

Application of Play Method to Develop Children's Cognitive Abilities Through Beam Games in Tridaya Kindergarten

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Abstract: This study raises the issue of "The Application of Play Methods To Develop Cognitive Abilities of Children Through Beams in Tridaya Kindergarten". The aim to be achieved is to find out the results of the application of the game method in developing children's cognitive abilities through block play in early childhood at Tridaya Kindergarten. The research method used in this research is a descriptive method using qualitative, data collection techniques used by researchers, namely, observation and interviews. The research subjects were the principal, teachers, and students in group B with a sample of 6 students. Cognitive development continues from infancy Even though biological potentials have started since the prenatal period. Cognitive is a broad understanding of thinking and observing so that there are behaviors that result in people gaining knowledge or needed to use knowledge. The results showed that children began to show improvement in cognitive abilities, able to distinguish beam shapes, recognize vowels and consonants, recognize symbols, and be able to show exploratory activities. Thus, if viewed from the exposure it can be concluded that block play can improve cognitive abilities in early childhood.

Keywords: *beams, cognitive games, playing methods*

INTRODUCTION

Early childhood education (PAUD) is one of the programs echoed by the government to improve education services. Early childhood is in a stage of growth and development both physically and mentally, where the child's world is the world of play. Therefore, all forms of learning are packaged in various kinds of games assisted by educational game tools (APE) in stimulating the level of achievement of child development. Referring to the 2003 National Education System Law article 1 paragraph 14 states that, "Early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical growth and development and spiritually so that children have the readiness to enter further education.

At this time early childhood is often called the golden age (Golden Age) in the process of growth and development. This period is the right time to lay the foundations of development in aspects of language, cognitive, social-emotional, physical, artistic, moral and religious values. So that efforts to develop the full potential of early childhood should be started so that the child's growth and development are optimally achieved.

One problem that occurs at this time is the lack of innovation in providing learning methods provided by teachers so that learning seems monotonous. In this case, the researchers applied a beam educational game to improve the cognitive abilities of young children, seeing that cognitive abilities were observed to be still not maximal. With the beam, media is one of the solutions to the problem of providing stimuli in the cognitive aspect by looking at the characteristics of children who are varied so that the beam-assisted learning patterns can be an alternative to achieving optimal levels of developmental achievement.

RESEARCH METHOD

The research approach and method used by researchers is qualitative. Qualitative approach is an approach in which researchers will design research to collect data, analyze, and interpret data that has been analyzed. According to Corbin, (2007: 4) writes, "the term qualitative research is intended as a type of research whose findings are not obtained through statistical procedures or other forms of calculation". To obtain data relating to the title of the study, the authors use data collection techniques to conduct observations and interviews as follows:

1. Observation

The researcher is in Tridaya Kindergarten and observes all activities and learning processes from a certain place, the researcher observes carefully and carefully. Dwilestari (2012: 78)

2. Interview

Researchers carry out conversations conducted by two parties, namely the interviewer (interviewer) who asks questions and interviewees (interviewees) who provide answers with specific intentions related to the problem under study

RESULTS AND DISCUSSION

The results of the study carried out in kindergarten with a sample of group B children, amounting to 6 people consisting of 3 boys and 3 girls. Initial conditions before the implementation of the method of playing assisted by blocks to improve children's cognitive abilities conducted interviews with school principals and teachers by making a daily learning implementation plan (RPPH) that refers to the 2013 PAUD Curriculum. The results of observations of development with blocks are still limited to the use of limited play free to arrange shapes according to the wishes of the child. In this condition, it is admitted that teachers at these institutions need more innovative methods to stimulate anal cognitive abilities more optimally. At this time early childhood is a golden period that is a time when children begin to be sensitive or sensitive periods to receive various stimuli. Therefore early childhood education is very important so that the development of children's abilities can develop fully by their age. One aspect of development that can support the function of intelligence is through maximum cognitive development abilities and optimal stimulation. In this case, the process of cognitive development is very closely related to intelligence. Garner, (2000) suggests that the notion of intelligence is the ability to solve problems or to create work. Referring to Permendikbud 137 of 2014 concerning National Standards for Early Childhood Education, the scope of Cognitive Development includes:

1. Get to know various kinds of vowels and consonants
2. Matching numbers with symbol numbers
3. Representing various objects in the form of pictures or writing
4. Shows exploratory activities

In the current stage of development, the term cognitive has become one of the dominant aspects of development in the psychological development process of a human being because it is closely related to problem-solving and understanding in considering a problem. Besides cognitive development can be a link in remembering one event with another event. Cognitive is a broad understanding of thinking and observing so that there are behaviors that cause people to gain knowledge or are needed to use knowledge (Patmodewo, 2003: 27).

While playing is a media that is very necessary for the process of thinking because it supports intellectual development through the experience of children's way of thinking. Play is an opportunity for children to explore, conduct research, conduct experiments to gain knowledge. According to Mulyasa (2012: 169-173), the types of play that can be used as a method of learning for young children are social play, playing with objects, and playing roles. Meanwhile, according to Elizabeth Hurlock as quoted by Suyadi (2010: 283) defines playing or playing as an activity to get pleasure. The play also opens many opportunities for children who are creative, discover and shape and build as they draw, play with water, play with clay or plasticine and play with blocks. The relationship between playing with early childhood learning so that the game that researchers will apply is more referring to improving children's cognitive abilities through block play. According to Piaget in Prayitno (1962) stated that "at an early age children will go beyond the stages of cognitive play development starting from playing sensory-motor or playing associated with the tools of the five senses to enter the highest stage of play where there are rules of play, where children are required using reason “.

To improve children's cognitive abilities, teachers must be good at using media or learning resources so students can more easily explore their cognitive abilities. One form of media that improves children's cognitive is block media, where the concept of learning with block media is as a game so that children are given the freedom to develop their imagination. Media block is a piece of wood that has various shapes. Generally, rectangular or cube-shaped. The development of the beam as a game tool. Children like to stack blocks or combine blocks to satisfy their imagination of a shape. Several types of beams are used as game equipment. Through the beam, media children can recognize the shape of objects, sizes, and can distinguish various colors of objects so that the child's cognitive abilities can develop and increase according to indicators.

In learning at Tridaya Kindergarten, the play method used to grow and develop children's abilities in improving cognitive abilities by using blocks is carried out several steps each child takes turns to compile a sentence such as earthquake, book, one, two and then arrange it appropriately and children are very enthusiastic when playing this block game. On the other hand, it can also develop children's abilities in exporting and imagining in these block games. The block game is a game that can be enjoyed by children with the hope: (1) children feel happy and happy that can encourage children to be active and emotions develop naturally (2) can develop children's intelligence, because in the game the child will find difficulties that ultimately can be overcome by itself (3) can strengthen its independence. In the teacher's attempt to apply the method of playing blocks is a very important part of developing cognitive abilities. Effectiveness is a measure of success in developing cognitive abilities. From the results of observations and observations made to Tridaya Kindergarten students in the first meeting until the eighth meeting showed a significant development and showed a positive development of cognitive abilities using beams.

CONCLUSION

In the implementation of the application of play methods to develop cognitive through block play at Tridaya Kindergarten shows the results that this block game can be a fun educational game tool or learning media in the learning process that encourages students to be more active in imagining developing and adding creativity. The method taught makes children interested in participating in various learning activities and enthusiastic in participating in activities that have been previously designed by the teacher.

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