



Improving AUD Language Skills Through the ABC 5 Dasar Game at TK IT Permatasari Kids School Boyolali

Anisa Putri Mardinta✉, Reni Pawestuti Ambari Sumanto

DOI: 10.15294/belia.v12i2.55916

Universitas Negeri Semarang, Semarang, Indonesia

History Article

Submitted September 2023
Revised October 2023
Accepted November 2023

Keywords

Language Skills; ABC 5
Dasar Games; Learning
While Playing; Early Child-
hood

Abstract

The low language skills of early childhood during the current pandemic need to be developed. In this case, the principle of learning from home through ABC 5 Dasar games is considered very suitable for the characteristics of childrens because the principle of learning in kindergarten is learning while playing. This study aims to determine whether there is an increase in language skills through ABC 5 Dasar games for 5-6 years old at TK IT Permatasari Kids School Boyolali. The research method used in this research is quantitative by using the One Group pretest – post-test. The sample used is the class B which collects 33 respondents. This research was conducted from August to September 2021. The results showed that the ABC 5 Dasar games could improve language skills in the class B at TK IT Permatasari Kids School Boyolali. This can be seen from the results of descriptive analysis with the number of respondents of 33 childrens with a value of $t = -43,773$ with a significance level of $= 0.000$, the language skills of early childhood after the application of the basic 5 basic ABC games are higher. The Percentage Value of early childhood language skills based on the application of the ABC 5 Dasar games has increased by 26.16%. Therefore it can be said that early childhood language skills increased after being given the ABC 5 Dasar games. The suggestions proposed in this study include: (1) to be able to use more interesting game media as a medium for learning language skills in early childhood. (2) Parents should be able to provide sufficient stimulation to children.

How to cite

INTRODUCTION

Early childhood is an extraordinary person. Every child is born into the world with a certain potential. The development and improvement of children determines their development and progress. Every child faces different kinds of unrelenting progress at almost the same rhythm. Opinion Idris (2016) Early childhood education is an important part in determining a child's development, child development is a process of progress where children learn how to dominate higher levels of point of view, many normal perspectives for progress in children, where these angles must be looked at more deeply. So one of them is the development of language skills. The development of language skills is also important in the formation of aspects such as concepts, information, and problem solving. Through the education process from early childhood, children are expected to be ready to enter further education levels, especially entering elementary school. According to Nur Bani Na'im (2015) Skills are very important for children, this will be a provision when children enter a wider social world, where the influence of friends and the social environment will affect their lives.

Talking about early childhood development and growth, according to Faila Sufa & Khamidun (2014) The concept of growth is concerned with changes in matters such as height, weight, head circumference or any other individual that can be measured. While development is an increase from before or the achievement of the child himself. The concept of early childhood development that must be considered is cognitive development, physical development, language development, social development, and emotional development according to Rosmiyati (2017) Based on language development, early childhood language skills are important for pre-school age children because language makes it easier for children to talk to friends or individuals around them. Language is an interesting thing in expressing children's thoughts and knowledge in dealing with other people. Early childhood who are developing in communicating using language or words must have the meaning of wanting to express their thoughts, feelings and needs.

Regarding the golden age in early childhood where children experience a very rapid period of brain development including the development of language skills, stimulation and proper handling are needed. According to Sari (2021) The educator is a very important part, he is the actor in the teaching and education process. It is

believed that AUD educators are great educators and can optimize aspects of child development. Therefore, in learning, educators should prefer a variety of approaches, strategies, models, media and appropriate methods, so that the learning objectives set are achieved. Basically, using a varied learning model is a form of effort to increase children's success in learning and as an indicator of improving the quality of education. In order for thematic learning to be interesting and innovative, researchers used traditional ABC 5 Dasar games to improve early childhood language skills. according to Syahisnu Adrianindita (2015) Language skills in early childhood will be the foundation for children to become responsible, caring, and productive adults.

According to Amalia & Hasana (2018) Language is one of the most important communication tools for life. The advantages of language are to be able to connect with each other, share experiences and can improve intellectually in developing language skills and knowledge. For early childhood, this period must be improved by being encouraged and developed so that they can strengthen their language skills. Opinion of Behaviorism (2017) children sometimes have many and varied thoughts, but they do not yet have the option to communicate well. This happens because the number of vocabulary in their speaking ability is very limited. If not given a stimulus and developed, this deficiency will be able to affect the development of other aspects. If they are trained to interact from an early age, it will affect the development of language and early literacy.

The low language skills of children in the Permatasari Kids School Boyolali IT Kindergarten make researchers feel that children's language skills education is lacking during the pandemic. In this case, the education of children's language skills through the ABC 5 Dasar game is considered in accordance with the characteristics of the language skills of children aged 5-6 years because the game can later contribute to the development of children's language skills. Based on the description above, researchers are interested in conducting research on improving early childhood language skills through ABC 5 Dasar games at TK IT Permatasari Kids School Boyolali.

according to Yulita (2017) The ABC 5 Dasar game is a traditional game that was popular in the 1990s era that relied on counting fingers using the alphabet and in the form of word games, namely guessing the names of objects, animals, or the names of characters such as the names of heroes. And according to Mulyani (in Febryana 2019) Traditional ABC 5 Dasar games can train

language skills and vocabulary in children. New names, like cities, are a way to build a child's knowledge, and a child's memory will be trained. While playing, the child remembers the names that have been agreed upon starting with the first letter B, the child thinks over and over again, and finally finds it. That thought is in line with the opinion of Khadijah & Armanila (2017) The 5 finger ABC game aims to stimulate children's ability to count and recognize vowels and stimulate imagination skills to recognize words that have the same prefix.

Language is not an innate capacity, like breathing and walking. Language skills cannot be mastered without other people, but at the same time they must be learned. According to Robin-gatin & Ulfah (2019) Language skills possessed by early childhood are the initial stage in increasing individual language development, including distinguishing between writing and reading abilities. In addition, the researchers identified that the learning activities carried out were less effective in improving children's language skills. Departing from these problems, it is necessary to improve language skills. So that learning targets are achieved and the creation of a teaching and learning process is not tiring, educators can take advantage of creative and appropriate learning activities. Seeing from the problems above, the researcher hopes that there will be progress in children's language skills. Like wanting to recount what was done that day. This is in accordance with the theory Mulyati (2015), namely they must learn to express themselves, share their experiences with others and express their desires.

The purpose of this study was to determine the improvement of early childhood language skills at TK IT Permatasari Kids School Boyolali through ABC 5 Dasar games. This research is based on Permendikbud No. 146 of 2014 and STTPA which is described in indicators of language development for children aged 5-6 years. The benefit of this research is to know the improvement of children's language skills, because language skills during the current pandemic are still very minimal to learn, with ABC 5 Dasar games can help children learn to recognize letters and write beginnings or also train children to be confident or appear in public. or in the school environment without any shame. Through the ABC 5 Dasar game, parents have the opportunity to train their children's memory. In this case, the ABC 5 Dasar game not only serves as entertainment but also serves to train children's memory and initial writing. So it is hoped that this researcher can provide more knowledge to parents and

educators.

RESEARCH METHODOLOGY

The research method used in this study is quantitative using a research design with a pre-experimental design method type one group pre-test posttest design. There are two variables in this study, namely early childhood language skills used as independent variables and ABC 5 Dasar game media as a variable bound. The population in the study were all students of class B TK IT Permatasari Kids School Boyolali, totaling 33 students for the 2021/2022 academic year.

Data collection techniques through questionnaires/questionnaires and documentation. The research instrument uses a Likert scale. Validity test is done by using correlation validity. Testing the reliability of the study using the Cronbach Alpha formula. While the data analysis technique was carried out by means of testing assumptions, testing hypotheses, increasing tests, and different tests.

RESULTS AND DISCUSSION

According to Riduwan (2019) descriptive results aim to describe the data that has been processed so that the data provided is easier to read, so that how much the child's independence increases after being given treatment using the ABC 5 Dasar game can be understood easily.

Table 1. Results of Descriptive Data Analysis

Variable	N	Hypothetical Data				Descriptive Data			
		mean	Score		SD	mean	Score		SD
			Min	Max			Min	Max	
Experiment Pretest	33	107.5	43	172	4	105	86	113	6
Posttest	33	107.5	43	172	6	150	135	171	7

Based on the table above, the hypothetical and empirical data are known. Empirical data on the pretest showed the average (mean) of 33 respondents was 106, with the lowest score or minimum score of 86 and the highest value or maximum value of 113. While the posttest data obtained an average value (mean) of 150 with the lowest score or the minimum value is 110 and the highest value or maximum value is 171. Furthermore, hypothetical data is used to determine

the high and low scores of subjects on the Early Childhood Language Skills Scale. Children's Language Skills will be categorized into three sections, namely High, Medium, and Low.

Table 2. Pretest Results

Criteria for Early Childhood Language Skills	Score	Number of Research Subjects	Percentage
Low	43 - 93	2	6.1%
Currently	94 - 121	31	93.9%
Tall	122 - 172	0	0%
Amount		33	100%

Based on the table above, it can be seen that there are 2 subjects who are in the low category in early childhood language skills with a score of 43-93. The table above also shows that there are 31 subjects that are included in the medium category in early childhood language skills with a score of 94-121, and there are no subjects that are included in the high category in early childhood language skills with a score of 122-172. The conclusion that can be seen from the table above is that the number of subjects in the medium category in early childhood language skills occupies the highest position with 31 children with a score of 94-121.

Table 3. Posttest Results

Criteria for Early Childhood Language Skills	Score	Number of Research Subjects	Percentage
Low	43 - 93	0	0%
Currently	94 - 121	0	0%
Tall	122 - 172	33	100%
Amount		33	100%

Based on the table above, it can be seen that 33 subjects are in the high category of early childhood language skills with a score of 122-172. In the table above, there are also no subjects who are in the low or medium category in early childhood language skills. The conclusion that can be drawn from the table above is that the high

category of early childhood language skills has the highest number of subjects with 33 subjects.

Table 4. Normalization Test

		Pretest	Posttest
		Experiment	
N		33	33
Normal	mean	104.09	150.00
	Std. Deviation	5,907	6,946
Parameters			
asymptotic			
Sig. (2-tailed)		.083	.146

a. Test distribution is normal

According to Sugiyono (2016) data normality test criteria if the sig value in the Kolmogorov-Smirnov table is greater than 0.05, it is called normally distributed. If the sig value is less than 0.05 then the data is declared not normally distributed. The results of the normality test of the data in the table above show that the sig value of early childhood language skills at the pretest is 0.083, while the sig value of early childhood language skills at the posttest is 0.146. Then the significance value of early childhood language skills at the pretest and posttest has a value of more than 0.05, so that the data for early childhood language skills has a normal distribution of data.

Table 5. Hypothesis Test

Early Childhood Language Skills	t	Sig. (2-tailed)
PretestExperiment	-43.773	.000
Posttest		

With the number of samples in the experimental group of 33 obtained (sig 2 tailed) < 0.05. In the table of paired sample t-test results, it can be seen that the probability value (sig 2 tailed) is 0.000 < 0.05, which means H1accepted and H2rejected. This means that there is a significant difference in early childhood language skills through traditional ABC 5 Dasar games.

Table 6. Improvement Test

Group	Percentage Value
Pretest	61.04%
Posttest	87.20%

In the table above, it can be seen that the percentage value of early childhood language skills in the pretest is 61.04% while the posttest is 87.20%. The magnitude of the increase between the pretest and posttest scores can be determined by finding the difference between the two so that the following results are obtained: $87.20\% - 61.04\% = 26.16\%$. Based on the results of these calculations, it shows that there is an increase in early childhood language skills in the application of traditional ABC 5 Dasar games by 26.16%.

DISCUSSION

This ABC 5 Dasar game has never been delivered at TK IT Permatasari Kids School Boyolali and this research is also rarely studied by the Department of Early Childhood Education Teacher Education, State University of Semarang. Through the process of playing, children have the ability and potential to develop optimally. This is in line with the opinion Holis Ade (2016) Play in the life of a child is of extraordinary value, playing activities in the implementation of learning activities in kindergarten is an absolute necessity that cannot be ignored in any way.

The ABC 5 Dasar game as a means to improve early childhood language skills can be seen based on the function of the 5 ABC Dasar game that can be used as an inculcation of early childhood language skills. according to Purwantini (2018) The ABC 5 Dasar game is a game to stimulate and improve language skills such as listening, and recognizing letters according to the 2004 curriculum. Competency standards get a high share with a learning-by-play approach that adds to all aspects of early childhood development.

Early language skills in children who are still lacking at TK IT Permatasari Kids School Boyolali are caused by several things, especially during the current pandemic which cannot be conditioned properly. During the research conducted online, it was carried out alternately and not all 33 students did the ABC 5 Dasar play activities together, but took turns and collaborated with parents if they did not play with the researcher, they would meet the next day or called rolling. The application of the ABC 5 Dasar game is carried out three times in one week and is carried out twelve times the application of the ABC 5 Dasar game.

Based on the research that has been done, the improvement of early childhood language skills is based on what method is applied by the researcher. In this study, using the ABC 5 Dasar game as a method used to improve early child-

hood language skills. According to Febryana (2019) ABC 5 Dasar game is as a means of memorizing letters quickly and most importantly fun. Children will quickly remember because in this game together they will pronounce the letters according to the finger that is raised repeatedly. Therefore, there were differences in the groups before and after the treatment was applied.

The way to play ABC 5 Dasar in improving children's language skills is through children's understanding of the game. This is in line with the opinion Faizin (2020) This ABC 5 Dasar game requires more knowledge and intelligence of children. Then the child will become faster in terms of language skills because the game relies heavily on the child's intelligence and focus. This is in line with the opinion of Istiana et al., (2020) The ABC game is a very fun and not boring game, by playing this ABC 5 Dasar game children become more developed, dynamic, innovative and the child's feelings are always cheerful even at home and the child's verbal communication develops.

Indicators of language skills in this study include listening or listening skills, speaking skills, and reading and writing skills. This corresponds to Susanto Ahmad (2015) concerning early childhood language skills which must include the four elements of listening, speaking, reading and writing, which means that efforts to develop language skills in children must be coordinated with the four elements of language skill development. In this study, the ABC 5 Dasar game has been modified so that it can cover four elements of language skills for children aged 5-6 years at TK IT Permatasari Kids School Boyolali.

CONCLUSION

Based on the results of data analysis and discussion of research results with the application of the ABC 5 Dasar game, it can be concluded that before being given the ABC 5 Dasar game activities to the level of language skills, children aged 5-6 years had language skills in the medium category as many as 94% of children and after being given the ABC 5 Dasar game to the level of language skills of children aged 5-6 years at TK IT Permatasari Kids School Boyolali has high language skills as much as 100%. This shows that there is an increase in language skills through ABC 5 Dasar games for children aged 5-6 years at TK IT Permatasari Kids School Boyolali with an increase value of 26.16%.

REFERENCES

- Amalia, ER, & Hasana, H. (2018). Honing Early Childhood Language Skills Through Singing Activities. *Aulada: Journal of Child Education and Development*, 1(1), 1–11. <https://doi.org/10.31538/aulada.v1i1.207>
- Behaviorism, N. (2017). A Comparative Study of Vygotsky's Perspectives on Children's Language Development with the International Journal of Language Education and Teaching Number Doi.
- Dr. Hj. Khadijah, MA and, & Armanila, S.Pd.I., MP (2017). Early Childhood Play and Games. In Itqan (Vol. 7, Issue 1). PRIMARY PUBLISHING.
- sufa file; Drs. Khamidun. (2014). The Role of Teachers and Parents' Participation in Instilling Islamic Religious Values in Children Age 5-6 Years. *BELIA: Early Childhood Education Papers*, 3(1).
- Faizin, K. (2020). Khoirul Faizin UIN Sunan Ampel Surabaya. 4, 43–56.
- Febryana, E. (2019). improvement of language skills through traditional five basic ABC games in thematic learning in grade 1 ar-rahman mi ma'ari setono year <http://etheses.iain-ponorogo.ac.id/6059/1/upload/ELGA.pdf>
- Holis Ade. (2016). Learning Through Play for Early Childhood Creativity and Cognitive Development. *Garut University Journal of Education*, 09, 23–27. https://doi.org/10.1142/9789812773678_0145
- Idris, MH (2016). Characteristics of Early Childhood. *Permata : Journal of Early Childhood Education*, 37–43.
- Istiana, J., Istiana, J., Istiana, J., Istiana, J., Istiana, J., & Istiana, J. (2020). The Relationship between ABCD Game and Verbal Communication for 5-6 Year Old Children at Adilla Mulia 1 Kindergarten Palembang in 2019. *PERNIK : Journal of Early Childhood Education*, 3(1). <https://doi.org/10.31851/pernik.v3i1.4043>
- Mulyati, Y. (2015). The Nature of Language Skills Indonesian Language Skills Elementary School. *Elementary Indonesian Language Skills*, 1–34.
- Nur Bani Na'im. (2015). Improving the Social Skills of Children Age 4-5 Years Through Traditional Games Cublak-Cublak Suweng At Kindergarten Aisyiah Bustanul Athfal 44 Banyumanik District, Semarang City. *BELIA: Early Childhood Education Papers*, 4(2), 46–51.
- Purwantini. (2018). Application of the ABC Game Method to Improve Children's Language Development at the Nganjuk State Kindergarten. Thesis, September, 3–6.
- Riduwan. (2019). Easy Learning Research for Teachers and Employees and Beginner Researchers.
- Robingatin, & Ulfah, Z. (2019). Early Childhood Language Development (Analysis of Children's Storytelling Ability). [http://repository.iain-samarinda.ac.id/bitstream/handle/123456789/728/Early Childhood Language Development.pdf?sequence=1&isAllowed=y](http://repository.iain-samarinda.ac.id/bitstream/handle/123456789/728/Early%20Childhood%20Language%20Development.pdf?sequence=1&isAllowed=y)
- Rosmiyati. (2017). Efforts to Develop Language Ability in Early Childhood (3-4 Years) Through Storytelling Method at Khadijah Sukarame Early Childhood Education, Bandar Lampung. 93(I), 259.
- Sari, A. (2021). Language Development for Early Childhood 5-6 Years Viewed from Syntactic and Pragmatic Aspects. *Journal of the Quality of Education*, 2(2), 102–106. <http://journal.kualitama.com/index.php/jkp/article/view/44>
- Sugiyono. (2016). Quantitative, Qualitative, and R&D Research Methods. ALFABETA cv.
- Susanto Ahmad. (2015). GUIDANCE & COUNSELING in Kindergarten. PRANADAMEDIA GROUP. https://books.google.co.id/books/about/Bimbingan_Konseling_di_Taman_Kanak_anak.html?id=Blc_DwAAQBAJ&redir_esc=y
- Syahisnu Adrianindita. (2015). Efforts to Improve Socio-Emotional Skills of Children 2-3 Years Old Through Storytelling Method at Siti Sulaecah 04 Kb Semarang. *BELIA: Early Childhood Education Papers*, 4(2), 32–37.
- Yulita, R. (2017). Traditional Indonesian Children's Game.