

PLAY METHOD AS LEARNING TECHNOLOGY IN EARLY CHILDREN'S EDUCATION (PAUD)

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Abstract

Play is a fun and natural characteristic of every child. Play is also inseparable in early childhood education. When playing, children can learn various skills. Early childhood education prepares students readiness to enter further education. In addition, students need learning activities that support multiple intelligences. This paper discusses a game called *Mini Gobak Sodor* game. This study uses descriptive-analytic method. This game is an adaptation of traditional Gobak Sodor game with simple and available materials. The content of the game is a religious topic about Islam, including the Five Pillars of Islamic Principles. Children aged 5-6-years old can play this game. The game can be played by four players. The game consists of a drawing divided into six parts. Each part represents pillar of faith in Islamic religion. Each player runs a pawn on the drawing. The study found that the game applied the developmentally appropriate practice (DAP) concept. Therefore in children's education, DAP will allow educators to develop children skills by involving 4 basic components including knowledge, skills, dispositions, and feelings.

Keywords: *Game Play; Gobaksodor; Technology; Early Children; Indonesia*

INTRODUCTION

According to (Handayani, Miftah, & Orinaldi, 2021) Analysis result data using parametric statistics with t test, the result of tcount is 9.88. Score t-table at the 5% significance level is 2,060. So, t-count = 9.88 > t-table = 2.060, and it can be interpreted that there is a significant difference, between development of interpersonal intelligence of children who learn by using the method role playing with children using the conversational method.

In RA Al-Furqon with the number of students in three classes as many as 41 people, 16 of them or by 39%, it can be identified that there are several indicators of development Interpersonal intelligence of children who have not developed optimally include: the following: (1) sensitivity to emotions; (2) cooperate with other people; and (3) organizing others (Beaty & Fink, 2013). This is evidenced by the emergence of several facts problems, namely: (1) not yet good at saying thank you when there are friends who share something be it food or drink for school supplies; (2) not good at apologizing when wrong to his friend; (3) do not have the ability to appreciate opinions friends, it can be seen that when playing in groups there are still those who impose their own will;(4) unable to cooperate with friends, still being picky about friends, and maintaining egocentric nature (Beaty & Fink, 2013).

The National education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty. The success of early childhood education is the foundation for the success of education at the next level. Early age is a golden age for a person, meaning that if someone at that time received the right education, then he obtained good learning readiness which is one of the main keys for successful learning at the next level.

Interpersonal intelligence is the ability to interact with people around him so that he can feel emotionally: temperament, mood, the intentions and wills of others (Roels, El Chatib, Nicolaides, & Zitha, 2016). At an early age children's growth and development is very rapid, the so-called golden period (golden age period). At this time children are very easily stimulated to increase their intelligence. Mistakes in stimulating, guiding, and instilling basic values will have fatal consequences for their future development. Appropriate, measurable, and directed stimuli are needed to improve intelligence as a provision to go through life (Wallach & Allen, 2008).

According to (Wiyasa & Putra, 2014) play is an essential demand and need for kindergarten children, through playing children will be able to satisfy the demands and developmental needs of the motor, cognitive, creativity, language, emotional, social, values, and attitudes to life. Through play activities, children can develop the potential hidden within themselves in a safe, comfortable, and fun way. Through playing and playing tools, children learn to recognize themselves and the world around them through exploration and research the things they see, hear and feel. The (Graham, 2008) says the purpose of the game tool is: 1) helping children in educational activities, 2) helping children in shaping behavior, 3) and creating fun learning situations for children.

Education has an important role to create active and creative learning and support the improvement of multiple intelligences in early childhood, therefore innovation in learning is needed. These innovations can be in the form of models, methods, or learning media that are designed according to learning needs. All media around children can be developed according to learning needs. The ability of teachers to develop and innovate in learning must continue to be developed through continuous training and research processes to achieve the target of developing children's knowledge and intelligence according to the conditions of the times (Evawati, n.d.).

It was further explained that with the development of creative, innovative, and reliable media, the challenge to answer the development of multiple intelligences in children would be fully owned. To achieve all the multiple intelligences possessed by children, the stimulation of intellectual development that is stimulated through varied media with the right delivery method will be more optimal to achieve the expected learning objectives.

On the other hand, there are still many PAUD located in the regions, which are held only with minimal facilities and infrastructure, without paying attention to aspects of child development and stimulation by child development. This is very different when compared to PAUD held in big cities where parents or guardians of students are required to pay a high price for the high facilities provided by the PAUD. In addition to the problem of quantity and quality of PAUD which is still low, another problem that arises in PAUD in Indonesia is the low quality of PAUD teachers or. Some of the things noted by (Qudsyi, 2010) relating to problems in the PAUD world include:

1. In 2001, as many as 72% of Indonesian children aged 0-6 years had not been served by PAUD and as many as 63.4% of Indonesian children aged 4-6 years have not served PAUD.
2. Although the Indonesian government has determined that Kindergarten (TK) teachers must be equivalent to a Diploma II program or two years in higher education, conditions on the ground are still far from expectations. Kindergarten teachers who already have a D II PGTK certificate are still less than 10%. Many kindergarten teachers come from SPG-TK, SPG, or even high school and junior high school graduates.
3. With the existence of regional autonomy, many regions are less able to hire and pay kindergarten teachers, many kindergarten teachers are paid far below the minimum

requirement. This condition certainly causes the quality of TK and PAUD teachers to be below, especially if PAUD teachers do not have an educational background that supports their skills to educate early childhood.

Hazira Qudysi concluded that as a result of the lack of knowledge of PAUD teachers in the management of education for early childhood, the learning process in PAUD could run less than optimally. As a result, early childhood is given a stimulus that is not by the characteristics of its development. To be able to optimize education in early childhood, educators and parents must understand child development. Thus, the learning strategies applied to early childhood must be by the characteristics of development in early childhood, including one of them is a learning strategy that can help optimize all the potentials that exist in children.

The emergence of the above problems resulted in the learning process not going well as expected, therefore we need a method and teaching method that can overcome these problems. To overcome this phenomenon, the teacher designs learning through interesting games and by the principles of learning in Playgroups (KB) so that early childhood education can be realized and children will be able to grow and develop optimally, so that the objectives of this research will be achieved.

A. Theory

1. Play Method

Method is one of the strategic tools in teaching (Moejono Hasibah, 3:2012) . Early childhood life with various influences is a very important period of life, especially about receiving stimulation (stimulation) and treatment from the surrounding environment. In helping children grow and develop, the government established early childhood education (PAUD). Early childhood education according to Law No. 20 of 2003 concerning the National Education System states that PAUD is a coaching effort shown to children from birth to the age of 6 years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education.

The process of playing as an educational medium or game simulation-based educational designed to simulate existing problems so that the essence of knowledge is obtained that can be used to solve these problems. Simulation games with educational purposes can be used as an educational medium that has a learning pattern of learning by doing. Based on the pattern possessed by the game, players are required to learn so that they can solve existing problems. Game status, instructions, and tools provided by the game will guide players actively to explore information so that they can enrich their knowledge and strategies while playing. One of the main advantages of educational games is the visualization of real problems. The Massachusetts Institute of Technology (MIT) has succeeded in proving that games are very useful for improving players' logic and understanding of a problem through a game project called Scratch. There is no doubt that educational games can support the educational process. Educational games excel in several aspects when compared to conventional learning methods. One significant advantage is the existence of animations that can improve memory so that children can store subject matter for a longer time compared to conventional teaching methods (Vega Vitianingsih, 2016).

(Nuraini, 2014) explains that preschool age is the most important in all stages of development and a functional analysis lays the foundation for complex behavioral structures that are built throughout a child's life. This data is supported by the results of

Bloom's research, the intellectual development of early childhood reaches 80%, and the rest in adulthood.

2. Early Childhood Development The

nature of early childhood Law Number 20 of 2003 concerning the National Education System is a group of children who are at the age from birth (0 years) to six years (6 years). According to Piaget as quoted by (Qudsyi, 2010) four stages of cognitive development occur in childhood, namely:

1) Sensorimotor Stage (0-2 years).

The characterization at this stage is that the child can recognize himself as the perpetrator of action and begins to act intentionally, for example by pulling a car rope or shaking a toy to produce a sound. In addition, the child has also reached object permanence, which is realizing that objects continue to exist even though they are no longer caught by the senses. More specifically, at this stage, there are several sub-stages of Sensory-motor development:

- a. Simple reflex. Occurs in the first month after birth, where at this stage, the basic means of coordinating sensation and action are through reflexive behaviors, such as seeking and sucking that the baby has had since birth.
- b. Primary circular reaction. Develops between 1 and 4 months of age, where babies learn to coordinate sensations and types of schemas or structures, namely habits and primary circular reactions. This primary circular reaction is a scheme based on the infant's attempt to reproduce an interesting or pleasurable event that initially occurred by chance.
- c. Secondary circular reaction. Develops between 4 to 8 months of age, as babies become increasingly oriented or focused on objects in the world, moving in preoccupation with themselves in sensor-motor interactions.
- d. Coordination of secondary circular reactions (secondary scheme coordination). It develops between the ages of 8 and 12 months, at which point some significant changes take place which includes schema coordination and intentionality.
- e. Tertiary circular reactions, excitement at something new, and curiosity. Developing between the ages of 12 and 18 months, at this stage babies are increasingly intrigued by the various things that are in the objects and by the many things they can do with them.
- f. Mental combination. Develops between 18 and 24 months of age, when children no longer rely on trial-and-error to solve problems. Symbolic thinking allows children to start thinking about events and anticipating consequences without having to repeat the action all the time. Children begin to show understanding, so they can use symbols, such as gestures and words, and can pretend.

2) Preoperational Stage (2-7 years).

Characterization at this stage is that children have learned to use language and represent objects with stories and words. In addition, children still have egocentric thinking, where children have difficulty seeing from the other person's point of view. In this preoperational stage, a stable concept in the child is formed, mental reasoning emerges, and belief in magical things is formed. Preoperational thinking can be divided into two sub-stages, namely:

- a. Symbolic function substage. This substage occurs between the ages of 2 and 4, during which the child develops the ability to mentally imagine an object that does not exist. At this stage, there is a prominent feature of thinking, namely egocentrism (an inability to distinguish between one's perspective and the

perspective of others).

- b. Intuitive thinking substage. This second substage occurs between the ages of 4 and 7, where children begin to use primitive reasoning and want to know the answers to all kinds of questions. Piaget called this period "intuitive" because children seem to be so sure about their knowledge and understanding but not yet fully aware of how they know what they know. That is, they say they know something but know it without using rational thought.

3) Concrete Operational Stage (7-11 years)

Characterization at this stage is that children can think logically about objects and events. In addition, children can achieve conversion of numbers (age 6), group (age 7), and weights (age 9). Children can also classify objects according to several characteristics and can sort them serially following a single dimension, such as size.

4) Formal Operational Stage (11 years and over)

Characterization at this stage is that children can think logically about abstract problems and systematically test hypotheses. In addition, children can already pay attention to hypothetical, future, and ideological problems.

The learning process carried out in PAUD must refer to the characteristics of early childhood development and all the natural characteristics inherent in the child. Likewise, the stimulus given must be in ways that are by the characteristics and nature of early childhood.

METHOD

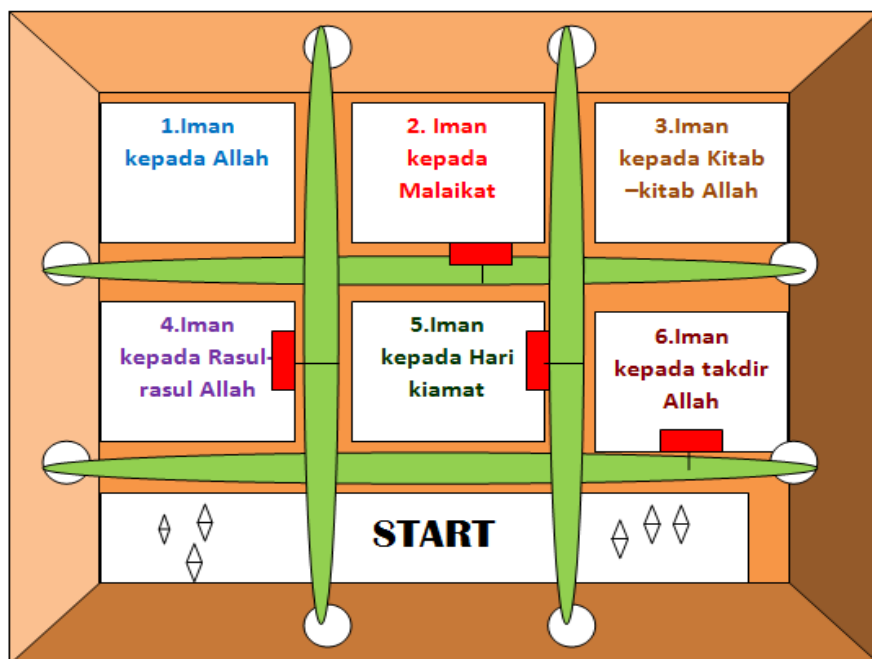
This research uses the descriptive-analytic method. The reason the research methods and techniques were chosen is that the problems studied involve problems that are developing in human activities.

RESULTS AND DISCUSSION

Play is a fun activity and it is a need that is inherent in every child. Children can learn various skills with pleasure through play without having to feel forced. In this context, playing is one of the natural characteristics inherent in children. The game created by PAUD teachers is Mini Gobaksodor Field, with specifications:

1. Tools and Materials: Used Cardboard, Straws, 6 Yakult bottles, Pillars of Faith Cards, Scissors, Cutter, 4 wooden sticks 50cm long, Ice Cream Sticks, Double tape, Paper Glue, Glue Shoot,
2. Duct Tape Objectives: (1) Mini Gobaksodor Field is made as a medium for playing with the principle of Gobaksodor Game so that children are more interested in traditional games; (2) As a solution to divert gadget games with fun traditional games
3. Benefits. The Gobaksodor Mini Field was created as a playing medium that uses the principle of the Gobaksodor game which has the benefit of increasing the Developmental Aspects of the Child, namely:
 - a. Aspects of Religious and Moral Values: Children can learn about the pillars of Faith, Pillars of Islam.
 - b. Social-Emotional: Children can work together, play with friends.
 - c. Aspects Aspects Cognitive: Children can learn about the concept of number symbols, number sequences, colors, gender.
 - d. Language Aspects: Children can learn to discuss with friends the division of tasks/roles in playing.
 - e. Physical Motoric Aspects: Improve coordination between eyes and hands.

- f. Art Aspects: Children can hollow applause pattern
4. Excess. The Gobaksodor Mini Field can not only be used as a medium for learning the pillars of faith but can also be used for learning other materials such as the pillars of Islam, sorting color patterns or shape patterns, number sequences.
 5. Age. The Gobaksodor Mini Field can be used as a playground for children aged 5-6 years
 6. How to play
 - a. The Gobaksodor box is played by 4 children: 2 children as a barrier; and 2 children as Shiloh-sholihah pawns The.
 - b. child holding the Shiloh-sholihah pawn chooses the pawns according to their gender. The.
 - c. child holding the pawn is tasked with running the pawns to the pillars of faith in sequence starting from the first pillar of faith.
 - d. The barrier child tries to block the passage of the pawn by pulling the stick forward - back off.
 - e. If a pawn hits a barrier, the pawn is declared void and the other pawn continues
 7. Information Security Standards. The Gobak Sodor box is made from used materials, does not use harmful dyes, sticks that have been mashed and are not pointed
 8. Design Drawings



9. The sequence of Manufacturing Steps:
 - a. Cardboard wrapped with red crackle plastic.
 - b. The bottom line is into six parts.
 - c. Sticks are inserted into straws that are cut lengthwise them.
 - d. On a long stick, stick an ice cream stick with paper attached as a barrier.
 - e. Straws are installed as shown in the design drawing.
 - f. White patchwork filled with dacron wrapped in a head shape tied with sewing thread and pasted on top of used Yakult bottles.
 - g. Dolls for girls and boys are formed as shalih-shalihah pawns who wear syar'iMuslim clothes.

h. The Pillars of Faith are placed in the boxes in the order.

In which they are played. With this game, the author sees tremendous potential in the development of educational methods (playing/game education), considering how effective and efficient this game is in fulfilling children's psychology. People are increasingly aware of the importance of early childhood education. This can be seen from the development of formal, informal, and non-formal early childhood education places throughout Indonesia, some in the form of daycare, playgroups, or playgrounds, kindergartens, and similar age children's education. The importance of early childhood education demands an approach that will be used in learning activities that focus on children.

The most rapid development of the growth of the human brain occurs at an early age. Brain development at an early age can be achieved maximally if given the right stimulation to all elements of development, both stimulation of motor, stimulation of intellectual development, stimulation of social-emotional, and stimulation to speak (language development). The availability of adequate facilities and tools and an environment that is appropriate for the age of the children is very important in supporting the development and abilities of these children under five.

CONCLUSION

Early childhood education as part of the implementation of lifelong education is the main portal to the next level of education. If not controlled properly, the effects can be prolonged. Apart from planning, organizing, and evaluating good learning, PAUD managers should also not rule out the existence of the environment as a learning setting, which includes 6 (six) aspects, aspects of religious and moral values, social-emotional aspects, cognitive aspects of language aspects, physical aspects of motor, and artistic aspects. Thus, the education provided to children should be by the developmentally appropriate practices (DAP). The application of the DAP concept in children's education will allow educators to treat children as whole children by involving 4 basic components that exist in children, namely knowledge, skills, dispositions, and feelings (feelings).

The practical implication of the results of this study is the understanding that as the foundation for children's education, early childhood educators provide learning according to the unique nature of children. The learning provided coordinates with each other's stages of child development.

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