

The Development of Mind Mapping Based Buy and Sell Game Media to Improve Language Ability for Early Children

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Abstract: The results of the study are that 1) teachers and students need game media that can improve children's language. The media in question is media made of light materials, for example, wood and plastic, and is economical and easy to carry, besides that the media are expected to be attractive to children in playing games with these media, 2) the design of the mind mapping-based buy and sell game media development consists of several stages. The first stage is a mind-mapping image with a color combination. This mind mapping image consists of three types of images, namely pictures of a beautiful shop, a cheerful shop, and a happy shop, then toys sold consisting of guava, star fruit, banana, srikaya, and oranges. and salak fruit, then the sales box, 3) mind mapping-based buy and sell game media is appropriate to use to improve early childhood language skills in Kindergarten, Pamotan District, Rembang Regency. This can be seen from the indicator that children's language ability in the experimental class is better than in the control class, 4) Mind mapping-based buy and sell game media is effective in improving children's language skills based on experimental class 1, the value of Sig. 0.000 < 0.05, or T-count 8.192 > T-table 2.1447. Experimental class 2 Sig. 0.000 < 0.05, or T-count 9.309 > T-table 2.14479. In conclusion, mind mapping based buy and sell game media is suitable for use and has a positive influence in improving language ability for early children.

Keywords: Development, mind mapping, buy and sell the game, language ability

1. Introduction

Early Childhood Education is the basis of education before higher education or to the next level. Learning in Early Childhood Education requires stimuli that must be carried out by a teacher for his students, the aim of which is so that children are stimulated to better understand, recognize and carry out fun activities for the development of their potential since birth (Essa & Burnham, 2019). By instilling noble attitudes and morals, having great curiosity, and doing whatever it takes to fulfill their curiosity, besides that, children are instinctively active in moving anywhere with their interest and pleasure. With these activities, children meet their learning needs. Learning for children will also occur as a result of good participation, with children of their age and those closest to them, including teachers and parents (Macfarlane et al., 2019). To achieve the expected learning goals, it is necessary to make changes to create a fun learning situations and conditions so that children do not get bored easily, namely by changing the right learning method, where children will be more active than their teachers, where childhood is more likely to learn chili sauce. play and practice independence in children. Because at this time children prefer to spend time playing. Play is a developmental stage process to achieve knowledge and experience gained from the child himself (Sari, 2020).

Children at an early age are referred to as the golden age so it is a golden opportunity for children to learn. The golden age is the age of children when they are 0-6 years old. This age is at its best for physical and brain development. At this age, children have the ability and enthusiasm for extraordinary learning, especially in early childhood. Considering that early childhood is the golden age, at that time the child's development must be optimized. On average, small children tend to like to play and like a game (Johnson et al., 2019). According to Fathurohman (2017), the function of games for children is to stimulate the growth, development, and basic intelligence of a child. Playing is the main activity that young children do every day. Through play activities, many things can be developed in an individual child, namely motor nerves, both gross and fine, emotional attitudes, intelligence, social attitudes, the behavior of working independently and cooperatively, discipline, and others. But all these developments can only be obtained if the game designed for them is meaningful. Meaningful games are play activities that are directed and made with methods,

principles, and goals that emphasize the elements of creating fun, motivation, motor development that triggers the work of neurons/brain nerves, and not coercion, as well as containing learning (Wood, 2013).

Playing is an activity that is carried out without any element of compulsion and does not emphasize the results of playing activities but is a fun activity that is carried out of its own volition and places more emphasis on the process obtained in playing which will provide benefits for all aspects of child development. Pratiwi (2017) says that one of the things that must be known in the playing process is to support three types of play, namely sensorimotor play, role play, and constructive play, and pay attention to the materials and arrangements used in playing. Thus, children will have the opportunity to choose the activities they like, can experiment as desired, and will stimulate their development (Moyles, Payler, & Georgeson, 2017). Playing in children's lives is very influential, so the use of play activities in the implementation of children's activity programs, especially in early childhood, is an absolute requirement that cannot be ignored at all because for children learning is playing and playing is learning.

2. Literature Review

The reality in the field is that teachers are still lacking in using the play method in learning so the achievement of the results of the development of children's language skills is lacking. Researchers found several facts that can be said to be the cause of the lack of learning outcomes. The teacher factors include the monotonous way of teaching teachers, the learning steps not following the lesson plans that have been made, the teacher giving assignments without explaining first, and the teacher does not provide opportunities for students to ask questions (Arndt, 2018). This way of teaching teachers causes children to feel bored because they do assignments continuously, and children are embarrassed to ask the teacher and use short sentences in answering questions.

The reality in the field is that children's language skills are still lacking, especially in the preparation of words into sentences and the introduction of letter symbols. When the teacher asks the child, often the child's answer is only short and the child's ability to arrange words into a sentence is very lacking (Salmon et al., 2016).

The researcher made observations at the Public Kindergarten Pembina, Pamotan, it was found that teaching related to language skills usually used the question and answer method, conversing, and telling stories. Learning is carried out only using this method and rarely uses media so learning becomes monotonous, and the children are less enthusiastic about participating in activities. Children are rarely involved in activities that can stimulate their ability to ask questions. Likewise, when the teacher asks, the child's answer is short and the teacher leaves it alone when the answer given by the child is short. This method is always done, seen during the opening and closing activities

Arif (2019) in his research said that for children aged 4-6 years, one of the language skills that must be mastered is that children can use language as passive language understanding and can communicate effectively which is useful for thinking and learning well. Language development in children aged 4-6 years emphasizes the development of listening, speaking, and early reading/early reading. Meanwhile, according to Susanti & Suendarti (2018) in market games students are trained to be confident, brave, responsible, communicate well, independent in making decisions, and creative and innovative.

According to Otto (2013), language development has four components consisting of understanding, developing vocabulary, arranging words into sentences, and speech. The four developments have an interrelated relationship with each other, which is unity. These four skills need to be trained in early childhood because with these language skills children will learn to communicate with others, as in the 2004 curriculum it is stated that the basic competencies of language development for early childhood are children can hear, communicate orally, and have a vocabulary. and recognize the symbols that symbolize it.

According to Punch & Oancea (2014), the learning method is the method used by the teacher in establishing relationships with students during teaching. What is meant here is that the method is a method used by subject teachers in delivering teaching materials to their students. The learning method must be adapted to the needs and the subject being taught (Susanti & Suendarti, 2018). Meanwhile, in the learning process in Fika, Meilanie, & Fridani (2019) research, Sri Martini et al. (2019) requires the right technique in presenting teaching materials so that children are more interested, active, and motivated in learning to speak.

According to Utami (2017), market games involve a buying and selling process that can describe the activities of sellers and buyers. In this market game, children carry out buying and selling activities using objects or items that have local characteristics. When playing this market game, children interact with their friends through the roles they play, both as sellers and buyers. Market games bring children to actively interact with their friends by pretending to be sellers or buyers. Although market games provide active experiences in children's roles and social relationships, these traditional game activities are rarely carried out among children (NIM, 2016). Children are more interested in doing modern games, thus weakening traditional game activities. For example, children prefer games that involve virtual selling activities rather than real buying and selling games (market games). The lack of interest in playing the market which involves active selling activities is feared to affect children's interpersonal competence

While mind mapping according to Indriyani (2013) is a method of visualizing knowledge graphically to optimize exploration of all areas of the brain's ability. Malekzadeh & Bayat (2015) state, mind mapping is a strategy in learning that seeks to activate the right-brain and left-brain work in a balanced way. Mind mapping contains pictures, colors, lines, and words that can help you remember better, express ideas, and save and take advantage of time. In activities

using mind mapping, students feel happy to learn science through the implementation of several bits of intelligence (Nur Salina & Ansar, 2019).

Being a teacher is not easy. Teachers must be ready to accept challenges to be able to improve existing conditions by finding solutions so that the problems they face can be resolved. So that children are comfortable and happy in participating in activities and it is hoped that children's abilities will develop optimally, especially in their language skills (Mantra, Handayani, & Widiasturi, 2021). From several studies that researchers have read, several studies examine mind mapping as a research subject, including Masaroh, Safi'attullaila in their research in 2017 entitled *The Effect of Using Examples Non-Examples Methods and Mind Mapping with a Multimedia Projector on Learning Outcomes of Writing Skills Indonesian essay for third-grade students of Islamic Elementary School Miftahul Akhlaqiyah Semarang*. In this study, there are learning media using the examples non-examples method, which means the use of examples in the form of images. The research I did also used banners with pictures and text to make it easier for children to improve their language skills based on mind mapping. The use of examples in the form of pictures in writing paragraphs makes learning interesting, and fun and students are actively involved in learning. Picture media also helps students to determine themes, determine vocabulary, and express ideas and ideas sentence by sentence so that they can form coherent paragraphs (Cahyanti, Sudiby, & Rahayu, 2021).

Iasha's research (2020) concludes that market games can stimulate the ability to initiate interactions and relationships (initiation of interactions and relationships), assertive abilities or assert displeasure with others (assertion of personal rights and displeasure with others), self-disclosure abilities (self-disclosure of personal information), the ability to provide emotional support (emotional support of others), and the ability to resolve interpersonal conflicts (management of interpersonal conflicts) so that children's interpersonal competence can be developed. The similarity here is being able to express oneself, while the difference in this research is the interpersonal aspect that is observed while the researcher observes the child's language skills (Boerma et al., 2022).

Based on the explanation of the problems regarding the monotonous learning method in developing children's language skills, researchers need to develop appropriate media for children so that learning is more meaningful to improve children's language skills. The media that the researcher chose was a mind mapping-based buy and sell game media, which is a media for playing which is carried out in groups in the form of games to become traders and buyers (markets). This method has been adapted to the characteristics of children so that it can attract children's interest in learning because it is presented in the form of playing while learning.

3. Methodology

The research design is an R&D research design. The development procedure used in this study adapts the development procedure developed by Borg and Gall. This procedure was chosen because it has detailed but simple steps. The procedure consists of ten steps (Sugiyono, 2017), namely: Research and information collecting, Planning; Developing the preliminary form of the product, initial field trial, improvement of the initial product, main trial, product revision, validation, final revision, and implementation. Then this study will use group B students in the Public Kindergaten Pembina, Pamotan with as many as 15 children and Aisiyah Kindergarten with as many as 15 children as the experimental class and Pertiwi Kindergarten with 15 children as the control class. Data collection techniques that researchers use are interviews, observations, and questionnaires. Data analysis includes validity tests, reliability tests, normality tests, homogeneity tests, paired sample t-tests, and gains index calculation.

4. Results and Discussion

4.1 Need Analysis for Developing a Mind Mapping-Based Buy and Sell Game Media to Improve Early Childhood Language Skills in The Public Kindergaten Pembina Pamotan, Pamotan District, Rembang Regency

Through the results of filling out the questionnaire, it can be concluded that teachers prefer learning using game media. The media has characteristics, namely: attractive with colors and materials, can be used by students independently or by students, according to students' abilities, easy, and has error control (Dita et al., 2021). In addition, cheap and moderate weight so that it can be used anywhere. The media created can also be used with games so that an increase in children's language will be obtained using more interesting games.

According to the teacher, suitable materials for making media are wood, paper, and plastic. Meanwhile, suitable media colors are bright colors, such as: red, yellow, green, blue, and pink. Bright colors are chosen by the teacher because students are more interested in sharp and striking colors. The teacher chooses the media weight that is suitable for students, namely light media (less than 1 kg) because the media is not dangerous and students can use it to the best of their ability. For the cost of making media, the teacher chooses an estimated cost of One Hundred Thousand Rupiah (Rp. 100.000.00) to Three Hundred Thousand Rupiah (Rp. 300.000.00). The reason is good media, simple, cheap, and can be used for all students in general. According to the teacher, the media created must be easy to use by students and follow students' abilities.

The results of the interviews above can be seen that above can be concluded that teachers and students need learning media that can be used to improve children's language skills. The game media developed include wood and plastic, lightweight and easy to carry anywhere, combining colorful colors to attract children. The developed media are media that can be used as children's games and discussions so that children's language will be honed.

Based on observations the use of teacher learning models in Public Kindergarten Pembina, Private Kindergarten Aisyiyah BA, Private Kindergarten Pertiwi, and Private Kindergarten Ketangi is still very low because the average is in the less category. This is because most teachers only do learning by lecturing in front of writing on the blackboard and singing to liven up the atmosphere. Observing the use of media or learning aids is in the sufficient category, this means that there are already learning media aids, only less than optimal use (Sofiyati, Suad, & Surachmi, 2021). Children's learning activity is in the less category, this is because during learning the teacher is not able to provide proper stimulation to the direction of children's language development so that the child's activity becomes less, the child's response in learning is in the very poor category. While the involvement of children in learning is in the less category, then the child's language development is in the category of lack of children's language skills in various aspects, such as saying two syllables, repeating stories from the teacher, or expressing something in the form of language.

The results of the above observations indicate that the learning that has been carried out so far needs to make more innovative changes, it is necessary to develop a learning media that can stimulate children's language development.

4.2 Development of Mind Mapping-Based Buy and Sell Game Media to Improve Early Childhood Language Skills in The Public Kindergarten Pembina, Pamotan, Pamotan District, Rembang Regency

According to the analyzing the needs of teachers and students, it is known that they need children's game media that can develop language in a fun way with a game model, the researchers designed a mind mapping-based buy and sell game media, this design consists of the first stage, namely, mind mapping images, then fruit toys are sold, then the sales box later where the child puts the fruit according to the picture in the mind mapping.

The first mind-mapping image is a happy shop. This mind mapping image, named Toko Bahagia, is designed with a colorful combination to add to the attractiveness of students. at the happy shop, there are several pictures of fruit that are sold to buyers including pictures of oranges, bananas, starfruit, guava, durian, salak, and srikaya. The second mind-mapping image is a cheerful shop. This mind mapping image which is named this cheerful shop is designed with a combination of colorful colors to add to the attractiveness of students, the color is more dominated by blue. In this cheerful shop, there are several pictures of fruit that are sold to buyers including pictures of five fruits star fruit, durian fruit, banana fruit, srikaya fruit, and salak fruit. The size of this mind mapping is 50cm x 20cm. The third mind-mapping image is a beautiful shop. The mind mapping image, which is named this beautiful shop, is designed with a combination of colorful colors to add to the attractiveness of students, the color is dominated by blue. In this beautiful shop, there are several pictures of fruit that are sold to buyers including pictures of six fruits star fruit, salak fruit, guava fruit, citrus fruit, banana fruit, and durian bud. The size of this mind map is 50cm x 20cm.

The city where the fruit is meant is the box where the fruit will be sold. This box is made of boards and painted in red and green yellow. In this box, there are several more boxes following the design of the fruit in the main mapping image. There are 5 boxes in the cheerful shop, 6 boxes in the beautiful shop, and 7 boxes in the happy shop. Mind mapping-based buy and sell game media, one of its parts is the fruit which is sold in several shops. there are beautiful shops, cheerful shops, and happy shops. The fruit sold is designed to look like the original fruit, the color and size as well as the type and shape are also made of plastic so they are light and harmless. The fruits include guava, banana, star fruit, salak, srikaya, and oranges.

The total score obtained from the material expert validation is a score of 44 with an average final score of 4.00. Based on the guidelines for classifying the final score results, it is known that the buy and sell game media developed is in a good category (B). Expert lecturers conclude that the learning model can be used without revision. However, expert lecturers provide suggestions so that the resulting learning model is even better. The total score obtained from the validation of media experts is a score of 81 with an average final score of 3.00. Based on the guidelines for classifying the final score results, it is known that the buy and sell game media developed is in a good category (B). The expert lecturer concluded that the buy-and-sell game media can be used without revision.

4.3 Feasibility Analysis of Buy and Sell Game Media Development Based on Mind Mapping to Improve Early Childhood Language Skills

Based on the results of trials in the experimental class 1 of 5 indicators of children's language skills, the indicator can communicate fluently orally to get an average value of 82 included in the criteria for developing very well, the indicator can recognize letters get an average value of 78 included in the criteria develops as expected, the indicator can understand language gets an average score of 82 including the criteria for developing very well, the indicator can string words into a sentence gets an average value of 78 including the criteria for developing as expected, the indicator can ask got an average score of 82 included in the criteria for developing very well. Based on these results, it can be

concluded that the overall indicators of children's language skills in the Public Kindergarten Pembina, Pamotan are in the very well-developed category.

Based on the results of trials in experimental class 2, it is known that 5 indicators of children's language skills, the indicator can communicate fluently orally with an average score of 82 included in the criteria for developing very well, the indicator for recognizing letters has an average value of 82 included in the criteria are very well developed, the indicator can understand language gets an average score of 78 including the criteria for developing as expected, the indicator can string words into a sentence getting an average value of 78 including the criteria for developing as expected, the indicator can Asking questions got an average score of 80 which was included in the criteria for developing very well. Based on these results, it can be concluded that the overall indicators of children's language skills in Aisyiyah Pamotan Kindergarten are in the very well-developed category.

Based on the results of the control class from 5 indicators of children's language skills, the indicator can communicate orally fluently get an average value of 56 which is included in the criteria for starting to develop, the indicator for recognizing letters has an average value of 56 included in the criteria for starting to develop, on the indicator being able to understand language gets an average score of 58 which is included in the criteria for starting to develop, the indicator can string words into a sentence getting an average value of 53 including the criteria for starting to develop, the indicator can ask questions gets an average value of 51 including into the criteria began to develop. Based on these results, it can be concluded that the overall indicators of children's language skills in Pertiwi Pamotan Kindergarten are in the category of starting to develop.

The results of achieving individual children's language skills in the Public Kindergarten Pembina, Pamotan of 15 children are 9 children (60%) which are included in the criteria for developing very well, there are 3 children (20%) who are included in the criteria for developing as expected, there are 2 children (13.3%) who are included in the criteria are starting to develop and there is 1 child (6.7%) who are included in the criteria are not yet developed. The results of the achievement of individual children's language skills in Aisyiyah Pamotan Kindergarten of 15 children there are 8 children (53.3%) who are included in the criteria for developing very well, there are 4 children (26.7%) who are included in the criteria for developing according to expectations, there were 2 children (13.3%) who were included in the criteria for starting to develop and there was 1 child (6.7%) who were included in the criteria for not developing. The results of the achievement of individual children's language skills in Pertiwi Pamotan Kindergarten of 15 children there are 2 children (13.3%) who are included in the criteria for developing very well, there are 2 children (13.3%) who are included in the criteria for developing according to expectations, there are 9 children (60%) who are included in the criteria for developing and there are 2 children (13.4%) who are included in the criteria for developing.

4.4 Analysis of The Effectiveness of Buy and Sell Game Media Development Based on Mind Mapping to Improve Early Childhood Language Skills

Based on the results of the paired samples test, it can be concluded that experimental class 1 (Public Kindergarten Pembina Pamotan) obtained a Sig. (2-tailed) $0.000 < 0.05$, or T count $8.192 > T\text{-table } 2.14479$, it can be concluded that there is a difference in the average language skills of children before and after learning by using the development of mind mapping based on buy and sell game media. This result means that the development of mind mapping-based buy and sell game media is effective in improving the language skills of group B children in the Public Kindergarten Pembina Pamotan. Experimental class 2 (Aisyiyah Pamotan Kindergarten) obtained a Sig. (2-tailed) $0.000 < 0.05$, or T-count $9.309 > T\text{-table } 2.14479$, it can be concluded that there is a difference in the average language skills of children before and after learning by using the development of mind mapping-based buy and sell game media. This result means that the development of mind mapping-based buy and sell game media is effective in improving the language skills of group B children in Aisyiyah Pamotan Kindergarten. The Control Class (Pamotan Pertiwi Kindergarten) scored Sig. (2-tailed) $0.166 > 0.05$, or T-count $0.808 < T\text{-table } 2.14479$, it can be concluded that there is no difference in the average language ability of children before and after learning without using the development of mind mapping-based buy and sell game media.

The gain index for the effectiveness of the development of mind mapping-based buys and sell game media to improve early childhood language skills in the Public Kindergarten Pembina, Pamotan, in the effective category there are 8 (53.3%) children, in the moderately effective category there are 5 (33.3%) children and in the less effective category there are 2 (13.4%) children. These results explain that the majority gain index value is in the effective category. It can be concluded that the development of mind mapping-based buy and sell game media is effective in improving the language skills of early childhood in the Public Kindergarten of Pembina, Pamotan.

The gain index for the effectiveness of developing mind mapping-based buy and sell game media to improve early childhood language skills in Aisyiyah Pamotan Kindergarten, in the effective category, there are 8 (53.3%) children, in the quite effective category there are 6 (40%) children and in the less effective category, there are 1 (6.7%). These results explain that the majority gain index value is in the effective category. It can be concluded that the development of mind mapping-based buy and sell game media is effective in improving the language skills of early childhood in Aisyiyah Pamotan Kindergarten.

The gain index for the effectiveness of learning language skills for early childhood without using the development of mind mapping-based buy and sell game media in Pertiwi Pamotan Kindergarten, there are no (0%) children in the

effective category, in the quite effective category there are 2 (13.3%) children and in the less effective category, there were 13 (86.7%) children. These results explain that the majority gain index value is in the less effective category. So, it can be concluded that learning without using the development of mind mapping-based buy and sell game media is less effective in improving the language skills of early childhood in Aisyiyah Pamotan Kindergarten.

5. Conclusion

Based on the results of the study entitled "Development of Mind Mapping-Based Buy and Sell Game Media to Improve Early Childhood Language Skills at the Public Kindergarten Kindergarten, Pembina Pamotan, Pamotan District, Rembang Regency, the following conclusions can be drawn:

Teachers and students need game media that can improve children's language. The media in question is media made of light materials, for example, wood and plastic, and is economical and easy to carry, besides that the media are expected to be attractive to children in playing games with these media.

Mind mapping-based buy and sell game media development design consists of several stages. The first stage is a mind-mapping image with a color combination. This mind mapping image consists of three types of images, namely pictures of a beautiful shop, a cheerful shop, and a happy shop, then toys sold consisting of guava, star fruit, banana, srikaya, and oranges. and salak fruit, then the sales box later where the child puts the fruit according to the picture in the mind mapping, this box consists of three parts, the first consists of 7 small boxes, the second consists of 6 small boxes, and the third consists of 5 small boxes. After that, test the validation of the material and media. The results of the validation that the media is good can be used as a media for children's games.

Mind mapping-based buy and sell game media is appropriate to use to improve early childhood language skills in Kindergarten, Pamotan District, Rembang Regency. Based on the graph above, shows that the development of mind mapping-based buy and sell game media is appropriate for use in learning. This can be seen from the indicator of children's language skills which are better than the control class which does learning without developing a mind mapping-based buy and sell game media.

Mind mapping-based buy and sell game media is effective in improving the language skills of early childhood in the Public Kindergarten of Pembina Pamotan, Pamotan District, Rembang Regency. This is based on the experimental class 1 sig value $0.000 < 0.05$, or T-count $8.192 > T\text{-table } 2.1447$. Experimental class 2 Sig. $0.000 < 0.05$, or T-count $9.309 > T\text{-table } 2.14479$, it can be concluded that there is a difference in the average language skills of children before and after learning by using the development of mind mapping-based buy and sell game media. This result means that the development of mind mapping-based buy and sell game media is effective in improving children's language skills.

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