



## Application of Ludo Modification Game to Introduce the Concept of Early Social Studies on Children Age 5-6 Years in Dharma Wanita Kindergarten Ngawen Pati

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### Abstract

The concept of social studies is one of the knowledge that must be introduced in early childhood. One of methods that can be done to introduce to children the concept of social studies is through play activities. Through the ludo game modifications, can be expected to help children in recognizing the concept of social studies. The problem of this research is whether there is a difference of understanding of learning concept of early social studies through ludo modification game in children aged 5-6 years. This study aims to determine the difference in understanding the concept of learning early social studies through ludo game modification activities in children aged 5-6 years. This research was conducted in Dharma Wanita Kindergarten in Ngawen Pati by using Pre-experimental Design with One Group Pretest-Postes Design approach. The samples that used are children aged 5-6 years by 30 children. Sampling technique in this research is Purposive Sample technique. The data analysis method was used Independent Sample t-Test method. The data shows an increase in the mean value from 90.87 to 122.97. The magnitude of the increase is 32.1. Based on the result of calculation using Paired Sample t-Test, the value of  $t_{table} > t_{count} > t_{table}$ , that is  $(-2.045 > -16,146 \text{ or } 16,146 > 2,045)$ , with  $Sig = 0.000$  or  $Sig. (2-tailed) < 0.05$  so that  $H_a$  is accepted and  $H_0$  is rejected. Therefore, it can be concluded that there is a significant difference in understanding the concept of social studies children 5-6 years of Dharma Wanita Kindergarten in Ngawen Pati after using the media game ludo modification.

## INTRODUCTION

Education is an important thing for an individual. The process of education is relentless since the human being was born until the end of life. Education is also a major factor in the personal formation of a human being. Based on the National Education System Act No.20 of 2003 on the national education system in Indonesia, asserts that education is a shared responsibility between family, community and government. The essence of education is an effort to educate the nation's life. The existence of the essence of the importance of an education itself refers to that education should have taken place since a person is in the early childhood.

Early childhood education according to the National Association for the Education of Young Children (NAEYC) (Santi, 2009) early childhood begins at birth until 8 years old. In the early childhood phase, a human being starts to recognize the surrounding social environment starting from the family environment, society and school, even as the beginning of the individual understand and knowing himself. Age 5-6 years is an effective time for children in developing the potential that is in the child through play activities. One of them practice the potential in recognizing the concept of early social studies. According to Maxim (2010: 2) defines the concept of social studies in the subject of education to learn about all social science knowledge which systematically helps children from an early age to become citizens in accordance with culture, and democratic society.

As a teacher it is obvious know how to give a learning material correctly. Based on Fatmawati (2011), a teacher should be able to give right instruction and guidance for children, hence they can explore their environment through every meaningful stage and learn in a joyful and interesting situation, and relevant with their experience. Using a game or props can be an alternative solution for the teacher in showing a concept which is felt as abstract concept for the children for being real or can be accepted by children brain. In fact, in real situation, there are many institutions that apply worksheet as main media in introduction social studies learning process to children, including Dharma Wanita Kindergarten Ngawen Pati. The limitation of the availability of indoor media, become one of the obstacle.

This causes children have difficulty in understanding the concept of social science learning in real because the lacks direct experience of the children. This understanding is certainly contrary

to the concept of social science learning, where children should get a chance to learn directly. The teachers of Dharma Wanita Kindergarten Ngawen Pati assume that a practical and easy media that is through student worksheets, the visible or actual media are not necessary to be presented in front of children.

Based on these problems, the researchers concluded that the need of a modified game media. Definitely, the media can help the children to obtain information, equip the children to identify and help the child develop the skills of social interaction directly. This is correspond with the objective of the importance of introducing early social studies concepts for children. One of them is through the media ludo modification game.

This Ludo modification game similar with common ludo game, only this game has undergone several modifications. The Game design is neatly packed and as concise as possible so that it undergoes some changes especially in the number of columns used. The form of the ludo game modification game itself is accompanied by attractive colors. The rules of the game applied to the ludo modifications game was made simpler than the original one, therefore it is easy to understand by the children. The material of the ludo modification game media is certainly safe and consists of objects that are easily found around children such as wood, plastic and paper.

## RESEARCH METHODS

The implementation of this research took place in Dharma Wanita Kindergarten Ngawen, Pati. The research design used was Pre-Experimental Design with One Group Pretest-Posttest Design approach. The sample of this research consisted of 30 children with low, medium and high understanding level of social learning concept. In this research the purposive sampling was used as sampling technique. The data collection methods in this study using the scale of understanding the concept of early social studies children aged 5-6 years with a total of 40 valid items that have been previously tested. This research used descriptive data analysis method and hypothesis test with Paired Sample t-Test.

In pretest result data shows the level of understanding of the child in recognizing the concept of early social studies is 33.3% on the low criterion that is at the interval of class 41-80 a number of 10 children, then at the percentage of 56.7% on medium criteria with interval class 81-120 a total of 17 children, and high criteria only amounted to 3 children with percentage of 10%.

In general, children have a level of understanding that is in recognizing the concept of social studies, it is necessary to treat the level of understanding of children experience a positive change in accordance with Awalya (2012), that through a learning, one of them is social studies, children will be an individu that independent, confident, has a great curiosity, able to decide and develop an idea and adept at adapting to the new environment

After being given treatment, the posttest result data indicated that there were 8 respondents have understanding which is in recognizing the concept of early social studies with a percentage of 26,7%. Then on the high understanding criteria that is equal to 73.3% with the number of 22 respondents. Therefore, in general the level of understanding of early social studies concept after being given treatment is in high criteria that is equal to 73.3%.

Based on pretest and posttest data collected, t-Test can be tested through different Paired sample t-Test test. In this calculation the researchers used SPSS 16 program as a helper tool. The results of t-test test results can be seen in table 1:

**Table 1.** Paired Samples Test

Paired Differences				
		Mean	t	Sig. (2-tailed)
Pair 1	Pre_Test - Post_Test	-32.100	-16.146	.000

Based on the table of t-Test results can be seen that the value  $-t_{table} > t_{count} > t_{table}$ , ie  $(-2.045 > -16.146 > 2.045)$ , with significant value (2 tailed) of  $0 = 0.000$ . This proves that there is a significant difference in the understanding of children's understanding of the concept of learning early social science reviewed from the treatment by using ludo modification game. In addition, the mean score of 5-6 years old understanding of the concept of early social studies also differed from the pretest average score of 90.87, after being treated to 122.97. Hence, the results obtained that with the ludo game activity given modification, the level of understanding of children aged 5-6 years in recognizing the concept of early social studies increased.

## RESULTS AND DISCUSSION

Social science learning is one of the knowledge that should be introduced to the child since the early, introduction of the social studies

concept brings a very important benefit in the life of the child later. As Leni (2014) has explained, social science learning can help children develop the knowledge, skills and social attitudes needed in community life. Of course, many ways that can be done to introduce the child about the concept of social studies, either through a formal education or not. According Wahyuningsih (2015) The learning aim is supposed to educate and education, there is always a knowledge which relevant to each other, as well as good learning for early childhood is through play activities. In accordance with the theory of Semiawan in Maghfiroh (2016) as we have seen that children of this age learn and get information from the surrounding environment through a play activity where playing is a serious activity for children to explore various activities.

Some aspects of social science are focused on introducing the social studies concept through a game as a medium. In this study based on *Pennsylvania Social Studies Learning Standards for Early Childhood Pre-Kindergarten* (2014) accordance with *National Council for the Social Studies* (NCSS) then combined with social science learning objectives according to the Ministry of National Education of 2007 development of social studies content policy which is developed in based education in Indonesia that covers the legal aspects, government or politics, geography, economics and sociology. Besides, based on Indarwati (2017) through a game will facilitate early childhood in recognizing a concept.

In the legal aspect, through the ludo modification game the children are introduced about a rule. Hanrianto (2015) explains that by giving children a chance to recognize a rule, adhere to the norms and restrictions can encourage children to be able to make a good social adjustment. In the aspect of government or politics, the children are introduced about the division of tasks and responsibilities in the ludo modification game. Each child performed their respective duties and responsibilities according to the role of the child chosen as a player in charge of running the pawn or player responsible for all cards and coins. Supported by the theory described by Putri (2015) that the behavior of responsibility needs to be possessed by children covering the aspects of knowledge, skills and social attitudes, by developing responsive behavior children can feel what others feel, establish cooperation and lighten the burden of others.

Through the ludo modification game aspects of geography that can be taught for children are the introduction of objects and places around

the child, identify a symbol and know the direction. Based on the Pennsylvania Social Studies Learning Standards for Early Childhood Pre-Kindergarten (2014) in the introduction of geography for early childhood has quite difference from the correct understanding of geography, in the concept of geography learning for children is more indirectly and more simply explained. Mutiah (2010: 113) suggests that children who are trying to get acquainted with the objects around them, understand the nature and the events that occur around it is actually a stage of children to prepare themselves to become members of the community.

In general, the objects that need to be introduced in early childhood related to the economic aspect is how to help the children in making decisions. Zakiyya (2013) explains that the introduction of basic concept of economics is introduced to the child is about scarcity and decision-making process, followed by the introduction of money and transaction process, not only that other skills also need to be taught as a provision of children later all can taught in pre-school days.

Considered from the sociology aspect, this ludo modification game gave more indirect impact. As we know, that this modified ludo game is played in groups, consequently it would enable the emergence of a cooperation, sympathy, competitive behavior, intimacy, and of course a social interaction. In accordance with Fachrial (2015) that social interaction is the basic of cooperation, sympathy and even competition, hence, that the occurrence of social behavior is encouraging individuals to maintain solidarity, social behavior should be developed and maintained every member of society.

The scope of material introduced in this game is deliberately simple and limited because in this study the researcher helped the children to get to know about the concept of social studies in early stage. Leni (2014) suggests that in general, simple or early social studies in early childhood is to foster children getting information in the environment around children, equipping children with the ability to identify and help develop social interaction skills.

## CONCLUSION

Based on the results of study that has been implemented then obtained a conclusion that the level of understanding of children aged 5-6 years in recognizing the concept of early social studies after given ludo modification game activities increased and there were significant differences. It

can be said that the provision of ludo modification game activity is effective for improve children aged 5-6 years understanding in recognizing the concept of early social studies. This is indicated by the difference in the average score of early childhood understanding level 5-6 years in recognizing the concept of early social studies in Dharma Wanita Kindergarten Ngawen Pati before and after given ludo modification game activity that is from 90.87 to 122.97. The enormity of the increase of 32.1. Hypotestis test results also showed that the Sig value of 0.000 < 0.05 and the value of  $t_{\text{arithmetic}} > t_{\text{table}}$  (16.146 > 2.045).

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