

The Relationship Games Educational Tool with Motor Development, Social and Language of Children Ages 3-4 Years

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Abstract: Games Educational Tool (APE) is still very less to stimulate the development of motor, language and social development in early childhood / kindergarten district of Medan Selayang. The objective of this research was to determine the relationship APE with motor development, language and social development in early childhood / kindergarten district of Medan Selayang 2016. APE Data obtained from the questionnaire through the observation of the behavior of children when interacting using the APE at the school (100), while data on child development is measured through a questionnaire DDST (for motor), VSMS (for social), and VLDS (for language) to 100 children with early childhood / TK. Observational data was analyzed and displayed using univariate and bivariate. To analyze the relationship APE with motor development, language and social development used chi-square test. Research showed that APE was used in early childhood / kindergarten majority were not effective (70%), where APE was no more only stimulate basic motor, less stimulating social and language of children, and the lack of teacher's role when used, though the majority of children are able to use APE an existing well (63%), due to already familiar. The measurement results of child development, shows that the majority of language development was still lacking (41%). There was a significant relationship between APE with the language skills of children (p value 0.028 <0.05), a significant correlation between APE with the social skills of children (p value 0.014 <0.05), and there was no significant relationship between the APE with the language skills of children (p value 0.858 > 0.05). It was recommended that schools provide effective APE stimulates all motor skills, language and social development and to maximize the role of the teacher.

Keywords: Games Educational Tool, development of motor skills, social and language, children aged 3-4 years

1. Introduction

Data Research International in 2006 when doing Research Play and Physical Quotient or physical ability and Play Research shows that Indonesian children become the order of the lowest compared to Thailand, Vietnam and Japan. In this case also revealed that the most frequently performed activities the kids are watching TV instead of playing with the use of games in education¹. Demographic Health Survey of Household (Household) outlines the tools of educational games children showed the numbers are quite low, which is 259 per 1000 children less game which resulted in the development of motor, social and language during the preschool children less². Herlina³ research results, found most children are suspected to have failures social developments in the personal sector, motor and language, is because parents rarely give a toy to his son. They tend to let their children what develops there, even rarely interact and provide stimulation to their children because of the ignorance of parents give their children the tools in the game. Children who get a lot of stimulation will grow faster than children with less or even no stimulation. Stimulation is more effective when attention to the needs of children in accordance with the stages of its development. Therefore, families need to know the importance of stimulation and how to provide effective stimulation in children, because today many families are excessively giving a toy to a child that does not comply with the child's developmental level⁴. Educational games mentioned so as it can stimulate

children's cognitive. These include increasing the ability to concentrate in solving the problem. In addition, educational toys not only make children enjoy the game but also required in order to make children's conscientious and diligent work on the toy. Psychologists use the term childhood as the age roam, age ask and creative age. Thus the educational toys play an important role in the growth and development of children, particularly at an early age⁵. Optimization functions of the brain should be stimulated as much as possible through all the senses in children. The lack of stimulation intended can cause shrinking of brain tissue. These stimuli must be done early by utilizing the tools of educational games. Giving the right stimulus by means of appropriate educational games are expected to bring the potential or talent of children. Children who do not get a good environment to stimulate the growth of the brain (rarely touched, rarely played, rarely to communicate), brain development will be less 20-30% of normal size his age. Shrinking of brain tissue caused some delay in the development of children, one of the most common types of delay that is language delay in children. This delay represents a delay caused by lack of motor maturation in persyarafan, balance disorders, and sensory disorders. Handling is given if due to a delay in motor and balance disorders that do some stimulation and interventions. One of them by providing the tools of educational games to encourage different types of toys, such as toy cars or a small cart that can be encouraged to help the child to walk. Thus the use of the tools of educational games (APE) in play activities is one concrete manifestation of an attempt to

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optimize the development of children⁶. ECD institutions as child care, not only on the activities of eating, drinking, or keeping the child, but it can be developed to optimize brain. Diphami child care should be broader than the notion is known so far. The concept of care which incidentally early childhood, should pay attention to the process of psychosocial stimulation. Every child reaches the peak of the experience will generate electricity in the brain that stimulate the growth of new synapses and dendrites, and will ultimately improve the quality of the brain. Therefore, early childhood and kindergarten in providing play opportunities need to classify the type and form of the game that is appropriate to the child's age. That is, in selecting the best games of early childhood education institutions namely early childhood and kindergarten are not just choose but must pay attention to educational elements contained in the game. If the tool selection stage game does not correspond to the child's age, the child will have difficulties to achieve growth and development optimal⁷. Based on the survey, obtained some data that the number of early childhood education and kindergarten in the city of Medan is 103 pieces. Of that number, there are 21 early childhood education and the number 8 the number of kindergartens in the district of Medan Selayang. From the results of short interviews was done at 10 early childhood teachers and kindergarten. 6 teachers assess the lack of available tools in their school educational games and this resulted in a lack of stimulation can inhibit the growth and development as well as difficulties in interacting with others. If the child has never stimulated the brain tissue will shrink so that the function of the brain decreases. This has led to the development of motor, social and language of children stunted. But the teachers have learned the importance of the tools of educational games and pay attention to the usefulness of games and types of games appropriate tool of age. Tools supplied educational games can stimulate motor development in children through play activities using the tools of educational games, power child's mind stimulated either emotional, social development, improving children's creativity, cognitive development and the development of sensory and motor. Therefore, researchers wanted to see how the relationship Games Educational Tool (APE) with the development of motor, social and language of children aged 3-4 years.

2. Research Methodology

This research was a quantitative and qualitative. In this type of qualitative approach while the cross sectional exploratory qualitative approach. The population in this study was all students in 21 early childhood and kindergarten in District 8 Medan Selayang. The sample in this study was 100 students and 29 teachers. Data on the results of interviews with teachers would be analyzed qualitatively, while data from interviews students will be analyzed quantitatively. The instruments data was a questionnaire, check list sheet, the Denver Developmental Screening Test (DDST / Denver II), Vineland Social Maturity Scale (VSMS), and Language Verbal Language Development Scale (VLDS). Quantitative data was analyzed using chi-square test. Multivariate was analyzed using MANOVA.

3. Research Results and Discussions

3.1. Overview of Respondents

General overview of the respondents in this study, can be seen in Table 1 below:

Table 1: Overview Of Respondents

Sex	Quantity	Percentage(%)
Male	55	55.0
Female	45	45.0
Total	100	100.0
Motoric Ability	Quantity	Percentage(%)
Normal	74	74,0
Disorder	26	26,0
Total	100	100.0
Language Ability	Quantity	Percentage(%)
Normal	59	59,0
Disorder	41	41,0
Total	100	100.0
Social Ability	Quantity	Percentage (%)
Normal	60	60,0
Disorder	40	40,0
Total	100	100.0

Based on Table 1, it is known that the majority of respondents to the male gender as much as 55 people (55%) and minorities as many as 45 people (45%). Based on the child's motor ability, normal majority of 74 votes (74%) and minority disruption as many as 26 people (26%).Based on the language skills of children, normal majority of 59 votes (59%) and minority disruption as many as 41 people (41%).Based on the social skills of children, normal majority of 60 people (60%) and minority disruption as many as 40 people (40%).

3.2. The relationship Games Educational Tool With the development of Motoric, Social and Language, Children Aged 3-4 Years

To see the relationship Games Educational Tool With the development of Motoric, Social and Language, Children Aged 3-4 Years then conducted research using cross sectional and tested by chi square. The results were as follows:

Table 2: Relationship Games Educational Tool with the Development of Motoric, Social and Language Children Aged 3-4 Years

No	Games Educational Tool	Motoric Ability Children		Total	p value
		Normal	Disorder		
1.	Good	47	16	63	0.858
2.	Bad	27	10	37	
No	Games Educational Tool	Language Ability Children		Total	p value
		Normal	Disorder		
1.	Good	43	20	63	0.028
2.	Bad	16	21	37	
No	Games Educational Tool	Social Ability Children		Total	p value
		Normal	Disorder		
1.	Good	43	20	63	0.014
2.	Bad	17	20	37	

Based on Table 2 above, it can be seen that there is a significant relationship between the tools of educational games with the children's language abilities (p value 0.028 <0.05), relations tool educational games with the children's social skills (p value 0.014 <0.05). While relations tool educational games with the language skills of children do not have a significant relationship (p value 0.858 > 0.05).

Table 3: Relationship Games Educational Tool with the Development of Motoric, Social and Language Children Aged 3-4 Years

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Kemampuan Motorik Anak	,006 ^a	1	,006	,032	,859
	Kemampuan Bahasa Anak	1,458 ^b	1	1,458	6,286	,014
	Kemampuan Sosial Anak	1,160 ^c	1	1,160	4,977	,028
R Squared = ,000 (Adjusted R Squared = -,010) _a						
R Squared = ,060 (Adjusted R Squared = ,051) _b						
R Squared = ,048 (Adjusted R Squared = ,039) _c						

From Table 3, it can be seen that the Child Language Proficiency (p value 0.014) and Social Skills Children (p value 0.028) had a very strong relationship with the Games Educational Tool. From the results obtained R Squared Language Proficiency Children have a value of 51% have a relationship with the Games Educational Tool.

3.3. Relationship Games Educational Tool Capabilities Motor Kids

Based on the results that there is no correlation tool educational games with the child's motor ability (p value = 0.858 > 0.05). The results of this study are not consistent with the results of research by Waldi⁸ who find their influence on the ability motoric play dough delicate child. There is a disconnection between the APE with motor skills of children in this study because the majority of respondents (74%) already have normal motor skills according to age. This is reinforced by the results of the interview respondents Teacher 1: "Actually, sir, our kids here already have the fine motor because most of our games outside the classroom tool that takes strength and shrewdness students. From the house as well pack, they've been taught to perform tasks according to their age." Motoric ability of children is not only determined by factors of educational games alone tool. Fine motor continues to grow every day better and develop. At the age of 3-4 years, the development of fine motor starts getting better, allowing the child to coordinate the skills of the fingers with the senses of children, thus unwittingly able to influence the skills of a child in using his fingers, especially the thumb and forefinger as basic writing beginning in early childhood. Fine motor movements involved when kindergarten, among others, children begin to brush his teeth, comb, wear their own shoes, and sebagainya⁹.

3.4. Games Educational Tool Relationships With Children Language Ability

Based on the results that there was a relationship tool educational games with the children's language abilities (p value 0.028 <0.05). The results are consistent with the results of research by Sain¹⁰ who find their APE influence on children's language abilities. APE existence, it could stimulate the development of children's language. This is consistent with the results of interviews conducted to Master 2: "If the motor of our children here a nice man, only if the language is still lacking bu. How can we go forward if APE mostly outside and average train motor alone, in addition we see the children were no longer want to play with other friends because they used to play games on the phone alone at home ". Parents and teachers need to know the type of game that appropriate tools in order not to leave any kind of plaything for children. This shows the importance of knowledge of the tools of educational games especially to be more selective in choosing the type of tool educational games according to age of the child so that the child's development both gross motor, fine, language and socialization and independence can be developed optimal¹¹. Language development of children, among others: Reading images with their own words, to understand the two commands are given together (eg, take over the table and give it to the teacher), expressed a desire for a simple (I like to drink), recounts the events experienced in a simple, can imitate noise from sources around.

3.5. Games Educational Tool Relationships With Social Skills Children

Based on the results that there was a relationship tool educational games with social abilities of children (p value 0.014 <0.05). The results are consistent with the results of research by Sain¹⁰ who find their influence on the social skills of children APE. APE existence, it could stimulate the development of children's language. This was consistent with the results of interviews conducted to Master 3: "I think right now, kids today are lazy play together friends, because they are more fun when playing with their parents hp. Moreover, when they return home they asked to study due to parents that their children are not good at reading and writing it has not managed his son in kindergarten ". Basically, some of the factors that affect the activity of children is a tool and kind of game that fits. Matching game will help the child to improve and get to know the norms and rules as well as social relation with the lain¹². The child should feel confident that he had a friend to play if he did, whether it was his brother, the tau or theme. Because when children play alone, then he will lose the opportunity to learn from his friends. Conversely, if too much time playing with other children, it can result in the child having sufficient opportunity to entertain yourself and find his self⁴. Social development of children, among others: It can work in groups, can be patient to wait their turn, can urinate without assistance (mainly urination), Able to express regret when it makes a mistake, reacts to something considered untrue, Respect for others.

3.6. Multivariate Analysis of Relationship Games Educational Tool (APE) With the development of motor skills, Social and Language Children Aged 3-4 Years

Based on research results Manova test, it could be seen that the ability of the Child Language (p value 0.014) and Social Skills Children (p value 0.028) had a significant association with the Games Educational Tool. From the results obtained R Squared Language Proficiency Children have a value of 51% have a relationship with the Games Educational Tool. According Andriana¹³, environmental factors influence the development of language and social development, for example the provision of APE and socialization of children. APE may be able to stimulate the motor development of children quickly, but to stimulate the child's social and language required special APE and assistance from parents. Child development was important be a particular concern for parents and teachers. Therefore, the process of child development will affect their lives in the future. If the development of children escape the attention of parents (without guidance and intervention of parents and the environment), then the child will grow sober in accordance with the capabilities of the child. Educational games was an activity that is fun and can be a way or educational tools that are educational and beneficial to improve language skills, thinking and associating with the environment or to strengthen and skill limbs of the child, personal development, closer relationship between educators with learners, then channeling the activities of the students and so on. Educative game should have a function to develop various aspects of child development, such as motor, language, intelligence, and socializing.

4. Conclusions

There was a significant relationship between the tools of educational games with the children's language abilities (p value 0.028 <0.05), relations tool educational games with the children's social skills (p value 0.014 <0.05). While relations tool educational games with the language skills of children do not have a significant relationship (p value 0.858 > 0.05).

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