



The Influence of The Educational Tool Of Fishing On The Ability To Classific Size And Color in Children Aged 5-6 Years

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Abstract :

This research is motivated by school education during the pandemic. Where preschool children experience learning that is not following their age. Learning during the pandemic, children learn by telephone sometimes hold face-to-face but not optimal when studying. So that it attracts the attention of researchers to provide a learning method through play. The purpose of this study was to develop an educative game palate for the ability to classify sizes and colours in children aged 5-6 years. This study uses a quantitative approach with a quasi-experimental form. (Quasi Experimental Design). The data collection technique used purposive sampling. The research population of group B students at RA Miftahul Jannah was 58 students. Based on the researchers' observations, data were obtained that 1) Learning during the pandemic was short, so the learning time was not optimal. 2) the ability to classify size and colour in children aged 5-6 years at RA Miftahul Jannah is low and moderate. 3) Lack of educational game tools that support learning tools to classify sizes and colours. The theory used by researchers in this problem is the theory of classifying by Rini Hildayani, namely according to Rini Hildayani explaining the notion of classifying ability, namely the ability to select and classify objects based on their similarities, for example, classifying objects according to their shape, classifying objects according to the colour of the object. 2) the ability to classify size and colour in children aged 5-6 years at RA Miftahul Jannah is low and moderate. 3) Lack of educational game tools that support learning tools to classify sizes and colours. The theory used by researchers in this problem is the theory of classifying by Rini Hildayani, namely according to Rini Hildayani explaining the notion of classifying ability, namely the ability to select and classify objects based on their similarities, for example, classifying objects according to their shape, classifying objects according to the colour of the object. 2) the ability to classify size and colour in children aged 5-6 years at RA Miftahul Jannah is low and moderate. 3) Lack of educational game tools that support learning tools to classify sizes and colours. The theory used by researchers in this problem is the theory of classifying by Rini Hildayani, namely according to Rini Hildayani explaining the notion of classifying ability, namely the ability to select and classify objects based on their similarities, for example, classifying objects according to their shape, classifying objects according to the colour of the object. In this study, the researchers concluded that there was a significant effect by using a fishing rod game on the ability to classify sizes and colours, namely the researchers obtained data from the T-test results that in the pretest implementation, the data obtained were 65.15, and the posttest data was 104.

Keywords : *Fishing Game Educational Tool, Early Childhood, Ability to Classify Size and Color.*

INTRODUCTION

Law No. 20 of 2003, concerning the education system, explains that early childhood education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence. , noble

character, as well as the necessary skills, society, nation and state. [1]. According to Imam Al Ghazali, education is a process of humanizing humans from the time of their occurrence until the end of their lives through various knowledge delivered in the form of teaching gradually, where the teaching process is the responsibility of parents and society towards self-approach to Allah SWT so that they become perfect humans. [2]

The world of education is not running as it should be due to the covid 19 virus. This virus spreads through breathing which is spread from human to human through crowds. So when there is a crowd, it is feared that the spread of this virus will increase. During the pandemic, school activities stopped utterly, reducing teaching and learning activities for teachers and students. Learning activities are limited by distance and time, so that many learning materials are not delivered. Therefore, creative and innovative learning is needed to meet the learning needs of children to achieve the learning goals expected by teachers, parents, and the government can be realized.

During this pandemic, a particular strategy is needed to provide lessons for early childhood. Learning methods during this pandemic must meet several aspects of development so that the learning carried out can provide new nuances for educators and students. After one year of the pandemic, school activities began to take effect, although not one hundred per cent of school activities were carried out as before the pandemic. The government implements strict health protocols so that schools as educational institutions which are crowded places cannot hold face-to-face learning as usual. The method used during the pandemic must be fun for children and easily conveyed by the teacher. Creative and innovative educational activities need to be carried out by teachers as a form of full service for students so that the material presented can be carried out correctly. Although it cannot be denied by all parties involved in educational activities, during this pandemic, learning cannot be carried out optimally, so it must be understood by all parties involved, both school administrators and parents.

As Allah says in QS Al-Baqoroh verse 31 and QS. Al-Mujadilah verse 11 :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْ بُئِنِّي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

And He taught Adam the names of all of them, then He showed them to the angels, saying, "Name all of these (things), if you are right!" (Surat al-Baqoroh verse 31).

The hypothesis is a temporary answer to the research problem formulation. The research problem formulation has been stated in the form of a question sentence. [1]. The relationship between the formulation of the problem with the hypothesis because the formulation of the problem is a research question. This question must be answered on the hypothesis. The research hypothesis is formulated as follows:

Ho : there is no significant effect between the use of an educational game tool for fishing rods on the ability to classify colors and sizes in children aged 5-6 years.

Ha : there is a significant effect between the use of the educative game tool and the ability to classify colors and sizes in children aged 5-6 years.

THEORY

1. Early childhood

a. Understanding early childhood

The definition of early childhood according to Law No. 20 of 2003 concerning the National Education System is a child who is in the age range of 0-6 years. According to NAEYC (National Association Education Young Children) early childhood is an individual figure who is undergoing a process of rapid and fundamental developmental process for the next life which is in the age range of 0-8 years..¹

b. Characteristics of early childhood

As parents and teachers must understand that early childhood is like a blank cassette that will record all the events and experiences they get, therefore parents and teachers should understand how the characteristics of early childhood and the characteristics of early childhood: Early childhood: 1) Children like to imitate, 2) Children's world is a world of play, 3) Children are still developing, 4) Children are still children 5) Children are creative, 6) Children are still innocent, 7) Cultivate children's self-confidence, 8) Recognize the character of children, 9) Understand the world of children, 10) Involve children.²

2. Early Childhood Cognitive Development

a. Understanding cognitive development

According to some experts explain the notion of development, namely: Development is defined as a continuous and systematic change in a person from the stage of conception to death. Development is related to a person's biological maturity and the learning process.³

b. Stages of Development according to experts

According to Piaget, the stages of development are to say that children go through four stages, namely:⁴

a) Sensorimotor Stage.

This stage lasts prenatally until the age of about 2 years. In this stage the baby forms an understanding of the world and coordinates sensory experiences (such as seeing, hearing) with physical, motor actions, called sensorimotor.

b) Preoperational Stage

This stage lasts around the age of 2-7 years, some of the characteristics that children have. This stage is divided into two stages, namely:

➤ Symbolic Thought

This substage occurs between the ages of two and four. In this sub-stage, children begin to understand symbols.

➤ Intuitive Thinking

The second substage in preoperational thinking begins around the age of 4-7 years. In this substage, children feel

¹ Hasnida, *Analisis Kebutuhan Anak Usia Dini*. (Jakarta: Luxima 2015), 5

² Susanto Ahmad *Perkembangan Anak Usia Dini Pengantar Dalam Berbagai Aspeknya*. (Jakarta: Kencana Prenadamedia Group.2014). Hlm.2-16

³ Suryana Dadan. *Stimulasi dan Aspek Perkembangan Anak* (Jakarta Prenadamedia group.2019). H.35

⁴ Ibid 85-89

confident about what they think. Piaget called this stage “intuitive” because children feel confident in their knowledge and understanding, but do not realize how they can know what they want to know.

c) Concrete Operational Stage

This stage begins around the age of 7-11 years. What is most prominent in this stage is the ability to include the use of logical reasoning operations in place of intuitive reasoning, but only in concrete situations. At the concrete operational stage there are two sub-stages, namely: 1) the ability to understand causal relationships 2). Conversational ability. According to Piaget, concrete operations are mental actions or thoughts that can be reversed related to real concrete objects. The child can coordinate several characteristics, instead of focusing on just one quality of the object. While the conservation ability is that mentally children can do something that previously could only be done physically, and they can reverse this concrete operation.

d) Formal operational stage

At this stage, which appears at the age of 11 years to 15 years, namely adolescents. At this stage, the individual has begun to think about experiences outside of concrete experiences, and to think about them in a more abstract, idealistic, and logical way.

3. Classification Ability

a. Definition of Classification Ability

According to Harrolds, explaining the notion of classifying, namely grouping objects logically according to the characteristics of similarity, their activities include looking for similarities between objects in a group, arranging objects in a group, arranging objects in an arrangement based on their properties and functions carried out by comparing, finding the basis for classifying objects and contrasting and grouping on one or more characteristics, properties and functions.⁵

According to Rini Hildayani, explaining the notion of the ability to classify, namely the ability to select and classify objects based on their similarities, for example classifying objects according to their shape, classifying objects according to the color of the object.⁶

According to Agus Tangyong from the Sycamore Research and Development Institute, Illinois, about the notion of classification, classification involves separating, matching, and grouping or categorizing according to the nature and attribute values. These attributes include: a). Shape (square, circle, triangle, rectangle), b) size (large-small) c) weight (light-weight) d) length (short-long), e) width (wide-narrow, thick-thin) f) Height (height-short)

⁵Woro setyowati (2017)*Peningkatan Kemampuan Mengklasifikasikan Bentuk dan Ukuran Melalui Permainan Balok* <https://eprintslib.umngl.ac.id>

⁶Nimawati Anggraeni. (2014) *Studi Kemampuan Mengklasifikasi Benda Berdasarkan Satu, Dua dan Tiga Kategori (Warna, Bentuk, dan Ukuran)* , diakses bulan juli dari <https://repository.uksw.edu>

b. Benefits of Classifying

According to Hildayani, classification ability is the ability to select and group objects based on similarities to select and group objects based on the similarities they have, for example classifying objects according to their shape, classifying objects according to the color of the object.⁷

According to Hildayani, there are several benefits of classifying for early childhood children, including: 1) Increasing activity, choosing skills and classifying shapes. Children are able to collect objects that sort out and compare objects that have similarities based on the right category, 2) increase student interest in participating in cognitive learning on color and object size materials, students will be more observant in everyday life in mentioning colors and sizes that are around them, for example. the color of the school wall paint, the color of the seats in the school, and so on, c) increase the interest of students to take advantage of the props that have been provided. The props provided must be attractive and avoid sports equipment that has been frequently used. d) improve children's understanding of geometric shapes in aspects of cognitive development. Children better understand the color and size of objects, because children directly learn with real objects.⁸

4. Color Sharing

Brewster put forward the theory of color in 1831. The colors that exist in nature if simplified can be grouped into 4 categories, namely primary, secondary, tertiary, and neutral colors. and this is manifested in the form of a color circle. Brewster is able to explain the theory of color contrast (complementary), complementary split, triad, and tetra.⁹ Primary Colors Primary colors according to Brewster's pigment color theory are other basic colors formed from a combination of primary colors. At first, it was thought that the primary colors were made up of red, yellow and green. But in further research it is said that the 3 primary colors are red (like blood), blue (like the sea and sky, yellow (like eggs).¹⁰

5. Lure Educational Game Tool

a. Educational Games

Some experts argue about the notion of educational game tools, according to Mayke Sugianto educational game tools are games that are deliberately designed specifically for educational purposes. Meanwhile, according to Badru Zaman, educational game tools are game tools designed for the purpose of improving aspects of early childhood development. Meanwhile, according to Adam, giving an understanding of educational game tools are all games designed to provide an educational experience or learning experience to the players, including traditional and modern games that are given educational and teaching content.¹¹

b. Types of Educational Games

⁷ Rini Hildayani dkk, *Psikologi Perkembangan Anak* (2018) univ terbuka . hal. 6.31

⁸ Woro Setyawati. (2017) *Peningkatan Kemampuan Mengklasifikasikan Warna dan Ukuran Melalui Kegiatan Memancing* (Skripsi) Program S-1 diakses dari <https://eprintslib.ummgl.ac.id>

⁹ Ibnu Teguh Wibowo, *Studying Graphic Design* (Yogyakarta: Smart Books, 2013)h 148

¹⁰ Ibid .148

¹¹ Understanding APE According to Experts accessed in July from <https://www.asiklearning.com>

There are several kinds of educational game tools, namely:¹² a.) cloth dolls, b) large plain building blocks, c) tower bracelets triangles, squares, circles, hexagons, d) baby ladders h) baby hangers, i) puzzles, i) pattern drawing boxes, j) pegboard) Snakes and ladders.

c. Stages of Play

According to Wolfgang et al., divide the types of play into 4 categories, namely:¹³

- *Sensory motor play* namely a type of play that involves free movement of small muscles and exploration of the body by using all five senses as a part of the body with sensorimotor exercises.
- *Symbolic play* namely the type of play that is often referred to as role playing. In this play activity, children express their ideas through moving objects or game tools.
- *Construction play* namely in this activity children create symbolic objects using materials such as paint, paper, clay, and various other similar materials.

Games with rules. That is, this type of play requires socially agreed rules. Based on the opinion of Wolfgang et al, the provocative educational game tool can be categorized as Game with rules. That is the type of game that requires socially agreed rules.

RESEARCH METHOD

This study uses a quantitative approach, which is a research approach that primarily uses the postpositivism paradigm. The research approach is used to examine certain populations or samples. data collection using research instruments, data analysis is quantitative or statistical.

In experimental research, there are various experimental designs. In this study, the researchers used a Quasi Experimental Design design, namely this design has a control group, but cannot fully control the external variables that affect the implementation of the experiment.

FINDINGS AND DISCUSSION

Based on the results of the study, the average results of the two pretest and posttest were obtained as follows:

Table 4.3
Average Pretest and Posttest Results of Experiment Class

<i>Pretest</i>	<i>Posttest</i>
65.38	104

(source: Microsoft Office Excel 2013 calculation results, adjusted)

¹²Fadlilah M.(2017) Playing and Games (Jakarta: Prenadamedia Group 2017). p. 39

¹³Pupung et al. Early Childhood Play and Games (a study of Theory and Practice) (Nganjuk : Adji Media Nusantara 2018) p.106-107

If the data is depicted in graphical form, it will look as follows:

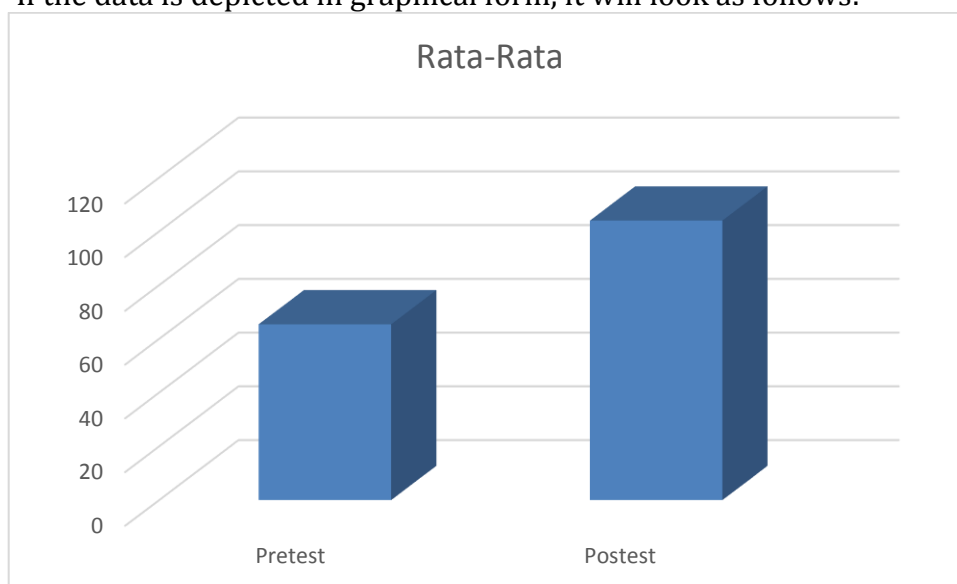


Figure 4.1
Comparison of the average pretest and posttest scores of the experimental class

From the data above, it can be seen that before the treatment was applied, children had an average creativity value of 65.38, while after the treatment was held, the ability to classify sizes and colors increased to 104.

CONCLUSION

Based on the post-test activity, it was found that the final condition of the ability to classify the size and color of children aged 5-6 years in the experimental group at RA Miftahul Jannah after the application of the provocative educational game tool was better and increased in the aspect of the ability to classify sizes and colors. Based on the researcher's observations, the initial conditions in both the experimental and control groups before being applied to the Fishing Educational Game Tool were in the low and medium categories. The shape of this fishing educational game tool is made of flannel, flannel is easy to get, cheap and safe to use for children aged 5-6 years. This educational game tool is in the form of colorful fish, which consists of basic colors, namely red, blue and yellow. And has a large and small size, and it is hoped that this provocative educational game tool can support research instruments that are being carried out by researchers. .

Thus, the results of the study, the researcher argues that there is a significant effect between the experimental group and the control group before and after the application of the Fishing Educational Game Tool on the ability to classify sizes and colors in RA Miftahul Jannah. It was shown that there was a difference in the experimental group after being given treatment by using the Fishing Fishing Game Tool, there was an increase of about 23.54%.

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