

The Effect of Lego Educational Games on Socio-Emotional Development of Early Childhood At Rifa PAUD Cilegon City

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Abstract

Development social emotional children at Rifa PAUD Not yet in accordance hope indicated from child Like scramble toys, have emotions that are not under control because used to with parental treatment in her home like working parents so that child No get more attention Research This aiming For know influence to development social emotional to Early Childhood Development at PAUD RIFA. Types study This is design experiment using pretest and posttest. Population study is participant RIFA PAUD education from Group B consists of 15 children. The sampling technique subject study using purposive sampling with amount subject study as many as 15 children. Method data collection using sheet observation social emotional child with what is done to two group class A (class experiment) and B (class control) with pretest and posttest treatment. Based on data processing is carried out with using SPSS 24 the results of class A data with sig. value =0.001<0.05, so reject Ho or accept Ha which means there is influential differences to average pretest score with posttest on Class Group. So that can concluded that the pretest and posttest data are normally distributed. Lego games are effective in increase skills social emotional child age early at PAUD RIFA Cilegon.

Keywords: Games Educational, Lego, Social Emotional

INTRODUCTION

Children's Education Early Age is stages a very important beginning in development child, where children with fast absorb information new and developing various skills that become base for growth they furthermore. Law No. 20 of 2023 on National Education System interprets If child age early is child since fetus in content born until with 28 days old, 1 to 2 years old with 2 months, and age 2 to with 6 years old. Children aged early is at phase gold or *golden age*, where development child age early become determining and influential throughout life (Susanto, 2017).

In development child early age, there is aspect developments that must be stimulated, including aspect religious values and norms, aspects social emotional, aspect language, aspects cognitive, aspect physique motor, and aspects art. Sixth aspect This become highlight main in support development education child age early. Various activity purposeful learning For give stimulation use optimize all over potential child age early.

According to Nurjannah (2017), the social emotional development of early childhood is a learning process in children about interacting with people around them in accordance with social rules and children are more able to control their feelings in accordance with their ability to identify and express their feelings which are obtained gradually and through the process of reinforcement and modeling. For That development social emotional must be be noticed since age early Because will become foundation beginning For the next life.

With give appropriate and suitable stimulations with portion. For give proper stimulation, parents and teachers can use activity play as method For maximize all over potential child age early. Besides pleasant activity play own Lots benefit for the growing process flower child age early (Eliasa, 2012).

One of interesting way for PAUD students in to improve social emotional development child is with play Lego like in study that Game Tools educative Lego proven can increase various aspect development child age early, including aspect cognitive (Yuniasih, 2022; Milla, 2017), aspects social emotional (Rakhmawati, 2022), aspects physique motoric (Sary *et al.*, 2023; Christiana & Mahmudah, 2015) nature cooperative child age early (Rohimah & Rohmalina, 2019), and creativity child age early (Sinaga & Sinambela, 2023).

Based on explanation said, researchers interested For do study with title “ Influence Game Lego Educational Towards Development Social Emotional Early Childhood In Paud Rifa, Cilegon City ”.

METHOD

In study This researcher use study quantitative with approach experiment. Study quantitative according to Sugiyono (2019), is a method research based on philosophy positivism, as method scientific or scientific because has fulfil rules scientific in a way concrete or empirical, objective, measurable, rational, and systematic. Research This aiming For develop understanding about influence game educative to development social, emotional, and various ability main child age early. Approach experiment allow writer For test activity play to ability physical-motor, social-emotional, and cognitive child in a way measurable and systematic.

Method research conducted namely the pretest-posttest control group design has 2 groups that will given knowledge about condition beginning whether Still There is difference between from group control and group experiment.

RESULTS AND DISCUSSION

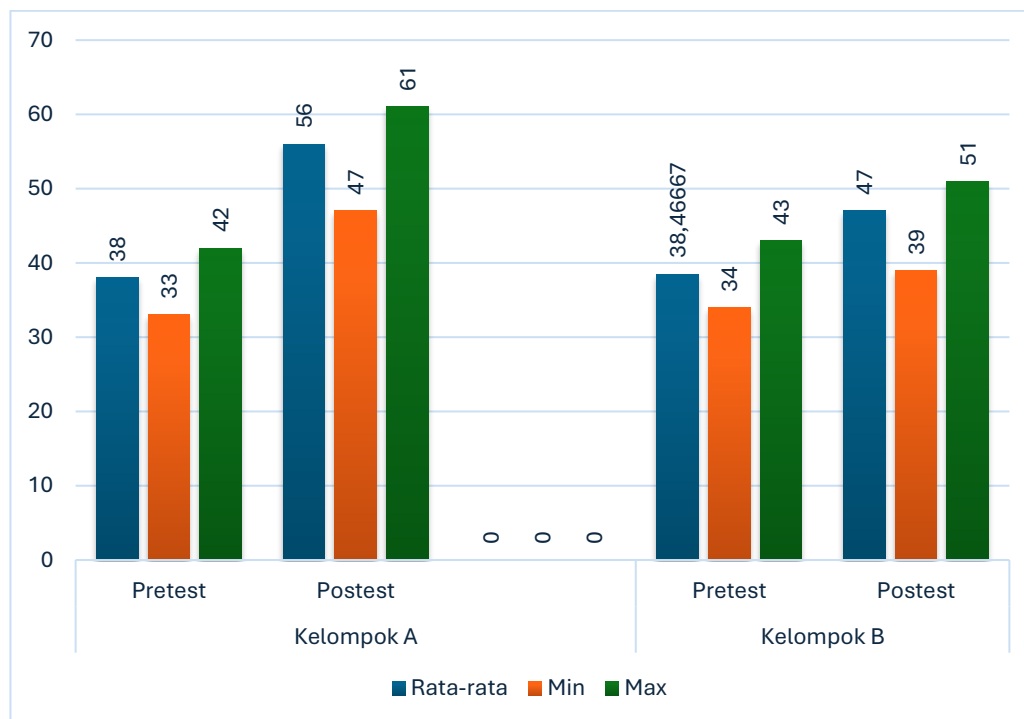


Figure 1. Recapitulation of Child Development Scores

Viewed from mark development student class A and class B with method experiment with game educative lego. Before do research, researcher know condition beginning ability

development social emotional. In class A, with The total pretest score obtained was 563 with mark maximum 42, minimum value 33, and mean value is 38. Posttest development value child increased. The total score of the posttest was 840, the value maximum 61, minimum value 47, and mean 56.

Meanwhile, in class B, the pretest score was overall obtained 577 with mark highest 43, value lowest 34, and the average value is 38.4667. The posttest value of development child increased. The total score of the posttest was 699, the value maximum 51, minimum value 39, and mean 47.

Research that has been conducted at PAUD RIFA, in accordance with with data from results observation. And from pretest and posttest activities on two type class that is class A (class group) and class B (class individual) conducted. Result data test the done calculation Then analyzed with looking for normality test, difference test and Wilcoxon test.

The population taken in study This is a total of 15 children from class A and Class B. The process of activities use method study experiment with do game education through Lego with observed value is development emotional child.

The results of the pretest conducted in class group can known that development emotional child Not yet develop with good. This is can seen from the total result obtained was 563 where mark maximum 42, minimum value 33, and mean value is 38. Likewise For class individual with the total number obtained is 577 with mark maximum 43, minimum value 34, and mean value is 38.4667.

However after trial treatment was carried out with game education lego, it turns out development emotional child experience quite a rise significant. This is can seen from results posttest conducted show overall posttest score of class A total of 840, value maximum 61, minimum value 47, and mean 56. Increase development emotional children were also experienced by class B with a total posttest score of 699, the score maximum 51, minimum value 39, and mean 47.

Learning with use method experiment done in class For increase development emotional child it turns out produce sufficient development good. Develop emotional child through method experiment game education Lego at PAUD RIFA, such as with do various the experiment that made child curious What will happen If test the done, thing the give opportunities for children For understand and try build various form For develop ability emotional child through method experiment and carry out evaluation to activity method experiments that have been done.

Researcher perform a normality test normality in order to be able to know whether the sample studied normally distributed or no. In the study this is a normality test using the one sample Kolmogorov-Smirnov test on the SPSS 24 program with level significant 5% or 0.05. Normality test conducted on each data result of the pretest and posttest of ability development participant educate. The provisions from the normality test is If mark significant > 0.05 then the data is normally distributed. While If mark significant < 0.05 then the data is not normally distributed. This is show that normality test results mark pretest results and posttest scores of ability science participant educate own significant 0.200. So can concluded that the pretest and posttest data are normally distributed.

After normality test is carried out, then the data is continued with a difference test. Purpose from this test is For show whether treatment control (pretest) with experiment (posttest) can it is said different treatment. Besides that, the test is also used For know whether class A

(group) and class B (individual) can it is said different. Based on data processing obtained mark $F_{hit} [P]=151.623 > F_{tab} [P]=4.01$ or sig. value $=0.000 < 0.05$. So that Reject H_0 or accept H_1 . So it can the data is interpreted there is difference significant from all the treatment given that is pretest and posttest treatment posttest. While mark $F_{hit} [K]=15.361 > F_{tab} [K]=4.01$ or sig. value $=0.000 < 0.05$. So that Reject H_0 or accept H_1 . So it can the data is interpreted there is difference significant from all group that is Class A (Class A group) with class B (Class Individual)

After conducted a different test and proven that there is difference between pretest treatment with posttest and differences between class A with class B, then furthermore Wilcoxon two-tailed test was performed dependent sample. The test used For know whether average value of before treatment (pretest) and after treatment (posttest) is own influential differences in a way significant or no. Testing the done to Class A (Group) and Class B (Individual) Based on data processing is carried out with using SPSS 24 obtained that to class A, grade $T_{hit} = -3.412 < T_{tab} = 20$ or sig. value $=0.001 < 0.05$. So that Reject H_0 or accept H_1 . So it can interpreted there is influential differences to average pretest score with posttest on Class Group. While to class B, grade $T_{hit} = -3.362 < T_{tab} = 20$ or p- value $=0.001 < 0.05$. So that Reject H_0 or accept H_1 . So it can interpreted there is influential differences to average pretest score with posttest on Class Individual.

CONCLUSION

From the results study on researcher can conclude that after trial treatment was carried out with game education lego, it turns out development emotional child experience quite a rise significant. Test results Wilcoxon with two sample independent done to Class A (Group) and Class B (Individual) is available influential differences to average pretest score with posttest on Class Group. There is significant difference from all group that is Class A (Class eksperiment) with class B (Class control). posttest scores of class A total of 840, value maximum 61, misnimum value 47, and mean 56. Increased development emotional children were also experienced by class B with a total posttest score of 699, the score maximum 51, minimum value 39, main 47

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