

Snakes and Ladders Game for Early Childhood Cognitive Development

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Abstract

This research is motivated by the application of education, which tends to be verbalistic and monotonous. Teachers tend to use classical education and less varied media so that learning can only partially stimulate cognitive development. This research aims to describe the process of implementing the snakes and ladders game to stimulate the cognitive growth of children aged 5-6 years in PAUD Kecamatan Gajah. This research uses qualitative research methods, as well as information-gathering methods using interviews, observation, and documentation. The sources of information are group B children and group B teachers. Checking the validity of the information uses the triangulation method. This research shows that implementing the Snakes and Ladders game in improving the cognitive abilities of children aged 5-6 years in PAUD in Gajah District has been going well. Therefore, teachers can use the implementation of the Snakes and Ladders game to stimulate cognitive development in early childhood.

Keywords: Snakes Ladders Game, Cognitive Development, Early Childhood

Abstrak

Riset ini dilatarbelakangi oleh penerapan pendidikan yang cenderung verbalistik, monoton, guru cenderung memakai pendidikan klasikal serta pemakaian media yang kurang bervariasi, sehingga pembelajaran tidak bisa menstimulasi perkembangan kognitif secara maksimal. Tujuan riset ini adalah mendeskripsikan proses Pelaksanaan game ular tangga untuk menstimulasi pertumbuhan kognitif anak umur 5-6 tahun di PAUD Kec. Gajah. Riset ini memakai metode riset kualitatif, serta metode pengumpulan informasi memakai wawancara, observasi, serta dokumentasi. Sumber informasinya merupakan anak kelompok B serta guru kelompok B. Pengecekan keabsahan informasi memakai metode triangulasi. Hasil riset ini menampilkan implementasi game ular tangga dalam meningkatkan kognitif anak umur 5- 6 tahun di PAUD di Kecamatan Gajah sudah berjalan dengan baik. Oleh karena itu, bisa disimpulkan kalau implementasi game ular tangga bisa digunakan guru dalam menstimulasi perkembangan kognitif pada anak usia dini.

Kata Kunci: Permainan Ular Tangga, Perkembangan Kognitif, Anak Usia Dini

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INTRODUCTION

Childhood is the right time to start growing with various stimuli so that it can grow optimally. Something a child learns at the beginning of his life will impact the next life (Santrock, 2007). PAUD is a central institution as well as fundamental and strategic for children's growth. The main objective of implementing PAUD is to form quality Indonesian children who develop and grow at their level of development so that they have maximum readiness for further education and life (Salahudin, 2011).

In early childhood education, several aspects need to be stimulated to optimise their development, namely: physical-motor, cognitive, social-emotional, language, art, and moral and religious aspects. These aspects are very fundamental for the development of children at an early age. Everything is interrelated and influences the development of children. One fundamental aspect that

must be developed is cognitive (Kemendikbud, 2018). Cognitive development in early childhood is still at the concrete pre-operational stage. Children need media or concrete objects to facilitate their thinking skills. The Snakes and Ladders game is one media that can stimulate children's cognitive development (Audina et al., 2022; Rekysika & Haryanto, 2019; Kurniawati, 2013).

Snakes and ladders are played by shaking the dice, then running accordingly with many dots appearing on the dice. If it stops at the snake's head, you have to repeat it from the tail again. Those who previously missed the finished brick will come out as champions. Through Snakes and Ladders games, children can learn to recognize values by counting and learning to recognize numbers (Yulianti, 2018). Snakes and ladders games can be a fun learning media for early childhood. Children will be interested in following the learning process. In this case, the teacher acts as a facilitator for the child (Princess et al., 2022).

Early childhood learns through play. By playing, children can interact and adapt to the physical and social environment to gain experience (Husna & Nurhafizah, 2022). Through playing, children get stimulation from their environment for all aspects of their development, including the cognitive aspect. Playing is an activity that cannot be separated from a child's life. Forms of play can vary. Some games emphasize entertainment, and some can train and develop various kinds of intelligence. Some emphasize the playing activity itself, and some use additional media, for example, the media for the game of snakes and ladders (Fransisca et al., 2020). The theory explains that implementing learning to develop children's cognitive can be done by holding physical activities. The physical activity that can be done is playing with snakes and ladders games (Amaliya & Dyah, 2019).

From the survey results done by researchers in several institutions, Which There is in Subdistrict Gajah, children's cognitive abilities are still low. In calling numbers 1-20, children are still stammering and need help from the Teacher. Tool game snake ladder Already There is. However, its use is just as a toy children play, not as media in cognitive learning. The ability of children in these activities has yet to be achieved optimally. Several things cause this problem: still focused on using magazines in learning activities, the learning model uses classical models, the teacher is only in front to explain the material, and the children listen. Pattern learning like This very monotone activity learning, not enough excitement and fun, and lack of motivation from the outside in the form of encouragement and trust in associating writing with pictures. In addition, the class atmosphere and seating arrangements could be more conducive, making children less comfortable participating in learning. In early childhood education, the learning process should be accompanied by games. Whereas principal learning children at early age studies through play, researchers want to optimize the use of snake ladders games in developing children's cognitive so that the use of snakes and ladders game tools can be optimal not only just games, however, can be made a tool in developing children's cognitive.

METHOD

This research was conducted with subjective investigations to seek an understanding of events or events and phenomena that occurred during a comprehensive investigation. In collecting data, researchers go through step by step, and after that, the data is explained narratively or descriptively from beginning to conclusion. So this research is classified as descriptive qualitative research (Yusuf, 2017). Data was collected through direct observation or interviews (Yusuf, 2017). In this study, the research subjects were children aged 5-6 years at PAUD Gajah District.

RESULTS AND DISCUSSION

Applying the Snakes and Ladders game to develop aspects of cognitive development requires a strategy that facilitates the implementation of the game. A simple strategy that can be used is to determine the subject, the goal, and the size of the ladder snake that must also be considered. Children will find it easier to play with if the size is bigger.

In this game of snakes and ladders, the teacher chooses a not heavy and boring tool. For example, for dice, the teacher makes material from flannel which forms cubes similar to dice with a small circle symbol with different numbers on different parts. As a base, it is made of MMT material or material often used in banners designed with images such as snakes and ladders. The only difference is that it is more colourful, so it is interesting to watch and play. The advantages of the Snakes and ladders game in early childhood cognitive development are that it stimulates children to learn numbers more excitingly and is not boring. Also, children refrain from accidentally mentioning missing numbers or when throwing dice, so their cognitive skills increase, they can be stimulated more efficiently, and they feel happy.

In learning using Snakes and Ladders game media, the teacher divides learning activities into initial, core, and closing. In the initial activity, the teacher prepares the child's condition before starting learning. This opening activity is carried out by singing, playing and telling stories, aiming for the children to be enthusiastic and ready to take part in learning. Then, the children carry out routine initial activities, namely reading prayers, Asmaul Husna, and hadiths and short letters. Next, the teacher introduces learning themes and sub-themes and invites children to discuss learning themes and sub-themes.

In this activity, the teacher explains to the children based on the theme that has been prepared previously so that child No Confused. Then Teacher conveys the method of playing the Snakes and Ladders game. After the teacher explains, the teacher enters the activity and will do old age early.

In the closing activity, the teacher invites the children to clean up the snakes and ladders play equipment, then requests child For gather together; the teacher interviews all children to tell their experiences after playing. The teacher invites the child to mention the return medium/material used in the activity play, asks the child how a method does activities, And how results from the activity play snakes ladders games. Then the Teacher gives messages and advises the child on the day's activity.

In-game activities, the teacher evaluates the results of the application of the game method by children as an application of the development of children's cognitive abilities. They were used to assess the cognitive development index. This is done according to a specific topic. The evaluated indicators are listed on a checklist used by the teacher, which evaluates them according to the child's cognitive development during the game. The checklist contains information on Not Developing (BB), Starting to Develop (MB), Developing According to Expectations (BSH) and Very Well Developing (BSB). In this way, the teacher knows how well the child understands this activity. The teachers congratulated all the children on today's experience.

The Snakes and Ladders Game is an absorbing educational medium or toy that can be used for early cognitive development. Besides being a simple game, this game is also fun for children to play. Snakes and Ladders will teach children to recognize numbers, call flowers in English, memorize prayers, and more. Therefore, researchers hope playing snakes and ladders can stimulate early childhood development, especially cognitive abilities.

Cognitive development focuses on thinking skills, including learning, problem-solving, rational and remembering. The development of cognitive skills is directly related to the development of other skills, including communication, motor, social, emotional, and adaptive skills. The Snakes and Ladders game is an effective medium for increasing students' absorption and understanding of lessons, especially discussions that are easier to accept with media intermediaries. This proves that the snake and ladder game media can assist teachers in delivering learning material (Atika Setiawati & Suyadi, 2021).

CONCLUSION

Cognitive development focuses on thinking skills, including learning, solving the problem, rationale And remembering. The development of cognitive skills relates directly to the development of other skills, including communication and language, motor, social, emotional, and adaptive skills. Snakes and Ladders game is an effective medium For increasing Power to absorb and understand students the lesson, specifically difficult discussions without media intermediaries. This proves that the media game snake stairs can help Teachers convey material learning.

Based on the results of research on the application of snakes and ladders media in developing early childhood cognition, its application is reasonably practical. However, Still, There is the obstacle that attitude is not enough. Be patient, child And bother Friend- her friend, Which currently plays. Besides That constraint, next is limited time in activity, in This snake and ladder game takes quite a long time because all children must be sure to attend and carry out these activities. So that teachers can develop strategies for arranging during activity is taking place.

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