

## Assessing teachers' acceptance of traditional games-based creative movement for increasing preschool children's imagination

### Evaluación de la aceptación del profesorado en juegos tradicionales basados en el movimiento creativo para aumentar la imaginación de niños de preescolar

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**Abstract.** This research aims to explore the urgency, content expectations, and teachers' attitudes towards learning creative dance based on traditional folk games in building the imagination of preschool children. Knowledge about the teacher's urgency, content, and attitude is needed to develop a creative dance learning model that can increase the imagination of preschool children using traditional folk games. A survey conducted on 40 preschool teachers in Malaysia showed that teachers felt an urgency to improve children's imagination (mean = 4.48), proposed some content related to traditional games (mean = 4.45), and saw that traditional games could inspire a creative movement to increase children's imagination (mean = 4.41). This research is still in the early stages of evaluating teacher needs and readiness and has not yet reached the design or empirical testing of the Active-Tradir model. Nevertheless, these findings provide a strong basis for further development and implementation of a future creative movement learning model based on traditional games, which we have named "Creative Movement Based on Folk Traditional Games (Active-Tradir)."

**Keywords:** children's imagination, traditional games, creative movements, preschool teacher, Malaysia

**Resumen.** Esta investigación tiene como objetivo explorar la urgencia, las expectativas de contenido y las actitudes de los docentes hacia el aprendizaje de danza creativa basada en juegos folclóricos tradicionales en la construcción de la imaginación de niños en edad preescolar. Se necesita conocimiento sobre la urgencia, el contenido y la actitud del maestro para desarrollar un modelo de aprendizaje de danza creativa que pueda aumentar la imaginación de los niños en edad preescolar utilizando juegos folclóricos tradicionales. Una encuesta realizada entre 40 profesores de preescolar en Malasia mostró que los profesores sentían que era urgente aumentar la imaginación de los niños (media = 4,48), proponían una serie de contenidos relacionados con los juegos tradicionales (media = 4,45) y veían que se podían utilizar los juegos tradicionales como inspiración para el movimiento creativo para aumentar la imaginación de los niños (media = 4,41). Esta investigación aún se encuentra en las primeras etapas de evaluación de las necesidades y la preparación de los docentes, y aún no ha alcanzado el diseño o la prueba empírica del modelo Active-Tradir. Sin embargo, estos hallazgos proporcionan una base sólida para un mayor desarrollo e implementación de un modelo de aprendizaje de movimiento creativo basado en juegos tradicionales en el futuro, al que denominamos "Movimiento creativo basado en juegos tradicionales populares (Active-Tradir)".

**Palabras clave:** imaginación infantil, juegostradicionales, movimientoscreativos, docente de preescolar, Malasia

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## Introduction

Globally, teachers and academics agree that the imagination of preschool children is critical to their development. Children's imagination helps them anticipate reality and various alternatives, including contemplating how reality works (Harris, 2020). It allows children to distinguish between possible and impossible and find and design solutions to theoretical problems in their minds (Harris, 2020). Moreover, the development of children's social cognition, crucial in assessing the morality of actions and drawing social inferences about the motivations of others, depends heavily on imagination (Kushnir, 2022). The importance of encouraging imagination in early childhood is further underscored by its role in cognitive flexibility, problem-solving skills, and emotional intelligence (Smith & Kim, 2021).

Imagination is a "complex mental activity which stimulates other mental states (e.g., belief, perception), and the act of giving rise to it (i.e., imagining) is a mental state which bears a phenomenological and functional similarity with its parts, i.e., the mental states which it stimulates" (Arcangeli, 2021, p.16). Defining imagination is an academic challenge (Stuart, 2019). One definition states that imagination is "the ability to imagine the possibilities in all

things; is a generative feature of the mind that enables understanding of self and others, and serves as fuel for creativity and innovation" (Judson, 2020, p.8). Stuart (2021) states that imagination is the ability to interact cognitively with objects that do not exist in sensory experience. Given these definitions, it is clear that imagination is not a singular skill but a multifaceted cognitive function that interlinks various aspects of mental processing (Jones et al., 2022).

Improving or developing the imagination of preschool children is done in various ways. Methods commonly used include reading stories to children (Samur, 2021) or play-based programs (Dimitropoulos et al., 2022). Pretend play is a favourite method because it utilizes a child's natural form of creativity that develops during preschool (Fehr et al., 2021). Pretend play is the next stage in the development of imagination, evolving from the embodiment of individual experience in toddlerhood to sharing intellectual and socially abstract space in preschool childhood (Hafina et al., 2022; Yonzon et al., 2022). Recent studies emphasize the effectiveness of these methods in enhancing not just imagination but also linguistic skills, social interaction, and emotional resilience (Liu & Xu, 2021). However, imagination in preschool children tends

not to emerge spontaneously and requires instruction and support to be used effectively (Birtel et al., 2020). Children can easily get distracted, making it challenging to build a strong imagination. Relational interventions can help children develop collective fiction, engaging them in a collective imagination that is more difficult to distract (Rai et al., 2021). Therefore, teachers try to use various ideas to encourage children's imagination. Structured interventions and guided play are increasingly recognized as essential components in early childhood education curricula to nurture imaginative capabilities (Thompson & Goldstein, 2021).

Various cultural products trigger children's imagination (Harris, 2020). Stories and films, for example, can encourage children's imagination about distant places and events they have not experienced (Harris, 2020). Representations of creatures in religion, science, and fiction also serve as materials to encourage children's imaginations, especially those that take them out of the current reality, to consider various possibilities (Harris, 2020).

Creative movement is one of the vital cultural outputs of imagination. These movements rely on imagination as a guide, and creative movements can stimulate imagination (Zhu, 2019). A child's imagination determines what a creative movement is for (Aisyah et al., 2020). This relationship means that creative movement inherently contains elements of imagination (Alper & Ulutas, 2022). Creativity rests on imagination, which depends on the ability to experience empathy and take the perspectives of others, such as teachers and playmates (Welch, 2022).

The idea of using creative movement as a means of developing the imagination of preschool children is based on the view that imagination can be enhanced by specific actions taken by the teacher (Sungurtekin, 2021). Imagination looks inward, focusing on the potential and possibilities within the mind, while creativity focuses outward, manifesting in tangible outcomes and innovations (Whitworth, 2019). Imagination and creativity mutually reinforce a complex interplay (Wolley et al., 2021). Experiences of creativity accumulate materials needed for imagination (Alves & Hostins, 2019).

Traditional games, which use simple materials according to the cultural aspects of where people live (Junaedah et al., 2020), can also be a source of creative movement. These games do not involve commercial products but can use equipment repeatedly. They require particular skills, strategies, opportunities, or a combination thereof, including dancing and singing. Traditional games generally lack written rules but have agreed-upon guidelines, are played in pairs or groups by children aged 6-12 years, are passed down from generation to generation, and are based on historical-cultural backgrounds that transfer social values to the younger generation (Arlinkasari et al., 2020).

Creative movement sourced from traditional games is not based on strict rules and has no wrong choices (Tsompanaki, 2019). When traditional games have specific rules, they enter the domain of physical education (Tolgfors et al.,

2022). When these rules are absent, the movement becomes the domain of creative movement, generally the focus of dance education (Saearani, 2022).

Traditional games are often seen as unreflective cultural products with abstract and rigid movement cultures, focusing only on physical abilities and mastery, insufficient for early childhood needs to cultivate an active, healthy lifestyle (Griggs & Fleet, 2021). They are often used solely to keep children active in school, not to maximize their creative potential (Lazaar et al., 2007). For this reason, traditional games are typically limited to developing motor skills in early childhood (Demiral, 2011). This limited perspective overlooks the rich potential of traditional games to serve as a medium for cognitive and creative development (Ng & Hart, 2023).

However, traditional games still play a crucial role in children's growth, providing new language, problem-solving, critical thinking, creative thinking, and imagination (Madondo & Tsikira, 2021; Matsekoleng et al., 2022). The key lies in how teachers focus on developing children's skills using traditional games. Traditional games become rigid and mechanical if directed solely at motor development by abstracting motion elements from the game context. Conversely, if teachers direct students to the imaginative elements in the game, traditional games foster a fun learning atmosphere that promotes creative thinking and movement (Arga et al., 2020).

A good teacher's acceptance of increasing preschool children's imaginations through creative movements derived from traditional games is a prerequisite for realizing this activity model. It is critical to thoroughly investigate the teacher's perception of the imagination-boosting activity model, especially in an educational setting that prioritizes traditional teaching approaches (Sungurtekin, 2021). Understanding teacher perceptions is essential to assess their readiness to implement creative movement-based imagination enhancement models (Mullet et al., 2016). If teachers lack an understanding of imagination, creative movement, and traditional games, they may fail to enhance students' imagination (Setyo et al., 2022; Cremin & Chappel, 2020).

Creative movements in traditional games in Malaysia can be found and designed efficiently. For example, "plane jumping ketingting" (airplane jumping) is a game rich in creative movements, specifically requiring balance on one leg. How players achieve this balance through movement becomes a source of creative movement. Teachers can set the goal of this game to identify creative movement concepts cognitively or to carry out creative movements psycho-motorically (Ibrahim et al., 2021).

Although the names or themes of traditional games in Malaysia, such as "ketingting flying boat," can spark imagination by relating to objects that are not perceptible, the use of creative movements further enhances the imaginative aspect of these games. Teachers can explore the creative movement elements in various traditional folk games in Malaysia, such as "wau Bulan," "sepak raga," "gasing," "wayang kulit," "tarik upih," "congkak," and "silat" (

Yusoff et al., 2020).

Teachers' acceptance of traditional games as a source of creative movement for preschool children is urgently needed to develop children's imagination and preserve folk games as part of society's culture. Traditional games are a valuable cultural resource that can be integrated into learning activities in physical education, science, and art (Matsekoleng et al., 2022). Failure to include them in children's education results in substantial cultural losses (Wrench & Garrett, 2020), depriving children of the opportunity to utilize traditional games to overcome limited school resources and create a learning environment relevant to local cultural knowledge and perspectives. If traditional games are lost, children may become alienated from their culture, losing the connection to games that could anchor their childhood memories.

Teacher attitudes significantly impact how an instrument is used for learning (Greve et al., 2022). Teachers who believe an intervention will be effective are more motivated and committed to its implementation, affecting how they prepare materials, organize classes, and interact with students. Literature shows that motivated teachers positively impact student motivation and learning outcomes (Zou et al., 2024). Positive beliefs about interventions also enhance teacher readiness to face challenges and adapt to changes. Research indicates that teachers with positive attitudes are more likely to develop effective teaching strategies responsive to student needs (Kahveci, 2023). Teachers who believe in an intervention's effectiveness are more likely to implement it consistently and thoroughly, which is critical for the success of the intervention (Gage et al., 2020). Finally, teacher attitudes and beliefs can influence student attitudes and beliefs. Optimistic and confident teachers can instil positive attitudes in students, increasing their engagement and motivation in learning (Bardach & Klassen, 2021).

While scepticism is important, a positive attitude is crucial in this context. Evaluation, a manifestation of scepticism, can be conducted by researchers not directly involved in the implementation. Given the importance of teacher attitudes, this study aims to understand teachers' urgency, content expectations, and attitudes towards the role of creative movement learning based on traditional folk games in building children's imagination. The research examines the need to develop guidelines for teachers to enhance children's imagination, identifies necessary content for a model teaching creative movement through traditional folk games, and assesses teacher attitudes towards using traditional games in creative movement learning activities.

This research is the Analysis phase of ADDIE (Analysis, Design, Development, Implementation, Evaluation). Based on the survey results, researchers will develop a creative movement learning model that applies the pedagogical elements of traditional folk games, termed the "Creative

Movement Based on Folk Traditional Games (Active-Tra-dir)."

## Methods

### Design

This study adopted a cross-sectional survey design to assess preschool teachers' perceptions of traditional games-based creative movement activities for enhancing children's imagination. This research is part of a larger research and development process that follows the ADDIE stage. This research is the Analysis stage of the ADDIE cycle, focused on efforts to provide basic data regarding the condition of students, the rationality of the proposed material, and looking at the teacher's attitude towards the proposed material, in this case, the use of traditional games in learning creative movements. The curriculum development model from Taba (1962) selects variables. Taba's model (1962) divides the curriculum development process into four components: objectives, subject material, methods and organization, and evaluation. In this study, we assessed the components of objectives, subject matter, and evaluation by placing methods and organization as further research of a more technical nature. The objectives are examined by reviewing the needs of the model construction because, in this dimension, the teacher's needs for the objectives (i.e., the development of children's imagination) are examined. Examining the subject material is done by reviewing the construction requirements model because it focuses on the material aspect, which is creative movement using traditional games. The evaluation examination reviewed the teacher's expectations regarding the benefits of using folk games in creative movement to increase children's imagination. This evaluation examination connects the subject material with the goal. It examines beliefs or rationality regarding the ability of the subject material (traditional games in creative movements) to achieve the goal (children's imagination).

### Participants

The participants were 40 preschool teachers selected using a purposive sampling technique from various preschools in Perak, Malaysia. The criteria for selection included teachers actively engaged in preschool education and having at least one year of teaching experience.

### Measurements

A structured questionnaire was developed to gather data. This instrument was designed based on a thorough literature review and expert consultations in early childhood education, traditional games, and creative movement. The questionnaire was divided into four sections, each targeting specific aspects related to the study's objectives.

Table 1.

The questionnaire was divided into four sections

Sections	Description	Details	Items
Demographic Information	This section collected basic background information about the respondents.	Age; Academic Qualifications; Teaching Experience; Skills in Teaching Dance and Creative Movements	6
Model Construction Requirements	Assessed teachers' perceived need for a model integrating traditional games in creative movements.	The need to increase children's imagination, the need for guidance in growing children's imagination, the need for appropriate processes, the need for diversity of activities, the need for a complete guide, and the need for learning models	7
Model Content Requirements	Evaluated teachers' views on essential content and pedagogical approaches for the proposed model.	Body, space, time, and effort; teaching types of folk games; creative movement based on folk games; elements of folk game pedagogy; elements of folk play imagination skills; and folk gaming activities	7
Expected effectiveness	Determined teachers' perspectives on the applicability and effectiveness of traditional games in fostering imagination through creative movements.	The belief that traditional games in creative movement can increase children's imagination, traditional games have characteristics that can increase children's imagination; various activities can be carried out to increase children's imagination using traditional games; traditional games can improve children's cognitive, psychomotor and affective skills; and the ability to explore can be increased through traditional games	5

Demographic information collected basic background information about the respondents, including their age, academic qualifications, teaching experience, and skills in teaching dance and creative movements. This information helps contextualize the teachers' responses and identify any patterns related to their demographics.

Model construction requirements assessed the teachers' perceived need for a model integrating traditional games into creative movements. It included items that measured the need to increase children's imagination, the need for guidance in growing children's imagination, the need for appropriate processes, the need for a diversity of activities, the need for a complete guide, and the need for specific learning models.

The model content requirements section evaluated the teachers' views on the essential content and pedagogical approaches for the proposed model. It focused on elements such as body, space, time, and effort; teaching types of folk games; creative movement based on folk games; elements of folk game pedagogy; elements of folk play imagination skills; and specific folk gaming activities.

The expected effectiveness section determined the teachers' perspectives on the applicability and effectiveness of traditional games in fostering imagination through creative movements. It included items that assessed the belief that traditional games in creative movement can increase children's imagination, the characteristics of traditional games that can enhance imagination, various activities to boost imagination, and the potential of traditional games to improve children's cognitive, psychomotor, and affective skills.

The instrument's reliability was established through a Cronbach's alpha test, ensuring internal consistency of the items. The questionnaire was reviewed by a panel of experts, including academicians in early childhood education and physical education. Pilot testing was conducted with a small group of preschool teachers who were not part of the main study. Based on the feedback, necessary modifications were made to the questionnaire.

Each item in the questionnaire was rated on a five-point

Likert scale (ranging from 'Strongly Disagree' to 'Strongly Agree'). The questionnaire was reviewed by a panel of experts, including academicians in early childhood education and physical education. Pilot testing was conducted with a small group of preschool teachers who were not part of the main study. Based on the feedback, necessary modifications were made to the questionnaire. The instrument's reliability was established through a Cronbach's alpha test, ensuring internal consistency of the items.

### Procedure

The questionnaires were distributed in paper format and electronically to reach a broader audience of preschool teachers. Participation was voluntary, and confidentiality of responses was guaranteed. Informed consent was obtained from all participants before the survey.

### Data analysis

Data collected from the questionnaires were entered into SPSS version 20 software for analysis. Descriptive statistics were used to analyze the demographic data, including means and standard deviations. The Likert scale responses were analyzed using descriptive statistics to ascertain the level of agreement or disagreement with each statement. Correlation tests examined the associations between demographic variables and questionnaire responses.

### Results

The primary purpose of phase one in this study is to identify the need to construct a model of creative movement activities based on traditional folk games (Active-traditir) to improve preschool children's imagination based on the teacher's point of view. The findings of this phase's research are divided into four sections, which can be found in the questionnaire distributed to respondents. The following parts are Part A, which is demographics (background of respondents), part B (model construction requirements), part C (model content requirements), and Part D (expected ef-

fectiveness). The results of this phase's analysis were tabulated through the distribution of a needs analysis questionnaire, which 40 preschool teachers completed.

### Respondents' background

The respondents' background is presented in part A of the questionnaire that has been administered. The findings of the study related to the background of the respondents are shown in Table 3, Table 4, and Table 5. Table 3 below shows information related to the age of teachers. All teachers were female, which is understandable since preschool teaching is a female-dominated profession.

Table 2.  
Teacher's Demographics

	Variables	Total	Percentage (%)
Age	21-30 years old	12	30.0
	31-40 years old	15	37.5
	41-50 years old	8	20.0
	More than 50 years old	5	12.5
Academic qualifications	High school	9	22.5
	Diploma	20	50.0
	Bachelor	8	20.0
	Masters	3	7.5
Teaching experience	< 5 years	5	12.5
	5-10 years	20	50.0
	10-20 years	9	22.5
	> 20 years	6	15.0
Skilled in teaching dance and creative movements	Yes	18	45.0
	No	22	55.0

Based on Table 2, 12 teachers (30.0%) out of 40 respondents were 21 to 30. In the age group of 31 to 40 years, there are around 15 teachers, which equates to 37.5%. Eight (20.0%) teachers are around 41 to 50 years old, and five teachers, who represent 12.5%, are 50 years and above. For academic qualifications, nine teachers (22.5%) out of 40 respondents are high school graduates, and 20 teachers (50.0%) possess diplomas. In comparison, eight teachers (20.0%) have obtained a degree level, and three teachers, or 7.5%, have a master's degree in education. A total of 5 teachers (12.5%) have less than five years of experience, 20 teachers (50.0%) have between 5-10 years of experience, while six teachers (15.0%) have been in the workforce for around 10-20 years and those with more than 20 years of experience are as many as six teachers (15.0%). A total of 18 teachers (45.0%) are well-versed in teaching dance and creative movements related to the dance itself, while 22 teachers equate to 55.0% need to obtain skills in teaching dance and creative movements.

### Association between Demographics and Investigated Variables

Cronbach's alpha for the model construction requirements is 0.819, which is adequate for the construct to be reliable. Similarly, the content requirements model has Cronbach's alpha of 0.945, and the expected effectiveness has a value of 0.934. Since all demographic variables are continuous, we correlate the variables with individual items and the mean value of the variables. That's the mean we

correlated four demographic variables with 22 items (19 individuals and three mean values of the variable). Incredibly, only two pairs out of  $4 \times 22 = 88$  were checked with significant correlation. The correlation is between D5 and age ( $r = -0.330$ ,  $p$ -value = 0.037) and experience ( $r = -0.380$ ,  $p$ -value = 0.015). D5 is an indicator that states the teacher's belief in the ability of traditional games in creative movement activities to encourage children's exploration abilities. The correlation is negative, indicating that the older or more experienced the teacher is, the less he considers traditional games in creative movement activities to encourage children's exploration abilities. Further investigation needs to be conducted into the relationship between conventional play, creative movement, and children's exploration abilities. Movement exploration is inseparable from creative movement learning because it is a precursor to creation and expression (Cheung, 2010). Traditional games can allow children to explore, create, and express their movements. The teacher's ability to direct and the availability of supporting teaching materials can certainly strengthen students' ability to explore creative movements in traditional games.

### Model Construction Requirements

Part B, the second part of the questionnaire, mentions the need for model construction. This section seeks teachers' opinions on the need for a model construction to facilitate preschool children's imaginative and creative processes. The detailed results of the study, according to the items questioned in this section, are shown in Table 3. No teachers answered "very disagree" and "disagree." The highest mean was 4.62, belonging to two items, B3 and B4, which measure the teacher's need to be guided with the right steps in increasing children's imagination and the teacher's need to improve children's imagination using a variety of activities. Meanwhile, the lowest mean was 4.40, observed in items B1 and B7, which measure teachers' beliefs that increasing children's imagination requires a process. Teachers need a creative movement learning model to improve children's imagination. Item B7 is the peak item because it directly measures teachers' needs to develop the model. However, all mean values are above 4.00 with a mean value of 4.47, indicating that the agreement score achieved is dominated by the "strongly agree" opinion regarding the need for learning models to increase children's imagination. The highest standard deviation is 0.675 on item B5, which measures teachers' need for complete guidance to improve children's imagination. These results indicate a quite high variation in answers relative to other items. Some teachers still doubt that such a complete guide is needed to increase children's imagination. On the other hand, the item with the lowest standard deviation is 0.417, which is the mean variable of all construction requirements model items. This value shows that the teachers' answers are relatively the same overall. However, this similarity is not visible at a more detailed level because it is spread across the question items.

Table 3.  
Model Construction Requirements

	Items	Mini- mum	Maxi- mum	Mean	Std. Devia- tion
B1	Teachers understand that increasing the imagination of preschool children has a certain process.	3	5	4.40	0.545
B2	Teachers need guidance in the process of increasing the imagination of preschool children	3	5	4.42	0.635
B3	Preschool teachers must be guided on the right steps to increase their imagination.	3	5	4.62	0.540
B4	Teachers agree that increasing the imagination of preschool children is based on various activities.	3	5	4.62	0.540
B5	Teachers agree that a complete guide is needed to increase preschool children's imagination.	3	5	4.42	0.675
B6	Teachers agree that they need guidance to increase the imagination of preschool children in creative movement activities based on traditional folk games.	3	5	4.45	0.597
B7	Teachers agree that a model based on creative movement activities needs to be developed to increase the imagination of pre-school children.	3	5	4.40	0.671
B	Model Construction Requirements	3.57	5.00	4.47	0.417

### Model Content Requirements

The model's content requirements are the third section of the submitted questionnaire, part C. This section is intended to elicit the teacher's perspective on the content requirements that must be presented in developing a Creative Movement Activity Model Based on Traditional Folk Games (Active-Tradir) to improve preschool

children's imagination. This section was created to determine the content requirements needed to build a Creative Movement Activity Model based on Traditional Folk Games (Active-Tradir) for improving Preschool Children's Imagination based on the teachers' views. The detailed study results according to the items questioned for this section are shown in Table 4.

Table 4.  
Model Content Requirements

	Items	Minimum	Maximum	Mean	Std. Deviation
C1	Are body, space, time, and energy elements important in Preschool learning?	3	5	4.53	0.554
C2	The model content agreement includes types of traditional folk games according to the tribes in Malaysia.	3	5	4.48	0.640
C3	Approval of the model content has teachings of traditional folk games of the Malay community.	2	5	4.35	0.802
C4	Approval of the model content includes creative movements based on traditional folk games.	3	5	4.33	0.694
C5	Approval of the model content applies pedagogical elements to traditional folk games.	3	5	4.40	0.672
C6	Approval of the model content applies elements of imagination skills in traditional Malay folk games.	3	5	4.38	0.667
C7	The approval of the model content has an activity in the traditional games of the Malay community.	3	5	4.38	0.628
C	Model Content Requirements	3.43	5.00	4.40	0.580

The analysis results show that the teacher respondents' answers in the content requirements model are relatively more diverse than those in the construction requirements model. The lowest standard deviation is 0.554 in item C1, which asks whether the model needs to have elements of body, space, time, and force, the four basic elements of creative movement. However, there is no standard deviation of more than 1.00, so the variation in answers that appears can still be said to be reasonable. The lowest mean is in item C4, which assesses the need for elements of traditional folk games to be part of the model content. Game elements refer to these folk games' more abstract and conceptual aspects. The mean for this item is 4.33, while the average mean is 4.40. Interestingly, the minimum value is actually

in item C3. The minimum value in the results above is two or "disagree." This fact means some teachers do not agree that the model being developed contains traditional Malay folk games. The types of games included must be more diverse and include other ethnicities in Malaysia besides Malays.

### Expected Effectiveness

Part D of the questionnaire was submitted as the fourth part. This section aims to get teachers' perspectives on the effectiveness of using traditional games in creative movement activities to help preschool children's imaginations grow. The detailed study results according to the items questioned in this section are shown in Table 5.

Table 5.  
Expected Effectiveness

	Items	Minimum	Maximum	Mean	Std. Deviation
D1	The belief in traditional games in creative movement activities can increase children's imagination.	3	5	4.43	0.594
D2	Understanding traditional games in creative movement activities has characteristics that can increase children's imagination.	3	5	4.45	0.552
D3	It is believed that various activities can be carried out using traditional games in creative movement activities to increase children's imagination.	3	5	4.40	0.672
D4	Traditional games in creative movement activities can improve cognitive, psychomotor, and affective confidence.	3	5	4.45	0.597
D5	Belief in the ability to explore can be increased through traditional games in creative movement activities.	3	5	4.53	0.554
D	Expected Effectiveness	3.40	5.00	4.45	0.530

For the expected effectiveness variable, the highest standard deviation is 0.672 in item D3, which measures teachers' beliefs that the diversity of traditional game activities in creative movement activities will be able to increase children's imagination. Some teachers believe that variety is not necessarily responsible for raising children's imagination. The highest mean is 4.53 in item D5, which shows that teachers believe that traditional games in creative movement activities can improve children's exploration abilities. Meanwhile, if we look at the minimum and maximum scores, we find that no teachers answered "disagree" or "strongly disagree" because the minimum score is 3.

Overall, the findings from the needs analysis have been clarified by the results. All aspects measured have a mean value above 4.00, where the construction requirements model is 4.47 (sd = 0.417), the content requirements model is 4.40 (sd = 0.580), and the expected effectiveness is 4.45 (sd = 0.530). As a result of the findings, it is possible to conclude that the teachers strongly agree on developing a Creative Movement Activity Model Based on Folk Traditional Games (Aktif-Tradir) for improving Preschool Children's Imagination.

## Discussion

Traditional folk games have been recognized for their multifaceted benefits, which extend beyond mere entertainment. Numerous studies have highlighted their role in promoting inclusion, physical fitness, and the preservation of cultural heritage. For instance, Fernández, Díaz-Tejerina, Uría-Valle, and Fernández-Río (2024) found that traditional games could foster inclusive environments in educational settings. Similarly, research by Nugraha, Ilham, and Ali (2024), Scaglia, Costa, Júnior, Misuta, and Machado (2021), and Septianto et al. (2024) emphasized the physical fitness benefits associated with traditional games. Additionally, Zaim-de-Melo et al. (2023) underscored the importance of traditional games in preserving cultural practices.

Our research applies traditional folk games as content for creative movement education to enhance preschool children's imagination. Creative dance education is well-documented for boosting students' imagination and creativity (Martín et al., 2013). Creative dance education can be developed from various inspirations, including traditional games (León, Evangelio, González-Víllora, & Calderón, 2024; Richard, Glăveanu, & Aubertin, 2023). Traditional games are a relevant source of inspiration for creative dance pedagogy because they are embedded in cultural practices and familiar to children, making them an effective medium for fostering creativity.

The productivity theory suggests that creative behaviour arises from the connections between existing behaviours and widely accepted patterns (Alper & Ulutaş, 2022). Thus, creative movements should be built upon prior knowledge. Traditional folk games represent established behaviours that are ingrained in society. Children familiar

with these games can readily use them as a foundation for creative movements, while those unfamiliar can learn these games to assimilate existing behavioural patterns.

Our study involved surveying 40 preschool education teachers in Malaysia to gather input on the content of the proposed model and understand teacher attitudes. The results indicate a clear need to enhance children's imagination. The model we propose, Active-Tradir, integrates elements of imagination skills into traditional folk games and involves various creative movement activities using these games. The positive feedback from teachers confirms the model's relevance and potential effectiveness. Teachers acknowledged that the model includes teaching multiple traditional Malay folk games, which can significantly enhance children's imagination.

Incorporating traditional games into creative movement stimulates children's imagination and promotes physical activity, which is crucial for holistic development. Physical activity in children has been widely recognized for its myriad advantages, such as enhancing physical well-being, motor abilities, and cognitive growth. Engaging in physical activities during play helps children develop coordination, balance, and spatial awareness, fundamental skills for learning and development. Furthermore, a correlation exists between physical activity, elevated happiness levels, and psychological well-being in children. Regular participation in physical activities can trigger the release of endorphins, neurochemicals that help alleviate pain and stress while promoting happiness and relaxation.

Engaging in traditional games and creative physical activities provides a fun and engaging way for children to stay active, which can significantly impact their mental health and mood. Incorporating these activities into the preschool curriculum can greatly influence children's psychological well-being, reducing anxiety, enhancing mood, and boosting self-esteem. These activities also offer opportunities for social interaction and cooperation, which are essential for developing social skills and emotional intelligence.

Furthermore, physical activity and creative movement enhance children's learning experiences and offer psychological benefits. Physical activity can improve focus, retention, and behaviour in the classroom, leading to better academic outcomes. This highlights the urgent need for professional development programs that effectively equip teachers with the skills and knowledge to incorporate traditional games into creative movement activities. Given the widespread agreement on the importance of comprehensive guidelines, educational authorities should prioritize creating and disseminating instructional resources that support this pedagogical approach. The proposed model also emphasizes cultural diversity, highlighting the importance of preserving and promoting traditional cultural practices in educational settings. Integrating traditional games into the curriculum allows educators to foster a sense of cultural identity and continuity among young children, enhancing their social and emotional development. While this research is still in the teacher needs and readiness stage, it provides valuable insights for

the subsequent stages of designing and empirically testing the effectiveness and efficiency of the Active-Tradir model. Understanding teachers' needs and beliefs about the potential of the Active-Tradir model to enhance children's imagination is crucial for its development. Positive teacher attitudes are a critical factor in the success of creative movement programs (Alper & Ulutaş, 2022; Karaca et al., 2024). With this awareness, teachers are prepared to apply the model seriously in their teaching activities, enabling the design of a valid and reliable model and the measurement of its impact.

## Conclusion

The study aimed to identify the need to construct a model of creative movement activities based on traditional folk games (Active-tradir) to enhance preschool children's imagination. Involving 40 preschool teachers, the research utilized questionnaires distributed in both paper and electronic formats to gather comprehensive data. The findings revealed significant support among teachers for developing the Active-Tradir model. The teachers represented a diverse but predominantly experienced group with varied academic backgrounds and expertise in teaching dance and creative movements. There was a strong consensus on the need for a structured approach to boost children's imagination through creative movement activities based on traditional folk games, with mean agreement scores for these requirements consistently above 4.0. Teachers emphasized the importance of including traditional folk games from various ethnic groups in Malaysia, recognizing the need for pedagogical elements and imagination skills within these activities. Moreover, teachers were highly confident that integrating traditional games into creative movement activities would significantly enhance children's imaginative capabilities.

The study concludes that there is a clear necessity and readiness for developing the Active-Tradir model, with strong support from teachers indicating that such an initiative is timely and relevant. The next steps involve conducting empirical trials to test the model's design and effectiveness in a pilot school, ensuring its successful implementation in preschool settings. This research introduces a novel conceptual framework integrating traditional folk games into creative movement education, providing a culturally relevant pedagogical approach. It also contributes a theoretical model (Active-Tradir) that links traditional play with educational outcomes in creativity and imagination. By emphasizing traditional games from various ethnic groups, the study adds to the discourse on culturally responsive teaching methods and supports existing theories on the significance of creative movement in early childhood development. These contributions underscore the potential of the Active-Tradir model to enhance preschool children's imagination and creativity through culturally enriched and pedagogically sound activities.

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