

TRAINING ON MAKING EDUCATIONAL GAME TOOLS FOR EARLY CHILDHOOD EDUCATION TEACHERS IN CIHANJAWAR VILLAGE

Rika Purnamasari¹, Annisa Purwani²
{Rikapurnamasari057@gmail.com¹, Fasa.ap@gmail.com²}

Stai Dr.Khez.Muttaqien Purwakarta^{1,2}

Abstract. This Student Creativity Program (PKM) aims to provide teachers with socialization and training on making APE (Educative Game Tools) to increase knowledge and skills in making APE for early childhood education. The introduction and training were carried out in two steps. The first step was a material presentation accompanied by questions and answers. The second step was the practice of making APE (Educative Game Tools). In this second step, the PKM team demonstrated how to make APE (Educative Game Tools) innovations to develop early childhood motor, cognitive, and social abilities. Furthermore, the participants practiced APE-making according to what had been demonstrated by the PKM team and then adapt it to the PKM participants' creativity and innovativeness. The results of this training revealed an increase in PKM participants' knowledge about APE innovation and skill improvement to create APE. Data analysis was carried out by giving pre-tests and post-tests to 16 participants in Cihanjavar village involving PAUD teachers from three schools. Based on the evaluation results, APE-making training activities could increase early childhood education teachers' knowledge and skills in making APE innovations for early childhood.

Keywords: APE, (Educative Game Tools), Early Childhood, Teachers.

INTRODUCTION

Early childhood education is fundamental to developing children's growth and development at the next level of education. Evolving children's intelligence, creativity, character, and superior requires continuous stimulation, which begins with education from an early age. Early age is a golden period to carry out active stimulation processes as a provision for future development and growth as adults. At an early age, children can receive skills and teaching as a basis for knowledge and thought processes through the brain. Moving on from the golden period in the human life span, it would be nice to pay more attention to optimizing the potential of early childhood. Early childhood education must be oriented towards children's needs to impact children's development significantly. Therefore, one of the principles in early childhood education should be under its development.

One aspect of child development-oriented needs is a fun learning activity. Playing is an activity to develop aspects of development in a fun way for children (Nurjanah, 2018). Playing activities are an inseparable part of a child's life because playing channels a child's potential, interests, and talents through a fun activity. Through play, PAUD students will be passionate about learning and will be able to unleash their potential to adapt to their social environment. Playing activities will activate the senses of early childhood; thus, aspects of physical, motor, and cognitive abilities can be stimulated effectively. Playing activities can be exciting and not dull if performed with various variations, including variations on educational game tools that support play activities. According to Sudono (2000: 7), game tools are play tools employed by children to fulfill their playing

instincts and have various characteristics such as disassembling, grouping, combining, seeking partners, assembling, forming, knocking, perfecting a design, or arranging according to the whole form. Educational Game Tools (APE) are specifically designed game tools for educational purposes (Mustika, 2021; Muamar, 2021). Aryanti (2015) Tool indicator The game is called educative if it can develop certain aspects of child. Playing is also an art that processes aspects of child development. One of them is emotion. From an emotional side, art can be a tool to hone children's social sensitivity and sense of concern (Rolina: 2009). Hence, the innovation of an attractive educational game tool will be able to become an effective stimulant for learning.

Considering urgency, teachers should be capable of mastery over making educational game tools that are challenging for students. However, in reality, many teachers still do not understand the manufacture and use of educational game tools for students. Based on initial observations at three PAUD schools in Cihanjawan village, many teachers did not understand educational game tools and their uses. The results of interviews and field observations of Community Service Lecture (KPM) of DR. Khez Muttaqien Islamic College (STAI) students in a partner village in 2023, i.e., Cihanjawan village, stated that one of the trainings needed to improve the competence of early childhood teachers was the development of educational game tools. Hence, the PKM team developed an educational game tool development and training program (APE) for PAUD teachers in Cihanjawan village.

Cihanjawan Village is a partner village that collaborates with the STAI DR. KHEZ Muttaqien campus for the next few years to run village development programs from various sectors, including the development of human resources in education. Training on making APE for PAUD teachers in Cihanjawan Village is expected to develop PAUD teachers in mastering competencies in the form of insight, skills, and creativity in developing APE (Educative Game Tools) . Therefore, innovative educational game tools are expected to encourage teachers to develop competency and creativity in teaching. APEs are expected to stimulate the potential for growth and development and children's achievements. Meanwhile, concerning problem analysis, according to Kiswanto (2022), the problems in teaching and learning activities are the lack of teacher ability to analyze needs, lack of needs analysis in developing APE (Educative Game Tools) , and teachers' skills in developing APE (Educative Game Tools) .

This training is designed in an integrated manner by combining theory and practice. Thus, the participants can make APE (Educative Game Tools) innovations optimally. In addition, it can increase the knowledge, creativity, and skills of PAUD teachers in Cihanjawan Village, Purwakarta Regency. Hence, the solution offered is to hold training and assistance in making APE (Educative Game Tools) for PAUD teachers in Cihanjawan village.

RESEARCH METHOD

The research method was Participatory Action Research (PAR), which consisted of three elements, i.e., the dimension of participation, which involved participants in the community service process. The material about educational game tools was provided as a presentation or outreach to PAUD teachers to gain insight into innovative APEs and the creation steps. This presentation aims to provide an overview of PAUD teachers in APE (Educative Game Tools) training. The delivery of this material was carried out on Wednesday, March 1, 2023. Then, the training method for making APE (Educative Game Tools) employed the tools and materials provided by the team and guided and directed PAUD teachers in making these educational game tools. Furthermore, assisting and monitoring PAUD teachers to practice APE (Educative Game Tools) -making as exemplified by the Community Service team. This activity included presentations for each individual in displaying the APE (Educative Game Tools) that has been made.

RESULT AND ANALYSIS

Community service activities were conducted on Wednesday, March 1, 2023, at the Cihanjawan Village Hall, Bojong Sub-district, Purwakarta Regency. This activity aims to train PAUD teachers in making innovative educational game tools that can be employed directly in teaching and learning activities. The first activity was the head of the service team, i.e., Rika Purnamasari, M.Pd, who provided an explanation and knowledge about the definition and essence of playing APE according to experts, innovations in APE, and how the process of teaching and learning

activities is oriented towards the attractiveness of children activities. One of them is through playing activities.

The initial conditions before the implementation of the community service program indicated that most teachers were still unfamiliar with APE (Educative Game Tools) . Initial identification with field observation data for three PAUD schools in Cihanjawa village obtained that one school had no educational game tools for learning. Meanwhile, the other two schools have obtained educational game tools from the government and donors. Only teachers had difficulty using these educational game tools. In addition, knowledge measurement employed a questionnaire given to 16 PAUD teacher participants from three schools in Cihanjawa Village. First, it aims to determine initial abilities in terms of teacher knowledge and insight into recognizing innovative APEs. Second, it aims to measure the teacher's skills in making APEs.

The success of organizing this research-based community service activity included several components, including the achievement of targets for educational game tool training materials, the participants' ability to master the material and creation steps, and the participants' ability to innovate educational game tools for PAUD students. The target participants as training and simulation subjects as previously planned were 16 PAUD teachers in Cihanjawa Village, Bojong Sub-district, Purwakarta Regency. In its implementation, 16 participants from Cihanjawa Village participated in this activity; thus, it could be concluded that the target of participants as subjects was 100% achieved.

The achievement of target material in implementing research-based community service activities was quite good because the material prepared by the Community Service team could be delivered. The material conveyed insight into educational game tools, types and innovations, the use of APEs for PAUD students, and the stages of APEs-making.

The service teams demonstrated several educational game tools, which were categorized based on their types and uses. In addition, they demonstrated how to make educational game tools for students with several stages starting from the introduction of tools and materials, how to determine the benefits of APEs for the development of children, and the steps to assemble materials; hence, it became a proper APE (Educative Game Tools) for students.

The innovation of educational game tools illustrated by presenters was a type of educational game tool to develop cognitive, social, and fine and gross motor skills. The illustrating APE included number trees, number bags, puzzles, number blocks, number clocks, shorter rings, etc.

The next stage was assisting in creating APEs for PAUD teachers. This stage began with the activity of determining what types and games would be made by each participant, choosing simple tools and materials that would become materials for making APEs. Then, each participant was freed to make educational game tools creatively. The APEs produced by each participant were varied and innovative, i.e., producing smart trees, number dice, puzzles, number blocks, modified shorter rings, etc. The results of the skills of educational game tools made by PAUD teacher participants in Cihanjawa Village were quite varied because there were various ways to modify the illustrated APEs. The creativity shown by the participants was quite good, marked by being creative in choosing the tools and materials provided, determining various ideas and insights in making APEs, and modifying examples of APEs that have been exemplified before. Creativity is related to three main components, namely: creative thinking skills, expertise (technical, procedural, and intellectual knowledge), and motivation (Giwati, 2020).

The evaluation stage, i.e., the service team evaluated the training course from the initial steps before the training was held or during training, and also after the implementation of the training on APEs for PAUD teachers in Cihanjawa Village.

The results obtained at the initial pretest before the APE (Educative Game Tools) training implementation found low knowledge of APEs, lack of knowledge in employing APEs, and unskilled in APE-making. A pre-test was held after the socialization and training to measure the participants' knowledge and skills. Based on the results of the pretests, the mean value was 6.3; after the pretest, the mean value was 8.9, and the gain was 2.6. It implied that there was an increase in the knowledge, skills, and creativity of PAUD teachers in Cihanjawa Village through APEs training for PAUD teachers.



Fig. 1. Presentation of educational game tools



Fig. 2. Presentation of educational game tools

CONCLUSION

In short, the results of community service in Cihanjawa Village, Bojong Sub-district, Purwakarta Regency through APES-training was carried out by involving training participants in understanding the concept of APES and the steps of APES-making. This training was designed to increase teachers' knowledge and skills in innovating APES for students. Implementation began with pretests, material provision by resource persons, simulation, and evaluation. Implementing this community service program increased the number of PAUD teachers in Cihanjawa Village.

References

Aryanti. (2015). Efektivitas Alat Permainan Edukatif (APE) Berbasis Media dalam Meningkatkan Kemampuan Berhitung pada Anak Kelas 2 di SDN 2 Wonotirto Bulu Temanggung. *Jurnal Tabularasa Volume NO.1, APRIL 2015: 58 – 69.*

Kiswanto, Andi, dkk. (2022). Pelatihan Intensif Pembuatan Alat Permainan Edukatif Pada Guru. *Dedicate Journal Of Community Engagement in Education Vol. 1, No.1, Bulan Oktober 2022, Hlm. 69-77*

Mustika, N. (2021). Pengaruh Alat Permainan Edukatif Kartu Bergambar Terhadap Moral dan Agama Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini.*

Nurjanah, Eeulis, dkk. (2018). Pengaruh APE Dari Bahan Alam Terhadap Aspek Perkembangan Anak Usia 4-6 Tahun. *JURNAL CERIA ISSN : 2614-6347 (Print) 2614-4107 (Online) Vol.1 | No.5 / September 2018*

Qodafi, Muamar. (2021). *Pengembangan Alat Permainan Edukatif Untuk Anak Usia Dini.* Mataram : Sanabil

Rolina, N. (2009). *Global Learning: Memahami Psikologi Perkembangan Anak Bagi Pengembangan Aspek Seni Anak Usia Dini.* Liberal Education, March.

Sudono Anggani. (2000) *sumber belajar dan alat permainan: untuk pendidikan anak usia dini.* Jakarta: Gramedia.

Wigata, Mukti. (2020). Kreativitas Guru Dalam Membuat Alat permainan Edukatif dari Barang Bekas. *As-Sibyan Vol 5 No 1.*