The 6 C's of Imaginative Play in Learning English to Develop Students' Character

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Abstrak: Pengabdian kepada masyarakat ini mengkaji penggunaan permainan imajinatif dalam pembelajaran bahasa Inggris untuk mengembangkan karakter siswa melalui kerangka 6C: Kolaborasi, Komunikasi, Konten, Berpikir Kritis, Inovasi Kreatif, dan Kepercayaan Diri. Kegiatan ini dilaksanakan kepada siswa kelas VII di SMP Swasta Kristen Agios Nikolaus Gunungsitoli dengan menggunakan lembar observasi, catatan lapangan dan lembar kerja siswa untuk menganalisis dampak permainan imajinatif terhadap hasil pembelajaran bahasa dan pembentukan karakter. Temuan menunjukkan bahwa sebagian besar siswa menunjukkan kemampuan kolaborasi dan komunikasi yang kuat, berpartisipasi secara efektif dalam aktivitas kelompok dan interaksi verbal. Pemahaman terhadap materi dan keterampilan berpikir kritis juga meningkat, dengan 87,5% siswa (14 dari 16) menunjukkan pemahaman yang kuat terhadap materi pembelajaran bahasa Inggris, termasuk tata bahasa dan kosa kata. Sebanyak 68,75% siswa (11 dari 16) mampu menganalisis dan menyelesaikan masalah secara efektif, meskipun diperlukan pengembangan lebih lanjut untuk meningkatkan keterampilan berpikir kritis mereka. Namun, inovasi kreatif kurang berkembang, dengan hanya separuh peserta yang aktif mengeksplorasi ide-ide baru. Kepercayaan diri mengalami peningkatan signifikan, dengan 81,25% siswa (13 dari 16) menunjukkan tingkat kepercayaan diri yang tinggi. Hal ini mencerminkan efektivitas metode permainan imajinatif dalam membantu siswa merasa percaya diri menggunakan bahasa Inggris. Kesimpulannya, permainan imajinatif secara efektif mendukung pembelajaran bahasa dan pendidikan karakter, khususnya dalam meningkatkan komunikasi, kolaborasi, dan kepercayaan diri, meskipun diperlukan strategi tambahan untuk lebih mengembangkan kreativitas dan berpikir kritis. Pendekatan ini menawarkan metode holistik dan menarik untuk mengintegrasikan pengembangan karakter dalam pembelajaran bahasa Inggris.

Kata Kunci: Permainan Imajinatif; Pendidikan Karakter; Pembelajaran Bahasa Inggris

Abstract: This community service examines the use of imaginative games in English learning to develop student character through the 6C framework: Collaboration, Communication, Content, Critical Thinking, Creative Innovation, and Self-Confidence. This activity was conducted with seventh grade students at Agios Nikolaus Gunungsitoli Christian Private Junior High School using observation sheets, field notes and student worksheets to analyze the impact of imaginative play on language learning outcomes and character building. The findings showed that most students demonstrated strong collaboration and communication skills, participating effectively in group activities and verbal interactions. Comprehension of materials and critical thinking skills also improved, with 87.5% of students (14 out of 16) showing a strong understanding of English learning materials, including grammar and vocabulary. A total of 68.75% of students (11 out of 16) were able to analyze and solve problems effectively, although further development is needed to improve their critical thinking skills. However, creative innovation was less developed, with only half of the participants actively exploring new ideas. Self-confidence saw a significant

improvement, with 81.25% of students (13 out of 16) showing high levels of self-confidence. This reflects the effectiveness of the imaginative play method in helping students feel confident using language. In conclusion, the 6C's imaginative play effectively supports language acquisition and character education, particularly in enhancing communication, collaboration, and confidence, though additional strategies are needed to further improve creativity and critical thinking. This approach offers a holistic and engaging method for integrating character development into English language learning.

Keywords: Imaginative Play; Character Education; English Language Learning

INTRODUCTION

The rapid evolution of educational practices today calls for innovative and engaging methods that go beyond traditional teaching to foster critical character traits in students. In Indonesia, there remains a gap between language learning expectations and students' engagement, particularly in English language classrooms (Permendikbudristek, 2022). A situational analysis conducted at SMP Swasta Kristen Agios Nikolaus Gunungsitoli revealed that seventh-grade students often experience low engagement and lack the confidence to communicate in English. Observations further highlighted that traditional teaching methods, which often prioritize rote memorization, have not only failed to enhance language proficiency but also significantly hindered the development of essential character traits. These include self-confidence, creativity, critical thinking, and problem-solving skills, which are critical for thriving in the 21st century (Chiruguru, 2020). The lack of emphasis on character development has created a significant gap between the educational objectives and the students' actual growth, both academically and personally.

The critical problem identified in this context is the students' lack of motivation and confidence in learning English, compounded by limited opportunities for collaborative and creative learning. This challenge is particularly evident in how students feel while studying, as many view English as a difficult and irrelevant subject, limiting their motivation and engagement in learning (Safitri & Dollah, 2023). The priority problem to address is fostering a classroom environment that not only improves language skills but also develops character traits such as collaboration, communication, critical thinking, creativity, and confidence.

To solve these challenges, this study integrates language learning with character education through imaginative play, using the 6C framework: Collaboration, Communication, Content, Critical Thinking, Creative Innovation, and Confidence, providing students with engaging opportunities to develop both their linguistic and social skills. Game-based learning has been recognized as an effective method, encompassing child-led games to foster spontaneous creativity, teacher-guided games for structured activities, and collaborative games that combine both strategies to maximize benefits for educators and students (Suwastini et al., 2022). One form of play, known as imaginative play, can be a powerful tool for language acquisition and character development, creating an environment where students can explore language through social interaction and problem-solving (Dominey, 2021). When structured around the 6C framework: Collaboration, Communication, Content, Critical Thinking, Creative Innovation, and Confidence, imaginative play provides an ideal framework for enhancing language skills while promoting positive character development. This training at SMP Swasta Kristen Agios Nikolaus is designed to

apply this framework to meet the growing need for a holistic approach to English language education and character development.

Although many studies have explored character education in Indonesia, few have integrated it with English language learning through interactive games. Most previous programs, such as "The Role of Character Education in Forming Ethical and Responsible Students" by Tiara Ramadhani et al. (2024), emphasize the importance of moral and ethical character values but do not engage students in dynamic and interactive activities that can make language learning enjoyable. This aligns with research by Hu (2024), which states that traditional learning methods currently focus only on academic language outcomes without addressing student motivation or creativity. They place insufficient emphasis on the development of perceptual skills and neglect student engagement in acquiring information, leading to a lack of involvement and retention in English language learning.

Therefore, these weaknesses need to be addressed to align with the development and needs of students today. Zosh et al. (2020) suggest that by understanding the factors that drive children's interest in learning, we can design learning experiences that fully capture their attention and engagement. This training aims to fill that gap by combining character development and language learning based on students' needs through imaginative play. This integration can be understood as collaborative learning, a key pillar in acquiring cognitive and social skills, emphasizing how these principles are crucial in enhancing students' overall development (Adipat et al., 2021).

The expected outcomes of this training include improved language skills and significant progress in character development. Through imaginative play, students will engage in activities that require them to collaborate, communicate, and solve problems creatively, while practicing English in a supportive environment. Intarti (2022) shows that when students are given the opportunity to express themselves without fear of judgment, their confidence and language skills increase significantly. This training aligns with these findings, emphasizing the development of confidence alongside language acquisition, with the goal of creating a classroom environment that supports and fosters growth. In conclusion, this training provides a new and engaging approach to character education and language learning for seventh-grade students at SMP Swasta Kristen Agios Nikolaus Gunungsitoli.

LITERATURE REVIEW

Imaginative Play in Education

According to Hirsch-Pasek and Golinkoff in (Dauch et al., 2018) and (Whitebread & O'Sullivan, 2012), young children learn through play as they explore their surroundings and gain basic abilities. UNICEF in (Lungu & Matafwali, 2020) recognizes the importance of playful learning in early childhood education (ECE). According to(Lillard & Taggart, 2019), (Lino & Parente, 2018), and (Samuelsson & Carlsson, 2008), playful pedagogies are a long-standing instructional design heritage, particularly in early childhood education (Hollenstein & Vogt, 2024).

The same goes for imagination. Imagination serves as an important element in enhancing cognitive function and fostering students' inspirational potential. lImaginative play is beneficial for all children, not just those in the early years. When

children are motivated, curious, and engaged, they are more interested in learning, and what better way to achieve this than by allowing them to do what they naturally do: play (Dominey, 2021). Unstructured play can be defined as self-managed, creative, light-hearted, and spontaneous, involving rule making and breaking. In this type of play, ideas emerge from the child's imagination, where a stick can become a sword and a tree can become a tower, all within the domain of make-believe. This may appear to be something from Peter Pan's Never Never Land, but the concept of make-believe and unstructured imaginative play is far more educationally important than is commonly recognized.

The 6C's Framework

The 6C's framework provides a comprehensive structure for integrating character education with English language learning. Each component plays a pivotal role in fostering both linguistic and social development among students. Collaboration emphasizes the importance of teamwork and cooperative learning, where students work together to achieve common goals while developing language skills and appreciating diverse perspectives (Kvellestad et al., 2021). On the other hand, effective communication in English involves the ability to convey ideas clearly and interact meaningfully, with speaking skills being central to successful communication, which also involves listening and responding appropriately (Raruoalli Srinivas Rao, 2019). Additionally, connecting learning content to real-world contexts makes the material more relevant and engaging, encouraging students to link their personal, social, and cultural experiences to what they are learning (Utami et al., 2023).

Furthermore, critical thinking teaches students to analyze and evaluate information, a crucial skill for academic success and character development (Buranova, 2024). Creative innovation in the classroom allows students to explore new ideas and express themselves uniquely, which in turn develops problem-solving skills and prepares them to face future challenges (Anaktototy, 2023). Finally, confidence plays a key role in language learning by increasing students' willingness to participate and take risks, which ultimately enhances their language skills (Ghafar, 2023). Thus, the 6C framework provides a comprehensive approach to creating a learning environment that supports both academic and personal growth.

The 6C's in English Language Learning

The application of the 6C's framework in English language learning offers a dynamic and holistic approach to education, addressing the multifaceted needs of junior high school students. Studies, such as those by (Cagatan et al., 2024), highlight that collaborative in learning English can be understood as an educational approach where students work together to achieve shared goals, fostering positive interdependence, promotive interaction, and individual accountability. This method emphasizes the importance of teamwork and shared responsibility in enhancing academic performance. By embedding English instruction within meaningful contexts, such as cultural or social themes, students connect more deeply with the material. (Ratri et al., 2024)demonstrate that integrating local culture into lessons as the practice of embedding teaching materials and activities with cultural elements that are familiar to learners and to make English language teaching (ELT) more relevant and engaging by connecting the language to learners' cultural background.

This framework also emphasizes the development of critical thinking, creativity, and confidence, essential skills for holistic education. According to (Tang et al., 2020), critical thinking, creativity, and confidence are essential skills for holistic education, as they enable students to address complex challenges effectively. Confidence, on the other hand, empowers students to express their ideas and take initiative in both collaborative and individual tasks. In addition, (Heard et al., 2020) argue that critical thinking is the ability to analyze, evaluate, and synthesize information logically and systematically to make reasoned decisions and solve problems effectively.

In conclusion, the integration of the 6C's framework in English language learning provides a multifaceted approach that not only enhances language proficiency but also promotes essential character traits. By fostering collaboration, communication, critical thinking, creativity, and confidence, this framework aligns with the goals of this study, demonstrating its potential to holistically develop students' abilities and prepare them for real-world challenges.

Character Education

According to (Wijayani et al., 2023), character education is a deliberate and planned effort aimed at guiding students to develop their own personal character. The goal is to help students become individuals who are not only beneficial to themselves but also contribute positively to the people around them. (Ardiyanti & Khairiah, 2021) further elaborate that character education is a conscious effort made by educators to mold students' personalities through continuous training and habituation, based on core values. The primary objective is to cultivate good character traits, enabling students to act honestly, responsibly, and respectfully in their daily lives. Unlike traditional education, which often focuses primarily on academic knowledge, character education nurtures positive habits and behaviors, fostering an internalization of values that students can carry with them throughout their lives.

Antonius (2022) also emphasizes that character education involves the integration of religious, moral, and ethical values into students' learning experiences, both in academic and non-academic settings. It is a purposeful effort to guide individuals to understand, care for, and act according to fundamental ethical principles. The process focuses on helping students develop behaviors, attitudes, and personality traits that align with positive ethical values, thereby shaping their character in practical, everyday contexts. In conclusion, character education plays a crucial role in shaping individuals who contribute positively to both themselves and the wider community. It emphasizes the development of personal character through intentional efforts and the internalization of core values. Character education not only teaches what is right and wrong but also focuses on cultivating habits that promote honesty, responsibility, and respect in everyday life.

A Review of Traditional Approaches to Character Education in Indonesian Schools

Character education is considered crucial not only to form academically intelligent individuals, but also to give birth to a generation that has good morals and ethics. In the era of globalization and increasingly fierce competition, good character is the main requirement for competitive human resources. Character education serves to strengthen the nation's identity and character, as well as prepare the next

generation who can face future challenges with integrity and responsibility. This is in line with the objectives of national education as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that national education aims to develop the potential of students to become human beings of faith, piety, and noble character (Rasyid et al., 2024).

Character education in Indonesian schools is deeply rooted in both traditional cultural values and modern educational frameworks. The traditional approach, as discussed by (Purwaningsih & Ridha, 2024), integrates local cultural values such as *gotong royong* (cooperation) and *musyawarah* (deliberation for consensus), which are foundational to build students' character. These values promote a sense of collective responsibility and community, encouraging students to prioritize the common good over individual interests. In addition, (Antonius, 2022) highlights the collaborative nature of character education in Indonesian schools, emphasizes the involvement of families, teachers, and the broader community. This collaboration ensures that character education is a continuous and consistent process, starting early in the home and continuing through the school environment.

Fauzi et al. (2023) further support the integration of cultural values and national ideology in character education. In Indonesia, the government mandates that character education must encompass moral, social, and personal aspects, all of which are grounded in local traditions and culture. The inclusion of values such as *gotong royong* and religious teachings is key to shaping students' character, ensuring that they are not only academically proficient but also morally responsible citizens. In conclusion, the character education approach in Indonesian schools is a balanced integration of traditional cultural values, collaborative efforts from families and communities, and the pursuit of national educational objectives. This comprehensive model fosters individuals who are not only academically capable but also equipped with strong moral principles, social responsibility, and a deep cultural identity. By emphasizing cooperation, consensus-building, and respecting for local traditions, Indonesian schools aim to produce well-rounded, ethically grounded citizens who can contribute meaningfully to both their communities and the nation.

Challenges in Implementing Character Education

The implementation of character education faces significant challenges that hinder its effectiveness, even when policies are in place to support its integration. (Peterson, 2020) highlights that meanwhile regulations are designed to strengthen character education, many regions still struggle with consistent implementation. Not all areas are able to fully optimize these programs, and evaluations show that the desired outcomes in terms of impact have not been fully realized. Additionally, an overly individualistic approach to education can limit the engagement of students with broader social, cultural, and political contexts, preventing character education from being fully integrated into their daily lives. This reduces its potential to cultivate socially responsible and ethical individuals, underscoring the need for a more inclusive and community-centered approach.

Sakti et al. (2024) further elaborate on the challenges faced, particularly in Indonesia, where the integration of local wisdom into character development remains insufficiently understood. Many early childhood education institutions prioritize academic achievement over character development, leading to a disconnection

between academic and moral education. Furthermore, the pervasive influence of social media on young people presents a contemporary challenge, often limiting physical activity and face-to-face social interactions that are essential for children's social and emotional growth. Addressing these issues requires a collaborative approach involving families, schools, communities, and governments to ensure a comprehensive and effective strategy for fostering character development.

In conclusion, both individual and societal factors present significant challenges to the successful implementation of character education. While policies and frameworks are in place, the lack of effective integration with local cultural values, academic systems, and social contexts has limited the impact of character education programs. To address these challenges, the solution lies in incorporating *The 6 C's of Imaginative Play*: Collaboration, Communication, Critical Thinking, Creativity, Confidence, and Content into English language learning as a means of character development. By using imaginative play activities, students can actively engage in creative problem-solving and role-playing scenarios that promote social interaction, cultural understanding, and teamwork. These activities foster critical thinking and creativity, allow students to express themselves confidently and develop a deeper understanding of their own and others' cultures. Through collaborative play and communication exercises, students can also build the interpersonal skills necessary for working together and engaging in socially responsible behavior. This approach integrates character development with language learning, ensuring that the development of character is not just a separate educational goal but an embedded part of students' learning experiences.

METODE PELAKSANAAN KEGIATAN

This community service was done in October 29th, 2024 through a training designed to integrate imaginative play into English language learning and character development. It was aimed at analyzing the impact of imaginative play on linguistic and character-building outcomes. The process began with planning, which involved designing the training to align with the 6C's framework and its application in the classroom. This planning phase included selecting the appropriate materials and activities for the students, ensuring the content would engage them in both language learning and character development. During the acting phase, data were collected using three instruments: observation sheets, field notes, and students' worksheets. They were 16 persons only. They were divided into four groups. Each group consisted of four students. The training systematically examined patterns and relationships between the 6C's framework and its application in the classroom setting. Afterwards, monitoring involving data analysis focused on student engagement, collaborative problem-solving and character embodiment during classroom activities. Observation sheets were analyzed by deciding each student in each group whether having low, middle or high the C's imaginative play after distributing students' worksheet, how students worked in each group. Students' worksheets contained English material being discussed in each group. The results of discussion were reported in front of the classroom. In addition, field notes written during the training done were analyzed by classifying similar and different students' character development in learning English. Then, all results were organized and summarized in a table. Finally the results were interpreted with supporting theories.

After the data collected, analyzed and obtained real results, it was socialized to students and English teacher in November 7th and 14th, 2024. The socialization generated a good cooperative work to succeed English learning for seventh grade students.

RESULT AND DISCUSSIONS

In this training, students as 16 respondents with given initials A to P, who represented various character profiles and learning abilities at SMP Swasta Kristen Agios Nikolaus Gunungsitoli. Each respondent represented a different approach and learning style in participating in imaginative play-based learning. The data used in this analysis was obtained through three main sources: observation sheets and students' worksheets were conducted systematically during learning activities, and field notes recorded students' interactions, behaviors, and character development throughout the learning process. The data provided an in-depth picture of how each student interacted with the learning elements, as well as how their abilities in Collaboration, Communication, Content, Critical Thinking, Creative Innovation, and Self-Confidence (6 C's) could influence their character development in an educational context. The following is a summary of the data organized into a table format for clarity.

Table 1. Summary of the Data Organized

Group	Student	C-1	C-2	C-3	C-4	C-5	C-6	Notes
Group 1	A	Low	High	High	Low	Low	Medium	A is reluctant to engage in teamwork and problem-solving.
	B	Low	High	High	Low	Low	Low	B works individually and lacks creativity and confidence.
	C	High	High	High	High	High	High	C excels in all aspects, showing leadership and active participation.
	D	High	High	High	Medium	Low	High	D is a good collaborator but needs to enhance creativity.
Group 2	E	High	High	High	High	Low	High	E takes leadership but needs to be more creative.
	F	Low	High	High	Low	Medium	Low	F lacks collaboration but has strong leadership skills.
	G	Low	Low	High	Low	Low	Low	G needs special attention for confidence and collaboration.
	H	High	High	High	High	High	High	H is highly active and contributes positively in discussions.
Group 3	I	High	High	High	Low	Low	High	I is active but needs to improve in critical thinking and creativity.
	J	Low	High	Low	Medium	Medium	Low	J is active but lacks in content knowledge.

	K	High	High	High	Low	High	Low	K is good at collaboration and creative thinking but needs confidence.
	L	High	High	High	High	High	High	L shows mastery in all aspects and has high confidence.
	M	High	High	High	High	High	High	M excels in all aspects, contributing consistently to the group.
Group 4	N	High	High	High	High	High	High	N is highly active and contributes positively to the group's success.
	O	Low	Low	High	Low	Low	Medium	O shows poor engagement and lacks enthusiasm.
	P	High	Medium	High	High	Low	Medium	P is good in many areas but lacks creativity and distracts the group.

Analysis of the data shows that the students' participation and engagement with the 6C's significantly depending on their individual learning styles, motivation, and prior experience with the subject. Collaboration is more effective among students who are accustomed to group work, such as A, C, and G, who actively initiate discussions and encourage their peers to contribute, demonstrating a high level of teamwork. In contrast, students like F and K struggle with collaboration, often isolating themselves, highlighting the need for targeted interventions to improve group dynamics. (Mundelsee & Jurkowski, 2021) explains that shy students may not fully benefit from collaboration because they hesitate to speak up, and their ideas are often shared with more confident peers, which may lead them to feel undervalued. This suggests that collaboration is not only about sharing ideas but also about active participation and building confidence to ensure all students can engage optimally.

Figure 1. Students were collaborating in completing tasks.

In terms of communication, students who had a higher confidence in their English skills, like B and D, were more vocal and comfortable articulating their thoughts. This highlights that communication is not merely about language skills but also the confidence and willingness to engage in conversation (Maji et al., 2022). On the other hand, students like M and N, who had lower language proficiency, faced

difficulties in expressing themselves clearly, which inhibited effective communication. These challenges were particularly noticeable during speaking exercises, where hesitation and lack of vocabulary often resulted in frustration.

Figure 2. Students were doing communication in discussing tasks.

The students' ability to engage with the content of the lesson was generally positive. However, those who were more familiar with the subject matter, such as J and P, were able to demonstrate deeper understanding and made more meaningful contributions during discussions. Students' engagement with the lesson content, covering cognitive, emotional and behavioral aspects, contributes significantly to better learning outcomes in creating a dynamic learning environment (Fasco et al., 2024). For students like H and L, the difficulty in grasping key concepts often led to confusion and disengagement from the activity, signaling a need for more personalized instruction to ensure content accessibility for all.

Figure 3. Students were trying to understand the content of the learning material.

Critical thinking, which includes reflection, problem-solving and decision-making skills, develops optimally when students are encouraged to take initiative and explore creative solutions to problems presented in lessons (Starichkova et al., 2022). For instance, E and I showed an ability to analyze the tasks critically, offered innovative ideas and demonstrate a higher level of cognitive engagement. Conversely, students who were more passive in their approach, such as O and P, displayed minimal critical engagement, often relied on their peers for guidance instead of contributing original thoughts.

Figure 4. Students were sharing their ideas and others are listening to argue critically.

Creative innovation was a highlight for many students who actively participated in imaginative play activities. Creative innovation for students can be understood as the ability to think creatively and create something new through learning activities designed to increase interest, creativity and innovation ability (Suwartono et al., 2022). These students, especially those like C and D, frequently demonstrated creative approaches to problem-solving and displayed a natural inclination towards creating new ideas within the structure of the lesson. On the contrary, students such as F and G tended to stick to conventional methods, showed less interest in exploring new possibilities, which may indicate a limitation in their creative development.

Figure 5. Students are exercising creativity through tasks

Confidence was a critical factor influencing all aspects of the students' participation. According to Mehrdad (2023), confidence is an important thing that influences success in English language learning, where high levels of self-confidence are related to motivation, perseverance and the courage to take risks in the learning process. Respondents such as A and B exhibited strong self-assurance, which not only allowed them to contribute effectively to group work but also empowered them to lead discussions and share ideas without hesitation. In contrast, students with lower self-esteem, like L and M, struggled with expressing their opinions and participating actively, often avoided speaking tasks or contributed minimally.

Figure 6. Students were confidently performing tasks in front of the class.

Furthermore, it was also counted how percentage and how many students for each C's imaginative play. The quantity showed the 6C's imaginative play was successfully done followed by explanation in column 4. It is seen as written in the following table.

Table 2. Percentage and Amount of Students who Achieved the 6C's

The 6 C's	Percentage	Number of Students	Explanations
Collaboration	75%	12 of 16	The majority of students demonstrated good collaboration skills, able to work effectively in groups and support the creation of productive interactions.
Communication	93,75%	15 of 16	Most students showed excellent communication skills, both verbally and non-verbally. This was the best achievement in the study.
Content	87,5%	14 of 16	The majority of students showed a strong understanding of English language learning material, including grammar and vocabulary.
Critical Thinking	68,75%	11 of 16	Most students were able to analyze and solve problems effectively, although further development is needed to enhance their critical thinking skills.
Creative Innovation	50%	8 of 16	This percentage shows that only half of the students demonstrated proficiency in this area, indicating the need for improvement in encouraging creativity through imaginative play.
Confidence	81,25%	13 of 16	The majority of students showed a high level of confidence, reflecting the effectiveness of the imaginative play method in helping students feel confident in using English.

In summary, the data highlights that the use of imaginative play in English language learning significantly influences the development of students' character, but the degree of influence varies according to their individual traits, such as confidence, collaboration skills, and critical thinking abilities. The training emphasizes the importance of personalized learning strategies that cater to the diverse needs of students. While some students thrived in a collaborative and communicative environment, others required additional support to engage effectively with the content and develop their character. Therefore, it is recommended that future learning activities incorporate a more flexible approach, enabling students to

progress at their own pace while fostering an inclusive and supportive environment that nurtures all aspects of the 6C's.

CONCLUSION

This community service which was done through training in English classroom learning using and collecting data from observation sheets, field notes, and students' worksheets is concluded that imaginative play plays a significant role in developing students' character, particularly in communication, collaboration, and confidence. Therefore, this method can be considered effective in English language learning, although there are areas such as creativity that needs further attention to achieve optimal results.

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