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Method of learning through play to facilitate the activeness of kindergarten students

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Abstract
The activeness of students in the learning process is important because students are the subjects of learning. The teacher as a facilitator has an important role in designing learning to facilitate student activity. However, in reality, kindergarten students were found to be less active in class. This is because the need for its characteristics has not been properly facilitated through the right method. As many as 38% of students did not pay attention to the teacher when explaining, 92% of students did not answer the teacher's questions or in other words, only one student answered the teacher's questions, 15% of students were sleepy and did not follow instructions and 0.7% of students did not complete the assignments given. This study aims to describe a method of learning through play to facilitate the activeness of kindergarten students with a descriptive qualitative research methodology supported by portfolio data that will be used as an instrument in the research, they are in the form of observation for a week, reflection on teaching six times, mentor feedback when teaching authors, and lesson plans. The research population was 13 K-2 grade kindergarten students at a school in Bogor, West Java. It was concluded that this method of learning through play can facilitate student activity because it can attract attention, increase concentration, involve less active students, and develop students holistically.

Keywords: student activeness, , method of learning through play, kindergarten student

PRELIMINARY

Education aims to develop students holistically in cognitive, affective, and psychomotor terms through learning in the classroom. The educational component consists of several things, one of them which is an important part is learning. Thus the learning process determines the success of educational objectives. Christanty and Cendana (2021), said that there is a growth process and to experience in the holistic learning process, therefore active roles are needed from students in classroom. Sardiman

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in (Wibowo, 2016), said that student activeness is an activity that involves physical, mental, deeds, and thoughts that are complete and inseparable. Sinar (2018) added that student activeness is the driving force in learning process. Student activeness becomes the main determinant of the success of learning objectives. (Wahyuni & Aryani, 2020)

Student activeness is important because students who are the subject of learning are those who experience the learning process in classroom (Rikawati and Sitinjak, 2020). Sinar (2018) said that indicators of student activity are measured by student participation in the learning process, those are : paying attention to teacher explanations, completing assignments, asking questions and giving opinions, and enthusiasm, thus allowing an active relationship between students and teachers and students with other students during learning.

The activeness of students in the classroom is inseparable from the role of a teacher. Teachers have a very influential role in this student engagement because teachers directly interact with students. Teachers must not only teach but must also be able to design creative, motivating, comfortable, and fun learning. (Dalimunthe, 2022). Teachers actively participate in designing effective learning. Effective learning is characterized by the presence of ongoing interactions between teachers and students, so that students can be actively involved.(Setyosari, 2014)

But apparently, not all teachers can perform this role well. In the book of Teachers' understanding of Imago Dei writes that in this day and age, there are still many teachers who make students as objects that teachers dominate learning (Norsworthy & Belcher, 2015). Students simply listen to or answer the teacher's questions without engaging them more actively. Similarly, it was encountered during observation at one of the kindergarten schools in Bogor (West Java). The kindergarten students did not show active involvement in learning process. This can be seen from the results of observations for a week where some students played with other students when the teacher was explaining, some students were face down, sleepy, asked to go home, asked to play and when the teacher give questiones, only a few students answered the teacher's questions. But a different thing happened in the next lesson, when the teacher asked the student to point at an object that had the same color as the color in the power point presentation, the student enthusiastically moved towards an object that had the same color as the color in presentation, without any moving command from the teacher. This gives some

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information that kindergarten or K2 (kindergarten-2) class students are happy with playing and they get bored quickly if they just listen to the subject matter. This lack of student inactivity is an urgency for teachers to strive for student activeness, because teachers should play a role in facilitating learning.

The classroom is supposed to be a supportive learning environment for students. According to Van Brummelen (2006), students spend a quarter of active time at school and each of these classes has a mood or atmosphere that can influence the learning process. Teacher has an important role in shaping this learning atmosphere in the right way or method of teaching, according to the characteristics of student being taught (Rosarian & Dirgantoro, 2020). Therefore, in the classroom teacher needs to make observations before facilitating students in learning (Rinarti, Marmawi, & Yuniarni, 2019). Observations need to be made because each student's development stages are different for every different age and level of education. The development of early childhood is different from development in late childhood and so on.

Based on explanation above, it can be seen that the role of teacher is one of the factors that affect activeness of students. Van Brummelen (2006) says that one of the main roles of teacher is to facilitate learning that is suitable for students. Therefore, the efforts made in this research are to facilitate student activeness in the learning process, using play learning method according to the stages of student development. This effort will answer the objectives of research, that is to describe learning methods through play to facilitate the activity of kindergarten students.

Early childhood education standards as stipulated in Permendikbud No. 137 of 2014, explain that 4-year-olds generally have characteristics such as abundant energy, enthusiasm, chattering, and activities that are tireless and have a lively imagination(Aghnaita, 2017). In line with this, Dewi (2017) said that early childhood has a short concentration power of about 10 to 15 minutes. Suryana (2016) added that K2 (kindergarten-2) class students with the age of 4 years are in the golden age, experiencing rapid growth and development in various aspects and this will not happen again when the child grows up, so teachers need to facilitate students in this need. The most visible characteristics of early childhood in learning are egocentric, active and energetic, having a high curiosity and having short attentiveness.(Vitaloka, et al., 2021)

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Dewey in (Suryana, 2016), said that early childhood learning process takes its best place when children interact with others through real experiences, so with this interaction they will develop their potential in cognitive, emotional, and skill areas. Their way of learning is through play (Akbar, 2020). Mutiah (2010) said that play in early childhood is a fun activity that is carried out voluntarily, where there is no pressure or coercion experienced by children when playing. This means that early childhood at playtime, they can enjoy the learning process without any compulsion to do so. Although it seems that for early childhood, they are just playing, but this is actually where they get the concept and experience that learning process. Piaget in (Fadillah, 2019) emphasized that at the time when child is playing they are not learning something new, but practicing the newly acquired skills.

The method of learning through play for early childhood is a method that attracts attention because play is their world (Vidyana, 2019). The method of learning through play can attract the attention of students to be able to make the student's concentration become longer than it should be (Rosarian & Dirgantoro, 2020). Firdaus and Baisa (2019) added that the method of learning through play can make the classroom atmosphere more lively and students are very happy to do this activity. Furthermore, Perdani (2013) explained that the method of learning through play can involve students who are less active in class because they can be invited into their world, that is playing. Kurnia (2012) also added that through play, children can develop gross motor, fine motor, improve reasoning, and train students to understand the rules and train students' discipline in learning.

The steps used in teaching learning methods through play, according to Hanum in (Ramadhani, et all., 2020) are: 1) The preparation stage where the teacher determines learning objectives, prepares materials and tools or media used in the game, 2) The implementation stage consists of three steps: a. Opening phase: the teacher explains how to do the game and its rules, b. Implementation phase: students start playing c. Closing phase: the teacher gives rewards or appreciation to students who have done the game correctly and gives directions to students who have not done well and asks to repeat it until they can do well, (3) Closing phase: teacher and students conclude learning together. All of these exposures lead to the purpose of the research, which is to explain the study of learning methods through play to facilitate the activeness of kindergarten students in

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learning process. With this research, the hope is that this research will be an alternative consideration for kindergarten teachers to apply their learning methods.

METHOD

This research was made using descriptive qualitative methods through the observation in classroom. The descriptive qualitative method is a method that is descriptive in a complete way to describe the situation that occurs, where the data collected is in the form of words or pictures and does not contain numbers (Anggito & Setiawan, 2018). The subjects in this study were K2 (kindergarten-2) students as many as 13 students, from a school in West Java. The descriptive qualitative research steps are identification, problem formulation, determining research objectives, conducting literature reviews, collecting data, making reports, and drawing conclusions(Roosinda, et al., 2021). Thus, the steps of qualitative descriptive research are:

1. Identifying: researchers jump right in to make observations for a week
2. Carrying out problem formulation: after observing, the researcher formulates problems related to phenomena obtained based on the observation results
3. Determining research objectives: the researcher determines the research objectives of the problems that occur
4. Conducting literature reviews: researchers conduct literature reviews of research problems so that they can take appropriate action for the problems that occur
5. Collecting data: data collected in the form of observation, lesson plan, documentation, and teaching reflections.
6. Make a research report and draw conclusions: next, the researcher makes a research report in the form of a paper and concludes the research carried out

The data used as instrument of this research comes from the researcher's portfolio data in the form of class observations, teaching reflections, lesson plan used during teaching practice as well as book source support, and journals.

RESULT

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According to the results of researchers' observations, about student responses before using the learning method through play based on the indicators of student activeness.

Table 1. The results of observations before conducting learning methods through play

No	Indicators	Observation Results
1	Pay attention to the teacher's explanation	Students did not pay attention to the teacher but asked to play, and want to go home
2	Answering teacher questions	When the teacher asked only one student answered
3	Excited	Sleepy students in class
4	Enthusiastic	There were 2 students who did not sing along and followed the movements in the video
5	Completing Tasks	One student did not follow the teacher's instructions to draw a face (did not complete the task)

Based on table 1, the research showed that when the students were taught using improper methods, there were 38% of students did not pay attention to the teacher, 92% of students did not answer the teacher's questions or in other words only one student answers the teacher's questions, 15% of students were sleepy and did not follow instructions as well and 0.7% of students who did not complete the assignments given. The results of observations do not meet the indicators of student activeness who should pay attention to the teacher's explanation, answer the teacher's questions, be excited, enthusiastic and complete the task.

Starting from the problems that have been explained, early childhood has excess energy, has an attitude of exploring, has a low concentration so when this need is not met, students will show behaviors such as, asking to play, asking to go home, not paying attention to the teacher's explanation and being sleepy and not completing tasks. Researchers try to facilitate student activity by using learning methods through playing on mathematics learning on the topic of counting numbers 1-10.

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Table 2. Steps of learning methods through playing on learning Mathematics on the topic of counting numbers 1-10

No	Steps	Learning Implementation Plan Results (Steps Implementation Data)
1	Preparation phase (designing learning objectives, tools and media used in playing)	Learning objectives: students are able to count 1 to 10 through playing: throwing paper balls into buckets. Media used : HVS paper as balls and some buckets
2	Implementation phase : consists of opening (explanation of how to play), execution (starting to play), closing (rewarding and reflection)	Explanation before playing: each student squeezed 2 pieces of HVS paper that the teacher distributed to make balls. Rules of the game: the student stands 1 meter at a distance from the bucket. When the student throws the ball, they must count out loud Giving rewards in the form of stickers to students who have done well and asking students who have not been able to calculate well to repeat doing games and then giving stickers
3	Closing phase: to conclude learning	Teachers and students together conclude learning by counting 1 to 10

One of the UoI (Unit of Inquiry) lessons in Mathematics on the topic of calculating numbers 1 to 10, is done by playing and throwing a ball. Student play by throwing a ball into a bucket while counting, is able to train them to count, since the student have a direct experience with what is being learned (Poniram, 2020). Sulyandari et al (2016), said that Mathematics cannot be learned passively so teaching needs to be designed that the child is always active in accordance with their cognitive development but on the other side does not reduce the nuances of play. Children are not yet able to think abstractly, so they can be trained using media (Imran and Suryani 2018). Media use is especially important at this time to help them learn better.

Here are the results of applying learning method through playing on the game of throwing paper balls into a bucket based on indicators of student activeness.

Table 3. The results of the application of learning methods through playing balls, based on the indicators of student activeness.

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No	Student activeness indicators	The results of the application of learning methods through play
1	Pay attention to the teacher's explanation	Students pay attention to the teacher's explanation
2	Answering teacher's questions	All students answer
3	Excited	Students are excited, smiley faces and they can't wait their turn to do a 1-10 number counting
4	Enthusiastic	Students are enthusiastic, they still ask to play although the session has ended
5	Completing Tasks	Students completed their task

DISCUSSION

Student activeness is one of the essential bases for successful learning (Wibowo, 2016). Student activeness determines the achievement of learning objectives because students are the subject of learning, so when students are active, the goals that have been targeted will be achieved. Active student engagement during learning depends on how the teacher teaches and facilitates learning. Teacher has an important role in shaping the learning atmosphere in the classroom (Rosarian & Dirgantoro, 2020). Recognizing each characteristic in the classroom is the main task of teacher, to design learning, strategies, methods, or media that are appropriate for the development stages of students, so that a good learning atmosphere can be formed. (Cruickshank, Jenkins, & Metcalf, 2006)

The child's world is a world of play that teachers can modify to develop students holistically (Kurnia, 2012). It is the statement that supports researchers to facilitate the activeness of kindergarten students with the method of learning through play. This method is one of the good methods to use in the learning of early childhood students, because it can attract the attention of students so that the class becomes more lively and energetic, makes the student's concentration longer and can facilitate the development of students cognitively, affectively and psychomotor (Isniarum, Indarto, & Febrialismanto, 2016).

Vitaloka, et all., (2021) said that students at an early age have characteristics that are very energetic, active, have high curiosity but still have short attention or concentration. This statement is in line with what researchers observe when doing teaching practice. It was found that students in K2 (kindergarten -2) class have energetic

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and egocentric characteristics, they have high desire to move such as asking to play, high curiosity, but have a short concentration. When these need is not facilitated, students show less active behavior. The research showed that when the students were taught using improper methods, they did not pay attention to the teacher instead asking to go home and not doing the assignments. Only a few students answered the teacher's questions. Based on this exposure it can be observed that the behavior of students shown in the classroom, was contrary to the indicators of student's activity, who are supposed to listen to the teacher's explanations, answer questions, be excited, enthusiastic in learning, and complete tasks.

Another behavior shown by students based on the observations of researchers is that when the teacher explains and asks student to point to a table that has the same color as a certain number, the student immediately eagerly moves towards the table without any moving command from the teacher. This shows that early students love to move around and need more space for these needs. Seeing this, the researcher facilitates the activeness of K2 (kindergarten-2) class students in learning by using learning methods through playing as their characteristic and their world is the world of play.

The researcher conducted the lesson in the UoI *(Unit of Inquiry)* lesson with Mathematics topic, on the theme of calculating the numbers 1 to 10. Researchers facilitated students to play by throwing paper balls into buckets while counting 1 to 10. This method facilitated the students to learn to count in a fun way, and that students have direct experiences as well through the media used. According to Poniram (2020) playing throw a ball into a bucket can improve the intelligence of a student's body movements or gross motor skills. Throwing the ball into the bucket not only trains the student in gross motor skills but also trains the student's carefulness in seeing the target and counting the ball correctly (Sutapa, 2018).

The purpose of this play was not only to make the students be happy so that the class becomes enthusiastic, but by playing students would feel happy learning like when they play, so that there was no pressure that make students feel stressed in learning. Thus, learning will feel like a fun game so this can help them to grow well. Sulyandari et al(2016), said that in mathematics learning, it is very important for the teachers to provide learning that allows students to directly interact with real objects, therefore they have a learning experience. The cognitive ability of students at age of 4 years is in the

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preoperational period, and they are not yet able to think abstractly, so the role of media is important to deliver the subject matter (Bodedarsyah and Yulianti 2019). Students need media as a representative of learning, for example by counting students need real objects to use to do calculations correctly.

The result of using the method of learning through play was, students gave a positive response during learning or in other words, there were changes in learning, seen based on indicators of student activeness. Indicator 1) pay attention to the teacher's explanation: when teacher explained the rules and how to play, the student carefully listened to the teacher's explanation; 2) answering the teacher's questions: when teacher gave questions to make sure the students were familiar with the instructions, all of the students answered the teacher; 3) exited: the students can't wait to play; 4) enthusiastic: when the session was over but they still played throwing the ball into the bucket; 5) completing the task, all of the students completed the task throwing the ball into the bucket while counting. This method is also able to answer the learning objectives, i.e. students are able to calculate the numbers 1 to 10 correctly. This evidence is caused by the media that helps students to do calculations well. Based on this, it can be concluded that method of learning through play can facilitate the activeness of K2 (kindergarten-2) class students in learning as seen from their attention in listening to the teacher's explanation, answering the teacher's questions, excitement, enthusiasm in learning and completing counting tasks through a play performed, or in other words the responses given to meet the indicators of student activeness.

Facilitating students with this method of learning through play can develop students holistically. This is supported by Kurnia, who said that the method of learning through play (2012) can develop students' gross motor and fine motor skills, improve reasoning through play, as well as train children to understand the rules and train discipline. Development psychomotor can be seen from the activities of students throwing paper balls into buckets and wringing HVS paper. For affective development, students are trained to be disciplined in terms of understanding and implementing rules such as having to stand one meter away from the bucket and count in a loud voice, besides that cognitively reasoning students are trained through play, that is counting and targeting paper balls to fit into the bucket appropriately. In addition, through this playing method,

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student relationships with teachers and students with other students can also be built through active communication in the games carried out.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the method of learning through playing on the topic of counting numbers 1-10 can facilitate the activeness of kindergarten students in class K2 (kindergarten-2). Student activeness can be characterized by changes in student responses in the learning process, based on indicators of student activity, those are paying attention to the teacher's explanation, answering the teacher's questions, excitement, enthusiasm, and completing tasks. By actively involving students in the learning process, students can experience a holistic growth process from cognitive, affective, and psychomotor aspects. This growth will help the student to find the meaning of learning in his or her life, to be able to become an active person not only academically but in every responsibility.

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