

## **Creative Game Based Learning Model Stimulates Emotional Aspects of Social Development Early Childhood Education**

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**Abstract:** *This study aims to produce a learning model based on creative play to stimulate aspects of social emotional development in Early Childhood Education. The method in this study uses research and development methods with a development model by Borg and Gall. The results of investigations conducted on seven classes found PBM conducted to stimulate social emotional development in PAUD has not been maximally implemented. This is due to the saturation of teachers and students with the implementation of monotonous learning and academic demands so that learning is packaged in the form of learning as in elementary school. The results of the investigation carried out were the need for creative game-based learning models to stimulate aspects of social emotional development in PAUD. Creative game-based learning models that are designed as products of this study are proven to be able to answer the stimulation needs of students. This model facilitates students to learn creatively, fun, learn to explore each game in their environment with other students so that children's social emotional relations are stimulated. This model does not prioritize the final results, but rather emphasizes how children engage in creative activities together and the development of emotional social relationships in each child.*

**Keywords:** *Learning Model, Creative Games and social emotional aspects*

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### **I. Introduction**

Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System Article 1 Item 14 states that early childhood education is an effort aimed at providing guidance to children from birth to the age of six years through the provision of educational stimuli to support growth and development physical and spiritual so that children have readiness in entering further education. Mulyasa(2014) states that a person's success is largely determined by the education he goes through, especially early childhood education, because every child from any country, any child, has the greatest brain in the world. According to Hartati in Aisyah(2014)the characteristics of early childhood are curiosity, unique, imaginative, learning-like, and egocentric.

Review of Vygotsky in Aisyah(2014)The stage of naive psychology, in the second stage (around the age of 2 to 7 years), children show naive psychology. According to Vygotsky child development depends on the interaction of the child with other people and with certain means such as the language provided by culture and helps shape the child's worldview. According to this theory the fundamental process of learning takes place through the interaction of children with someone who is knowledgeable, whether it is an adult (such as a parent or teacher) or peers.

Ericson developed the theory of psychosocial development, especially for early childhood at the Initiative versus guilt stage. Children begin to show their strength and control of the world through direct play and other social interactions so that they are more challenged because they face a wider social world, so they demand active and purposeful behavior. Children who succeed at this stage feel capable and competent in leading others. According to Piaget at the age of 2-7 years is a pre-operational stage where at this stage is the preparation stage for organizing concrete operations. At this stage more children's thinking is based on concrete experience rather than logical thinking. Piaget realizes that children go through this stage at different speeds, so he warns the importance of approaches at an age related to them.

According to John Locke Emotional social development is the development of children's behavior in controlling and adjusting themselves to the rules of the community where the child is located. Parents, teachers, and the environment greatly influence the child's development process. Social emotional development is not only the result of maturity, but is largely a result of learning. Therefore, providing conducive conditions is very

important in order to increase maturity and learning opportunities. Good conditions make children's social emotional functions develop. Emotional control and a good and healthy social order will help children develop positive self-concepts and make children's social emotional development more optimal.

John Dewey with his famous theory, namely Learning by doing, argues in Sugihartono(2007)that learning depends on the experiences and interests of the students themselves and the topics in the curriculum should be mutually integrated, not separated or related to one another.

The father of Indonesian education Ki Hajar Dewantara said that childhood occurs at the age of 0-7 years and the education provided is by giving examples and habituation.

Referring to these various opinions, it can be believed that every child born has brought the basic potential that is pure and tends to goodness and truth. Potential is what is necessary and if maintained and given the correct stimulation by parents and teachers, the child will develop optimally.

Every child has different stages of development at each age, so the stimulation provided by the teacher and parents is the right one for developing the child's brain and all aspects of its development. Therefore, it is necessary to develop creative games in Early Childhood Learning(PAUD).

A way Early Childhood learning is through playing. The characteristics of play are on a voluntary basis, not compulsion, always fun, exciting and exciting, more concerned with the process than the goal, active participation both physically and psychologically, the meaning and pleasure of playing is fully determined by the child as the subject.

According to Pekerti(2014)environmental conditions that are not conducive can make children experience obstacles in their development or even experience developmental deviations, both in aspects of religious and moral values, language, cognitive, social emotional, motoric and artistic. Therefore, educators and parents are required to understand the condition of the child and provide special treatment that does not arise from prolonged trauma. In such conditions the stimulation given must be precise and very careful. It means that PAUD units must pay attention to the psychological condition of the child both for the purpose of stimulation, stimulation time, stimulated aspects and the media that will be used to stimulate.

The Holistic Definition means the whole system that complements the process of child development, is centered and integrated in PAUD that is oriented to the best interests of the child (Presidential Regulation Number 60 of 2013 concerning Integrative Holistic Early Childhood Development).

Through playing various competencies aspects of development can be obtained especially for early childhood. These competencies are the basis for future development of children's potential.

In Government Regulation No. 19 of 2005, it was said that the learning process in educational units was held interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiatives, creativity, and independence in accordance with their talents, interests, and physical development and psychological learners.

Quality learning depends on student motivation, good learning design, supported by adequate facilities, and teacher creativity. Learning is oriented towards the development and needs of children, besides that learning must be centered on children using thematic approaches and scientific strategies, learning to develop life skills and supported by a conducive environment, which makes children comfortable in activities both in the classroom and outside the classroom.

The real conditions that underlie the need to develop creative game-based learning models that are associated with aspects of children's social emotional development at the PAUD level include:

1. The competence of PAUD teachers is still low in developing learning models tailored to the child's condition
2. Multi-complex geographical conditions of the area that can affect children's social emotional development, so that there is treatment that must be done by the teachers in the learning process
3. PAUD teacher education qualifications that do not originate from educational disciplines, are dominated by the level of non-education S1 education and high school level because of the urgent need
4. The availability of inadequate supporting infrastructure, which affects the development of more varied and innovative learning models
5. PAUD learning principles, namely playing while learning, so that strategies and learning models are needed that are more innovative, creative and pleasant atmosphere in generating social emotional toward the maturity of children's psychology in learning
6. Social emotional aspects will form emotional intelligence which will contribute 80% of human success in living their lives, especially in the digital era.

Mayesty(1990) state for a child, playing is an activity they do throughout the day because for children playing is life and life is a game.

Based on the background of the problem described above, the formulation of the problem in this study is:  
How can the needs of a game-based learning model stimulate aspects of emotional social development in PAUD?

The aim of the study:

To find out the creative learning model that stimulates aspects of emotional social development in PAUD

## II. Research Methods

The research method used is the method of research and development. Borg and Gall in Sugiyono(2010)say that the process of research and development refers to a form of cycle based on the study of research findings and then followed up with the process of developing a product.

### Research subject

The research subjects were 7 (seven) teachers and PAUD Terpadu Pertiwi VI Manokwari students aged 4-6 years.

### Data collection technique

Data collection techniques used in this study according toBasuki (2006) information / data collection techniques are divided into 3 (three) types, namely questionnaires, interviews and document studies. The researcher is directly involved when the learning process takes place by looking at the RPPH and the documentation used so that the data obtained about the learning model used is truly accurate. Interviews are used to obtain complete information in accordance with the research objectives. Document studies were carried out related to the learning model that took place at the PAUD Terpadu Pertiwi VI Manokwari.

### Data analysis technique

Data analysis is done by analyzing the results of interviews by drawing conclusions, where researchers pay attention to each question and then look for problems that are happening. Analysis to calculate the percentage of many teachers who provide answers to each category asked using the following formula:

$$PRS = \frac{\sum A}{\sum B} \times 100\% \text{ (Trianto, 2009)}$$

Note:

PRS = Percentage of many teachers who responded positively to each category asked

$\sum A$ = the proportion of teachers who voted  $\sum B$ = number of teachers (respondents)

The criteria set out to state that creative game-based learning models can stimulate aspects of social emotional development in PAUD are more than 50% of positive answers to a minimum of 70% of the number of aspects asked.

## III. Results

The results of the initial investigation in the field found that the implementation of the teaching and learning process has not been based on creative games because teachers and students experience saturation points with the implementation of learning that goes monotonously over time.

The results of interviews with Manokwari PAUD Terpadu Pertiwi VI teachers are summarized in the following table:

**Table 1. Summary of Interview Results**

NO	Teachers' Name	Initial Research Interviews of Child Characteristics				Initial Research Interviews of teaching and learning process					
		I	II	III	IV	I	II	III	IV	V	VI
		1.	SHITA	Y	Y	Y	N	Y	Y	Y	Y
2.	IFON	Y	Y	Y	N	Y	Y	Y	Y	N	Y
3.	SELFINA	Y	Y	Y	Y	N	N	Y	Y	N	Y
4.	DEBORA	Y	Y	Y	Y	N	N	Y	Y	N	Y
5.	ANA	Y	Y	Y	Y	N	N	N	Y	N	Y
6.	FASRITA	Y	Y	Y	Y	N	N	Y	Y	N	Y
7.	DINCE	Y	Y	Y	N	N	Y	Y	Y	N	Y
TOTAL YES						50					
TOTAL NO						21					

Respondents' answers indicate that the model that has been used so far can be used and in general is good, but it has not been based on creative play and there are still some shortcomings that must be corrected considering the child's character and background are different, as well as the phenomena that occur in today's digital era . Where the growth and development of children is more stimulated to how to explore the contents of digital devices so that aspects of child development in general are not well stimulated, especially aspects of emotional social development in students aged 4-5 years (Group A) and students aged 5-6 years (Group B). This

is related to the characteristics and characteristics of different children, learning media that have been used in the form of numbers cards, beams, etc. but are only used in the same way every day so that children and teachers experience saturation, eventually there is a tendency to not respond towards the implementation of the learning process.

#### **IV. Discussion**

The learning model according to Mulyasa(2014) is a pattern or design that describes the process of detailing and creating an environmental situation that allows children to interact in learning so that changes or developments occur. According toUno (2010), the content of the learning model is inseparable from the various theories used in carrying out learning, especially various theories relating to learning strategies, learning methods, learning techniques, and learning approaches.

Creative game based learning models are designed to overcome problems found in previous learning models that have been implemented so far. This model facilitates the ability of teachers to plan learning devices creatively, implement the results of learning planning through the management of the teaching and learning process that pleases and comforts children, and the teacher can assess the achievement of children's development. This model facilitates maximum stimulation of all children's potential because it is carried out by playing and children are faced with several choices directly chosen by the child.This study uses a type of research and development (R & D) that is designed and actualized based on the Borg and Gall approach in Sugiyono(2010).The results of the initial investigation carried out showed that a new creative model was needed, able to attract children, and could stimulate aspects of children's social emotional development.

Emotions are feelings that exist within an individual. Emotions can be feeling happy or unhappy, feeling good or bad.El-Khuluqo(2015) states that emotion is a condition or feeling that is turbulent in a person that is realized and expressed through the face or action, which functions as an inner adjustment to the environment to achieve individual welfare and safety.Susanto (2014) states that social development is the achievement of maturity in social relations.

The aspects of social emotional development raised in this study are more focused on attitudes of child behavior through habituation in daily life including self-confidence, obedience, patience in acting, independence, caring and willingness, cooperation, attitude adjusting attitude and attitude of responsibility.

#### **V. Conclusion**

Based on the formulation of the problem, the results of data analysis, and discussion of research, it can be argued that the implementation of the learning model in the PAUD Terpadu Pertiwi VI Manokwari at this time still uses a learning model that has not been based on creative play to stimulate aspects of children's social emotional development.

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