IMPLEMENTATION OF ALFABET BOX EDUCATIVE GAMES TO IMPROVE LANGUAGE SKILLS

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Abstract: Language development is an important development to be stimulated properly, because it is this development that lead children to social development that can affect emotions and even cognitive. If this language development is not stimulated optimally then the child can experience developmental stagnation. The importance of language development is not accompanied by adequate educational learning tools. So researchers want to know how to implement the Alphabet box game to improve children's language development. This research is a qualitative research with a description method with the mother teacher data source and class B1 BA Restu 1 Malang. Data were collected in 3 ways, namely interviews, observation, and documentation. So that the results of in-depth, detailed, and credible research, researchers in miles and hub analysis techniques include data collection, data presentation, data reduction, and concluding. The results of this study indicate that the implementation of an alphabet box educational game tool can improve children's language development accompanied by the mother of the teacher.

Keywords: box alphabet, language developmnet, early childhood

INTRODUCTION

Language is a tool for communication, without language communication will run imperfectly. In Indonesia, there are many languages, language is also the identity of a country or region which is used by many people as a means of communication [1]. The first language of the child is the mother tongue, this shows that the child gets the main language from his mother. Children need intensive and continuous training in order to speak good and correct language . This is in line which states that children's language is acquired gradually and

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[1] Ahmad Susanto, *Perkembangan Anak Usia Dini* (Jakarta: Prenada Media Group, 2012).

develops in line with their physical, mental, intellectual and social development[2]. Child development is also influenced by heredity, environmental and supporting factors such as physical, cognitive and social factors. Children's language development also affects their social development, because in socializing children need language to communicate, express their thoughts, so that their friends can understand in order to form good social relationships. So it is not surprising that language is used as an indicator of early childhood development.

There are at least two theories related to early childhood language development, including : (1) Behaviorism, which states that the process of acquiring language can be controlled externally, namely through stimuli provided by the environment. These stimuli strengthen children's language skills with the principle of S - P linkage (stimulus-response) and the imitation process. This term is considered inaccurate because language implies a form, something that is owned and used and not something that is done, even though the language is a behavior among other behaviors . Skinner defines the external environment as knowledge that is the result of interactions with the learning environment that can continuously influence children's thoughts, feelings, and behavior. In this case, children tend to repeat positive behavior when they get encouragement from their environment. (2) The theory of navitism, which reveals that children acquire their first language gradually opens the linguistic abilities passed down from their parents. This theory assumes that children's language development is a skill that is passed on by parents (heredity), because language is considered too complex and complicated so that it is impossible if it can be learned in a short time. So scientifically, language is inherent in children. According to Chomsky, language can be mastered by humans, this is based on the assumption that language is genetically inherited, all human language development patterns are the same and the environment only has little effect on children's language development. Language can also be mastered in a short time when a child is four years old. Comsky further revealed that every child is provided with a " *language acquisition device* (LAD) that is obtained from genetics and has been programmed to detail the possible grains of a language." In addition, children's language development can also be stimulated by the children's literacy movement program in schools.[3]

According to Johan Amos Comenius, the stage of children's language development is divided into 4 periods, namely: (1) Mother-school period at the

[2] Tarigan and Djago, "Pendidikan Bahasa Dan Sastra Indonesia Di Kelas Rendah" (Jakarta: Depdikbud, 1998).

[3] Eka Dewi et al., "MEMBACA MELALUI GERAKAN LITERASI SEKOLAH," *Jurnal Ilmu Budaya* 1, no. 4 (2017): 341–352.

age of o to 6 years, this period almost all guidance to education takes place in the family environment, this is where the role of the mother is very dominant to develop development. child. (2) The school - language - mother period at the age of 6 - 12 years, this period the child is able to live every event with communication in the mother tongue. Mother tongue is used to communicate with other people . (3) School period - Latin at the age of 12 to 18 years, this period children can begin to be taught Latin as the language of culture. This language needs to be taught to children so that children can reach a civilized level and work. (4) School - university period at the age of 18 to 24 years, this period is the last period in which children experience a cultural process by living up to scientific values, in addition to studying science.

From the explanation that the d i mean the language is a tool that is used to communicate and express thoughts someone . Tool game educative by Mayke Suganto is a tool game that is intentionally designed in particular for the benefit of education . In the world of early childhood, this language is included in the aspects that need to be developed, this is evidenced by the development of language listed in Permendikbud No. 137 of 2014.[4] Language development is also divided into several indicators and development achievements based on certain age ranges.[5] However, in reality, researchers rarely encounter specific game tools to develop aspects of language development, for this reason researchers are interested in designing simple educational game tools that aim to develop aspects of early childhood language. Whereas quantum learning can be applied through children's language skills.[6]

Children aged zero to six are still in the playing age, so learning for early childhood is always designed with fun and in a game atmosphere. To be effective, learning media are needed to attract his attention. Learning media or educational game tools are game tools designed to support learning and are educational.[7] Many educational play tools are available, one of which is an

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[4] Syamsuardi, "Penggunaan Alat Permainan Edukatif (APE) Di Taman Kanak-Kanak PAUD Polewali Kecamatan Tanete Riattang Barat Kabupaten Bone," *Jurnal Publikasi Pendidikan* II, no. 1 (2012): 59–67.

[5] Menteri Pendidikan dan Kebudayaan Republik Indonesia, "Permendikbud No. 137 Tahun 2014 Tentang Standar Nasional PAUD" (2014).

[6] Fondaline Sri Hartono and Slamet Mulyono, "Penerapan Model Pembelajaran Kuantum Tipe Tandur Untuk Meningkatkan Motivasi Dan Kemampuan Menulis" I, no. April (2014): 463–477.

[7] Tedjasaputra and Meyke, *Bermain,Mainandan Alat Permainan* (Jakarta: Gramedia Widiasarana Indonesia, 2001).

alphabet box to improve language development in early childhood.[8] The results of the study show that games are divided into two, namely indoor games and outdoor games. Educational game tools fall into the category of indoor games.[9]

The importance of language development has made academics and teachers compete to create educational games or play tools to foster the development of this language. One of the games to improve early childhood development is the alphabet box educational game tool. Box alphabet is one of the tools of educational games that can improve child development, play alphabet box is made of used cardboard or cardboard with a box on the outside there is a letter of the alphabet or numbers. From the basic material of this alphabet box, it is made from used materials that are environmentally friendly.

Bustanul Athfal Restu 1 Malang is a school that uses an alphabet box eductive game to improve language development for its students. For this reason, the researcher wants to dissect in detail and in-depth how the implementation of the alphabet box educational game tool to improve early childhood language development. Given the development of language is an important development to be developed.

In this study, researchers used qualitative research methods with descriptive methods so that the research results obtained were detailed and in-depth. This research was conducted at Bustanul Athfal Restu 1 Malang with the address Jl. Bandung Penanggungan, Klodran, Malang City, East Java. The data subject is a person who is the object of research.[10] The data subjects in this study were students who were in class B1 Bustanul Athfal Restu 1 Malang with data sources from mothers of teachers and students. Researchers collect data by means of observation and documentation. In order for the results to be credible, the researchers used miles and hubermen data analysis techniques with three stages, including data presentation, data reduction, and drawing conclusions as a test of data validity.[11]

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[8] Syamsuardi, "Penggunaan Alat Permainan Edukatif (APE) Di Taman Kanak-Kanak PAUD Polewali Kecamatan Tanete Riattang Barat Kabupaten Bone."

[9] Uswatun Hasanah, "Penggunaan Alat Permainan Edukatif (Ape) Pada Taman Kanak-Kanak Se-Kota Metro," *AWLADY : Jurnal Pendidikan Anak* 5, no. 1 (2019): 20.

[10] Johni Dimyati, *Metodologi Penelitian Pendidikan Dan Aplikasinya* (Jakarta: Prenada Media Group, 2013).

[11] Arikunto and Suharsimi, *Prosedur Penelitian; Suatu Pendekatan Praktek* (Jakarta: PT Rineka Cipta, 2006).

Data collection → Presentation of Data → Data reduction → Conclusion

Sceheme 1. Research Steps

FIND AND DISCUSSION

Implementation of the alphabet box educational game tool

Before using the alphabet box game, the teacher first makes a daily activity plan (RKH) for a maximum of H-1 before the activity takes place. The purpose of making this RKH is so that when the learning process using the alphabet box game tool can run well, the material is presented, directed, and focuses on aspects of development. Based on an interview with A'yun's mother as the B1 class teacher, she revealed that there are three games related to the educational tool for the alphabet box, including an alphabet box made of print out paper then laminated, a flattened wooden alphabet box, and the last one is alphabet blocks with holes. After the daily activity plan is complete, the teacher's mother prepares various learning media including the alphabet box game tool.

On the day of the D the teacher as much as possible to condition the child to remain in accordance with the learning plan that has been made previously. The day's activities began with a bell at b el entrance at 09:00 pm, all the children lined up in the field to run calisthenics cheerful. Gymnastics cheerful finished the children entered in the class , all the students sit in under the floor along with the teacher class to run a prayer together . Following the opening time of learning in started by bu A'yun are using the media as follows :

1. Affixing the A lf abet box to the flannel

   In the implementation of learning to attach the Alphabet Box in BA Restu, the first step is for the teacher to demonstrate by introducing the letters of the alphabet that are related to the word "haji" then the teacher's mother instructs the child on how to stick to the alphabet box. The theme on that day was "hajj" so the teacher's mother wrote the word hajj and those related to Eid al-Adha, for example pebbles, umrah, ihram on the blackboard with the aim of the child being able to understand the sound and the writing of the letters.

   After the teacher introduced the words related to Eid al-Adha on the blackboard, then the teacher asked the children to sit on their own chairs

and continued by giving a set of alphabet boxes to the child which were placed in the big box. After that, the mother of the teacher continues by asking the child to look for letters that can form words as exemplified on the blackboard, for example Umrah. So the child looks for the letters UMRAH.

Figure 1. A Child Clinging to an Alphabet Box

After the child finds the letters, the teacher asks the child to stick it on the flannel cloth, which has been affixed on the back so that it can stick together. That way the child can compose the words of each alphabet that are affixed firmly and do not fall off easily. In addition, the use of adhesive also functions to make it easier for children when they are going to make other words or writing.

2. Compose words with the Alfabet box

After the child attaches the letters of the alphabet to the adhesive, the next step is to string words with alphabet boxes. The box used by the teacher's mother to compose words is a box made of flaked wood. This game is played by the children by instructing the teacher's mother to arrange the letters on paper or it could be in their book. Then the teacher's mother saw the results. This game is almost similar to the game in which an alphabet box sticks to letters.

Figure 2. Children Assembling Alphabet Box

3. Meronce beam Alfabet

After the child has assembled the words on the alphabet box, the next step is to make blocks that are written with letters or the alphabet. In this game, the teacher's mother provides a block with the letters of the alphabet made of wood which is colored so that the child is interested in playing it. In the block is inscribed with the letters of the alphabet with a hole as large as a shoelace, this hole serves to insert the shoelaces for the child to resonate with the alphabet letter blocks which are then inserted into the block holes. So that it forms a word.

Ronce blocks educational games are games that can develop children's fine motor skills. Peabody argues that through alphabet box games can improve children's language skills such as vocabulary around children. This alphabet box game can develop cognitive and fine motor skills of early childhood, this is proven when children are looking for words to be compiled, they have to think about what letters they need to form a letter.[12] How to play meronce with children begins by allowing the child to take the shoelaces, then the mother of the teacher determines the word to be used, in this case the theme is Eid Al-Adha, so take words related to Eid Al-Adha. Suppose taking the word ihrom. After that the mother of the teacher informs the child the letters to be assembled are to form the word "ihrom" so the mother of the teacher gives the child time to think about what letters are in the word ihrom and allows the child to take the letters that are included in the word ihrom. Then the child takes the letters IHROM, after the child finds the five letters, the child's task is to make the letters resonate so that

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[12] Suyadi, *Permainan Edukatif Yang Mencerdaskan* (Jogjakarta: power book, 2009).

they form the word ihrom correctly and not be reversed using shoelaces. After the children succeeded in rapping the blocks with shoelaces, they were asked to come forward presenting their work.

Figure. 3 Children Presenting Their Work

Evaluate the improvement of children's language skills through alphabet boxes

Learning evaluation is a measuring tool, the result of a learning activity.[13] suggests that learning evaluation is a process of assessing, measuring, and determining the feasibility of a product or learning system according to the expected criteria. In determining these criteria, it is in the curriculum that has been made and agreed upon by each school, including the PAUD institution itself. An important evaluation is carried out by an institution that aims to determine the level of achievement of children's development. Guba and Lincoln suggest that evaluation is a process of considering the value and meaning of something. Something that is considered can be in the form of objects, people, circumstances, activities or an entity.[14]

From the explanation above, it shows the characteristics of evaluation, namely evaluation is a process, meaning that its implementation consists of various kinds of actions that must be taken. In addition, evaluation is not a result or a product but a series of activities, what activities can be done to support evaluation, these actions aim to give meaning. Evaluation is also related to scoring, meaning that evaluation can show the quality being assessed. In BA Restu 1 Malang uses the same curriculum as the central education office. Mother teachers use K13 as a reference for PAUD learning, the evaluation used is authentic learning evaluation. Authentic assessment is an assessment that measures what children know, but is more in assessing what children do. Authentic assessment is based on student performance, anecdotal notes,
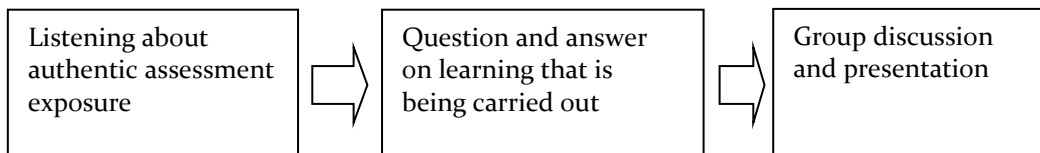
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[13] Muhammad Yaumi, *Prinsip-Prinsip Pembelajaran* (Jakarta: Prenadia Group, 2013).
[14] Sanjaya Wina, *Perencanaan Dan Desain Sistem Pembelajaran* (Jakarta: KENCANA, 2009).

children's work, children's portfolios.[15] Following are the steps for authentic assessment at BA Restu 1 Malang:

| Listening about authentic assessment exposure | → | Question and answer on learning that is being carried out | → | Group discussion and presentation |

Scheme 2. Step Rate Autentik

Every activity or game that the child plays must be evaluated so that the teacher can find out whether this game is effective and good for their students. Like this game with alphabet boxes, after the teacher's mother plays with the child, the teacher's mother must conduct an evaluation to find out if there are any deficiencies in the alphabet box educational game tools. The first step taken by the teacher is taking a walk while making observations related to who has good language development, and who is still lacking in language development. After the teacher observes the mother, the teacher records the results of the observations in the child's daily assessment book. This shows that in its implementation, this evaluation must be carried out directly and *continuously* or continuously so that the teacher knows correctly each stage of the child's development.

Every child has a different development, therefore, the mother of the teacher must make observations carefully.[16] Not all children have good development, which means that there are children who are not developing optimally. Mother teachers must have a minimum standard of child development, in this case if there are children who do not reach the standard of child development, what the teacher's mother does at BA Restu 1 Malang is to provide special hours for these children. This special hour is carried out after school hours, which begins with the teacher's mother re-teaching what was taught this morning. In this case, the teacher's mother should not be careless, because the mother of the teacher will teach until the child can really do it independently and the child is able to achieve the standards set by the school. The form of student assessment is as follows:

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[15] A Whitehead, "A More Perfect Union? Christian Nationalism and Support for Same-Sex Unions," *Sociological Perspectives* 58, no. 3 (2015): 422–440, https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=84938863806&origin=inward.

[16] Umi Latifa, "Aspek Perkembangan Pada Anak Sekolah Dasar : Masalah Dan Perkembangannya," *Journal of Multidisciplinary Studies* 1, no. 2 (2017): 185–196.

Tabel 1. Language Scope Assessment

No.	Recognizing symbols for reading preparation		Construct simple sentences		Express ideas to others	
	I	II	I	II	I	II
1	3 (***)	-	4 (****)	-	2 (**)	-
2	4 (****)	-	4 (****)	-	4 (****)	-
3	4 (****)	-	3 (***)	-	3 (***)	-
4	3 (****)	-	3 (***)	-	4 (****)	-

Star description :

(*) = Child can not do it right

(**) = Child can get it right with some help

(***) = Child can do it right with one help

(****) = Children can do with the right not to help

Early childhood assessment techniques can use alternative assessments. Alternative assessment is a process for gathering information and making decisions based on certain information.[17] In the collection, the mother of the teacher can use *paper and pencil* or standardized tests or it could be conventional research. It is called conventional because this research method is commonly used by teachers to conduct assessments. The use of *paper and pencil* can make it easier for teachers to conduct assessments by recapitulating early childhood learning outcomes. In its application, BA Restu 1 Malang implements the use of symbols in the form of numbers in giving evaluation marks to children in order to make it easier for teachers to arrange children's portfolios for 2 semesters.

There are several assessment strategies that can be used to carry out continuous assessments, namely performance assessment, observation, use, projects, investigations, portfolios, journals, interviews, conferences, children's self-evaluations and children's learning tests.[18] In BA Restu 1 Malang using several strategies to assess learning outcomes, all aspects are assessed in a special book to be used as a recap in 1 semester. In the book, there are the names of the children in the class, 6 aspects of child development, and there is also a procedure for assessing children who are given a star symbol :

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[17] Suyadi, *Permainan Edukatif Mencerdaskan* (Jogjakarta: Power Books, 2002).

[18] Juhairiyah, "Assesmen Konten Isi Bidang Studi," *Pedagogik* 04, no. 01 (2017): 62–80.

Tabel 2. Assessment Procedures in BA Restu 01 Malang

Aspects of Language in Early Childhood	
★ ★ ★ ★ ★ ★ ★ ★ ★ ★	The child cannot do it right
	The chlid can ge it right with some help
	The child can get it right with one help
	The child can do it right not wiht help

The mother of the teacher assesses according to the child's ability level, after the mother of the teacher has finished assessing the next task is to recap all the children's learning outcomes using the 2013 curriculum assessment procedure, including: (1) Refers to the competencies carried out in line with the learning activities listed in the RPPH, (2)) Record the process and results of students during the learning process, (3) Summarize the results of the notes into an assessment aid book or other document, (4) Process the results of the assessment report so that it can be used as a narrative of learning outcomes for 2 semesters at the same time listed in the child's report card.

CONCLUSION

The implementation of the alphabet box game tool in Bustanul Athfal Restu 1 Malang was carried out when the learner was a n because it was included in the learning aid. In its application, this game is carried out in accordance with the teacher's instructions and adapted to the theme of the day. Suppose the theme on that day is Eid al-adha, the teacher instructs the child to look for letters that can form the word "ihrom" or "pebbles". Then the children were asked to find the box with certain letters so that it became the word instructed by the teacher's mother. After the child succeeds in taking the appropriate letter, the next stage is the child to present it in front of the class accompanied by the teacher's mother. In addition to training children's courage to move forward at this stage, it also trains the development of children's communication language to their friends. The evaluation process in this learning begins with the teacher's mother observing the children's work, then if there are children who have difficulty doing it, the teacher's mother will provide a special hour after school hours. At this special hour until the child really can, with the aim that the child's

development is not left behind with his friends. The use of this alphabet box educational game tool is effective in improving early childhood development.

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