

Contextual-based Educational Game Tools for Early Childhood Language Learning in Kindergarten

Nurhamsa Mahmud and Farida Samad

Faculty of Teacher Training and Education, Khairun University, Ternate-Indonesia

Keywords: Educational game tools, Language learning.

Abstract: The research aims at utilizing contextual-based educational game tools (APE) for early childhood language learning in kindergarten at Ternate City and some obstacles faced in early childhood language learning. The subjects were teachers and students at Alkhairat Skep Kindergarten and Immanuel Kindergarten in Ternate. Instruments of collecting data were observation, interview and documentary methods. Furthermore, data was analyzed qualitatively using the Miles and Huberman Interaction Model. The result showed that educational game tools available in lkhairat Skep kindergarten and Immanuel kindergarten in Ternate in relation to language learning are quite good and in general are adequate in accordance with the Norms of Standard Procedures and Criteria (NSPK) both indoor and outdoor. Teachers in both groups A and B use educational game tools and APE mixed materials available in schools to develop students' competence. Some various educational game tools used are picture books, flannel words and letters, word cards, drawing cards, puzzles, finger puppets, interactive CDs that support children's language development. Besides, teachers have followed appropriate procedures including stages of planning, implementation and evaluation as stated in daily lesson plan (RPPH). On the other hand, several obstacles encountered, among others, teachers have not been able to develop homemade/APE natural resources that are adjusted to children development stage or class level and teachers are only focused on one aspect of the development.

1 INTRODUCTION

Language is a verbal tool used to communicate, while language is the process of delivering information in communication. Learning language is very crucial in children before 6 years. With language they have, the vocabulary development will grow rapidly as suggested by Sroufe (1996) "Children vocabularies grew quite quickly after they begin to speak". Susanto quoted from Ganeshi in Eliason (1994), revealing that children's language does not start from words to letters and experiences, but it is from actions or experiences to letters and then to words. Ganeshi explained that "children who are successful in school have written language as a dominant part of their daily activities" (Susanto, 2011: 74). Thus, a child who succeeds in reading in school has written language as a dominant part of their daily lives. Therefore, a supportive environment will help in developing children's language.

The development of basic language skills in kindergartens emphasizes the ability to listen, speak,

and early reading. Early reading ability is determined by children's language development. Children who have good language development generally have the ability to express thoughts, feelings and interactive actions with their environment. The development of basic language skills in kindergartens emphasizes the ability to listen, speak, and early reading. Reading ability is determined by children's language development. Children who have good language development generally have the ability to express thoughts, feelings and interactive actions with their environment.

One way to develop all aspects in early childhood especially language development can be done in various ways, one way is known as educational games tool (APE). Depdiknas (2003) defines APE as everything that can be used as a means or equipment to play that contains educational values and can develop all abilities of children. Of course this must be in line with the concept of early childhood learning is 'learning through playing' or 'playing through learning'.

Children are given freedom to play, exploring what is played especially in language.

Based on observation conducted in several kindergartens in Ternate shown that various types of educational games (APE) are available but they had not been fully utilized, even though they were still neatly stored on the classroom shelves. APE is rarely used maximally to support children's language development. In addition, teachers still use a classical method (teacher centred), in which the teacher still dominates learning so that children's opportunities in language are also lacking. Another thing occurs is that teachers' creativity in creating and utilizing APE is less skilled and they tend to use student worksheets.

This is also supported by data taken from kindergarten teachers that not all available games equipments are educative, especially to optimize the development of early childhood language. It is assumed that good game equipments are expensive. Sometimes the tools are materially dangerous. This is certainly very worrying because almost all kindergartens have limited facilities and infrastructure and generally do not meet the standards and requirements. In general, kindergarten in Ternate does not have educational game tools that supports children's play activities, so that the daily activities are mostly still in the form of learning.

2 METHODS AND TECHNOLOGY

This research used a qualitative approach with descriptive design. It intends to describe the use of educational-based educational tools (APE) in early childhood language learning in kindergartens in Ternate and some obstacles encountered in early childhood language learning. The data collections of this research were deep interview, observation and documentary method. After the data collected, it is analyzed qualitatively using the Interaction Model of Miles and Huberman (in Moleong, 2006). The steps were data reduction, data display, and conclusion or verification. Then to guarantee the data validity, the techniques used peer briefing and triangulation, namely sources triangulation and data triangulation.

3 RESULT AND DISCUSSION

In general, game equipment as a source of learning for early childhood in Alkhairat Skeep kindergarten and Immanuel kindergarten in Ternate is able to

support learning and it has been used optimally by teachers and students in facilitating language learning in school. In addition, there are various types of game tools that vary in shape and it makes children become interested in playing it. Furthermore, the use of APE for children is adjusted for their age and level of achievement. At the age of 5-7 years children need 30% sensorimotor APE, 20% symbolic APE, and 30% project APE.

Meanwhile, there are several types of APE that have been designed and developed first by some experts from developed countries such as Maria Montessori, George Cuisenaire, Peabody and Frobel, but there are also several types of APE designed and created by teachers themselves based on the needs and conditions of the local environment. Based on interview data, observation data, and review of documentation about the availability of APE based contextual on the main activities provided by teachers in Alkhairat Skep Kindergarten and Immanuel Kindergarten in Ternate prove that there are many APE that are available and in accordance with the Standard Procedure and Criteria (NSPK) for early childhood facilities both indoor and outdoor.

In provision of game tools of Alkhairat Skep Kindergarten and Immanuel Kindergarten show that all facilities and indoor game tools are meaningful for children, because they are safe, clean, non-toxic, pesticide-free and comfortable condition. In addition, with these game tools, children get the ease and opportunity to use them to play, explore, and imagine in developing children's language learning.

Besides, based on interviews with teachers in Alkhairat Skep kindergarten and Immanuel kindergarten, it was revealed that how teachers both in groups A and B used artificial educational tools and mixed materials available in language learning. The teacher uses several educational tools such as picture books, word flannel and letters, word cards, picture cards, puzzles, finger puppets, interactive CDs that support children's language development so that learning objectives can be achieved. This is also confirmed by documents review related to the use of educational game tools in early childhood language development learning that teachers have followed various appropriate procedures including the stages of planning, implementation and evaluation as contained in their daily lesson plan (RPPH). Furthermore, according to the observations, it was also revealed that the use of educational game tools in language learning has been used by teachers in each learning group both groups A and B. The teachers both in the groups have their own ways of using educational games either artificial or

manufacturer and mixed materials used so that children feel interested, not bored and curious about it when the teacher wants to use it in classroom learning activities. Through this educational game, children can also explore and sharpen their language skills because in their own use the child is more active because he plays it. Regarding the children response when the teacher uses educational games, children feel happy and very excited because the teacher invited them to use it together by doing a very interesting game.

The various types of educational game tools (APE) in Alkhairat Skep kindergarten and Immanuel kindergarten Ternate, according to the interview results, it is known that APE is often used are alphabet letter puzzles, hand puppets, picture books, alphabet boxes, interactive fonts, flashcards and CD alphabet media, while for outdoor APE, almost all types are often used by children when they are at rest. The APE used as follows:

a. Hand puppet



b. Alphabet Letter Puzzle



c. Picture book



d. Alphabet box



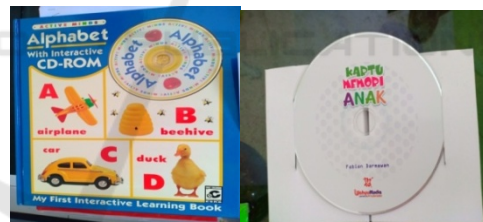
e. Flannel form alphabet/letter



f. Flashcard



g. Interactive CD alphabet Media



4 DISCUSSION

Based on the Ministry of National Education Regulation Number 1839/C.C2/ TU/2009, it was explained that the principle of learning in Kindergarten is 'playing through learning and learning through playing'. Thus, playing activities is one of the best ways to develop the students' potential. Before children go to school, playing is a natural way to find the environment, other people and themselves.

As we know that childhood is always related to playing activities so that the children's world is the world of play. Most of playing activities use media, which are game tools contain educational values.

Zaman, et al. (2007: 63) explained that game equipment can be categorized as an educational game tool for young learners if it fulfills some characteristics, including: intended for early-aged children, to develop child development aspects, can be used in various ways, forms and various purposes of the multipurpose development, safe for children, and to encourage learning activities. The use of educational games is considered to be a support for children's play activities. Active use of educational games can be seen when children find, choose, define, describe, use, and tidy up it after they have finished playing.

Thus APE as a real object, children can explore by playing concrete objects in learning activities. Educational game tools can also develop motoric, language, emotional social and especially aspects of language. The development of early childhood starts from concrete to abstract, so it requires concrete objects as supporting media.

5 CONCLUSIONS

The results of the analysis show that the educational game tools available in Alkhairat Skep Kindergarten and Immanuel Kindergarten Ternate in terms of language learning are quite good and in general are adequate in accordance with the Standards of Procedure and Criteria (NSPK) both indoor and outdoor. Teachers in groups A and B used artificial educational tools and mixed material game tools available in schools in language learning. Moreover, teacher uses several educational tools such as picture books, word flannel and letters, word cards, picture cards, puzzles, finger puppets, infective CDs that can support children's language development. Besides, they also have followed various appropriate procedures including planning, implementation and evaluation stages as contained in daily lesson plans (RPPH). On the other hand, some obstacles encountered, among others, the teacher has not been able to develop homemade APE/natural material APE that are adjusted to the stages of child development or grade level, the teacher is only focused on one aspect development.

REFERENCES

- Arsyad, Azhar. 2007. *Media pembelajaran*. Jakarta: PT Raja Grasindo Persada
- Aqib, zainal, 2013. *Model-Model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif)*. Bandung: Yrama Widya
- Aulia, 2012. *Revolusi Pembuat Anak Candu Membaca*. Jogjakarta: Flash Books
- Akhmad Sudrajat, *Pengertian Pendekatan, Strategi, Metode, Teknik, Taktik, Dan Model Pembelajaran*, <http://www.psb-psma.org/content/blog/pengertian-pendekatan-strategi-metodeteknik-taktik-dan-model-pembelajaran>. Diunduh tanggal 15 Desember 2015
- Berk, Laura. E. 2006. *Child Development*. USA : Pearson Education, Inc. <http://preschoolworksheet.net/> diunduh tanggal 15 Desember 2015
- Carolyn Triyon and Jw Lilienthal, *Depo Usia Dini*, dalam <http://www.blogspot.depo-usiadini-catatan-ringkas-pembelajaran-usia-dini> . Diunduh tanggal 17 Desember 2015
- Dhieni N et al. 2005. *Metode Pengembangan Bahasa*. Bandung: Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia
- Essa, Eva, L. 2003. *Introduction to Early Childhood Education Fourth Edition*. Autralia: Thamson Delmar Learning
- Moleong, Lexy, J. 2006. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya
- Musfiqon. 2003. *Pengembangan Media dan Sumber Pembelajaran*. Jakarta: PT. Prestasi Pustakaraya
- NEST. 2007. *Modul Bahasa*. Jakarta: Dir.PAUD Kemendiknas
- Nur,Jatmika Yusep. 2012. *Ragam Aktivitas Harian untuk Taman Kanak-Kanak*. Yogyakarta: Diva Press
- Rahayu, Liswidyawati. 2010. *20 Fun Activities for Todller*. Surakarta: Indiparent
- Sujiono, Yuliani Nurani. 2009. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks
- Sujiono, Bambang dkk. 2007. *Metode Pengembangan Fisik*. Jakarta: Penerbit Universitas Terbuka
- Sumanto. 2005. *Pengembangan Kreativitas Seni Rupa Anak TK*. Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Pembinaan Pendidikan Tenaga Kependidikan Dan Ketenagaan Perguruan Tinggi
- Sukardi. 2007. *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara
- Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.