

Innovative Learning Media Based on Educational Game in Improving Calistung

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Abstract: Innovative learning media can be obtained from various media, including educational game media. Games, increasingly loved by all groups, including children, should be directed towards more positive uses. This study aims to analyze and examine the use of educational games that can improve education in an elementary school institution at the first-grade level, precisely at MI Miftahul Khoir in Kotaanyar Village, Probolinggo Regency. This research uses a case study type qualitative approach by carrying out data collection techniques through data analysis, data display, and finally concluding. The study results obtained that first, at the first-grade level, MI Miftahul Khoir used educational game media to increase calistung in students. Second, the implementation of educational games was carried out with techniques; Brainstorming, Introduction to Calistung through Educational Game Media, Program Evaluation, and Continuous Improvement. The implications obtained in the use of educational games that have been well packaged can stimulate children's calistung passion, which is more increased than before when children begin to develop calistung abilities.

Keywords: Learning Media, Educational Games, Calistung

Abstrak: Media pembelajaran yang inovatif dapat diperoleh dari berbagai media, termasuk media game edukasi. Permainan yang semakin digandrungi oleh semua kalangan, termasuk anak-anak, harus diarahkan pada pemanfaatan yang lebih positif. Penelitian ini bertujuan untuk menganalisis dan mengkaji pemanfaatan permainan edukatif yang dapat meningkatkan pendidikan pada suatu lembaga sekolah dasar (madrasah ibtidaiyah) pada tingkat kelas satu, tepatnya di MI Miftahul Khoir di Desa Kotaanyar Kabupaten Probolinggo. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus dengan melakukan teknik pengumpulan data melalui analisis data, penyajian data, dan terakhir penarikan kesimpulan. Hasil penelitian diperoleh bahwa pertama, di kelas satu MI Miftahul Khoir menggunakan media game edukasi untuk meningkatkan calistung pada siswa. Kedua, pelaksanaan game edukasi dilakukan dengan teknik; Brainstorming, Pengenalan Calistung melalui Media Game Edukasi, Evaluasi Program, dan Continuous Improvement. Implikasi yang diperoleh dalam penggunaan game edukasi yang telah dikemas dengan baik dapat merangsang gairah calistung anak yang lebih meningkat dari sebelumnya ketika anak mulai mengembangkan kemampuan calistung.

Kata kunci: Media Pembelajaran, Game Edukasi, Calistung

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INTRODUCTION

Education is a process carried out in changing a child's lifestyle to be better, independent, and responsible. A person's early education determines the quality of his life in the future (Watini 2019). Children's primary education is an institution that provides formal education for children, including elementary schools (Febriyanti and Mustadi 2020). Every child has different abilities; therefore, children are called unique humans (Lukman Hakim et al. 2019; Zubaidah 2021). Sanitasari, (2017) Children's growth and development are determined by parents' role and their environment. Fika, (2020) reveals that aspects of development such as cognitive, language, physical motor, social-emotional, moral-spiritual, and art can be stimulated in various ways so that growth and development go well. At this time, it is also called the critical period and at this time also requires an education which is the fundamental center as a strategy in building human resources (Yunia, 2016; Wahid et al., 2021).

The process of educating children is carried out using stimulants or stimuli that can foster spiritual and physical development to have continued readiness (Bahri 2019; Rozi and Rahayu 2022). Children's education is an effort, encouragement, guidance, nurturing, and stimulation, leading to the child's abilities and skills (Baharun et al., 2021). Education for children is carried out through playing while learning through games so that children will get enjoyable learning (Syam and Damayanti 2020). Engaging teaching and learning activities can be used in developing children's abilities; this can be done with a pattern of child-centered learning activities by giving complete trust to children so that children have the opportunity to learn directly in these learning activities (Fardiah et al., 2019; Dakir et al., 2021). Learning activities centered on children's interests will be more positive in their grasping power than teacher-centered learning, so teachers can use media assistance to direct meaningful learning activities (Miyati 2019; Sugiarti & Handayani, 2017).

Playing while learning the right way to provide a learning stimulus to children. Activities that get natural and fun results, namely from games, developmental aspects can be achieved entirely through games (Firdausiah 2021; Kusumaningrum et al. 2022). Through games, a child can also encounter new things and reinforce experiences that children have known before using expression and exploration carried out by children; this can also show the child's identity increase the child's fantasy and activity. The educational process in childhood is the basis for future academic success (Hasanah 2019; Sari et al. 2022). Giving stimulation during the golden age is very important because it can maximize the development of brain functions. (Nofitasari and Maryani 2018) According to (Sumardi, Taopik Rahman 2017), In childhood, it is easier to get and absorb information obtained from the surrounding environment, including the development of calistung. According to (Hapsari, Syukri, and Yusuf 2016), each child has a different potential for intelligence. The right direction and stimulation can optimize all the potential that exists in children to form learning independence for children (Rozi et al., 2022).

The demands for educators both from outside and from within education are that a child can be said to be successful if he is capable of calistung (reading, writing, and arithmetic). In contrast, the concept of children's learning is more focused on games,

not emphasizing the child's ability to understand calistung, but in terms of the environment that demands the success of students who can count from an early age. Calistung is an activity that needs to be familiarized with children because the introduction of calistung early can prepare children's calistung skills in the future. As stated by previous researchers, including; D. Pertiwi et al., (2021), The introduction of letters and numbers or calistung in early childhood emphasizes playing activities. However, currently calistung for early childhood is more noted for children who can read and count to make it easier for children at the next level of education. Pertiwi (2016) pre-reading receptive language skills and calistung that early childhood prepares reading comprehension before entering school. Next. Furthermore, Fitriya (2014) pre-reading or early reading, namely the early learning stage of reading, will be the foundation for the next step of learning to read.

Calistung ability is essential for children's academic development and must be possessed by all students (Simanjuntak et al., 2020). Furthermore, Eka (2014) teaches pre-reading (early reading), writing, and arithmetic programmatically, which is carried out on children through various stimulations. They can use media or games to make them more interesting to follow. The term "literacy" appeared in specialized literature in the late nineties of the last century. At the most general level, this includes skills and the ability to use acquired skills (e.g., reading and writing) (Wildova and Kropackova 2015).

Facts in the field, especially at the grade I level of MI Miftahul Khoir, Kotaanyar Village, Probolinggo Regency, related to understanding calistung, there are demands from the environment both from the parents and the school climate which require elementary school children to be able to calistung with the application of learning that has used textbooks and worksheets (Student worksheet). While there are still some children who cannot read and write, children cannot spell. Children are not skilled at writing, and children cannot count with high numbers. This is caused by several factors, including the lack of teacher innovation in combining learning with appropriate media in attracting children to be more interested in education, then the lack of coordination with parents in implementing the introduction of calistung from an early age.

This phenomenon has become extensive homework for the head and teacher of MI Miftahul Khoir Kotaanyar Probolinggo. In responding to this phenomenon, the director and teacher of MI Miftahul Khoir made innovations that could develop the potential of listing further and meet the targets expected by the environment. The chosen creation involves educational game media involvement, where all groups, including children, love games. Therefore, the excellent match is expected to produce positive outputs for children's growth and development, especially in increasing listing, of course with proper management also.

In this era of globalization, we can use electronic media such as educational games. Educational games can provide interest in early childhood because they are packaged in an attractive and modern way and easy to apply. Many studies involving educational game media in improving all aspects of children's intelligence have been carried out by previous researchers, including; According to (Fatima, Khairunisa, and Prihatminingtyas 2020)Through the application of educational gameplay models, it can create a fun learning atmosphere and can

activate children during learning activities. Furthermore, one of the exciting and interactive learning media that prioritizes collaboration communication and can lead to interaction between students is through games that have the characteristics of creating motivation in learning, namely fantasy (fantasy), challenges (challenges), and curiosity (curiosity) (Irwan, Luthfi, and Waldi 2019).

Then (Citra 2020) says games or games are all contests that cause interaction between players by following existing rules that have been determined to achieve a goal. It was also emphasized by (Jafar and Mardia 2017) that the use of educational game media in the teaching and learning process can generate new desires and interests and generate motivation and stimulation to learn.

Departing from this, the researchers are interested in studying the use of educational games in improving calistung (reading, writing, and arithmetic) in students through educational game media. This is the uniqueness and novelty of previous research studies. Based on this background, the researcher is interested in integrating the introduction of calistung (reading, writing, and counting) with educational games. This research aims to analyze and understand how implementing an educational game called "game calistung" in improving calistung (reading, writing, and arithmetic) in students, especially at the first-grade level.

METHOD

This study uses a qualitative case study approach to get an overview of the teacher's strategy in increasing calistung knowledge (reading, writing, and arithmetic) through educational games. The place of research was carried out at an institution located in the Probolinggo district, precisely at the MI Miftahul Khoir institution in Kotaanyar Village, Probolinggo Regency. MI Miftahul Khoir is a formal education institution that implements an educational media game called "game calistung" in the teaching and learning process, especially at the first grade level in understanding calistung (reading, writing, and counting). The flow of this research design is as follows;

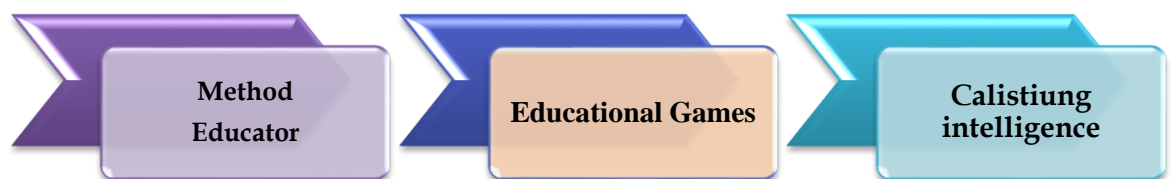


Figure 1. Research Implementation Flow

Researchers conducted direct observations at the research site to determine the implementation of educational games in improving calistung (reading, writing, and arithmetic) skills in MI Miftahul Khoir students. In digging up information, the researchers involved informants obtained from interviews with the principal, the teacher council, and the guardians of MI Miftahul Khoir's students. Researchers observed the activities of teachers and students in the use of educational game media during learning.

Data analysis begins with the presentation of the data as a whole, then simplifies the data, namely grouping and selecting the collected data according to a

predetermined theme, and finally ends the data analysis by concluding the research as a result of the study.

RESULTS

The presentation of the research results shows that; There are several steps taken in implementing innovative learning media based on educational games to improve calistung (reading, writing, and arithmetic) in children at MI Miftahul Khoir in Kotaanyar Village, Probolinggo Regency, which is as follows:

Brainstorming

This technique is used to collect ideas or design plans regarding achievement improvement programs for students. This technique is carried out when holding a joint meeting with all school components involving the foundation's chairman, committee, principal, and the entire teacher council. From the internship meeting, which was held with a solution meeting, it was hoped that there would be a way out of the ideas intended by the members of the problem meeting at the institution.

IF1 as the principal of MI Miftahul Khoir conveyed, before implementing the educational game media MI Miftahul Khoir held an internal meeting attended by the foundation, principal, teachers, and guardians of students to find brilliant ideas that can foster calistung passion (reading, writing, and writing). counting) in students. The technique used in finding ideas is brainstorming; with brainstorming techniques, all meeting teams can express their views, which will later be used to apply the Calistung educational game media.

Furthermore, it was also conveyed by IF2, one of the teachers stated that the concept of ideas put forward by the meeting members was spontaneous, but some members had already conceptualized the steps for applying the Calistung educational game media, the idea was carried out to save the duration of the meeting. The idea is stated in the meeting minutes, which is then presented to all forum members, the last conclusion is drawn, and the selection of steps is based on mutual consensus.

IF3 MI teacher Miftahul Khoir emphasized that the results of the internal meeting were initiated regarding the steps for implementing educational game media which will later be applied to students. The implementation of educational game media also involves the role of parents in guiding children when using the game media at home. Brainstorming is generated when deliberation is carried out, such as determining the time to use the listing educational game, calistung test schedule (reading, writing, and counting), calistung evaluation schedule (reading, writing, and counting).

By doing brainstorming (early understanding) about the methods or tricks that MI Miftahul Khoir will carry out in introducing their students to the world of calistung (reading, writing, and counting), which is done with the help of calistung educational games, it encourages teachers, parents, and students in learning. Understand the world of calistung (reading, writing, and counting).

Introduction To Calistung Through Educational Game Media

After finding ideas and finding solutions or problem solving, the next step is to implement the program for students with the stages that have been planned and adapted to the characteristics that exist in the school. As stated by IF4, one of MI Miftahul Khoir's teachers said that the implementation of the Calistung educational game media method had indeed been programmed into the daily learning plan (RPPH) for each class teacher at MI Miftahul Khoir. in implementing classroom learning. The implementation carried out in the involvement of the Calistung educational game media is carried out in the following stages:

Preparation of Facilities and Infrastructure

Preparation and provision of supporting facilities and infrastructure such as the availability of gadgets and a wifi network that can stabilize the implementation of the calistung educational game media that teachers carry out in improving calistung skills (reading, writing, and counting) at MI Miftahul Khoir.

IF1 conveyed that the existing facilities and infrastructure at MI Miftahul Khoir are still very minimal due to school finances that are still less stable. Still, we are collaborating with the guardians of students in implementing calistung game media at home with a predetermined schedule and coordinating to bring gadgets on time which is already scheduled. Even though at school, students are still constrained by the facilities and infrastructure for the provision of devices, on average, the guardians of students have gadgets so that when using gadgets media in the implementation of the calistung game, students borrow from their parents.

IF2 said that this is a challenge for us, the position holders in the MI Miftahul Khoir institution, especially in fulfilling school facilities and infrastructure to complete the facilities needed by students. We strive to find solutions by collaborating with local companies to get donors to fulfill the required infrastructure.

Supporting facilities and infrastructure will further optimize the activities carried out so that achievement targets will be easier to achieve. With complete facilities and infrastructure as well as the proper methods, stimulation for children is easier to absorb and understand.

Supporting Environment

Teachers involved in implementing the calistung educational game have gone through the competency test stage in understanding IT; the human resources at MI Miftahul Khoir are trained and competent in learning through the calistung educational game media, which is a new program at the institution.

IF1 said that there was an improvement in the quality of human resources at the MI Miftahul Khoir institution, namely by classifying teachers who were already competent in the IT field and then being able to transmit competence to other teachers in applying the technology. MI Miftahul Khoir has three teachers who are qualified in this field and also graduates with a bachelor's degree in information technology, so the ability of these teachers can guide other teachers who are less skilled in the IT field.

IF2 said that in implementing educational games, first, there was training conducted by fellow teachers in guiding other teachers who did not understand IT. The principal always motivates in terms of empowering abilities through the involvement of peers to operate educational games that are being promoted in this institution.

The other supporting environment IF3 was carried out by the foundation and the guardians of students, who mobilized donors to complete the lack of facilities, especially in the application of educational games.

IF5, MI's guardian, Miftahul Khoir, said that we are very supportive of the program for using game media. Because games, which children increasingly love, can be used for more valuable activities, especially in learning.

A supportive environment plays a massive role in the success of a program. This is because the involvement of the supporting environment is not only adding to existing facilities but also provides support and positive energy to the institution so that all aspects in it keep the spirit of fighting for the success of the targets that have been programmed.

Implementation of listing game activities

Implementing the calistung introduction method (reading, writing, and counting) through the help of the calistung educational game is carried out every Thursday, Friday, and Saturday for 30 minutes from 08.30 to 09.00. The implementation was carried out for three days because on other days, the scientific game method and the APE game method were used; the application of this collaboration was able to eliminate boredom in students so that they tended to be curious and curious about the ways that the teacher applied.

IF2 conveyed that the implementation of the educational game calistung was carried out on students per group according to the classification of abilities that the teacher had set; in the performance of the academic game media into three small groups, which later there would be a rolling system if students had finished the game assigned by the teacher, the three groups were groups burning, writing group and counting group. At school, unique gadgets have been provided for learning calistung for students. However, in a limited number, three devices are provided in each class, which are maximized in calistung learning, but on specific schedules, students bring their gadgets from home.

The calistung educational game is carried out in the core activity for 30 minutes with the alternate method for each student; in the core activity, group implementation is carried out where one group has tasked with different activities, namely reading, writing, and counting. Implementation activities or the application of learning calistung games are carried out as attractively as possible by using the playing method but still learning; the teacher also involves simple singing as ice-breaking so that students are more enthusiastic and enthusiastic.



Figure 2. The Main Menu of the Calistung Educational Game

IF3 conveys that the learning method at MI Miftahul Khoir is not only through educational game media but uses various models such as direct or accurate scientific approaches, then learning using educational teaching aids (APE) media. The variety of methods used at MI Miftahul Khoir is done to avoid saturation of the stimulation given by the teacher to students. The application of collaborative learning methods can improve the intelligence of students.

IF4, one of the students' guardians, said that the use of calistung educational games is an effective method in overcoming children's dependence on gadgets because, with the implementation of calistung educational games regulated by the school, children can manage learning and playing time, which initially was only used for games, now turn the function into a learning media.



Figure 3. Recognizing and writing numbers letters



Figure 4. Learning to Read



Figure 5. Learning to Count



Figure 6. Calistung Exercise

Evaluation Program

The evaluation program is carried out to determine the extent to which the program carried out can achieve the desired target; by evaluating the Calistung program, the teacher can improve the weaknesses and further strengthen the program to maximize results. IF1 conveyed that an evaluation was implemented every semester to measure improving calistung skills (reading, writing, and counting) at MI Miftahul Khoir. At the evaluation stage, students will be tested in three steps, the first is a sentence reading test, the second is writing, and the third is counting. At the evaluation stage, pay attention to each student's ability because children are unique creatures with different abilities.

Evaluation is carried out to provide improved services and progress for the future. This improvement is made to ensure the optimization of the program that has been implemented. This activity impacts progress by providing coaching, mentoring, and directing in a better direction. All institutions have carried out an evaluation of the

institution's programs carried out to measure the results that have been obtained so that the institution can provide conclusions on the programs that are already running.

IF4 conveys that the evaluation results are recorded and used as a benchmark for further improvements. The evaluation notes will be submitted to the principal at the teacher's internal meeting then the principal will make a decision based on deliberation between the principal and the teacher. However, so far, the evaluation results show that with the use of the calistung educational game, the calistung ability (reading, writing, and counting) at MI Miftahul Khoir has increased more than before the use of the educational game. Through evaluation activities, the limits of students' abilities will be visible and provide an overview for the teacher to take corrective or additional steps made to the tiered plan.

Continuous Improvement

Continuous improvement is carried out by referring to evaluations carried out by constantly innovating to improve programs that are considered less than optimal. With this constant improvement, the program stabilization will be maximized and closer to achieving the desired goals.

IF1 follow-up plans are carried out by referring to the results of the evaluation carried out. We do the steps that need to be changed or reprocessed to improve the results that should be obtained. The most prominent evaluation was the completeness of infrastructure in the application of educational games. Therefore the institution tried to meet the shortcomings by carrying out this tiered plan.

Furthermore, the next IF4 plan is planned by providing infrastructure facilities which are carried out by collecting from various donors to meet the infrastructure needs so that teaching and learning activities are more conducive and orderly. Facilities and infrastructure are striving to be more complete with further plans. The sustainability plan through the Deming concept is shown in Figure 2.

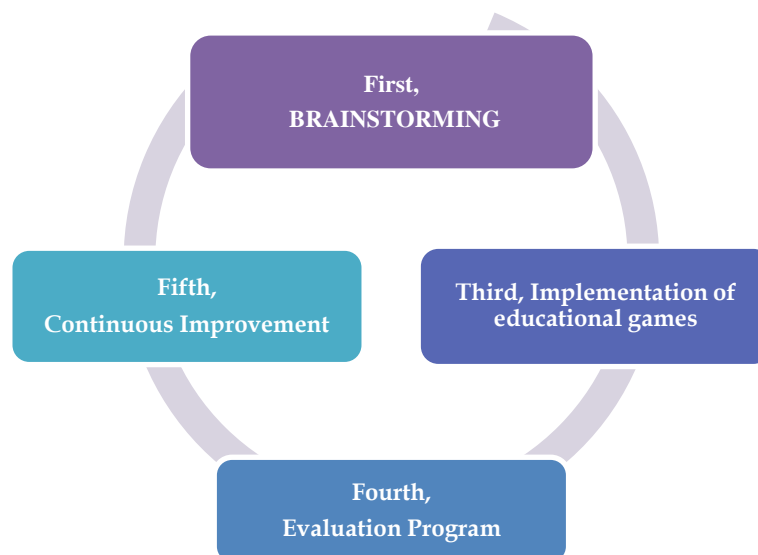


Figure 7. The Concept of Deming MI Miftahul Khoir Educational Game

The tiered plan is used to overcome the cavities of a program's disability to produce a unique program that can make a generation of students excel in the field of interest.

DISCUSSION

Before carrying out the activities that have been planned, it would be nice to discuss the search for the best ideas from all the components in the institution to get more appropriate solutions, such as by doing brainstorming techniques, as conveyed by Wardani, (2016) Brainstorming techniques used to find answers to problems. Specific problems by collecting ideas spontaneously. This technique can maximize group creativity by generating ideas and determining which ideas are most likely to be successfully implemented. The essence of brainstorming is generating ideas and discussing them when brainstorming is done by providing a session for members to be able to convey ideas and other sessions to be able to discuss the ideas that have been collected (Karim 2017).

Implementing learning requires a proper flow, so the target to be achieved is more easily detected. For the implementation of learning to run in a conducive and directed manner, careful planning is needed to maximize the program (Basri and Rusdiana 2015). Teaching planning can be used as a basis for preparing lesson plans and, at the same time, as a teacher guide in carrying out learning activities so that they are more directed and run efficiently and effectively (Astuti, Muslim, and Bramasta 2020).

The next step is when you have found a problem-solving solution, then the implementation or implementation of the target is carried out. Of course, in achieving the desired goals, a careful planning stage is needed to maximize the targets to be completed. Basri & Rusdiana, (2015) also emphasized that implementing learning requires an appropriate flow so that the target to be achieved is more easily detected. For the implementation of learning to run in a conducive and directed manner, careful planning is needed to maximize the program. Teaching planning can be used as a basis for preparing lesson plans and, at the same time, as a teacher guide in carrying out learning activities so that they are more directed and run efficiently and effectively (Astuti et al. 2020). An exciting course implementation will also increase students' interest in participating in these activities. As explained by Baharun et al., (2021), When the teacher implements learning, it must be engaging, creative, energetic, and innovative so that students are more enthusiastic about participating in the education implemented by the teacher.

Every program requires an evaluation that can measure its success and can be used as a reference to correct deficiencies in the program. Based on a quote from (Baharun and Wibowo 2021), the evaluation's purpose is that the plans that have been made can achieve the goals set and can be implemented. The evaluation results are intended for re-planning and the final administration and management. In education, evaluation is critical. In an educational institution, evaluation is not only for students but also for all school components, both teachers and principals. An assessment can motivate students to be more active in improving their learning; evaluations also encourage teachers to improve competencies and services and

student learning quality (Rozi and Firdausiah 2021). Because of the importance of assessment, competent human resources are needed to fix and improve education management, especially in the planning, implementation, and evaluation processes (Ita 2018).

After the evaluation, continuous improvement is also applied to maximize the program and strengthen the desired results. Continuous improvement is carried out by monitoring the calistung educational game to improve calistung (reading, writing, and counting) at MI Miftahul Khoir. Through the concept of Deming or Deming Philosophy in implementing the program, it can have an impact on improving the quality of the MI Miftahul Khoir institution, especially in the use of the calistung educational game program. According to Deming's Philosophy, improvements made continuously in improving quality will impact progress in a better direction in the future. Deming defines quality as the continuous development of a stable system (Sriwidadi 2001).

CONCLUSION

Efforts to develop early childhood intelligence require several stages that are tested through the patience of both teachers and guardians of students because early childhood incidentally has its uniqueness in each of their abilities. At an early age, which tends to be more interested in games, it is appropriate that implementing learning also involves games. The calistung educational game seems to answer the concerns of teachers and guardians of students in developing children's intelligence, especially in developing calistung abilities (reading, writing, and calculating), because through calistung educational games, children are able to learn with fun methods that are far from bored so that children's intelligence is more easily directed and sharpened. The positive implications for students can be seen from students' enthusiasm in participating in learning when using the Calistung educational game method. It also makes it easier for teachers to apply to learn through the use of educational game media. Of course, this activity cannot be generalized to all institutions because it depends on the environmental conditions of the institution, so that this condition provides opportunities for future researchers to study the same but more comprehensively in the field of developing early childhood calistung intelligence.

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