Local Wisdom-Based Market Game to Improve Kindergarten Children's Language Skills

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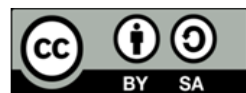
A B S T R A K

Kurangnya kemampuan bahasa anak dipengaruhi oleh kebutuhan kemampuan siswa dalam bersosialisasi. Itu karena anak-anak menghabiskan lebih banyak waktu untuk bermain game mobile. Penelitian ini bertujuan untuk mengembangkan dan mendeskripsikan desain permainan pasar berbasis kearifan lokal di Rembang untuk meningkatkan kemampuan berbahasa anak. Metode penelitian ini menggunakan metode Research and Development (R&D) menggunakan Borg and Gall dengan sepuluh tahapan. Populasi dalam penelitian ini adalah seluruh anak TK B Gugus Dewi Sartika Rembang. Sampel dalam penelitian ini adalah anak Kelompok B di TK Nugraha Putra, TK Melati, dan TK Nusa Indah yang berjumlah 50 Anak. Teknik Pengumpulan Data Menggunakan Observasi, Kuesioner, Wawancara, dan Dokumentasi. Sedangkan teknik analisis data menggunakan Analisis Deskriptif Kuantitatif, Uji Persyaratan, dan Uji-t. Hasil penelitian menunjukkan bahwa pengembangan permainan pasar berbasis kearifan lokal layak dan dapat meningkatkan kemampuan berbahasa anak TK B Rembang dengan nilai t hitung sebesar 21,189 dan t tabel sebesar 4,381 kemudian atau 21,189 > 4,381 sedangkan nilai NAin sebesar 71 pada Kategori Efektif. Kajian ini menyimpulkan bahwa pengembangan permainan pasar berbasis kearifan lokal diperlukan, layak, dan efektif mengikuti desain permainan pasar yang relevan dengan kebutuhan anak dan guru.

A B S T R A C T

The lack of children's language skills is influenced by the need for students' ability to socialize. It is because children spend more time playing mobile games. This study aims to develop and describe the design of a market game based on local wisdom in Rembang to improve children's language skills. This research method used the Research and Development (R&D) method using Borg and Gall with ten stages. The population in this study were all Kindergarten B children in Gugus Dewi Sartika Rembang. The samples in this study were Group B children at Nugraha Putra Kindergarten, Melati Kindergarten, and Nusa Indah Kindergarten, Totaling 50 Children. Data Collection Techniques Using Observations, Questionnaires, Interviews, and Documentation. While the data analysis technique uses Quantitative Descriptive Analysis, Requirements Test, and t-Test. The results showed that developing market games based on local wisdom was feasible and could improve the language skills of Kindergarten B Rembang children with a t-test of 21,189 and t table of 4.381 then, or 21.189> 4.381 while the NAin value was 71 in the Effective Category. This study concludes that the development of market games based on local wisdom is needed, feasible, and effective following the design of market games relevant to children's and teachers' needs.

1. INTRODUCTION

Early Childhood is an individual figure undergoing a very rapid and fundamental development process for the next life. Age 0-4 years, this child is referred to as a toddler, whose development 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 (Novitasari, 2018; Setyowahyudi & Ferdiyanti, 2020). At the age of 4-6 years, the child begins to be sensitive to accept various efforts to develop all the potential possessed by the child (Koderi, Kuswanto, & Nuryati, 2021; Mulyani, 2019). A Sensitive Period is a period of Maturation of Physical Functions ready to respond to whatever the Environment gives.

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This Sensitive Period is a time to lay the first foundation in developing the development of religion, physical motor, language, art, cognitive, and social-emotional (Aprinawati et al., 2017; Nurhayati, 2018). The sensitive period in the stage of child development can be seen from the point of view of the possibilities in terms of material or what needs to be given to children at such a time and how to present it, the method, and the most effective model to be applied at a certain time (Koderi et al., 2021; Syahrul & Nurhafizah, 2021). One of them is language skills. Early Childhood Language Development (PAUD) is one of the aspects of the stages of child development which is expressed through the child's thoughts with words that mark the increase in children's creative abilities according to the stage of their development (Mardhotillah & Rakimahwati, 2021; Riswiarti, 2021). Language is a tool for communication that can be used to think and express feelings, and through language can accept other people's thoughts and feelings. Language development starts from infancy and relies on its role in language experience, mastery, and growth (Riswiarti, 2021; Sufa & Setiawan, 2018). Development of language skills for Early Childhood aims so that children can answer correctly when asked, the way children respond appropriately when they hear stories or books read by the teacher, children can do according to what is asked for some commands, and children can retell what they have heard (Maharwati, 2019; Mulyaningtyas, 2019). The bottom line is that children's language development increases.

The teacher/tutor can choose various strategies and methods to develop children's language skills. Activities that can be carried out in developing language skills can stimulate listening, speaking, and writing skills. One is traditional games (Azizah, 2016; Latif, Faozi, Bakhri, Harja, & Listiandi, 2019). However, since the era of globalization, we rarely encounter traditional games such as markets, englek, hide and seek, mushroom gobak sodor, stilts, and so on. We may still encounter traditional games like that in rural areas where most of the population is probably farmers. Even then, we rarely encounter them now, especially in urban areas where most of the population works in offices and is individualistic. The loss of traditional games in society impacts children's ability to adapt (Abdulatif & Lestari, 2021; Harsela & Qalbi, 2020). Nowadays, children prefer to play with cell phones and games on their cell phones (Nurhalipah, Yustiana, Saeni, & Muslih, 2020; Syahyudin, 2020). This right causes the child's ability to communicate to be limited and does not experience development. If this continues, it will certainly impact children's development. So we need a solution that can increase the activity and communication of children in their environment.

One solution that can be done is to reintroduce traditional games in the area. By getting to know traditional games, children will practice socializing with friends and their environment (Adpriyadi, 2017; Saleh, Nugraha, & Nurfitriani, 2017). Traditional games can also train children to cultivate the character of loving the motherland (Lindawati, 2019; Sanggita, 2022). One way to improve early childhood language skills is by changing the originally monotonous learning from books or magazines by developing market games based on local wisdom. Market games based on local wisdom can develop children's language skills, namely listening, writing, reading, speaking, and communicating (Dewi, Wijayanti, & Iswahyudi, 2019; Yulinda Kharisma, 2019). Through play, children can develop attitudes, responsibilities, cooperation, and socialization and can solve problems encountered in the game. Traditional market games can sharpen children's brains to think faster, more creatively, effectively, and innovatively. Of course, it is very safe for children to do this because they can foster a strong attitude of cooperation (Andriyani, Ulya, & Kuryanto, 2023). In this traditional market game, children often see the environment of the people around the buying and selling process carried out between sellers and buyers in communication.

Previous studies have shown that traditional games can improve children's language skills (Handayani, Purwadi, & Prasetiyawati, 2018; Hasmawaty, 2020). Other studies have shown that traditional market games affect students' numeric abilities (Andriyani et al., 2023). Subsequent research has shown that traditional market games can develop children's interpersonal skills and creativity (Dewi et al., 2019; Yulinda Kharisma, 2019). This study aims to develop and describe the design of a market game based on local wisdom in Rembang to improve children's language skills.

2. METHOD

Research-oriented to the development of learning (Developmental Research) adaptable development design from borg & gall. Borg and Gall (Mufaridah, Santoso, & Madjdi, 2020). Research and development in education is a development model whose research findings are used to design learning products, which are then automatically tested, evaluated, and tested. Until a learning product is produced that meets certain standards, namely effective, efficient, and quality. The research was carried out in the even semester of January-June 2021 at Kindergarten B in Gugus Dewi Sartika Rembang for the 2020/2021 academic year. The research sample was group B totaling 50 children.

Data were collected by interview, questionnaire, observation, and documentation techniques. The grids of the questionnaire interview guidelines and observations can be seen in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. Grid of Group B Kindergarten Interview Guidelines

No.	Aspect	Indicator
1	Media	Interest Need Security
2	Understanding Language	1. Understand several commands simultaneously 2 Repeat more complex sentences 3. Understand the rules in a game 4. Enjoy and appreciate reading
3	Express language	1. answer a more complex question 2. Communicate orally, have the vocabulary, recognize symbols, read, write, and count.

Table 2 Rembang Kindergarten B Teacher Interview Grid

No.	Aspect	Indicator
1	Media	1. interest 2. needs 3. security 4. accuracy
2	Job Theme	1. sub Theme 2. Media
3	Understanding Language	1. understands several commands simultaneously 2 Repeat more complex sentences 3. Understand the rules in a game 4. Enjoy and appreciate reading
4	Express language	1. answer a more complex question 2. Communicate orally, have a vocabulary, and know the symbols of reading, writing, and arithmetic

Table 3. Questionnaire Grid

No.	Aspect	Indicator
1	Media	1. Interest 2. how to play
2	Understanding Language	1 understands multiple commands simultaneously 2 repeats a more complex sentence 3 understand the rules of a game 4 enjoy and appreciate reading
3	Express language	1. Answer more complex questions 2. Communicate orally, have a vocabulary, and recognize the symbols of reading, writing, and arithmetic

Table 4. Preliminary Observation Grid

No.	Aspect
1	Delivering learning material
2	Use of learning media
3	How to provide learning the theme of work
4	Children's enthusiasm for learning the theme of work
5	The activeness of children in learning the theme of work

Table 5. Guidelines for Observing Children

No.	Aspect	Indicator
1	Understanding Language	1 Understands Multiple commands simultaneously
2	Expressing Language	2 Communicate orally, have the vocabulary, and recognize symbols for preparation for reading, writing, and arithmetic
3	literacy	Recognize the sound of the initial letters of the names of objects around them

3. RESULT AND DISCUSSION

Result
The Effectiveness of Market Games based on Local Wisdom
Limited trial

A limited trial is a simulation conducted to determine the product's effectiveness before it is used in the field. The researchers tested a market game based on local wisdom on Kindergarten B Nugraha Putra Rembang and the experimental group on the TK B Melati Rembang group—the following results from a limited trial of local wisdom-based market games.

Data description is an analysis of observational data conducted by researchers using local wisdom-based market games. The data was obtained from observations made before the development of local wisdom-based market games (pre-test) and observation data when using local wisdom-based market games (post-test). The post-test and post-test values were obtained from the control and experimental groups. The control group was the children of Nugraha Kindergarten, Putra, Group B, and Kaliombo Village. In contrast, the experimental group was the children of Melati Kindergarten, Group B, Kaliombo Village, with each group of 10 children as a sample. The pre-test and post-test values for the control and experimental groups as initial data can be seen in Table 6.

Table 6. Limited Trial Data Description

	Control Class Pre-Test Scores	Experimental Class Pre-Test Scores	Control Class Post-Test Scores	Experimental Class Post-Test Scores
N Valid	10	10	10	10
Mean	37.80	38.50	55,50	62.50
Median	37.50	38.50	56.00	62.50
Std Deviatton	2.441	2.617	2.974	3.981
Variance	5.96	6.85	8.85	15.85
Range	10	11	12	10
Minimum	34	35	49	56
Maximum	42	44	59	71
Sum	378	385	555	625

The results of data analysis from the data description table are a) The average pre-test value for the control class was 37.80, the highest score was 42, the lowest score was 34, the experimental class averaged 38.50, the highest score was 44, and the lowest score was 35; b) The post-test control class averaged 55.50. The highest score was 59, and the lowest score was 49. The experimental class averaged 62.50. The highest score was 71, and the lowest score was 56.

Based on the descriptive table, the data shows that the average value of children in the pre-test in the control and experimental groups has almost the same ability, and nothing stands out. Besides that, the average value in control and experimental classes is still below 60.

Prerequisite Analysis Test
Normality Test

The normality test determines whether the data to be analyzed is normally distributed. The normality test uses the Shapiro-Wilk test because the respondents in this small class test are less than 50 respondents. The significance value has a value > 0.05, so the data is said to be normally distributed. The normality test results can be seen in Table 7, and Table 8.

Table 7. Normality Test Pre-Test Limited Trials

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	Experiment	0.151	10	0.200	0.976	10	0.938
	Control	0.128	10	0.200	0.950	10	0.666

Based on Table 7, the normality test for the pre-test value to obtain a sig value for the control class is 0.666. The sig for the experimental class is 0.938 with a significance level of 0.05 so that the sig value counts at the pre-test value > significant level (0.050, meaning that all pre-test data test has a normal distribution, so that the experimental group and control group data can be used for research subjects.

Table 8. Normality Test Post-Test Limited Trial

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-Test	Experiment	0.198	10	0.200	0.903	10	0.237
	Control	0.208	10	0.200	0.921	10	0.369

Based on Table 8, the post-test normality test to obtain a sig count value for the experimental class of 0.237 and a control class of 0.369 with a significant level of 0.05 so that the sig count value on the post-test questions > significant level (0.05) means that it can be concluded that all post data test has a normal distributor so that data from the experimental class and control class can be used for research subjects.

Homogeneity Test

A homogeneity test is carried out after carrying out the normality test. A homogeneity test is conducted to determine that two or more groups of sample data come from populations with the same variance (homogeneous). This test is required before other tests, such as the t-test and ANOVA. This test ensures that groups are indeed from the same sample. The results of the homogeneity test of the experimental class and control class can be seen in Table 9 and Table 10.

Table 9. Pre-Test Homogeneity Test

		Levene Statistic	df1	df2	Sig.
	Based on Mean	0.155	1	18	0.699
The Effectiveness of	Based on Median	0.153	1	18	0.700
Market Games based on Local Wisdom	Based on the Median and with adjusted df	0.153	1	17.897	0.700
	Based on trimmed mean	0.154	1	18	0.699

Based on Table 9. The homogeneity test above obtained a significant value (sig) based on a mean of 0.699 > 0.05, so it can be concluded that the pre-test values in the experimental and control groups were the same or homogeneous.

Table 10. Post-Test Homogeneity Test

		Levene Statistic	df1	df2	Sig.
	Based on Mean	0.000	1	18	1.000
The Effectiveness of	Based on Median	0.000	1	18	1.000
Market Games based on Local Wisdom	Based on the Median and with adjusted df	0.000	1	17.916	1.000
	Based on trimmed mean	0.000	1	18	0.992

Based on Table 10, the homogeneity test above obtained a significant value (sig) based on a mean of 0.992 > 0.05, so it can be concluded that the post-test scores in the experimental and control groups were the same or homogeneous.

Effectiveness Test
T-Test

The t-test is used for hypothesis testing. The hypothesis by testing of the hypothesis with the help of SPSS is an independent Sample T Test. The Independent Sample T Test was used to test the fines'

significance on the two groups' averages. This test was also used to test the effect on the dependent variable. The results of the t-test for the hypothesis are presented in Table 11.

Table 11. Statistical Group t-test Limited Trial

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment	36.20	10	3.084	0.975
	Control	38.50	10	2.759	0.872

Based on the table above, it is known that: 1) For the control group of 10 and the experimental group of 10 children; 2) The average value of the children's post-test results or the mean for the experimental group was 36.20, and the control group was 38.50; 3) Descriptively, the statistics show a difference in the average post-test results of children between the control group and the experimental group. Furthermore, to prove whether the difference is significant, it is necessary to interpret the second table, namely the independent sample test. Independent sample test results are in Table 12.

Table 12. Limited Trial Results

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post Test	-5.350	4.913	1.099	-7.649	-3.051	-4.870	19	0.000

Table 12 above shows that: 1. The sig (2-tailed) value is 000 <0.05, 2. The t count value is -1,805, and the t table value with df 19 is 217788, so the t count value > table (28,967 > 2.1788), 3. The decision is that Ho is rejected and Ha is accepted sig (2 –tailed) <0.05 and t count > t table, and 4. It means that there is a significant influence on the language skills of Rembang Kindergarten B children in Dewi Sartika Group Sulang District, Rembang Regency, after using market games

N –Gain Test

Normalized Gain Test (N-Gain) was carried out to determine the increase in the language skills of Rembang Kindergarten B children after treatment. According to Hake (in sundayana, 2014: 151). The Gain Normality Test is a test that can only provide a general description of the increase in the score of learning outcomes before and after the application of a normalized gain treatment or that used with N-Gain, which is a comparison of the actual Gain score with the maximum Gain score.

The N-Gain in this study will show whether there is an increase in language skills in Rembang Kindergarten B children in GuGus Dewi Sartika, Sulang District, Rembang Regency, by using market games based on local wisdom. Gain test results can be seen in Table 13 below.

Table 13. Limited Trial N-Gain Test Results

No.	Score	Experiment Class	Control Class
1	N-Gain	0,1739	0,1911
2	Criteria	Medium	High
3	N-Gain %	17.390	19.110
4	Interpretation	Less effective	Effective

Based on these data, the Gain calculation results are: The Experimental Class shows that the normalized Gain value or N-Gain of 0.01739 is interpreted in the high Category in the range g > 0.7. It means there is an increase in the language skills of Rembang Kindergarten B children in the high Category. The N-Gain % value is 17,390, interpreted in the effective Category. It means that market games based on local wisdom effectively improve the language skills of Rembang Kindergarten B children in Gugus Dewi Sartika, Sulang District, Rembang Regency. The Control class shows an N-Gain value of 0.1911, obtained by comparing the Actual Gain score with the Maximum Gain Score. Low N-Gain of g < 0.3, which means that the improvement of the language skills of Rembang Kindergarten B children is Low. The N-Gain % value of 19.11 is in the ineffective Category. Learning without market games based on local wisdom is not effectively

used to improve children's language skills Kindergarten B Rembang in GuGus Dewi Sartika, Sulang District, Rembang Regency.

Wide Field trials

After the product revision, extensive product trials were carried out, and data on the results of product trials were obtained from 2 Kindergartens, namely Nugraha Putra Kindergarten and Melati Kindergarten. Each Kindergarten took ten children as samples. Data were obtained by making observations for implementing learning using market games based on local wisdom.

The data described in the extensive field trial was obtained from observations before and after using local wisdom-based market games. Observations were obtained from the pre-test and post-test values. The results of the extensive trial data analysis are presented in Table 14.

Table 14. Description Of The Trial Data Broadly

		Pre-test Score	Post Test Score
N	Valid	20	20
	Mean	49,95	85,70
	Median	50,00	85.00
	Mode	44a	80a
	Std Deviation	4,751	5.162
	Variance	22,576	26.642
	Minimum	43	79
	Maximum	60	95
	Sum	999	1714

According to Table 14, there is an increase in the average pre-test and post-test values. The average pre-test value was 49.95, and the post-test average value was 85.70

Prerequisite Test
Normality Test

If the sig count value is greater than the sig table sig count > 0.05, then the data is said to be normally distributed. The test results for the normality of the trial are widely seen in Table 15.

Table 15. Normality Test Pre-Test Wide Trial

	Class	Kolmogrof smirnov a			Shapiro-Wilk		
		Statistik	df	sig	Statistik	Df	Sig
Observation Score	Pre-test score	113	20	200a	956	20	470
	Nilai *Post-test*	150	20	200a	917	20	087

Normality test table: The pre-test value is to obtain a sig-count value of 0.470 and a post-test sig-count of 0.087 so that the significance level is 0.05 and the sig-count value is significant (0.15). It means that it can be concluded that all data has a normal distribution so that the data product trial results can be widely used for research subjects.]

Homogeneity Test
The results of the homogeneity test for the trial are broadly shown in Table 16.

Table 16. Test Of Homogeneity Of Variances

		Lavena Statistik df	df	df 2	sig
Nilai Observasi	Based on the Mean	398	1	38	532
	Besed On Median	391	1	38	535
	Based on Media and with adjusted df	391	1	37.999	535
	Based on trimmed Mean	376	1	38	544

Based on the Homogeneous Test table above, a significant value (sig) of Based on Mean is obtained of 0.532 > 0.05, so it can be concluded that the data on product trial results is broadly the same or homogeneous.

Effectiveness Test
T-Test

The t-test in trials widely uses Independent paired sample t. Paired t-tests in trials are widely presented in Table 17, and Table 18.

Table 17. Paired Samples Statistic

		Mean	N	Std Deviation	Std Error Mean
Part 1	Post-test score	85,70	20	5.162	1.154
	Pre-test score	49,95	20	4.751	1.064

Table 18. Paired Samples Test

	Paired Differences					t	Df	Sig(2-tailed)
	Mean	Std Deviation	Std Error Mean	95% Confidence Interval of The Difference		t	Df	Sig(2-tailed)
1 Pre-test score	35.750	7.545	1.687	32.219	37.287	21.189	19	000

The results of the calculations in the paired t table show that: The average value for there is a difference from the pre-test is 49.95, the post-test is 85.70, and the t Count is 21,189 t Table. Then Ho is rejected, and Ha is accepted.

N- Gain Test

N-gain test results on the product trial results in data broadly can be seen in Table 19.

Table19. N-Gain Test Result

No.	Score	Class
1	N-gain	0,71
2	Criteria	High
3	N-Gain %	71
4	Interpretation	Effective

Based on these data, the results of calculating the Gain value are the minimized Gain value or N-Gain of 0.71, interpreted in the high Category in the Range g> 0.70. It means there is an increase in children's language skills in the high Category. The N-Gain % value is 71 in the effective Category. It means that market games based on local wisdom effectively improve the language skills of Rembang Kindergarten B children in Gugus Dewi Sartika, Sulang District, Rembang Regency.

Discussion

The study results showed that developing market games based on local wisdom was feasible and could improve the language skills of Rembang Kindergarten B children. Playing is fun for children. Playing is a hobby and activity that positively impacts children's development. Playing describes the process of preparing to explore the next world. Children acquire knowledge through play (Saleh et al., 2017; Wulandari et al., 2020). By playing, children will explore their environment, relate to people above them and their peers, practice physical growth, increase vocabulary, and make learning fun. One of the games that children like is traditional games. Traditional games are games that a community group owns. Traditional games adhere to norms and customs passed down from generation to generation. Traditional games are closely related to establishing social interaction as a bond between people. Traditional games can increase children's creativity because they are invited to do movements, songs, and activities that can train their brains. Traditional games can also train children to grow the character of loving the motherland (Sanggita, 2022; Saputri & Purwadi, 2017).

Traditional games have existed since our ancestors, so inviting and introducing children to traditional games indirectly teaches the child history and struggles in ancient times (Nur & Widiyatmoko, 2019; Saleh et al., 2017). There are various types of traditional games. One of them is the traditional market game. Traditional market games involve buying and selling activities that describe the activities of sellers and buyers (Dewi et al., 2019; Yulinda Kharisma, 2019). This market game will help children learn to

interact well with other people and hone children's interpersonal skills (Hayati & Hibana, 2021). Playing in the market as sellers and buyers will be positive communication between children. It will improve students' skills in the language. Market games based on local wisdom can develop children's language skills: listening, writing, reading, speaking, and communicating. Through play, children can develop attitudes, responsibilities, cooperation, and socialization and can solve problems encountered in the game. Traditional market games can hone children's brains to think faster, more creatively, effectively, and innovatively. Of course, it is very safe for children to do this because they can foster a strong attitude of cooperation (Andriyani et al., 2023). In this traditional market game, children often see the environment of the people around the buying and selling process carried out between sellers and buyers in communication.

Previous studies have shown that traditional games can improve children's language skills (Handayani et al., 2018; Hasmawaty, 2020). Other studies have shown that traditional market games affect students' numeric abilities (Andriyani et al., 2023). Subsequent research has shown that traditional market games can develop children's interpersonal skills and creativity (Dewi et al., 2019; Yulinda Kharisma, 2019). This research implies that in subsequent learning activities, the teacher can maintain active and creative learning methods and explore students' potential by using various models and learning media that can improve students' abilities and motivation in learning activities.

4. CONCLUSION

Based on the research results from the development and discussion that has been described on the development of local wisdom-based market games, it can be concluded that local wisdom-based market games can improve the language skills of Rembang Kindergarten B children. Children and teachers respond very effectively to market games based on local wisdom. Therefore, it is hoped that teachers will be more creative in developing market games based on local learning wisdom to improve results and processes.

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