Developing Games Stacko Uno for Cognitive Skill on 4 – 5 Years Old

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ABSTRACT

The ability to know a person of cognitives skill acquired eye impression of objects exposed to the light to make child can have thinking skills. The problems of this study "There any influence on the ability stacko uno games or see colors in children aged 4-5 years in kindergarten Tunas Harapan Jombang" The study was conducted on children in kindergartens A Tunas Harapan who have difficulty in recognizing colors. Therefore it takes an exciting game in learning about colors on children in group A TK Tunas Harapan Jombang. The purpose of this study was to determine the effect on the ability of game Uno Stacko recognize colors in children aged 4-5 years in kindergarten Tunas Harapan Jombang. This study used a pre-experimental research design with type one group pre-test and post-test design. Data collection techniques in this study used observations non participant with data analysis techniques Wilcoxon match pair test. The sample in this study are all children A group of 15 children. Based on data analysis T <Ttabel = 0 <25, with a significance level of 3%, the result of using data analysis techniques such as the level marked Wilcoxon test. So we can conclude that the game Uno Stacko have an influence on the ability to recognize colors in children ages 4-5 Year TK Tunas Harapan Jombang.

***Keywords**: games uno stacko, cognitive skill*

A. INTRODUCTION

Learning activities and a way to play while learning can introduce color in children. Children's ability to recognize primary colors (red, yellow, and blue) and secondary (orange, green, purple) is still lacking. Some children still confusion in distinguishing these colors or still distorted. This can be seen when in the process of debriefing. In reality, not all educators in kindergarten apply learning through activities or games or innovative, fun and exciting for children as well as the introduction of color.

Just like when the teacher asked to use paper and the paper that there are a wide variety of colors and teachers pointed to one of these colors and the child answered the color red since the previous teacher pointed blue and one child is no right answer in blue, while the designated teacher is the color blue and there are some children who answered the color orange. From this description it appears that children are still confused in distinguishing colors and kids are also still in the process of origin to answer frequently asked questions. Based on this background, the researchers felt the need to conduct research on "The Effect Uno game Stacko against Childhood Color Know Your Ability 4-5 years in kindergarten Tunas Harapan Jombang".

Based on the formulation of the above problems, the objectives to be achieved in this research is to determine the effect on the ability of game Uno Stacko recognize colors in children aged 4-5 years in kindergarten Tunas Harapan Jombang.

According Einon, (2006: 98) explains that knowing the color is one way to make a child's thinking skills. The opinion that the activities in dispensable recognize colors and is associated with cognitive abilities of children. While the colors are divided into many colors, expert Brewster (in Nugraha and Dwiyana, 2011: 5:35) simplifies the colors that exist in nature into 4 groups: Primary colors, secondary colors, tertiary colors, Colors quarter. In learning to introduce color in children, there is advantage as revealed by Sri (2006: 33-34) the benefits of color in support of teaching and learning program childhood not only in terms of creating an emotional atmosphere, but in many ways color can be useful, among others: Stimulation, evaluation of child development, Focusing and distract, Set space to appear larger or smaller, creating a sense of warmth, cold, calm and carefree.

In introducing color in children with a fun learning it needs a fun way for children. That means of the game is a fun way for children. and facilitate the child to recognize colors. According to Frobel (in Kartono, 2007: 124) that the game is a tool to play that gives children the opportunity to satisfy the pleasure and carry out his fantasies. Meanwhile, according to Montolalu (2014 :2:12 to 2:14) says that there are five stages of the development of games for children as follows : stage manipulative, symbolic stage, exploration stage, experimental stage, the stage can be known. The variety of games there are various types of games for young children, as expressed by Montolalu (2014: 6:15 to 6:18) types of games based on the high and low involvement of members of the body that play activities active and passive play activities.

While introducing color in this research is using uno game stacko. According to Schmorrow & Fidopiastis (2015: 608) found uno stacko an educational game tool shaped like a beam that has a variety of attractive colors, the game's support in improving the cognitive abilities of children one ability to recognize colors only.

With the game stacko uno can introduce color to children in a way that is easy to make happiness and children recognize colors. Cause game is an activity for young children.

Utilization know medium stacko uno divided into two, namely: 1) Benefits Theoretical (The study was conducted in order to be useful to develop the ability to recognize colors in developing introducing color to the game stacko uno, can be used as additional studies in developing the ability to recognize colors in the process of learning in Kindergarten. Practical benefits of this research are expected to provide benefits in the form of a new variant of the more enjoyable for both educators and learners in learning in early childhood.

Based on the theory and opinion of the above it can be concluded that the stacko uno game medium is a medium game that consists of a beam from one beam to train children to recognize colors, and the benefits to determine the development of children's ability to recognize colors. Medium stacko uno game gives children the opportunity to be able to explore the capabilities they have. The use of game medium stacko uno in developing children's ability to recognize colors is very effective, because at this age children are more happy and keen to play, one of which is playing through the game uno stacko medium. The learning process in the school teachers are expected to teach the values of sportsmanship, honesty, cooperation, and responsibility.

Based on these problems, there should be research, especially research on the impact of medium uno game stacko the ability to know the color of children in group A kindergarten Tunas Harapan Jombang

B. METHOD

This research used the influence of medium uno game stacko letter to improve the ability to know the color of children aged 4-5 years. This research used quantitative research approach in which research data was analyzed using numbers and statistics. This research used experimental pre-design the type of Non parametric Wilcoxon Matched Pairs Test in the implementation, use auxiliary tables (Sugiyono, 2010: 151).

The location in the study was kindergarten Tunas Harapan. It located in the village bawangan Ploso District of Jombang. The population in this study was 17 children; of 17 children can be described as many as 17 children from group A were sampled. Technique of data collection used observation and documentation. Analysis of the data used non-parametric statistics.

The grating of the research instruments can
seen in the table below :

Table Grid Research Instrument

Variable	Achievements Development	Point statement
Games Uno Stacko	Grouping by color beam uno stacko	Kids take a beam of the same color without dropping the arrangement of beams
		Kids take a beam with fingers
	Develop Uno stacko into the tower by color	Kids take the beam and put the top position
		Kids surround uno stacko beam that has been compiled

The population of this study was 17 children; of 17 children can be described as many as 17 children from group A were in whole sampled. Technique used data collection, observation and documentation . Analysis of the data used is non -parametric statistics.

An instrument of this study is the measurement of the quantitative data that has a measurement scale that rating scale. Before being used for data collection, an instrument needs to be tested in advance so that the data collected as expected and verifiable truth. This study used, observation sheet prepared using content validity, which is based on a design / existing programs are curriculum of kindergarten in 2010 to test the validity of the items. After validating items and medium, should also perform the reliability of an instrument sufficiently reliable to be used as a means of collecting data for the instrument is already well stretcher. The collecting data for reliability testing instruments was already well stretcher. This study used a reliability test with an internal consistency that is done try out the instrument once to seek the reliability of observations (observation) and then the observations included in the table contingency were then calculated tolerance of differences with the formula proposed by HJX Fernandes (in Arikunto, 2006: 200):

$$KK = \frac{2s}{N_1 + N_2}$$

Information:

KK : coefficient of agreement

S : agree , the number of the same code for the same object

N1 : the amount of code generated by the first observer

N2 : the amount of code generated by the observer II

C. RESULTS AND DISCUSSION

Presentation of Data and Research

General description

The general picture this section include the objective conditions of Tunas Harapan Jombang kindergarten. It includes the profile, vision, mission and goals. The curriculum used educator's profiles and profiles of children aged 4-5 years. A facility for learning activities Tunas Harapan kindergarten was as well as activities undertaken by teachers in an effort to develop the ability to know the color of children aged 4-5 years.

Objective conditions TK Tunas Harapan Jombang

Profile TK Tunas Harapan Jombang

School Name : TK Tunas Harapan Jombang

Address : Village bawangan Jombang District of Ploso

NSS :

TK Tunas Jombang expectations established in 1990. Previous building kindergarten Tunas Harapan village hall is on the right has now been moved so that the building is placed on the left of the village hall so that the site can be more broadly teachers who teach in kindergarten Tunas Harapan there are three teachers. Observations of these children are generally that a child is physically and mentally healthy. A child groups is totaling 17 children, while the data of children in group A TK Tunas Harapan Jombang .

Routine activities Learning Process Tunas Harapan Kindergarten Jombang

The learning model in Tunas Harapan Kindergarten Jombang is using learning centers . In everyday Tunas Harapan kindergarten is running theme in accordance with the annual program, the semester program, weekly program, daily program that had been developed previously. Development of five aspects such as moral values of religion, socio-emotional, cognitive language, motor be integrally within a particular theme.

The learning activities in TK Tunas Harapan Jombang every day starts at 08.00 , up 9.30 . As for the allocation of activities is lined up, pray, initial activities, break activities , pray , and go home .

Data analysis

implementation Research

Implementation of research in Tunas Harapan kindergarten Jombang consists of three stages, namely stage of the initial measurement (pre - test), stage of treatment (treatment), and stage after treatment (post - test) following implementation stages of the study :

Initial Phase Measurement

The stage of the initial measurement (pre - test) is the stage where researchers conducted initial measurement of the ability to recognize colors by grouping dots of colored paper on bufalo which has provided researchers. Before the treatments given that activity mix colors. Data initial measurement (pre - test) were obtained from the initial measurement by conducting learning researchers classify shapes circle upward bufalo. Measurements were done on Saturday May 14 , 2016. The implementation of the pre-test daily attached .

Collecting data on initial measurement is done by observing and assessing the work of children. The following data acquisition activity results about colors

Know the capabilities Color Pre Test

No	Names	Evaluation Indicator		Score pre test
		A	B	
1	AZ	3	3	6

2	AB	1	2	3
3	ADR	2	3	5
4	AYZ	2	2	4
5	BDI	1	2	3
6	DI	3	3	6
7	D	3	3	6
8	DS	2	3	5
9	FPL	2	3	5
10	GRY	2	3	5
11	HP	2	2	4
12	IPN	4	4	8
13	JK	3	3	6
14	RTW	2	3	5
15	WN	1	2	3
16	YNW	4	3	7
17	ZN	3	3	6

Based on this analysis, it can be seen that the total value of the ability to know the color of children aged 4-5 years in kindergarten Tunas Harapan Jombang as many as 17 children before given activity about colors totaled 87 with an average of 5.11. So its stated that the ability to know the color of children aged 4-5 years in kindergarten Tunas Harapan Jombang included in the category of disadvantaged because nearly half of the subjects are less able to understand color .

Trearment Phase

Phase giving treatment or treatments is stage of subjects less able to recognize colors and given treatment in the form of becoming acquainted with color. Treatment was given twice on May 21 and May 27, 2016 .

Giving treatment in group A conducted by researchers with the help of classroom teachers. Giving treatment given twice because the first treatment of children still unsure of the ability to know the color, and the second treatment when the child can understand well the colors that have been studied.

Becoming acquainted with the colors do for 50 minutes. Researchers and teachers guiding children during the process of becoming acquainted with the color lasts. As for treatment attached .

Measurement End Phase

Phase final measurement (post - test) is the final stage of measurement capabilities of children recognize colors through a color grouping created deceptively similar uno cards. In the final measurement (post - test) had the same activities as in the initial measurement (pre - test) but different materials used.

Data final measurement (post -test) were obtained from observations of researchers to conduct grouping, the subjects were invited to group in which there is a card with color spheres bufalo same paper with color dots carded. The analysis end is done for one day on May 28, 2016. Collecting data at the end of the measurement was done by observing and judging .

Post Test Event Know Your Colors

No	Names	Indicators dan evaluation		Scire post test
		A	B	
1	AZ	4	4	8
2	AB	3	3	6
3	ADR	4	4	8
4	AYZ	4	4	8
5	BDI	3	4	7
6	DI	4	4	8
7	D	4	3	7
8	DS	4	4	8
9	FPL	3	4	7
10	GRY	4	4	8
11	HP	3	4	7
12	IPN	4	4	8

13	JK	3	4	7
14	RTW	2	4	6
15	WN	4	3	7
16	YNW	3	4	7
17	ZN	4	4	8

Results after being given a post-test on the calculations above table shows that scores ability to recognize colors with a total of 125 children with an average of 7.35. Based on this analysis it can be seen that the significant value the ability to know the color of children aged 4-5 years in kindergarten Tunas Harapan Jombang experience. So it stated that the ability to know the color of children aged 4-5 years Tunas Harapan kindergarten Jombang included in either category. It can be seen from the table before treatment (pre-test) and after being given treatment (post- test). Thus, in the game the ability to know the color of the medium uno stacko child can easily understand the colors that are basically difficult for children has now become easy for children. For the results of the initial measurement data acquisition and the end of the measurement data can be seen in the table below:

Data Analysis Technique Wilcoxon Match Pairs Test

Ranks

		N	Mean Rank	Sum of Ranks
POSTTEST – PRETEST	Negative Ranks	0[a]	,00	,00

	Positive Ranks	15[b]	8,00	120,00
	Ties	2[c]		
	Total	17		

a. POSTTEST < PRETEST

b. POSTTEST > PRETEST

c. POSTTEST = PRETEST

a. Wilcoxon Signed Ranks Test

The table above shows the Mean Rank or average rating to an average ranking of each group , 00

Lower than the average of 8.00 ranks second . To view the differences between the mean rank the two groups was statistically significant or so-called significant , see table below:

Test Statistics[a]

	POSTTEST – PRETEST
Z	-3,434[b]
Asymp. Sig. (2-tailed)	,001

b. Based on negative ranks.

So the use of medium realia can give examples of concrete for the child , because the child can get information and first-hand experience when exploring medium realia this, because it is a real object which are located around the environment, in addition to the activities carried out was directed and dikonndisikan on the fun so children do not feel bored when learning activities due basically to early childhood learning is learning while playing, so kids do not feel that they were studying but was playing. Because the cooperative learning

fun with children will more readily accept nformation obtained either from friends or teachers.

D. CONCLUSION

Based on the analysis of research that has been carried out, it can be concluded that there is the influence of the medium game uno stacko for cognitive skill of children in group A at Tunas Harapan kindergarten Jombang.

RESOURCES

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DEVELOPING PARENTS' PARENTING ANALISYS TOWARD CHILDREN'S SOCIAL EMOTIONAL (A CASE STUDY OF FAMILY WITH YOUNG MOTHER)

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ABSTRACT