



Increasing Understanding of Family Members We On Children In Early Childhood Education Aisyiah Wirogunan Through Learning Method Game Guess My Family

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DOI 10.15294/ijeces.v5i2.13923

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Article Info

Received May 2016
Accepted October 2016
Published November 2016

Keywords:
Understanding Family
Members Kita and Learning
Method Game Guess
MyFamily

Abstract

Motivating the selection of the title of this study is the existence of a fact that the majority of children in Early Childhood Education Aisyiah when asked by the teacher about the identity of family members generally confused or do not know even cried. This condition is scientifically interesting to examine why this is so. I was thinking whether the way the teacher when ask less humanist, or the language used by teachers are poorly understood or ask when the time is not quite right. My mind ultimately boils down to the method used by the teacher is less precise, that's why I made the decision to examine scientifically by choosing a method of game "guessed my family members" can make it easier to understand a family member. The purpose of this study is to describe an improved understanding of family members through the use of Learning Method Game Guess My Family. This research is qualitative research with research subjects: children Aisyiah Wirogunan Early Childhood Education, and the object of research: Understanding Family Members We On Children In Early Childhood Education Aisyiah Wirogunan. Source informant were teachers and children Didik In Childhood Education Disi Aisyiah Wirogunan, Kartasura. Data collection methods used were interviews, observation and documentation. To obtain the validity of the data used triangulation method, and for the sake of data analysis used descriptive data analysis techniques interactive that includes four stages: data collection, data verification, exposure data and drawing conclusions. The results empirically showed that before the teacher using the game of guessing my family members, children in early childhood education Aisyiah Wirogunan, Kartasura when asked who the members keluarganya, children generally can not answer, there is no idea, there are confused and even there crying. Having used method of guessing game of my family members there are significant changes that the child can answer with a firm, precise and fast even dare to tell the class about their family members.

How to cite

Suyahman, S. (2016). Increasing Understanding of Family Members We On Children In Early Childhood Education Aisyiah Wirogunan Through Learning Method Game Guess My Family. Indonesian Journal Of Early Childhood Education Studies, 5(2), 102-108. doi:10.15294/ijeces.v5i2.13923

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INTRODUCTION

Getting to know the characteristics of learners for the benefit of the learning process is essential. The existence of a clear understanding of the characteristics of learners will contribute to the achievement of learning objectives effectively. Based on a clear understanding of the characteristics of learners, teachers can design and implement learning activities in accordance. Early childhood development in learning requires its own strategy. It is because early childhood is children who are in the age range of 0-6 years (the National Education Act of 2003) and a number of children's education experts provide restrictions 0-8 years. Another opinion explaining Early childhood is defined as well as groups of children who are in the process of growth and development that is unique. They have a pattern of growth and development that is specifically suited to the level of growth and development (Mansur, 2005) During this period a golden age (golden age), because the child has grown and developed quite rapidly and irreplaceable in the future. According to numerous studies in neurology found that 50% of children's intelligence is formed in the first period of 4 years. After 8 years of age, reaching 80% of brain development and at the age of 18 years to reach 100% (Suyanto, 2005).

Characteristics of early childhood by Kartini Kartono in Marsudi Strain (2006: 6) include: Characteristically egoisantis naive, primitive social relations, physical and spiritual unity which is almost inseparable, living disignomis attitude. Meanwhile, Santoso (2000) also argued some karaktrestik pre-school children, namely: a. Imitative, f. Playful, b. Want to try, g. Want to know (like asking), c. Spotan, h. A lot of motion, d. Honestly, i. Like pointed he admitted, and e. Cheerfully, j. Unique. As with the Deni (2013) suggests the characteristics of early childhood can be seen d below: Having a curiosity which was great., Is a unique, Love fantasy and imagination, Masa most potential for learning, Shows egocentric attitude, have the power range of concentration short, and as part of a social being. Based on some early childhood pandangan characteristics mentioned above are the most important to be taken seriously in the learning process is at a critical point to note the development in early childhood. The critical point includes Requires a sense of security, rest and good food. Coming into the world programmed to copy . Need exercise and rutinitas. Have need to ask many questions and obtain jawaban. Cara think children are

different from adults. Requires experience langsung. Trial and error become essential in a world belajar. Bermain childhood.

Based on the basic concept of early childhood and its characteristics, in this study limits the context Galam age children in learning in the cognitive domain, especially in the understanding. This is based on their various complaints phenomena experienced by teachers of early childhood education that is the difficulty of understanding the concept menanmkan against something in early childhood. From the findings in the field and interviews beberapa early childhood education teacher turned out to be the main factor is the problem methods that are less precise and less varied. Based on studies lapangan itlah in this study was limited to an increased understanding of the concept of a family member through a method of playing tabak my family members.

METHOD

This research is qualitative research which is a way more emphasis on the in-depth understanding of the problem. Qualitative research is descriptive research studies and tend to use the analysis and further highlight the process and meaning. The purpose of this methodology is a deeper understanding of an issue being studied. And data collected more words or pictures instead of numbers. Qualitative research and the discoveries made in natural conditions. In conducting this research should have a lot of knowledge, master the theory and insightful. Qualitative research aims to describe a process of education that is based on what happens on the field as study materials to find weaknesses and shortcomings can be determined so improvement efforts; analyze the facts, symptoms and events that occur in the field of education; construct hypotheses relating to the principles and concepts of education is based on the data and information in the field. Qualitative research has Characteristics Using the natural environment as a source of data. Having a descriptive and analytical nature. Pressure on process rather than results. Is inductive. Prioritize and meaning. In this study, the research subjects were children Early Childhood Education Aisyiah Wirogunan Village, District Kartasura and objects of research are: Understanding Family Members On Children In Early Childhood Education Aisyiah Wirogunan. Source informant were teachers and children In Childhood Education in Aisyiah Wirogunan, Kartasura.

Data collection methods used were inter-

views, observation and documentation., Validitas qualitative research data views based on the accuracy of a measuring instrument that instrument. Validity in qualitative research refers to whether the research findings accurately reflect the situation and supported by evidence. Triangulation refers to the consistency of a study. But Patton (2001) warned that the inconsistency of an analysis should not be seen as evidence of weakness, but a chance to uncover the deeper meaning data. Miles and Huberman (1984) has a good way to explain how the triangulation to work concretely. Triangulation is used in this research is Triangulation Data (Data Triangulation), where researchers use different types of data sources and evidence from different situations. There are three sub-types of the data that is collected from different people who do activities time same that the data collected at the time berbeda. dan ruang. yaitu data collected in different places. The data is valid then analyzed using interactive data analysis techniques as disclosed Miles and Huberman (1984: 23). Technical used in analyzing the data can be visualized as follows: which includes four stages: data collection, data verification, exposure data and drawing conclusions

RESULTS AND DISCUSSION

One of the characteristics of early childhood is the most dominant play. That's why teachers in early childhood education should amp setting up learning with emphasis on methods of playing. Delivery of messages by the method of play will be more easily understood by younger children than by using other methods. Just need to understand oloeh teacher is in giving the game to think in terms of safety, comfort, pleasure and togetherness. Sehingg children timdul pleasure to follow the learning that it provides. This is in line with the thinking bredekamp and rosegrant (1991/1992 in Sholehuddin, 2002) explains that the child will learn well and meaningful when; Children feel safe psychologically as well as their physical needs are met. Keep in mind that playing for kindergarten age children is an activity that is very unpopular. Therefore, the learning activities refers to the concept of learning while playing. Playing is an activity handpicked by children based favorite not because of the encouragement from outside the child as if expecting praise or reward. Semiawan (2002) states that the play is one of the main tools for children to exercise assessing growth. Play is the medium in which the child tries to train his ability dir. Patmonodewo (2002) clasificatite play activities into

a free play, playing under the guidance and play with in point. Free play is a play activity in which children are given the opportunity freely to choose the means and form of the game. In the play activities with the guidance of teacher supply, select it and then attempt to guide the children to use it so that children find a concept. In the play directed, teachers teach our children how to accomplish a task tetentu. Besides the classroom setting, learning environment outside the classroom also must get the attention of teachers to be organized in a systematic and planned. Outside the classroom environment which is well ordered will have a positive impact for children in learning, so that the environment can thus provide the right stimulus to stimulate the child and the child is responding well. Classroom management activities are discussed in detail in a separate chapter include room settings as well as the arrangement of the tools needed to play in the learning process. The following are the components of the integrated practice of proper education and not feasible in children (Appropriate and inappropriate) are close relation to early childhood management (Purnani and Subekti, 1995)

The game is an activity that can be integrated in the learning of Early Childhood. Characters children who love to play make a teacher manage learning must consider several things about the concept, purpose and terms of games for children, the classification of play activities of children, materials and equipment game to suit the child's development, and the implementation of the use of games and play equipment in activities learning. As the results of research conducted by the Sri Hartatik et al (2012) found that learning by using the method in accordance with the character of the game very early childhood. Learning Method through the game can be done in the classroom and outside the classroom. With proper management in the learning games can help a child in an effort to help the development of children as much as possible. In this context Suhendi (2001: 8), which explains that: All human beings, both children and adults there is a desire to play. As well as the need to socialize and groups, play a fundamental desire of the human person ... Kids want to play because that's when they get a variety of experiences through play through the exploration of nature d vicinity. Of these activities, they can know the nature and playmates in a pleasant atmosphere. While adults need the game as a means of relaxation and entertaining themselves. The game is organized in learning can improve the competence khsunya competencies are closely related to the develop-

ment of children. Ralibi (2008: 23) argued about the competence of the results of the game are as follows: (1) Self Awareness, namely the ability to be aware of thoughts and emotions within yourself and be aware of what action should be made on emotion that is being realized. (2) Self Direction the ability to use options in deal with problems. (3) self Management, ie ability manage or organize or task issues independently. (4) Empathy, the ability to realize the emotions felt by others. (5) Assertive, namely the ability to condition ourselves among the submissive behavior (likely to follow) and aggressive. (6) Followership, namely the ability to position ourselves to be led by others. (7) Craetive Thinking, namely the ability to think with the car combining experience thoughts and actions in dealing with problems. (8) Work Team, the ability to cooperate in a team. (9) Problem Solving, namely the ability to solve problems. (10) openness, namely the ability to open up to other people. (11) Team Spirit. namely the ability to revive the spirit of collectively. (12) Effective Communications, ie the ability to interact with each other verbally and non-verbally. (13) Self Communication, namely the ability of interacting with one another both verbally and nonverbally. (14) Self Motivation, namely the ability to spur motivation within Playing at first not received special attention from psychologists, because of the limited knowledge about the psychology of child development and the lack of attention to the child's development. One figure who is credited for laying the foundation of the play is Plato, a Greek philosopher. Plato regarded as the first to realize and see the importance of the practical value of play. According to Plato, the children will be easier to study arithmetic by distributing apples to children. Also through the provision plaything miniature beams to children three years of age will eventually usher the child become an expert builder. There are several theories that explain the meaning and significance of the game, which is as follows

1. Recreation theory developed by Schaller and Nazaruz 2 German scholar between 1841 and 1884. They claimed the game was a flurry of recreation, as opposed to the work and the seriousness of life. Adults looking for an activity to play around when he felt tired after work or after doing certain tasks. With so the game can last "me-rekriir" freshness back body being tired.

2. Ontlading theorie according to British scholar Herbert Spencer, the game caused by the discharge flow waterwheel, the power has not been used and piled apad child is demanding be

used or employed. In connection with the energy of the "thaw" and "uploading" in the form of a game. This theory is also known as the theory of "redundancy" (krachtoverschot-Theorie). Then the game is a safety-valve for vital energy excessive.

3. Theory atavistis American scholar Stanley Hall with his view that the biogenetic stated that during its development, the child will experience all phases of humanity. The game was the appearance of all the factors heredity (inheritance, the nature of heredity): that all the experiences of human kind throughout history will be passed on to offspring, from the experience of living in caves, hunting, fishing, fighting, farming, , build a house up to create a culture and so on. All these forms of internalized by the child in the form of game-playing.

4. The biological theory, Karl Groos, the German scholar (later Maria Montessori also joined on this understanding): states that the game has a biological task, namely to train a variety of physical and spiritual functions. Time of play is a good opportunity for children to make adjustments to lingkungan life itself. Bachelor William Stren declared a game for children is as important as tactics and manouvre- manouvre in war, for adults. So the humans have exploited youth by playing to train themselves and gain excitement.

5. In the Psychological Theory, according to this theory, the game is the appearance of impulses that are not recognized in anaka - children and adults. There are two most important impetus by Alder is: a boost in power, and according to Freud is sexual drive or libidi sexualis. Alder found, GAMES provides satisfaction, or compensation for feelings of self fictitious. In the game can also be channeled weak feelings and the feelings of humility.

6. Phenomenological theory, professor Kohnstamm, a Dutch scholar who developed the phenomenological theory in pedagogic theory, it stated, GAMES THAT is a phenomenon / symptoms are evident. Which contain elements of the atmosphere of the game. The urge to play is an encouragement to live the atmosphere of the play, which is not specifically aimed at reaching certain achievements, but child's play for the game itself. So the purpose of the game is game itself. The process of learning in early childhood today has lost its meaning. This is because their pesainan on early childhood education and the wrong perception of the community and parents. In accordance with the curriculum for early childhood education should not be given mmembaca, writing and arithmetic. In early childhood the

most important is to build character and a good mental attitude. While the education of children uis Adini now compete with mnonjolkan abilities in reading, emenulis and counting. This is turning the world of early childhood that are in the world play. A wrong perception of the people or the elderly is a public / parents are proud to send their children in early childhood education that has taught reading, writing and arithmetic. This phenomenon must be overcome, so that early school education melaksanakan education according to the rules. Playing is an activity that can never be separated from the child. These circumstances attract the interest of researchers since the 17th century to do research on children and play. Researchers wanted to show how far the effect on children's play, if only to gain recognition and social acceptance or just for leisure. The first opinion is about playing by Plato noted that the child will be easier to understand arithmetic when taught through play. At the time of Plato teach subtraction and addition by distributing apples on each child. Event count more can be understood by the child when done while playing with apples. Experiments and research shows that children are more able to apply arithmetic to play compared with no play. Opinion further by Aristotle, he said that there is a very close relationship between the activities of a child playing with a child to be taken in the future. According to Aristotle, children need to be motivated to play the game that will be occupied in the future. For example, children playing blocks-balokan, will be the architect of his mature. Children who love to draw it will be a painter, and so forth. Late 19th century, Herbart Spencer, argued that children play because the child has excessive energy. This theory is often known as the theory of surplus energy that says that children playing (jumping, climbing, running, etc.) is a manifestation of the energy available from within the child. Played by Spencer aims to recharge a child who has been weakened. Sigmund Freud based Psychoanalytic Theory says that playing function to express encouragement implusif as a way to reduce excessive anxiety in children. Forms of play activities is shown in the form of fantasy play and imagination sociodrama or when playing alone. According to Freud, through play and fantasize child can express the hopes and conflicts as well as experiences that can not be realized in real life, for example, children playing at war to express themselves, children who punched the doll and pretending to fight to show his frustration. Cognitive-Developmental Theory of Jean Piaget, also revealed that playing is able to activate the

child's brain, integrating the functions of the right and left hemispheres of the brain are balanced and form neural structures, and to develop an understanding neural pillars that are useful for the future. In connection with that, the active brain is a very good condition to receive lessons.

Based on these studies, the play is very important for young children because it is through play to develop aspects of child development. These aspects are physical aspects, social, emotional and cognitive. Playing develop aspects of physical / motor skills through games that gross and fine motor skills, the ability to control your body, learn balance, agility, hand-eye coordination, and so forth. As for the impact if children grow and develop with physical / motor is good then the child will be more confident, have a sense of comfort, and have a positive self-concept. Development of the physical aspects of the motor to be one of the social aspects of the child's emotional shaper. Playing develop social emotional aspects of children, through play children have a sense of belonging, to feel part / accepted in a group, learn to live and work together in a group with all the differences that exist. By playing in a group of children will also learn to customize its behavior with other children, learn to master himself and his ego, learn restraint, able to regulate emotions, and learn to share with others. In terms of emotions, desires unspoken also increasingly formed when children play imagination and sociodramas. Cognitive Aspects develops when children play is the child able to improve attention and concentration, is able to bring creativity, capable of divergent thinking, train memory, develop perspectives, and develop language skills. Abstract concept that requires cognitive abilities are also formed through the play, and soak in the child's life so that the child is able to understand the world around well. Playing contribute naturally to learn and grow, and there is no single program that can replace observations, activities and direct knowledge of children at play. In terms of instilling the concept of understanding the family members, in the field teachers complain how difficult it is to instill the concept of understanding the family members. Based on observations in the field, supported by interviews of teachers, principals and obtained information that teachers understand the concept mmenamakan family members only use the lecture method. This implies that what can not be explained by the teacher responded with good children, children in the confusion, even when asked unpan bailknya many children were crying. Actually, many factors which cause, for example the language used

by teachers so hard that it is easy to understand children, as well as the methods used by teachers more dominated lectures, so that the children listless and bored and tired of hearing it.

The existence of an event like this, the researchers offer for teachers to use methods of family play charades say to do in Rungan Rungan classroom and outside the classroom. In using the method of play charades my family there beberapa thing that should be noted: Objective played: Play Scene: Determine Various activities Playing, Deciding Where and and Playroom. Determining Materials and Play Equipment. And Determine Sequence Step Play / In such a context, the purpose ebrmain guess my family, namely that children easily understand their family members along with their characteristics, themes of play is to instill the concept of my family members, a wide game is to guess what my family members, place and space to play guess my family members can do in the classroom and outdoors, materials and equipment needed is 5 boxes with different colors and with different writings as well, for example: a box of white labeled father, a red box reads mother, a yellow box reads brother, sister reads the green color box and black box inscribed with grandma and grandpa. The teacher send letter to the child to the parents of each so bring a colored photograph size 15X20 consisting of father, mother, brother, sister, and grandmother and grandfather. Teachers ordered that the Poto-Poto observed carefully in masingb their homes. Furthermore Poto-Poto the order with the help of teachers included in accordance with their respective boxes. The teacher tell boys had lined up in the order and waiting for the cue from teacher to take members of their families. After all the children took the teacher asked each child about the characteristics of each family member:for example, the father is a man or woman of what characteristics your father, mother's male or female what traits exist in your mother, your sister laki- men or women what characteristics of your sister, your sister male or female what traits your sister, nenk it men or women what characteristics of your grandmother, grandfather was a man or woman of what traits you grandfather. After the boys completed followed by daughters and given the same question with the boys. Once finalized games teachers to reflect on the content of the game in relation to the understanding of family members.

Once teachers are doing the game, then I have an interview with the teacher and ask nwith children information obtained as follows: interviews with teachers; spontaneously teacher rep-

lied firmly that through the guessing game of my family members that helps to instill the concept of understanding terhadap family members, children feel happy, young son was not afraid. Furthermore, when I asked some kids about the understanding of the family members of the answers given everything right child and the child is having difficulty.

CONCLUSION

From these results it can be concluded that the method of play charades family I can improve significantly the understanding of family members. With such results is then should teachers in instilling the concept of what should be done with the game interesting and fun but still contain elements of education.

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