

GAMES BASED FUN LEARNING DESIGN TO IMPROVE EARLY CHILDREN'S READING ABILITY

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Abstract

Education is the most important aspect that must be taught from an early age. Children should be introduced to a fun learning process. However, the current policies seem contradictory. On the one hand, according to psychologists, children should not be taught the process of reading, writing and arithmetic in Kindergarten (TK). On the other hand, many schools require students to enter elementary school (SD) with the condition that they are fluent in reading, writing and arithmetic. This study aims to examine a learning design concept in improving early childhood reading skills. This study uses a qualitative approach with a descriptive analysis method. Researchers used field studies (field research). This study conducted a literature study that serves as a source of theoretical basis. Data collection techniques were carried out by observation, interviews, and documentation techniques. The sample in this study were students who were studying at a Bimbel Institute, namely Queen Bimbel. Queen Bimbel is a tutoring institution that carries the concept of Multiple Intelligences and synergizes between IQ, EQ and SQ. The results of the study show that students can read fluently in a relatively short time. Student difficulties are resolved properly and thoroughly. The game-based Fun Learning learning design can be applied not only to the calistung aspect, but can also be used in other subjects, read IQRA, and English.

Keywords: Fun Learning, Games, Reading

Abstrak

Pendidikan adalah aspek paling penting yang harus diajarkan sejak dini. Anak harus dikenalkan pada proses belajar yang menyenangkan. Namun, saat ini kebijakan seakan bertentangan. Satu sisi, menurut psikolog anak tidak boleh diajarkan proses membaca, menulis, dan berhitung di Taman Kanak-Kanak (TK). Di sisi lain, banyak sekolah yang mengharuskan siswa masuk sekolah dasar (SD) dengan syarat lancar membaca, menulis, dan berhitung. Penelitian ini bertujuan menguji sebuah konsep desain pembelajaran dalam meningkatkan kemampuan membaca anak usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif analisis. Peneliti menggunakan studi lapangan (field research). Penelitian ini melakukan studi literatur yang berfungsi sebagai sumber landasan teori. Teknik pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Sampel pada penelitian ini adalah siswa-siswi yang sedang belajar pada sebuah lembaga bimbel, yaitu Queen Bimbel. Queen Bimbel adalah lembaga bimbingan belajar yang mengusung konsep Multiple Intellegences dan menyinergikan antara IQ, EQ, dan SQ. Hasil penelitian menunjukkan bahwa siswa dapat membaca dengan lancar dalam waktu yang relatif singkat. Kesulitan siswa teratasi dengan baik dan tuntas. Desain pembelajaran fun learning berbasis games dapat diterapkan tidak hanya pada aspek calistung saja, tetapi bisa juga digunakan pada mata pelajaran yang lainnya, yaitu mengaji dan bahasa Inggris.

Kata Kunci: belajar yang menyenangkan, permainan, membaca

INTRODUCTION

The concept of independent learning according to the Minister of Education and Culture is to apply the curriculum to the learning process which is carried out in a fun way,

the development of innovative thinking from the teacher is one of the success factors because it can foster a positive attitude of students in responding to each lesson (Fathan, 2020). In line with that, the main characteristics of the independent curriculum in PAUD units include strengthening meaningful play activities as a learning process, strengthening the relevance of PAUD as a foundation phase, strengthening a love of literacy and numeracy from an early age, the existence of a project to strengthen the profile of Pancasila students, the learning process and assessment in a more flexible way, the results of the assessment are used as a basis for teachers to design playing activities and people's steps (Kemendikbud RI, 2021).

Meanwhile, Retnoningsih (2022) states that independent learning in early childhood education is also known as independent play. If this is related to the concept of early childhood learning with the hashtags playing while learning and learning while playing, the concept of independent learning is very suitable to be applied and developed in early childhood education (PAUD). Then, Minister of Education and Culture Nadim Makarim, said that the most important concept of early childhood education is to introduce children to how to learn while playing. This shows that children should not be burdened with learning activities that are not in accordance with their stage of development. Children must be introduced to the learning process in a fun and interesting way. The importance of playing according to Piaget (in Riete de Vries, 2002) is an important vehicle needed for the development of children's thinking. However, in reality at the age of seven when children start elementary school (SD), they must be able to read, write and count. Not infrequently elementary schools make this a prerequisite for entering the school institution. As a result, many children were not selected because they could not read, write, and count and then had to look for schools that did not stipulate calistung as entry requirements.

The reading process for early childhood cannot be instant. That is, it must go through a series of exercises and guidance that is carried out continuously. If not, they most likely have difficulty reading. Jumaris (2003) suggests that reading difficulties are often defined as a symptom of difficulties in learning components and sentences. One of the children's reading difficulties encountered in Queen Bimbel students is not memorizing the entire alphabet (A-Z) and mistakenly distinguishing letters (for example b and d, p and q, m and n). When they haven't mastered the alphabet, it is certain that they have difficulty reading

syllables, words, let alone a sentence. According to the results of interviews with parents, this is due to a lack of literacy that is applied early on. Children are not introduced to the world of books, introduce books, tell the contents of books, are rarely invited to chat, and are not exposed to many people to interact with.

Professional teachers should innovate learning strategies to help solve reading difficulties. Children only need to be stimulated so that the nerves in the brain can connect to capture and translate alphabetic symbols. This recognition process must be carried out in an interesting way so that children want to learn. They must feel that they are not learning, but are playing. Packaging learning materials with media close to them. Given the importance of this period of development, the role of stimulation in the form of providing a conducive environment must be prepared by educators, both parents, teachers, caregivers, and other adults who are around children so that children have the opportunity to develop their full potential. The potential in question includes moral aspects and religious values, social, emotional, and independence, language skills, cognitive, physical/motor, creativity, and art (Holis, 2016).

Meanwhile, Reiser & Dempsey (in Setyosari, 2020) stated that learning design in general can be defined as a procedure for developing and compiling education and training programs aimed at increasing learning. The term learning design refers to a process that systematically embodies the principles of learning and learning into the planning of various materials and activities and learning (Setyosari, 2020). Learning design is a manifestation of the teacher's efforts to apply learning methods. A teacher must be more sensitive to the ability to understand and improve student learning. Starting from an analysis of learning problems to evaluation. Reiser (in Setyosari, 2020) explains that the field of learning design includes problems of learning and performance analysis; design, development, implementation, evaluation, management of learning and non-learning processes; as well as resources directed at enhancing learning and performance in various settings or environments, particularly educational institutions and workplaces.

In this regard, Bobbi De Porter stated that fun learning is a strategy used to create an effective learning environment, apply the curriculum, convey material, facilitate the learning process which results in students' learning achievement improving (in Darmasyah,

2011). Game education (educational game) is a game that is used in the learning process and in this game contains educational elements or educational values (Andari, 2020).

Learning for early childhood should no longer be monotonous, uninteresting, and boring. Teachers are required to be able to formulate learning tools and media around them so that children like learning activities. It doesn't have to be expensive and luxurious, as long as it is packaged in an attractive way, the child will be happy every day. When they feel happy, any material provided by the teacher will be easily accepted and absorbed by their brains. Based on the results of observations, it was found that some reading difficulties in early childhood, the researchers sought to find and design a game-based fun learning learning design so that students' reading skills increased and students' reading difficulties could be resolved properly so that they were ready and mature to enter the elementary school level. SD).

METHOD

The method used in this research is a qualitative approach with a descriptive analysis method. Researchers use field studies (field research), namely studies based on facts that occur in the object of research. This research conducted a literature study that serves as a source of theoretical basis. Researchers used data collection techniques with observation, interviews, and documentation techniques. Interviews were conducted to obtain initial data on students' learning abilities and difficulties. A documentation study was carried out to record all activities that occurred during the research. Observations were made to record all student behavior during the learning process to then make improvements in further learning. The population in this study were students enrolled in tutoring. The sample in this study were students who were learning to read, write, and do arithmetic in the calistung program at a tutoring institution, namely Queen Bimbel. Queen Bimbel is a tutoring institution that carries the concept of Multiple Intelligences and synergizes between IQ, EQ and SQ. Queen Bimbel has four programs, namely calistung using the fun learning method (learning while playing), reading Iqra using the fun learning method (learning while playing), English (conversation class/smart class having dialogue in English), painting art class (basic method). draw).

RESULT AND DISCUSSION

The research was conducted at a tutoring institution with the name Queen Bimbel. Each lesson is always strived to become meaningful learning. Children with their own imagination and knowledge are led to concrete activities. Learning in a fun way is expected to be an experience that is not easily lost in students' memories so that the material studied can be digested properly and easily.

The teacher first assesses students. This initial assessment is very important because it determines the extent to which the material will be conveyed in the learning process. In addition, this assessment was carried out to analyze the reading difficulties experienced by students. Initial student data is important for teachers. Starting from this data students can learn according to their needs and learning styles. Basically, all students are not stupid, but sometimes parents or teachers do not know the learning styles and difficulties that exist in students.

Teaching is not something that can be done suddenly. Teaching must be well planned so that students can achieve learning goals. At least a day before teaching, it is better if the teacher has prepared materials and concepts that will be taught to their students. The general learning steps carried out at the Queen Bimbel institution are (1) reading activities, (2) working on worksheets, (3) making crafts (4) playing games, (5) evaluating

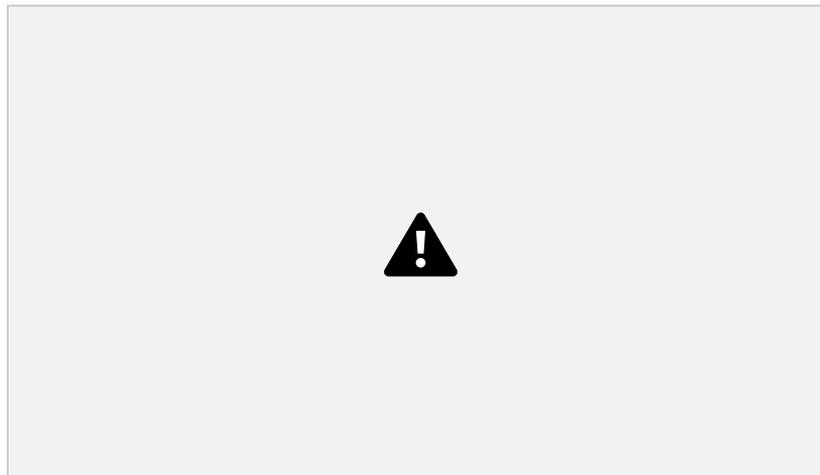


Figure 1. Learning Steps

1. Reading Activity

This activity is usually adjusted to the ability and age of students. If students have not entered kindergarten (TK), the focus of reading is to introduce the alphabet from A-Z. However, if you have entered Kindergarten A or Kindergarten B, there are usually students who already know and memorize the A-Z alphabet. In this reading process the method used is the spelling method. Although the spelling method has many pros and cons, so far it is the spelling method that can help quickly read syllables. Students can immediately read syllables by first mentioning the letter by letter, so this method is a method that can immediately stimulate thinking quickly to detect alphabets whose shapes and sounds can be read correctly.

The book used for reading is not specified, must use a certain book. In fact, any book can be used as a learning medium. If students have mastered the alphabet or syllables that they must master that day, they may be raised to the next page. However, if you haven't mastered it properly, you have to repeat it at the next meeting. Repetition is important because early childhood needs to be continuously stimulated so that their memory and understanding are good. If you only know without understanding properly, there will be difficulties at the next reading stage.

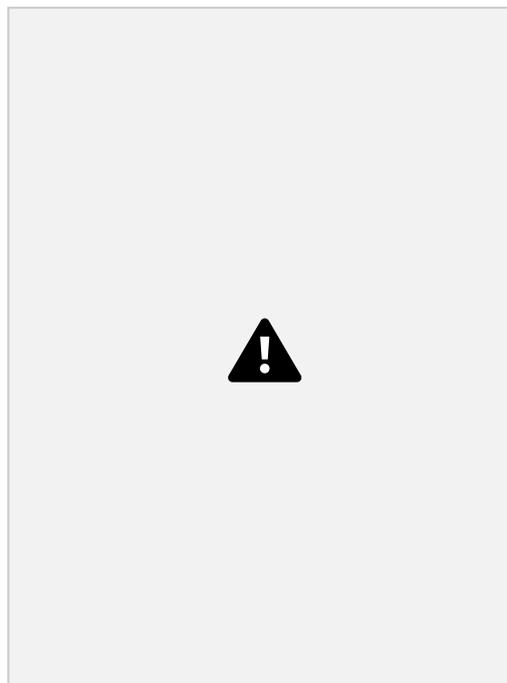


Figure 2. Reading activity

2. Do worksheets

At preschool age, this worksheet is used to practice writing. Their hands are accustomed to writing so that their motor skills are not stiff. The preschool age can be started by connecting the dotted lines horizontally, vertically and curvedly. Alphabets that are made dotted and then combined by students are a good start for learning to read. Students are also taught how to hold a pencil properly and correctly. At this stage the teacher needs patience because not a few children who are not used to writing end up not liking this activity. For this reason, this worksheet must be made as attractive as possible and full color so that children are interested in working on it and completing it.

For students who have practiced reading syllables, this worksheet can be made with many tricks. Its function is to elaborate on the material so that it is better understood and correct. Innovative and creative teachers make this worksheet so that it becomes an exercise that helps speed up the reading process. In this way, children do not become bored and bored, but feel fun and happy.

Working on this worksheet is not just 1 sheet, it can be up to 2 or 3 sheets whose contents can be made creatively by the teacher. For example, making a maze of words, making snakes and ladders containing letters of the alphabet, drawing lines of balloons which contain syllables that students must read, and looking for the specified letter and then circling it. The point is that the creation of this worksheet is still adjusted to the needs and difficulties faced by students.

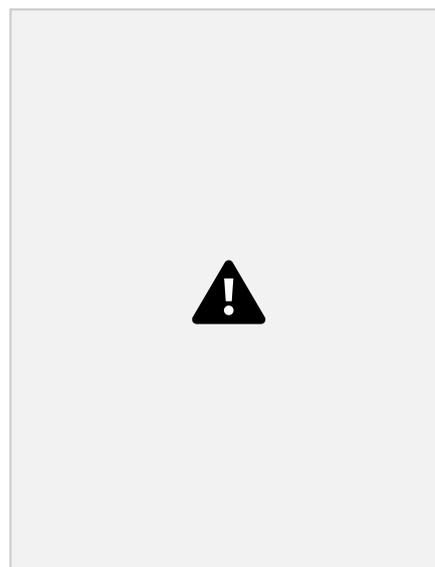


Figure 3. Working on Several Types of Worksheets

1. Making crafts

Basically the world of children is an experiment. They always want to know more about something. So it must be facilitated and directed properly. This activity of making crafts also facilitates the visual learning style of children. They will be happier because it has a lot to do with colors. Examples of these activities are decorating paper plates with watercolors, making alphabet ice cream, making candle wax letters, making dinosaurs out of origami paper, etc.

This stage is an activity that is always awaited by students because they will get new experiences every day. Not infrequently they ask at the beginning of learning what crafts they will make that day. Creative and innovative teachers are always looking for ideas and materials that are not expensive and even use materials from the natural surroundings, for example, leaves, twigs, rice, flour, etc.

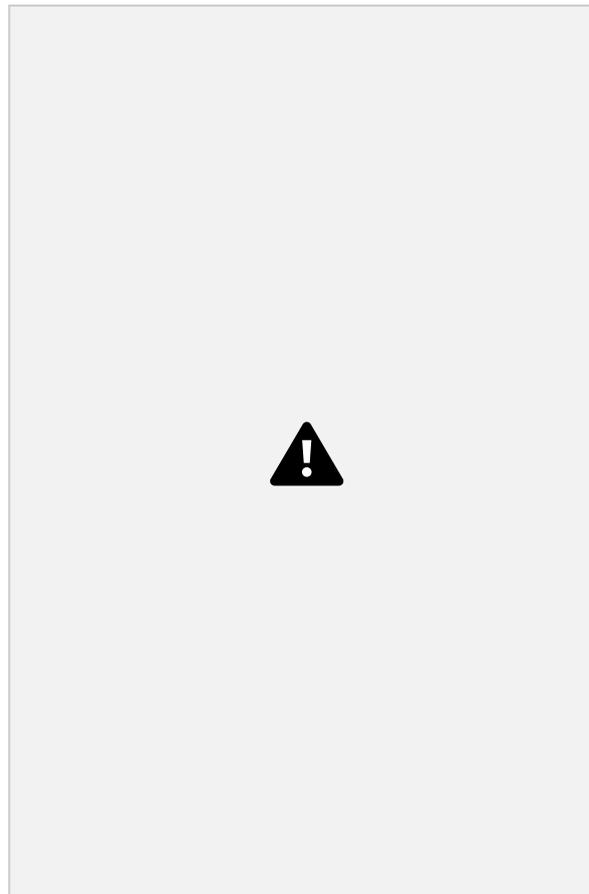


Figure 4. Making crafts

2. Playing Games

Everyone must love a game. Not only small children, even adults when playing games feel happy and happy. This game is also made to help overcome student difficulties thoroughly. The reading process for children must also focus on overcoming their difficulties because this can hinder the success of the reading process itself.

For example, students find it difficult to distinguish the letters b and d, so games can be made for how students play to collect letters b and d and stick them on the blackboard. If the students haven't memorized all the alphabets, we make an alphabetical snakes and ladders game. You can also make word ball throwing games. The following are examples of games that are carried out during learning.

Example Games and Steps

Throwing the Word Ball

1. Make 5 cards containing 5 words.
2. Stick the card to the wall horizontally or you can stick it irregularly.
3. Students throw the ball at the card that has been taped and read it. Repeat.
4. The teacher can say the word on the card and ask students to throw the ball at the word that is said. Repeat.

Word Jump

1. Provide 5 words or more on large pieces of paper.
2. Place the papers randomly on the floor.
3. Students skip over the word and read it. Repeat.
4. The teacher can name the words on the paper for students to jump on. Repeat.

Smart Card Make and Match

1. Make smart cards of ten syllables on colorful origami paper (eg ba, ca, da, etc.)
2. The teacher keeps the smart cards on the table randomly.
3. Students take two smart cards of the same color. Then it is read.
4. Do it until all the colors run out.
5. The teacher can also ask students to take and read a smart card with a different color.

Buy Ice cream

1. Make an ice cream box craft first (ice cream sticks with paper filled with alphabets attached to them)
2. The teacher acts as a buyer. Students take on the role of an ice cream seller.
3. The teacher says that he wants to buy ice cream k, m, l, or d.
4. Students take the ice cream that the teacher wants.
5. Do it until the ice cream runs out.

Compile Sentences

1. Prepare the jumbled words from five sentences.
2. Keep the pieces randomly on the table.
3. The teacher mentions simple sentences that students must find.
4. Students look for pieces of words according to the sentences mentioned by the teacher.
5. Students assemble the word fragments into sentences on the paper provided.
6. The teacher mentions the next simple sentence that students must look for.

Sometimes in fact, game material can be made self-taught during learning by adapting to material that is considered difficult by students. This game can be carried out repeatedly so that students' difficulties can be overcome little by little. The teacher must be observant in analyzing students' reading difficulties to then look for solutions to be played in what way. These games are not just games, but educational games that make children feel like they are just playing, when in fact they are learning to read. In this way, children will be far from compulsion and violence. If the child already hates the learning process, any material will not be interesting and will not want to learn it.

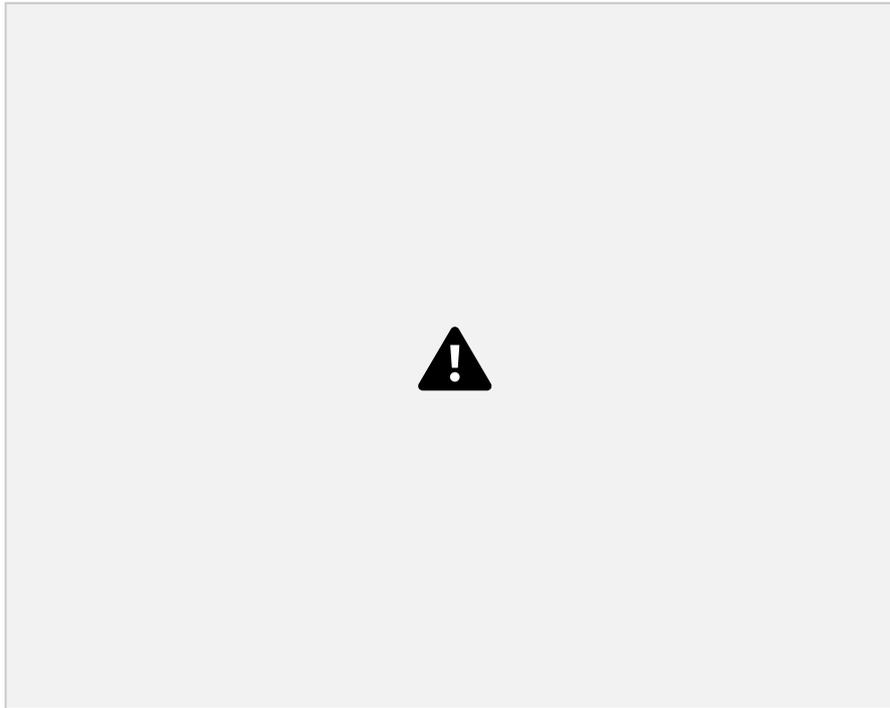


Figure 5. Several Games Played

5. Evaluation

This evaluation is divided into two parts. First, evaluate student learning materials. To what extent do they master and understand. Usually done orally by asking questions related to the initial material until the end of the lesson. The evaluation phase also validates the students' sense of the day during the lesson. Early childhood has unstable emotions, so they must be asked what they feel and the teacher validates all the feelings students feel. The mood of early childhood is unpredictable which can sometimes become an obstacle when learning. This evaluation can be used to talk about things that distract children or give touching messages in language that children can accept.

Second, evaluation with parents. This stage is important because it reports progress for the progress of each meeting. This is also a place to work together in educating their children because parenting is an important factor in the learning process. Conveying things encountered in the learning process which will later help teachers to find brilliant ideas to teach their children with more diverse concepts and games.

Success Process

Game-based fun learning makes children more active and enthusiastic. They often ask their teachers for more varied games. This shows that when students feel happy, they will receive any material from the teacher. As a result, they can read fluently in a relatively short time. It takes only about three months for students to be able to read simple sentences, short stories, and contents of children's story books.

The games provided are designed to elaborate student understanding so that it becomes more complete. In addition, students' difficulties in reading can be handled and resolved with exercises through worksheets. When these difficulties are not resolved, it is impossible for students to read fluently. Through games-based fun learning, students' difficulties are resolved properly and thoroughly.

It turns out that the design of games-based fun learning can not only be applied to the calistung aspect, but can also be used in other subjects, namely the Koran and English. In reciting Iqra, students start only knowing the hijaiyah letters after the learning process students can read the Al-Qur'an properly. Likewise in English, games-based fun learning can increase students' vocabulary and be easily memorized as well as improve their English language skills.

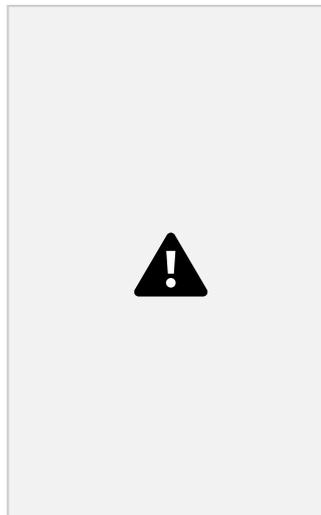


Figure 6. Game-Based Fun Learning can be Applied in Koran and English

CONCLUSION

Game-based fun learning design is an effort to create fun and meaningful learning. The learning process is made as interesting as possible so that students feel that they are

just playing, but basically they are being guided and trained to be able to read. The learning steps consist of (1) reading activities, (2) working on worksheets, (3) making crafts (4) playing games, and (5) evaluating. This research shows that students can read fluently in a relatively short time. Student difficulties are resolved properly and thoroughly. The game-based fun learning design can be applied not only to the calistung aspect, but can also be used in other subjects, namely the Koran and English.

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