium Theme Imaginative Pictures 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. Example of an Aquarium Theme image	

Component	Imaginative Drawing
Seventh page of Imaginative Image Media 1. Urban Theme Imaginative Images 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. An example of an Urban Theme image	
Page Eight Imaginative Image Media 1. Imaginative Theme Park Pictures 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. Example of a theme park image	
Page Ninth Imaginative Image Media 1. Sea Theme Imaginative Pictures 2. Materials: HVS Paper, Stationery, Colored Pencils 3. A4 size 4. An example of an Ocean Theme image	

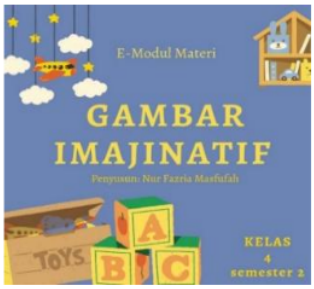
In the next stage, researchers conducted initial trials with media experts and design experts. After looking at the imaginative image e-module media that has been made and seeing the attractiveness of the product applied to the selected location. The product being developed is being tested in the elementary school to be exact in grade 4. At this stage, the test is carried out to find out how students react to the product in the process of implementing learning.

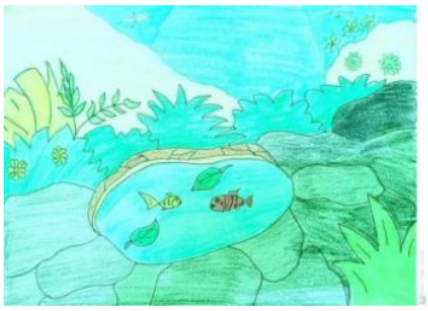
The main product revision stage (evaluation) is a phase where researchers can see whether imaginative image learning can be successful. At this stage, a revision is made to the product being developed. Information received from teachers collected from student test results and expert validation. It can be said that the control phase collected the information obtained in the implementation phase. After the product design has been validated by media experts and design experts, it can be seen about the shortcomings of the imaginative image e-module media. The results of the explanation of several experts regarding the shortcomings of imaginative image e-module media, were then corrected so that they could produce even better products. The following is a cover view of the imaginative image e-module that was developed.

Table 5. Imaginative picture e-module cover display

Validators	Criticism and suggestions	Information
Media Expert	On the front cover, the color of the writing is less bright	Revised
	In the image, the lines are clarified and added color so that the image does not look pale.	Revised
Design Expert	On the front cover, the title is replaced with yellow	Revised
	In the Structure of images, it is better to group and give imaginative image names for each theme.	Revised
Material Expert	In the image material that is made, a theme must be determined	Revised

Table 6. The results of the revision of the serial picture media learning media product

Before Revision	After Revision
	
Improved the front cover, the color of the writing is less bright	

Before Revision	After Revision
	
Improvements to the image are clarified by lines and added color so that the image does not look pale	

Before Revision	After Revision
	
Improvements to the image are clarified by lines and added color so that the image does not look pale.	

Before Revision	After Revision
	
Improvements to the image are clarified by lines and added color so that the image does not look pale.	

Before Revision	After Revision
	
Improvements to the image are clarified by lines and added color so that the image does not look pale.	

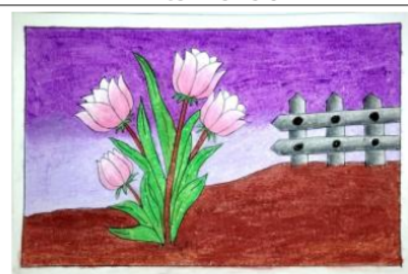
Before Revision	After Revision
	
Improvements to the image are clarified by lines and added color so that the image does not look pale.	

Before Revision	After Revision
	

Improvements to the image are clarified by lines and added color so that the image does not look pale.

Before Revision	After Revision
	

Improvements to the image are clarified by lines and added color so that the image does not look pale.

Before Revision	After Revision
	

Improvements to the image are clarified by lines and added color so that the image does not look pale.

Before Revision	After Revision
	

Improvements to the image are clarified by lines and added color so that the image does not look pale.

The feasibility of a product to be developed before being tested on students must be reviewed and

validated first by a team of experts. The results of the analysis of product testing in the form of the Imaginative Image e-Module involved 3 teams of experts consisting of 1 expert in the media field, an expert in the field of materials, and an expert in the field of design. The results of the validation assessment of media experts, material experts, and design experts can be seen in Table 7.

Table 7. Media Expert Validation Results

Rated aspect	Score (SM) 5	(M) 4	(CM) 3	(KM) 2	(TM) 1	Criteria
Creative and innovative		√				Interesting
The cover design of the E-module is very attractive and can motivate students		√				Interesting
Clarity in pictures	√					Very interesting
Easy to understand	√					Very interesting
The color composition stimulates the senses of the learners	√					Very interesting
The theme of the images used is easy to understand		√				Interesting
The image pattern used is visible		√				Interesting
Elaboration in making drawings in detail	√					Very interesting
The image quality displayed is good		√				Interesting
The background color matches the image	√					Very interesting
Percentage			90%			Very interesting to use

Based on Table 7, the average value of the total aspects is 90 when referring to the criteria for determining the level of validity of predetermined learning media, it can be concluded that the validity results of the e-Module imaginative images that have been developed have a level of validity that is very feasible to use with an achievement value of 90 %. However, there are some inputs for improvement from media experts.

Table 8. Design Expert Validation Results

Rated aspect	Score (SM) 5	(M) 4	(CM) 3	(KM) 2	(TM) 1	Criteria
Use of images	√					Very interesting
Compatibility of design with media images	√					Very interesting
Compatibility of images with learning outcomes		√				Interesting
Increase creativity	√					Very interesting
The material in the learning media is easy to follow	√					Very interesting
The clarity of the media in conveying the material is good		√				Interesting
Images contained in the media can clarify the material		√				Interesting
Increase interest in learning		√				Interesting
Percentage			93%			Very interesting to use

Based on the data above, it can be seen that the validity of the imaginative image e-Module from the design expert is rated very valid with a value of 93%.

Table 9. Material Expert Validation Results

Rated aspect	Score (SM) 5	(M) 4	(CM) 3	(KM) 2	(TM) 1	Criteria
The images used in the Module are easy to understand	√					Very interesting
Does the sample suit the material?	√					Very interesting
Compatibility of tasks and exercises with the formulation of indicators		√				Interesting
Suitability of the material presented with core competencies, basic competencies, and learning indicators	√					Very interesting
The picture adds to the knowledge of students	√					Very interesting
Ease of material presented		√				Interesting
The accuracy of terms on the material		√				Interesting
The suitability of the material presented with the stages of student development						Interesting
Percentage			93%			Very interesting to use

If the imaginative image e-module product has been made, in the next stage the researcher conducts field trial activities of the imaginative image e-module product that has been made. Product testing for imaginative e-design modules can be done in small groups and large groups. The purpose of this research on image learning is to obtain information about designed imaginative image module products that can enhance students' creativity and psychomotor skills, motivation and interest in learning in the learning process, and imagination. media images module is an interesting resource as a learning tool. The data from the results of the small group trial were validated by several experts including media experts and design experts. After that, the first experimental stage was a small group trial. This small group experiment was conducted to obtain data on the quality of the resulting learning media. This small group experiment was conducted with 5 students. The selection of students as the subject of this small group research was carried out using a random procedure or random sampling. The results of small group trials can be seen in the following table:

Table 10. Small Group Product Trial Results

Assessment Aspects	s1	s2	s3	s4	s5	Average	Criteria
Fun imaginative drawing	5	5	5	5	5	5	Very interesting
After the imaginative picture, the E-module increased students' learning interests higher	5	4	5	5	5	4,8	Interesting
The developed imaginative image e-module can foster curiosity and hone students' psychomotor abilities	5	4	5	5	5	4,8	Interesting
Imaginative image e-module makes it easy to add to the creativity of students	4	5	5	5	5	4,8	Interesting
With the E-module imaginative images can help students to learn actively and independently	5	5	5	5	5	5	Very interesting
Page display Imaginative drawing e-module has attractive pictures and colors	5	5	5	5	5	5	Very interesting
The display of the imaginative image E-module that was developed is quite interesting	5	5	5	4	5	4,8	Interesting
Average	4.86	4.71	5	4.86	5	4.89	Very interesting
Percentage			98.25%				

Based on the results of the small group test assessment by 5 students in the Imaginative Drawing e-Module, the mean value was 4.89 (98.25%). Thus, the results of the small group evaluation by 5 students which can be seen in Table 4 show that the Imaginative Image e-Module developed is in the very feasible and interesting category to use as a medium for learning imaginative image material.

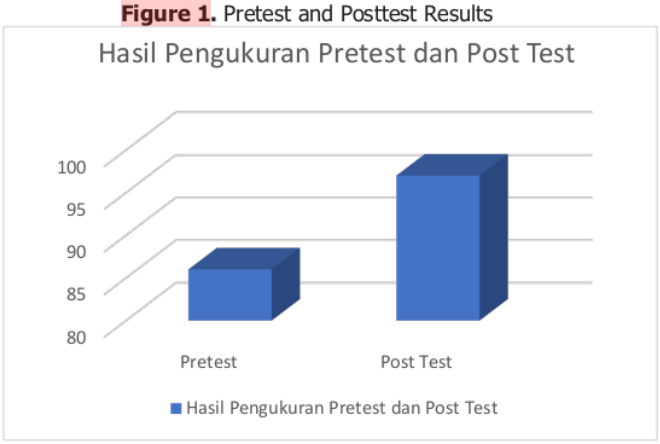
Table 11. Results of the Teacher's Response Practicality Trial

Questionable Aspects	Score	Percentage
The overall display of imaginative image media increases student creativity and represents the contents of the book	5	100%
Image media imaginative image media to increase student creativity according to KI, KD, and Learning Indicators	4	80%
Images are dominant compared to the material text	4	80%
The type and size of the image used are attractive and easy for students to understand	5	100%
The suitability of the image corresponds to the material described	5	100%
The style in the picture is suitable for students	4	80%
The size of the image and the type of paper are appropriate so that it is easy for students to use	4	80%
Image media Imaginative image media to increase student creativity can help and facilitate teachers in conveying material	4	80%
The material presented is clear and easy to understand according to the level of thinking of students	4	80%
The evaluation given follows the material and learning objectives	4	80%
Percentage		88%

The teacher response questionnaire table above shows that there are 6 aspects of the questions that received a positive response, namely 80% on numbers 2, 3, 7, 8, 9, and 10, while the rest received a 100% positive response. After testing the imaginative image e-module product in the next stage, a product revision is carried out based on the results of product testing. The next step is product revision based on the results of product trials. If the product trial shows that it is not perfect and still has deficiencies, it can be used as material to improve the imaginative image e-module, good imaginative images can produce media products that are suitable for use. The field test was conducted at SDN Sawohan 1 Buduran. The experiment was conducted for grade 4 students, 30 students participated. Each student and teacher received a questionnaire with several questions.

After the product tests were completed and the results of the product tests to be developed received positive feedback from students and teachers in terms of efficiency, usefulness, and improvement of students' creative and psychomotor thinking abilities, the development of this product produced the final product. At this stage, the researcher revises the resulting product from the previous stage to create valid and feasible learning tools. The implementation phase is a product application that has been tested and evaluated in the field. Before being widely tested, individual trials were carried out with 3 research subjects, then tested on 10 students, and then tested on 30 students to determine the level of creativity and psychomotor students. This activity was carried out after the final product was produced which was declared effective in the second revision because it had received input and improvements from material experts, teachers, and students. This test is carried out using products that have been developed directly in learning. To measure the effectiveness of the Imaginative Drawing e-Module media, a pretest, and posttest were carried out on 30 grade 4 students of Elementary School. Data on the results of improving students' imaginative drawing learning outcomes can be seen in the following figure and table.

Figure 1. Pretest and Posttest Results



Based on the data above, the

average value of increasi creativity and psychomotor abilities for imaginative drawing material is 10%. By describing the number of students who experienc an increase in learning outcomes, there were 27 students, the remaining 3 students. This means that 95% of students experienced an i ease in learning outcomes for imaginative drawing material after using the imaginative drawing e-Module. So, it can be concluded that the number of students who experience increased creativity and psychomotor abilities using the e-Module imaginative images that have been developed has a High/Effective success rate with an achievement of 95%.

Table 1 Output Paired Samples Statistics

Paired Samples Statistics					
		Means	N	std. Deviation	std. Error Means
Pair 1	PRETEST	70.3333	30	15.25266	2.78474
	POSTTEST	89.3333	30	10.56453	1.92881

The table abov ows an average value or mean pretest data of 70.33. Meanwhile, the post-test data was 89.33. This means that there is an average difference between the pretest and post-test data creativity and psychomotor abilities of students.

Table 13. Output Paired samples test

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-1.90000E1	6.74665	1.23176	-21.51924	-16.48076	-15.425	29	.000

Based on the results of the table above, the value of Sig. (2-tailed) 0.000 <0.05 and thit value 15.425 > ttab 2. 8. So, it can be decided that with a 95% confidence level, there is a positive and significant increase between imaginative image-b d learning media with creativity and psychomotor abilities at SDN Sawohan 1 Buduran Sidoarjo. This means that there is a significant positive increase in students' c ativity and psychomotor abilities after being given imaginative image-based learning media *treatment.* So, it can be concluded that imaginative image-based learning media is very effective in efforts to increase the creativity and psychomotor abilities of class students.

One of the abilities in learners that needs to be built from an early age is the ability of creativity. Creativity is needed in the development of learners' abilities because the development of learners' abilities will impact on intelligence of the right brain and left brain. Creativity is a process that is responsive to problems, weaknesses, or shortcomings, compares opinions, and finally conveys the results (Kartika et al., 2 3). From the above opinion, creativity is the ability to solve problems in detail and communicate the results. To be able to do all that requires encouragement from the environment based on the creative potential that already exists in him. Thus, there is mutual support between environmental factors and the creative potential they have so that they can accelerate the development of creativity in individuals. Learners' creativity will develop if they understand that drawing is not just a reflection or recreation of the soul but contains the results of thoughts and feelings that are poured into the work so that drawing can be an indirect means of communication. The role of the teacher is very important to make students think about how to make works that can express their feelings (Cahyani et al., 2021).

Images in imaginative drawing media can help visualize abstract or complex concepts. With images that illustrate the steps or relationships between concepts, students can easily understand and see the images they see (Sugiartini, 2023). Imaginative drawing media can be used in e form of groups or individuals in the classroom, thus facilitating social interaction between students. This can increase students' participation in the learning process and build collaboration among them. However, keep in mind that the use of imaginative drawing media alone is not enough to guarantee the improvement of students' creativity and psychomotor ability. Other fac s such as teaching methods, material quality, teacher-student interaction, and learning environment also play an important role in influencing the improvement of students' creativity and psychomotor ability. Therefore, educators need to pay attention to all these aspects to achieve optimal results (Abdullatief et al., 202 Nurcahyo, 2020; Sobry & Sa'i, 2020; Kusuma, 2021; Asmawati, 2017).

The use of maginative drawing media in learning can increase student engagement. Interesting and interactive images can attract students' attention and make them more focused and engaged in the learning process (Syahda et al., 2023). This can have a positive impact on creativity and better psychomotor skills.

Imaginative drawing media can stimulate student problem-solving. By visualizing situations or problems through images, students can see the relationship between various elements and find solutions more creatively. This can develop students' critical thinking skills, creativity, and psychomotor abilities. It is important to remember that the use of imaginative drawing media as the only factor does not guarantee a significant increase in creativity and psychomotor ability. Other factors such as teaching quality, teacher-student interaction, student motivation, family support, and learning environment also play an important role in influencing student learning outcomes. Therefore, a comprehensive and integrated approach to learning is necessary to achieve optimal learning outcomes in imaginative drawing (Nurmasyitah & Ely, 2019).

Based on the results and discussion above, this research should be able to meet the success indicators because the use of imaginative drawing media can improve the creativity and psychomotor abilities of fourth-grade elementary school students in drawing research stopped in cycle II. The ability of students in drawing has increased with the use of imaginative drawing media. After learning using imaginative drawing media, students can draw objects completely and clearly. The results show that the ability of learners in drawing improves with the use of imaginative drawing media.

CONCLUSION

Based on the research and development process of Imaginative Image media, it can be concluded as follows. To find out the feasibility of this product, researchers conducted an assessment of media experts, material experts, and design experts. The validation results of media experts, material experts, and design experts amounted to 90% with very suitable status. The level of practicality of this Imaginative Image media is said to be practical and interesting to use because it can be proven by the results of product trials in a small group of 5 students and a large group of 30 students of the elementary school in Sidoarjo. The results of the assessment of Imaginative Image media in small groups of 5 students obtained an average value of 4.89 (98.25%). Thus, the results of the small group evaluation by 5 students show that the Imaginative Image media developed is in the very feasible and interesting category to use as a learning medium. Thus, this Imaginative Image media product can be said to be feasible, interesting, practical, and effective to use and has good quality for increasing students' creative results. This is because Imaginative Image media can make it easier for students to improve their psychomotor abilities and students' creativity.

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