

Development of Local Wisdom-Based Market Games to Improve Language Skills of Kindergarten B Rembang Children

Esri, M.¹ & Bamiro, N. B.²

¹*Universitas Muria Kudus, Kudus, Central Java, INDONESIA

²Lagos State University, Lasu Main Rd., Ojo 102101, Lagos, NIGERIA

*Corresponding Author: estrigurutk@gmail.com

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Abstract: This study examines the use of market games based on local knowledge in Rembang to enhance the language skills of Kindergarten B pupils. The research employed the Borg and Gall research and development (R&D) methodology, comprising ten stages. The target population consisted of Kindergarten B children in the Dewi Sartika Group, Rembang, with a sample size of 50 children from three kindergartens. Data gathering methods included observation, questionnaires, interviews, and documentation. The data analysis involved quantitative descriptive analysis, preliminary tests, and t-tests. The findings revealed that developing market games based on local wisdom in Rembang is crucial for improving the language skills of Kindergarten B children in Rembang. These games, validated by Materials and Language Experts, have been effective in enhancing language proficiency. The t-test results (21.189) significantly exceeded the t-table value (4.381), with an NGain value of 71, indicating "Effective" improvement. Therefore, incorporating these locally informed market games is a viable strategy for enhancing language proficiency in Kindergarten B Rembang. Based on the study, it is recommended to create market games rooted in local wisdom as they are necessary, feasible, and successful in meeting the needs of children and teachers. The integration of local wisdom into learning processes proves to be advantageous.

Keywords: Market games, language skills, local knowledge

1. Introduction

Since the era of globalization, we rarely encounter traditional games such as markets, engle, hide and seek, gobak sodor mushroom, stilts, and so on. We may still encounter traditional games like that in rural areas where perhaps the population is mostly farmers and even then they are rare now (Munir et al., 2021). once we meet it, especially in urban areas where most of the population works in offices and is individualistic. Through play, children can develop attitudes, responsibility, cooperation, and socialization, and can solve problems encountered in these games. Traditional market games can hone the brain of children to think faster, be more creative, effective, innovative, and of course very safe for children to do because it can foster a strong attitude of cooperation. sellers and buyers in communicating According to Annisa et al. (2021) and Westari et al. (2013).

The early years is a unique time period in which the child is undergoing a very process of quick and basic development for the next life (Partilah et al., 2022). At age 0-4 years this child is referred to as a toddler and the development of this child is very rapid, this toddler period is also called the golden age where the child's brain is very sensitive and responds to what he sees and hears and at the age of 4-6 years is a very sensitive period where the child begins to understand and accept diverse initiatives to maximize the child's potential (Naimah & Utaminingsih, 2021). The Delicate Period is a time when physical functions are maturing and prepared to react to environmental cues (Ministry of National Education, 2014).

This sensitive time is an opportunity to build the groundwork for development of religion, physical motor, language, arts, cognitive, and social-emotional (Prabowo et al., 2021; Aprinawati et al., 2017). A sensitive period in the stage of child development can be observed from the viewpoint of possibilities in terms of material or needs that should be given to children at such times and how to present it, the method, and the most effective model to be applied at a certain time (Isna, 2019).

This researcher conducted observations at Nugraha Putra Kindergarten in Kaliombo Village, which is one of the kindergarten educational institutions in the Sulang sub-district. It is known that the learning in Nugraha Putra Kindergarten has not used the development of market games in interesting learning. Learning to read and introduce children's early vocabulary is still monotonous and in the introduction of letters and numbers it is introduced directly so that children are still less interested in their learning and children's motivation in learning is still very low. Teaching media that comes from books is a contributing factor plus the pandemic conditions which require children to study at home. so that children play with gadgets more than have to do activities and assignments given by educators (Observation April 1-14, 2021)

The results of the Observation of Kindergarten Nugraha Putra (Observation April 1-14, 2021) in the implementation of market games to improve the language skills of Rembang Kindergarten B children (Ministry of National Education, 2014) aims to 1) train children to think actively creatively and innovatively 2) train children to pronounce vocabulary smoothly 3) train children's concentration 4) practice solving problems 5) helps develop children's imagination 6) and can socialize with friends and the environment.

After considering the field conditions, the researchers explored methods to enhance language skills in early childhood. Specifically, they sought to transform the monotonous learning experience from books or magazines into engaging market games inspired by local wisdom. According to Utami (2017) market games founded on local wisdom have the potential to enhance children's linguistic abilities, namely listening, writing, reading, speaking, and communicating.

Based on the problem descriptions and references above, it is essential for researchers to create market games infused with local wisdom as a means of enhancing language proficiency. Market game activities in learning must have been adapted to the characteristics of children's language development.

2. Research Methods

This study utilized a research methodology known as Research and Development (R&D), employing a research and development design that follows the ten-step implementation process based on Borg and Gall's theory. According to Borg and Gall in Sugiyono (2018), Educational Research and Development (R&D) follows a model similar to industrial development research. This model involves utilizing research outcomes to design innovative products and procedures, which are subsequently systematically tested, evaluated, and improved in the field until they meet specific criteria, including effectiveness, quality, and adherence to standards.

The process of creating educational equipment through development, also known as research and development (R&D), involves a number of studies utilizing diverse techniques in a cycle that goes through different stages (Nikmah et al., 2020). The research and development method involves generating novel product designs, evaluating the efficacy of current products, and innovating and manufacturing new products while assessing their effectiveness (Sugiyono 2018; Sayekti et al., 2019).

In development research (R&D) there are ten steps that the researcher must take, for that the researcher refers to Borg and Gall, namely collecting data, planning, developing the initial form of the device, conducting early-stage testing, revising, field testing, revising, and disseminating. and product implementation.

Then this study will use group B in the Dewi Sartika Sulang Rembang cluster as the experimental class and the control class. The experimental research design can be seen in the following table:

Table 1 - Research design table.

| Class | Pretest | Treatment | Posttest |
|--------------|----------------|------------------|-----------------|
| Control | O ₁ | X ₁ | O ₂ |
| Experiment | O ₃ | X ₂ | O ₄ |

In carrying out research and development (R&D), the researcher used two data collected, namely: 1) Quantitative data, which refers to data that can be directly measured or calculated and is represented in numerical form, providing information or explanations. of information or explanations described with assessment scores (SB = 5, B = 4, Enough = 3, less = 2, very less = 1); 2) Qualitative data which refers to information presented in the form of descriptive sentences. The qualitative data available consists of feedback and recommendations provided by the validator regarding the developed product, as well as a detailed account of the product trial implementation. These evaluations are then translated into rating categories such as SB (very good), B (good), C (adequate), K (poor), and SK (very poor).

The data for this study was sourced from students in group B within the Dewi Sartika cluster. The study specifically involved 15 students in the experimental class and 5 students in the control class. The objective was to enhance language skills for children in TK B in Rembang by implementing market games based on local wisdom. The study was conducted during the second semester of the 2021/2022 academic year in the Dewi Sartika cluster, which is located in Sulang District, Rembang Regency, Central Java.

The researchers utilized various data collection techniques, including interviews, observations, questionnaires, and documentation.

3. Result and Discussion

The data were obtained from conducting preliminary observations to get an overview of the implementation of learning in Group B Kindergarten group B Dewi Sartika Group in Rembang. The data will be the basis for this research regarding the creation of market games based on regional knowledge that is by the learning and characteristics of Kindergarten B children. The development of this game relates to the need for game tools to improve children's language skills on indicators of understanding language, expressing language, and literacy.

Observation results obtained data from three Kindergarten B which were conducted. Observations showed that the language learning delivered by the teacher used blackboards, pencils, and books. It was less effective for children. Because teachers provide monotonous language learning every day, children feel bored and some even cry and feel afraid so that children do not want to be separated from their parents. Learning activities like that are less attractive to children. The finding of the study was supported by Bamiro et al. (2020) claimed that the learning style and characteristics of learners are indispensable factors to promote learning attainment in pupils. Bamiro et al. (2020) explained further that the nature and needs of the learner must be considered in choosing the appropriate teaching style and teaching materials in classroom instruction.

4. Conclusion

It is possible to draw the following conclusion from the study findings from the development and discussion that have been discussed in the creation of local wisdom-based market games:

- a. The incorporation of market games rooted in local wisdom can effectively enhance the language skills required for Kindergarten B children. It is essential that these market games, inspired by local wisdom, are designed to specifically stimulate the language development of children in Kindergarten B in Rembang. Such localized market games have the potential to significantly improve the language abilities of these young learners.
- b. Creating market games based on local knowledge to help Kindergarten B students with their language skills. Requires follow-up, namely 1) Preliminary Research, 2) Product Development, 3) Initial product testing, 4) Final product testing, 5) Final product revision, and 6) Dissemination.
- c. Feasibility test of local wisdom-based market games by the validation of language experts in the Good category and very feasible, help enhance the verbal abilities of kindergarten students. B. Children's and teachers' responses to the application of local wisdom-based market games are good and very alike.
- d. Based on the results of the Test for the effectiveness of the response of children and teachers, it is very effective for market games based on local wisdom. Result in $t_{\text{Count}} > t_{\text{Table}}$.

5. Recommendations

Based on the conclusions of the research, it can be suggested as follows:

- a. Schools
 - Kindergarten educational institutions should be more independent in improving learning competence, especially in language development
 - Kindergarten educational institutions should be more active in utilizing market games to enhance language abilities depending on regional knowledge so that learning goals and outcomes can be achieved to the fullest
- b. Teachers
 - Teachers should be more creative in developing market games based on local knowledge to enhance outcomes and procedures.
 - Teachers should use market games that are adapted to the material provided because using market games based on local wisdom can optimize their role as facilitators.

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Conflict of Interest

The authors declare no conflicts of interest.

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