

THE IMPLEMENTATION OF “I CAN” CIRCUIT GAMES TO IMPROVE INDEPENDENCE AT AL-MUHAJIRIN KINDERGARTEN

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Abstract: Independence is one aspect of development in the social-emotional field that needs to be instilled from early childhood. The purpose of this research is to (1) describe the application of the I can circuit game to increase the independence of group A children at Al-Muhajirin Malang Kindergarten (2) to describe the improvement of the independence of group A children through the I can circuit game at Al-Muhajirin Malang Kindergarten. This study uses Classroom Action Research. This study uses two cycles where each cycle. The data analysis used was qualitative and quantitative analysis. The research instrument used an observation sheet. The results of this study indicate that there is an increase in children's independence starting from cycle I to cycle II.

Keywords: *Independence; Circuit Games I Can, Early Childhood.*

A. INTRODUCTION

Early childhood education aims to be able to develop all aspects of children's development in a balanced manner, namely language, cognition, art, physical motor skills, religious and moral values, and children's social-emotional. In line with the “Undang-undang Republik Indonesia No. 23 Tahun 2003 tentang Sistem Pendidikan Nasional,” PAUD aims to help students develop various potentials both physically and psychologically which include religious and moral values, social, emotional, independence, cognitive, language, motoric and art.

One aspect that needs to be developed and trained is independence. Independence is one of the most important aspects of human personality in one's life. According to Hurlock, (1988) independence is the ability to carry out daily activities or tasks alone or with a little guidance, according to the stages of development and capacity. Independence is included in the aspects of children's prosocial development. One of the important stages in a child's development is the autonomy/independence phase. This phase is marked by the child's enthusiasm to do things on their own and the emergence of a desire to be independent.

Autonomy or independence is the second stage of psychosocial development according to Erikson which takes place at the age of two to three years. At this age, the main task of child development is to develop independence (Mey, 2018). The earlier the child is to practice independently in carrying out developmental tasks, it is hoped that independent values and skills will be easier to master and can be firmly embedded in the child. With independence, children can be more responsible in meeting their needs and foster self-confidence in children.

Independence is not a skill that appears suddenly but needs to be taught to children from an early age, if children do not learn independently from an early age it will allow children to feel confused and even don't know how to help themselves (Desmita, 2009). Independence is one aspect of human personality that cannot stand alone, this means that independence is related to other aspects of personality and needs to be trained in children as early as possible so as not to hinder further child development tasks. The development of independence is the ability to do something yourself and not depend on others. A child who has a sense of independence will be able to adapt to the environment and the child's own circumstances and can overcome the difficulties that occur. Independence is an individual attitude obtained during development, where individuals will continue to learn to be independent in dealing with various situations in the environment so that individuals are able to think and act on their own. The independence of a person can choose a life path to develop a more stable one (Mu'tadin, 2002).

Learning independence of children that is directed at developing life skills through concrete activities that are close to children's daily lives has an important role. The opportunity for independent learning can be given by the teacher or the environment by giving freedom and trust to children to carry out developmental tasks. One of them is through learning life skills and skills, which is one way to teach children to learn independently because learning life skills encourages children to learn to help themselves, independently and with responsibility. The role of the teacher or the environment in supervising, guiding, directing, and setting good examples is still very necessary so that children remain in conditions or situations that do not endanger their safety. The following roles must be played by teachers in shaping children's independence: (1) teaching something positive for children; (2) educating early childhood children to be neat; (3) able to establish children's independence through games; (4) giving the opportunity to choose according to his wishes; (5) children are accustomed to behave according to the rules and regulations; (6) motivating children not to be lazy.

The form of independence in kindergarten age children has more to do with physical and psychological characteristics, where this activity is a daily need for children that are personal so that children will be able to do it on their own. According to (Novita, 2007) that the form of children's independence can be seen through daily activities, namely: cleanliness; ownership; and patience. A form of children's independence through cleanliness can be done in terms of self-cleaning, such as rubbing the leaves, washing hands before and after eating themselves, and throwing garbage in the place. The independent form of children's ownership can distinguish between their own or other people's belongings so that they are aware that children can maintain their own belongings and not damage or take other people's things. And a form of independence in patience.

B. METHODS

This study used a classroom action research design (PTK). The classroom action research model used is a classroom action research model developed by Kemmis & MC. Taggart (Akbar, 2010). This type of classroom action implementation is collaboration between researchers and teachers. The choice of this collaboration can help teachers and researchers to overcome social emotional skills, especially children's independence. The research was carried out for two cycles, each cycle there were 4 meetings. This research was conducted in Group A, Al Muhajirin Malang Kindergarten which was conducted in the first semester of the 2018-2019 academic year. The research subjects were 18 children. Data analysis activities used observation, documentation, observer and teacher notes in the implementation of the "I Can" circuit game. The results of observations on children's social emotional abilities, especially independence, were then reflected and analyzed.

C. RESULT AND DISCUSSION

RESULT

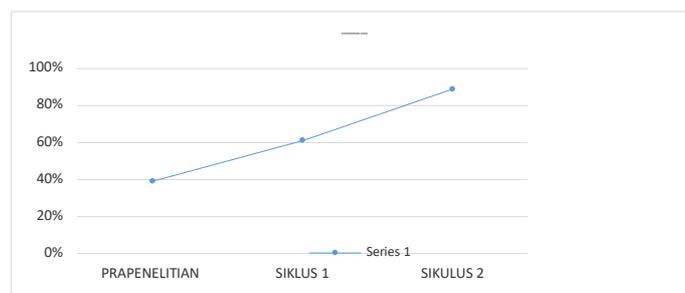
The results of observations made before the implementation of the action, the independence of group A children in Al Muhajirin Malang kindergarten was still classified as lacking. The independence of 11 out of 18 group A's children was not optimal. This can be seen from the results of the evaluation on basic competence 2.8 which states that there are 18 children who are able to understand have behaviors that reflect independence totaling seven children (39%), while those who are unable to have behaviors that reflect independence are eleven children (61%). After the activity of the Aku Bisa circuit game was carried out in cycle I on October 11, 2018, the results achieved by the children in completing the Aku Bisa circuit game to increase the independence of group A Al Muhajirin Malang kindergarten were: there were 11 children (61.11%) who were included in the category 72-100% or successful, while 7 children are still in the category of value range less than 72% or have not succeeded. From the implementation of this cycle I, it can be seen that there are still 7 children who have not reached the predetermined completeness or success criteria, for that based on the results of the implementation of the action in cycle I the researcher designed improvements by making innovations in learning activities that will be applied in cycle II. Cycle II was held on October 23, 2018. Activities in cycle II added tooth brushing activities aimed at teaching children.

Activities in the second cycle the percentage of class completeness was 88.89% and the average score of children's Independence in the second cycle was 84.72. From the implementation of this second cycle there are still 2 children who have not reached the specified completeness, due to the child's condition experiencing obstacles in carrying out activities. The implementation of cycle II has been said to have been successful because the percentage of class completeness reached 88.89% and an increase

of 49.89% from the pre-action activities. This shows that in cycle II classical completeness has reached the specified standard of success, namely at least 72%.

Based on the data exposure about the process of implementing the I Can circuit game in group A Al Muhajirin Malang kindergarten, it can be concluded that the research findings. The steps for implementing the I Can circuit game are (a) preparing the equipment used for the circuit I can game; (b) inviting children to know the tools used for circuit games; (c) establish rules of the game and explain the performance of the game; (d) dividing the children into two groups; (e) the child plays the game from start to finish (f) asks questions and answers to the child and the child is asked to tell him about the game he has played.

There have been some improvements in the learning process using this I Can circuit game. This increase is marked by the increase in the ability of children to be independent in completing their tasks and learning to be more memorable and attract children's attention. Increased children's independence from pre-cycle. cycle I and cycle II, presented in the following graph:



Grapich 1. Kemandirian Anak

From the results of the study, it is known that through the game I Can circuit, the ability of Group A children in Al Muhajirin Malang kindergarten has increased by 49.89% from pre-action activities to action cycle II. The success rate of group A in cycle II was 88.89%, which means that the success rate of group B had exceeded the specified criteria, namely exceeding the specified criteria, which was more than the same as 72%. Children are able to understand the tasks they have to complete independently with the game I Can circuit which has never been used before and which is interesting for children

DISCUSSION

According to Hurlock, (1988) independence is the ability to carry out daily activities or tasks alone or with a little guidance, according to the stages of development and capacity. Learning independence of children that is directed at developing life skills through concrete activities that are close to children's daily lives has an important role. The opportunity for independent learning can be given by the teacher or the environment by giving freedom and trust to children to carry out their developmental tasks. The role of the teacher or the environment in supervising, guiding, directing and giving examples is still very much needed, so that children remain in conditions or situations that do not

endanger their safety. The results showed that the implementation of the aku bisa circuit was effective and easy to implement for the introduction of the independent task of group a children at Al Muhajirin Kindergarten.

The form of independence in kindergarten age children has more to do with physical and psychological characteristics, where this activity is a daily need for children that are personal, so that the child will be able to do it on their own. According to Novita, (2007) the form of children's independence can be seen through daily activities, namely: cleanliness; ownership; and patience. A form of children's independence through cleanliness can be done in terms of self-cleaning, such as rubbing hair, washing hands before and after eating by themselves and throwing garbage in the place. The independent form of children's ownership can distinguish between their own or other people's belongings, so that they are aware that children can keep their own belongings and not damage or take other people's things. And a form of independence in patience, children can refrain from coercing and demanding others to realize their wishes immediately. The game i can be designed according to the task of the child's independence, namely (1) the child's ability to wear socks according to their partner, (2) arranging shoes according to their partner, (3) closing and tidying the lunch box according to the color, (4) folding small towels, (5) wearing button-down clothes and (6) brushing your own teeth. According to montessori (2013), the activities chosen for circuit games such as wearing shoes, brushing teeth, tidying up the dining area are activities that are included in practical life learning to encourage children's life skills.

Montolalu in (Tadkiroatun, 2015) explain that the world of children is a world of play. Through play, early childhood can train the muscles of the body, stimulate the senses of children, explore and get to know the environment around the child. Besides, it can have various benefits for the development of physical-motor, intelligence and social emotional aspects. Thus, researchers use the I circuit game to make it easier for children to learn independence by implementing it directly. Therefore, it can be concluded that learning by playing will make children feel happy, because it is done voluntarily so that it allows children to develop what they think, giving opportunities for children to learn to solve and solve problems in completing tasks in terms of independence.

Thus, the game I can improve the independence of group a children at Al Muhajirin Malang kindergarten. This is evident from the research data which shows the independence of children, the increase that occurred in the first cycle of 61.11% or 11 children were able to get \geq three stars in cycle i learning activities with an average score of 68.98. The percentage of children who completed the pre-research activities was 39% and increased to 61.11% in cycle i. The increase was based on data obtained from the evaluation of research observations. From the research results, it can be seen that if the child's ability has increased from pre-action activities to cycle ii, in cycle ii the percentage of completeness reaches 88.89% or 16 children who are able to get \geq three stars in cycle ii learning activities with an average score of 84.72. So, it can be seen that the increase in children's independence abilities through the i can circuit game from pre-

action activities to cycle ii, which is equal to 49.89%. The learning outcomes have met the standards set by the researcher, which is 72%.

D. CONCLUSION

Based on the results of research on the application of the I Can circuit game in increasing the independence of group A children at Al Muhajirin Malang Kindergarten, it can be concluded as follows: (1) I can circuit games are designed based on children's daily activities that require children to complete their own work (2) steps preparation of circuit games I can namely (a) prepare the equipment used for the circuit game I can; (b) inviting children to know the tools used for circuit games; (c) establish rules of the game and explain the performance of the game; (d) dividing the children into two groups; (e) the child plays the game from start to finish (f) asks questions and answers to the child and the child is asked to tell him about the game he has played. Unique and fun circuit games that foster children's motivation and interest in learning activities. Through circuit games, I Can children get learning experiences to train their children's independence.

The results of the research that have been carried out show that the development has increased from cycle I where the success of children in increasing independence still reaches 61.11%, which means that the child's ability to complete the task to train for independence is still low or below the minimum standard of completeness. The second cycle of children's independence has achieved an increase of 88.89%, which means that it has met the set standards of 72%. The independence of children has increased from pre-action activities to action cycle II by 49.89%.

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