



Educational Game Tools to Improve the Language Development of Children Aged 5-6 Years

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Abstract

The lack of teacher creativity in using educational game tools has limited costs and a lack of teacher knowledge in early childhood education causes a learning medium. This research aims to determine educational game tools that can improve the language development of children aged 5-6 years. The research methodology used was library research. The research results show that educational game tools are not only able to improve language development but other developments are also stimulated, such as children's cognitive and social development. Data obtained from relevant previous research results through game tools, such as toy telephones (can telephones), word cards (flashcards), hand puppets, and posters, can improve the development of children aged 5-6. Therefore, this research makes it easier for readers to learn about educational game tools that can enhance language development in early childhood and can be used as a reference for PAUD educational institutions that need them.

INTRODUCTION

Every human being is obliged to strive to acquire knowledge, starting from the time he is in the womb until death (HR. Ibnu Majah, validated by Shaykh Albani in Sahih wa Dha'if Sunan Ibnu Majah no. 224)(Al Albani, 1985). Educators or teachers become transmitters who play a role in education and must be ready to transfer knowledge to students (Hertina, 2020; Wilson, 1962; Jonker et al., 2018; Zhu, 2010; Farrell, 2006). The presence of teachers and students complements each other's interests so that the learning process can be carried out (Rakhmawati, 2022; Ananga et al., 2017).

Nervous system formation occurs during the first five years of a child's growth, namely 0-5, called the golden period and said to be a critical period for children (Arifin, 2023; McGraw, 1946; Cohen Kadosh et al., 2021; Heyer et al., 2017). Conveyed the results of Osborn, White, and Bloom's research that human intellectual development reaches 50% at four, 80% at eight, and 100% at eighteen (Taylor et al., 2022; White, 1987).

Children's language development will increase as they age (Saufi, 2022; Justice et al., 2019; Szagun, 2012; Hoff, 2013). Therefore, parents must stimulate their children at the toddler age to help the growth and development process and strengthen or increase the child's vocabulary because the presence of parents, the environment, and neighbors increase children's language development. (Dacholfany, 2018)

It is a fact that happens a lot in today's society. When parents are busy, children will be given a smartphone to accompany them to avoid disturbing their parents. Even though the golden period requires stimulation to grow and develop optimally, it doesn't calm it. This is a factor in hampering children's development, especially language. The stimulus given by the mother for language development is very simple, namely, daily activities that are repeated so that the words spoken are also repeated. The habit of parents who are diligent in saying word for word clearly and repeatedly will have an impact on good language development in children, and parents who lack social interaction in their environment will have an impact on delays in language and speech development in early childhood. (Nirmala and Hartono, 2023)

The problems in early childhood educational institutions are the lack of teacher creativity in using educational play equipment as a learning medium, limited costs in providing play facilities, and lack of teacher knowledge in early childhood education. These three problems are an essential concern for early childhood education institutions. If institutions are unaware of this, the rights of golden generation children will not be adequately fulfilled, hindering children's development.

In this research, the researcher summarizes the results of previous research regarding several educational game tools that have been researched with relevant results. In contrast to previous research, researchers are still testing whether these game tools positively affect early childhood language development. Meanwhile, this researcher collected the results of previous research, which are very relevant to children's language development. These game tools have been tested and are often used in many early childhood educational institutions. In this way, this research makes it easier for readers to learn about educational game tools that can improve language development in early childhood and can be used as a reference for early childhood educational institutions that need them. The references obtained can be taken and then developed for research using the same educational game tools but with different stimulation trials.

Previous educational figures such as Dr. Maria Montessori, George Crussenaire, Peabody, and Froebel have created works in the form of educational game tools and have experienced progress and development according to their times (Yasbiati and Gandana, 2019) from several research results regarding educational game tools that have been used by early childhood education institutions in various regions to improve early childhood language development as well as research evidence that previous researchers have carried out. Therefore, researchers are interested in researching educational game tools to improve the language development of children aged 5-6 years. This research presents various kinds of educational game tools that are proven to improve children's language development based on the results of previous research.

METHODS

This research employed the qualitative methodology with a library research approach. This research utilized various references from books, journals/articles, and other sources. A literature review is a research process that aims to identify, collect, evaluate, and combine literature related to a particular topic by limiting its activities to library collection materials without the need for field research (Rifa'i et al., 2023). This research took data sources from relevant previous research journals.

RESULTS AND DISCUSSION

A. Result

Language development can be stimulated by playing and using educational game tools. Playing is a very happy world for children. Playing helps the child's development process well, one of which is language development. Educational game tools are learning media that are always available in educational institutions and are useful for helping stimulate children's development. Previous educational figures such as Dr. Maria Montessori, George Crussenaire, Peabody, and Froebel have created works in educational game tools and have experienced progress and development according to their times (Yasbiati and Gandana, 2019). Early childhood education institutions in various regions have used several types of educational game tools to improve early childhood language development. The evidence previous researchers have carried out can be seen in the table below.

Table 1. Educational Game Tools

Educational Game Tools	Language Development in Early Childhood
<p data-bbox="379 853 531 887">Toy Phone</p> 	<p data-bbox="699 853 1359 1106">A toy telephone is a traditional game tool made from used tin cans, nylon thread, cardboard, and boards. The research results by (Nuraini <i>et al.</i>, 2023) stated that children could train their speaking skills by role-playing using a toy telephone game until they reached a percentage of 85%.</p> <p data-bbox="699 1115 1359 1435">The research results (Arfa, 2022) reveal that with the toy phone, students experience development in four indicators: listening, telling stories, asking, and answering questions. It involves students actively playing while learning so that learning activities are joyful. Nadiroh (Nadiroh, 2019) revealed that with the tin telephone game, students could speak and organize conversations as they pleased.</p>
<p data-bbox="368 1442 531 1476">Word Card</p> 	<p data-bbox="699 1442 1359 1621">Word cards are syllable cards that are combined with other syllables to form one word that has meaning, such as sa-ya becomes “<i>saya</i>” (I), bi-sa becomes “<i>bisa</i>” (able), and ba-ca becomes “<i>baca</i>” (read).</p> <p data-bbox="699 1630 1359 1986">Dewi (Dewi, 2019) showed that early childhood learning activities using word card media experienced a gradual language ability increase from 75% in the first cycle stage and steadily increased in the second cycle, reaching 85% or a total of 21 out of 24 students. The percentage results show that students are easier to communicate with, convey their opinions, and receive information. The results of other research state that using word cards (flash cards) greatly</p>

influences children's language development, such as early reading abilities (Istiqomah, 2023).

Hand Puppet



A hand puppet is a puppet where the back of the puppet or the bottom has a pocket for placing the palm, which can move the puppet. To attract children's attention and maintain their concentration, one way is to use hand puppets (Oktaviana and Katoningsih, 2023). The characters in the dolls are generally animals, and the actors will use various sounds that the child can repeat, making the learning atmosphere even more exciting. It is fun, and children will also gain interaction experience and knowledge from educational game tools. This shows that apart from language development, cognitive and social development has also increased in the child's development process. (Utami, 2023) Their research explained that learning activities using hand puppets gave children more freedom to tell stories and interact. Apart from language development, children's social development has also increased.

Poster



Posters are one of the media educational institutions use to stimulate children's language development in the form of pictures or photos according to the theme raised (Ardora, 2023). (Putra and Astuti, 2023) explain in their research article that posters function as media that contain prohibitions or recommendations as information in the form of images that make anyone who sees them interested in seeing them. So that it increases students' interest in learning. In line with this, the research results of (Sinaga, 2023) explain that children's learning processes are generally visual. So, in developing children's language skills, using this poster is very effective because it presents information through clear images so that children can understand the lesson's message easily.

Several studies show that four educational game tools can be used as relevant references for learning media in early childhood education institutions. Two of the four educational game tools are toy telephones (tin telephones) and hand puppets. These two toys have an extraordinary influence on the results of previous research, which states that active interaction occurs in the learning process; not only does the language aspect develop, but the interaction

created is a social aspect that also develops and increases knowledge of the function of the tools being played is an aspect of intelligence. Cognitive skills also develop.

B. Discussion

Hurlock (1978:176) explains that language is a means of communication by providing symbols of thoughts and feelings to convey goals to others. Early childhood language development is the child's ability to express his language orally through symbols of letters of the alphabet, recognizing pictures, spelling and reading words, and the child's ability to communicate (Saufi, 2022). Chomsky assumes that language is the most important part of human life because language reflects a person's intelligence in thinking (Ardora, Febriayanti and Sofyan, 2023).

Language development is not just speaking, which is an achievement; it will still have a function as satisfying needs and desires, as a tool to attract the attention of other people, with language skills being able to foster social relationships and influence the thoughts and feelings of other people (Dewi, 2019). Experts' expressions regarding early childhood language development can be understood as the child's ability to make sounds in the form of words that the child understands, which are directed at an object that he or she wants to the person he or she is talking to.

Learning objectives in improving language development are achieved optimally using an educational game tool, a toy telephone (tin telephone), or a hand puppet that can simultaneously stimulate three intelligences. Therefore, it is clear that there is a very close relationship between early childhood play and using educational game tools, which can influence language development and stimulate other developments, namely cognitive development and social development, at the same time. Apart from that, these educational game tools are very cheap in terms of cost. As explained (Fadillah, 2021), as an educator, you must also know one of the basic principles of the educational game tool itself, namely the principle of effectiveness. The principle of effectiveness is that educational game tools must be effective without wasting time, energy, and money.

CONCLUSIONS

Early childhood is a unique person who has his world called play. Play activities carried out by children stimulate all aspects of development, starting from moral-religious development, physical and fine-gross motor skills, language, cognitive, social, emotional, and artistic skills. The main priority in this research is language development, which will make it easier for children to communicate with others. It turns out that indirectly, there are stimulated developments, namely cognitive and social development. The results of previous research found that several educational game tools can be used to stimulate language development, namely toy telephones (can telephones), word cards (flashcards), hand puppets, and posters. These four educational game tools can improve language development in early childhood. In this way, this research makes it easier for readers to learn about educational game tools that can improve language development in early childhood and can be used as a reference for early childhood educational institutions that need them.

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