

A training of creating APE (Educational Game Making Tool) in parenting to increase children's multiple intelligence

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ABSTRACT: Parents play a central role in the development of children in their growth period. This shows that parents are basically, primary educators at home. The method the researcher employed in carrying out the society empowerment activities on the target mothers and parenting workshops at PAUD, RW 1 of Made regency comprised, lecturing, participatory and demonstrative method. From the implementation of trainings on the educational games making related to parenting at RW (community group) I, administrative village of Made, Sambu Kerep regency in Surabaya in enhancing children's multiple intelligences, it could be inferred that: 1). the trainings went smoothly as planned. The results were quite satisfying encompassing the attendance of the participants, motivation, response, and active participation, the practical and insightful subject matter that expands the knowledge, experience, and skills. 2). Further evaluation is needed to find out the significance of the follow-up of the trainings that parents. 3). Follow up trainings are needed to develop the skills which have been acquired.

1. INTRODUCTION

Sambu Kerep Regency is situated on the west outskirts of Surabaya. It borders on the Ciputra's elite housing complex known as Citra Land. In its development, this area has gained wider attention from various parties such as the internet provider which is interested in building a partnership with the society inhabiting the area of Lontar and its vicinities which is concerned with the development. This serves as a capital for the development of demographic values.

As far as the educational endeavor in Made regency is concerned there is a Kindergarten in the area of Lontar which is due attention because the needs for improvement in terms of technical skills and learning are strongly felt. The learning is mostly carried out in the conventional way by adopting classical approach to the early education. Tutors

have worked on learning aids to support the learning process.

Parents mostly think kindergarten of as the place central to children's skill development despite the fact that they spend greater amount of time at home than at school. In addition, students will not develop their skills optimally when receiving stimulation within school confines only.

Parents certainly play central part in the development of their children during the growth period. Parents have not been awakened to the importance of this idea that they are supposed to embrace. This is generally what people think of as insignificant. Yet, considering the consequence of neglecting the parents' role, children will be likely to experience delay in their growth during golden age period.

Parents' inadequate understanding affects children's learning method at

home. They should have recognized how to help children develop their multiple intelligences in a proper manner which befits them. Parents may therefore avoid the pitfall of resorting to ungrounded method which leads nowhere.

It takes a breakthrough to change parents' mindset as the actual response to the issue. Parents should be informed as to what they can do to enhance students' capability in order that they grow to be a generation which demonstrates potential. This realization is of importance for the conducting of societal empowering endeavor in terms of education especially, early education.

For this reason, the researcher is interested in carrying out the empowering activities in terms of early education.

Educational Game Making Tool is a specially-designed tool to instill education through game (Mayke, 1995). Badru Zaman (2007:63) stated that APE kindergarteners is a tool designed to increase the developmental aspects of the kindergarteners. Educational Games is a contributor to the cognitive development of children. This plays an important part in process of early education in formal and informal educational setting because through playing games, children gain experiences as they actively engage themselves therein. Educational games and aids help students develop their potential through gaming.

In preparing the materials, tools, and assortments of educational games, there are some wrong perceptions about the kinds and shapes of games. Due to ignorance and low creativity people commonly associate good educational games with high price and modernity. Actually, the quality cannot be judged by the price and the sophistication. We may prepare the educational games which are safe, attractive and stimulating at a relatively low price. Realia in our surroundings such as stones, pebbles, leaves, twigs, sand, and water can be freely used for educational purposes. Moreover,

we can turn used stuffs into interesting games for children such as assortment of bottles, papers, cardboard, carton for milk, soap, etc. It depends heavily on observation and creativity of managers, educators and parents in taking advantage of whatever lies around us and developing them into educational game for their children. The restricted ability of institutions or parents to get materials and equipment required often is delimiting factor. To provide educational games, natural materials and household waste can be a viable alternative. With rocks, pebbles, sand, water, waste materials, leaves, fruit and twigs, children can play, use to measure and count, and eventually gain valuable experiences. Educators and adults play a central role in the children's learning process through playing activities by encouraging them to explore things in order to gain memorable, precious experiences that their development is nurtured at an early age.

Playing with educational game children go through the learning process such as the sensorimotor- involving activities, building something using liquid, and role play. The children experiment with stuffs to eventually discover new things. They can socialize and interact with peers, older and younger friends and are exposed to their environment. The physical activities help them grow physically healthy and strong in accordance with their age.

Educational games are of benefit to train motor skills that stimulate fine motor growth through groping, touching, holding toys and so on. While rough motor stimulation can be obtained by moving the toys, throwing, lifting, and any other movement. Teaching to concentrate is of importance to explore the ability of children. When fitting together a puzzle, children are expected to focus on the image or shape in front of him. He can take control of himself not to run around or do other physical activities in order to concentrate. Without concentration, the

result will be unsatisfactory. For example, by stuffing small objects into large ones children will come to understand that a larger object can contain smaller object while larger objects cannot get into smaller ones. This very basic understanding underlies the causal concepts. The educational game can be more effectively used in tapping into language skill when accompanied by storytelling. This will provide additional benefits for children such as the improved language skills as well as greater comprehending ability. Children are enabled to recognize a variety of shapes and colors by introducing educational toys related to the colors and shapes such as square, rectangle, round in various color of blue, red, green, and others. Success or failure of students in school hinges on their intelligence. The concept of 'Multiple Intelligences' provides an opportunity for children to develop their golden talents according to their needs and interests. The concept goes in this way. Just as there are many roads to Rome, so is the path to intelligence. There are many diverse ways people are considered intelligent. Many indicators point out the intelligence of children. It is not only judged by the academic achievement in school, or by putting the child to the intelligence test. Children can show their intelligence in their distinct ways. They demonstrate intelligence through words, numbers, music, images, physical activity (motor skills) or through social-emotional ways. According to Thomas Armstrong, child intelligence researcher who wrote 'In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences', all children are born intelligent and talented. Some children show their talent more slowly than other children that their unique potential does not always readily stand out.

Every child was born with some potential legacies from the previous generations(Sujiono, 2009:180).Therefore, a good deal of research results on children's intelligence suggests that

parents provide more experience and stimulation to children. Stimulation and sensational experience is of use to immediately arouse children's intelligence. So the term 'kid shows talent more slowly' applies no longer. The facts are gathered by Prof. Howard Gardner, a psychologist and neuroscientist from Harvard University, USA in 1983 and crystallized into the concept of the intelligence theory which he called Multiple Intelligences comprising 8 types that each child has:

a. Verbal / linguistic intelligence

This intelligence can be known through the conversation, discussion and reading activities and the ability to affectively use words orally or written. There are various ways in developing this intelligence such as through reading, writing, or story telling.

b. Visual-spatial intelligence

This intelligence involves sensitivity to color, line, shape, size, or extent, as in painting and drawing activities, etc.

c. Rhythm music intelligence

That is a kind of sensitivity to musical sounds, meaning, and other sounds.

d. Kinesthetic and body movement (bodily - kinesthetic)

This relates to the capacity and skills in controlling body movement coordination which involves gross and fine motor such as the activities that require the use of tools skillfully, jumping, running, performing gymnastics or dancing movements etc.

e. Math and Logic Intelligence

It is concerned with capacity to compute and think logically and scientifically.

f. Social / Interpersonal Skills

it can be demonstrated through the ability to communicate with others, to work together, and come into contact with others.

g. Intelligence / Intrapersonal

This is concerned with the ability to contemplate, do self-examination and compare the weaknesses and strengths of others.

h. Naturalist Intelligence

It is evidenced by the capacity of appreciating nature and the environment.

2. METHOD

The method that researchers used in carrying out community empowerment activities with parents engaged in early education at kindergarten in the regency of Made encompasses lecturing, participatory and demonstrating method. The lecturing deals with the sharing of information on the development and the nature of early childhood. Demonstration has to do with procedure or steps to create simple educational games whose materials are accessible and do not require much cost. All come in handy for practical reason. The participatory activities involve parents in the making of educational games by the guidance of a tutor. Parents' involvement is highly valued for greater advantage. In this research the researcher conducted lecturing; interview, observation, and literature review which the researcher chooses to facilitate the completion of research reports. For literature review the researcher accumulate data by poring over and sifting through important articles, books, and other sources that contribute to the clarification of the topic, and observation is done by engaging in the first hand exposure to the environment for data collection that researchers know the factual life of the subjects or objects under study.

3. RESULTS AND DISCUSSION

After conducting trainings on the simple educational games making, the researcher intends to describe the results achieved and also discuss what happened during the trainings

3.1 Description of Simple Educational Games

Making Trainings conducted at Community Group I, in the Administrative Village of Made

The trainings were conducted on Saturday 22nd of 2014 in the village meeting hall which is used by local people to hold kindergarten early education every Friday and Saturday. The D day was deliberately selected after meeting with the principal of kindergarten to facilitate the training process and to arouse the interest of the community to study.

The trainings on the making of simple educational games were held in one day starting at 08.00 until 13.00. All the things needed for trainings are made available at 06.30 at the venue. The trainings involved tutors and parents of the kindergartners. They were divided up into 6 groups that each comprised 6 parents and 1 tutor. Each group had the same size. This is intended to fan out the flame of their enthusiasm that they leave the place with a strong impression. The trainings are divided into 3 sessions:

- a. present a workshop on the importance of monitoring children during critical period in the development known as golden age
- b. expand on the significance of making simple educational games and how to benefit from them in learning.
- c. engage people in the real practice of making educational games

In the training sessions the first speaker elaborated on the importance of keeping track of children's development either at home or when children are in school. This is of benefit to keep parents aware of and concerned about their child's intelligence and to focus on the development of multiple intelligences.

The 2nd session speakers went on to explain about the importance of being a creative and innovative parents to develop their children's multiple intelligence especially when they are in. This helps parents realize that the right game for children as they are going into the golden age should be educative known as educational game

In the 3rd session the speakers invited the participants to create educational game out of simple materials. This is intended to exemplify and guide parents through the activities of making educational game at a low cost and to get it across to them that they can make games on their own and modify them to develop multiple intelligences.

The whole sessions are aimed to add a depth to the understanding of parents participating in the trainings and make known to them purposes other than the stated objectives of community services as follows:

1. From a practical point of view:
 - a. enable them cut back on the expenditure of buying toys for children by making their own or recycle used items to save up.
 - b. help them know how to choose and have a clear knowledge of the games their kids need.
 - c. afford them opportunities to make most of game making activities as a means of earning a livelihood
2. From a theoretical point of view:
 - a. the society is devoted to helping school run nurturing and responsive education to develop life-long learning
 - b. it helps awaken parents to the importance of relentless learning which is never stopped by their age or their current status
 - c. it expands their knowledge for everyday living purposes.

3.2 Advantages and Disadvantages of Trainings:

Advantages:

1. being encouraged by the participants' enthusiasm about learning and more innovative.
2. aining support from the administrative village of Made and particularly from parents of kindergarteners at the community group 1 kindergarten .

3. the availability of facilities such as the building that can be used for training.

Disadvantages

1. More great ideas are needed to help people keep on moving
2. Some unanticipated technical problems occurred.

3.3 Input from participants

1. There should be more innovative programs planned out by the laboratory located in the administrative village of Made.
2. There will be more training programs to do at a large scale

4. CONCLUSION

The trainings conducted on the making educational games at community group 1, in the administrative village of Made, Sambu Kerep regency, Surabaya as an effort to develop multiple intelligences of children can be concluded as follows: 1) Trainings went smoothly as planned. The results were quite satisfying including the attendance of participants, motivation, responses and activities of the participants, the well-presented subject matter for application which serves to increase knowledge, experiences and skills.2) Further evaluation is needed to find out whether the follow-up of this training will work that parents reap benefits.3) follow-up trainings are needed for further development of skills

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