

The Development of a Fun Reading Game Guide to Introduce Early Childhood Literacy in Rembang Regency

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Abstract: The aims of this study are 1) to analyze the need for a Fun Reading game guidebook in the introduction of early literacy for early childhood in Rembang Regency, 2) to formulate the design of a Fun Reading game guidebook in the introduction of early literacy games, 3) to analyze the feasibility of a fun reading game guidebook. in Introduction to Early Literacy for Early Childhood in Rembang Regency, and 4) Analyzing the effectiveness of the Fun Reading Game Guidebook in Introduction to Early Literacy for Early Childhood in Rembang Regency The research method used in this research is Research & Development proposed by Borg and Gall (1983) with 10 stages. Research and information collecting, planning, developing a preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination, and implementation. The population in this study, the children of kindergarten group B, Dharma Wanita, Dresi Wetan Village, Kaliori District, Rembang Regency, State Kindergarten 2, Rembang Regency and Ringin Putera Kindergarten, Pamotan District, Rembang Regency, totalling 30 children. Data collection techniques using observation, questionnaires, interviews, and documentation. Meanwhile, the data analysis technique used quantitative descriptive analysis, requirements test, and t-test. The results of the study obtained data, namely needs analysis, it was known through observation and interviews with children, parents, and teachers that so far there has been no manual for teachers about learning to introduce early literacy, so that learning is carried out not according to the characteristics of children, namely learning through playing or playing. while learning. Development is immediately carried out by determining the theme, objectives, learning resources, and module size to be produced. Qualitative feasibility test with material expert validation got a score of 91,2% (very decent), linguist validation got a score of 85 % (very decent), and Media validation got a score of 87, 5 % (very decent) Saw the teacher's response with a score of 92% (very like), student response with a score of 94% (very like), parental response 92% (very much like). Quantitative validation gets valid and reliable values. The effectiveness test with a limited trial got the t value (-9.331) > t-table (2.101).

Keywords: Development, fun reading game, literacy, early childhood

1. Introduction

Children have the readiness to enter further education (Ministry of National Education, 2011). Therefore intensive stimulation of the educational environment is needed to develop optimally in a planned, holistic, intensive, and based manner on developmental characteristics and in a pleasant way. Furthermore, according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 as stated in the Standard Level of Child Development (STTPA) children aged 5-6 years are expected to be able to 1) mention the symbols of letters known as, 2) know the sound of the initial letter of the name of the objects around it, 3) mention groups of images that have the same initial sound/letter, 4) understand the relationship between sound and the shape of the letter, 5) read your own name, 6) write your own name, and 7) understand the meaning of the word in the story (Yoshikawa et al., 2018). The reality in the field, according to preliminary data based on the results of observations made by researchers at Kindergarten Dharma Wanita Dresi Wetan Village Kaliori Subdistrict and Kindergarten Ringin Putra Pamotan Subdistrict and Public Kindergarten No. 2 Rembang Subdistrict. from October 25 to 6 November 2021 obtained the introduction of literacy in terms of the reading given in a way that conventional by spelling, or using the book "Learn to Read", teachers have not carried out literacy learning activities through fun activities, some teachers do not understand

what stimulation should be given to children related to literacy (Basyiroh 2017). Children's literacy skills grow well with the play process and provide supporting facilities and infrastructure. Literacy development is successful due to the active learning process by using the "He's Handsome" play strategy that makes children discover new things and more visible opportunities to communicate with their fellow friends because of the tendency of early childhood in learning, one of which is by playing (Nahdi et al., 2020). Based on the results of observations, and interviews with children, parents, and teachers, it is necessary to develop a game guidebook that contains a teacher's guide as an alternative option for early childhood literacy learning. Because the book contains 20 kinds of literacy game options.

The purpose of this study is to 1) analyze the need for fun reading game guidebooks in the Introduction of Early Literacy for Early Childhood in Rembang Regency, 2) formulate the design of the fun reading game guidebook in the introduction of early literacy for early childhood in Rembang Regency, 3) analyzing the feasibility of fun reading game guidebooks in the introduction of early literacy for early childhood in Rembang Regency, 4) analyzing the effectiveness of fun game guidebooks reading an introduction to early literacy for early childhood in Rembang Regency.

2. Literature Review

Early literacy refers to a child's capacity to read, write, and count. Early reading skills are acquired and developed at home and in the community. Early childhood reading in the digital age deserves careful consideration (Gillen & Hall, 2013). Pre-literacy skills that kids need to acquire include phonological awareness (sound), spoken language expression fluency, vocabulary, fine motor skills like rudimentary writing, discrimination (ability to tell apart) between visual forms, written concepts, and alphabet knowledge.

Children's fundamental abilities to read, write, and tell tales are greatly influenced by literacy culture, the importance of instilling a literacy culture in young children in order to foster critical thinking and get them ready for school (Dini, 2022). The ability to analyse and comprehend information while reading and writing is literacy. The notion of literacy has constantly changed as a result of contemporary challenges. The capacity to read and write used to be the definition of literacy.

Basyiroh (2018) defines literacy as the capacity to read and write, gain knowledge and skills, apply critical thinking to problem-solving, and effectively communicate that can foster potential and engage in people's lives. The fundamental skills of reading, writing, listening, and counting comprise basic literacy. The goal of basic literacy is to improve one's capacity for reading, writing, counting, and interpersonal communication.

Good literacy can develop kids' character and their capacity for critical, imaginative, and creative thought. Students' ability to understand information critically, analytically and reflectively can also be influenced by their literacy skills. A life skill is a literacy. Receptive and productive skills are part of literacy and let one communicate both orally and in writing (Saracho, 2017). Understanding how to solve difficulties is tied to literacy. The ability to read and write reflects knowledge of and respect for culture.

Through the literacy ecosystem it has created, the school literacy movement's overarching objective is to help students grow and develop their character so that they can become literate adults throughout their lives. Reading stories together as a family is one way that parents and family members can raise the standard of early literacy. When you are with kids, reading stories is a simple activity that can be done whenever you like, along with games and flashcards (Burnett, 2010).

3. Methodology

The research method used in this study is Research & Development put forward by Borg and Gall in Aka (2019) with 10 stages. Research and information collecting, planning, developing a preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination, and implementation.

The population in this study is a kindergarten child group B Kindergarten Dharma Wanita Dresi Wetan Village Kaliori District Rembang regency, Public Kindergarten No. 2 Rembang Regency, and Kindergarten Ringin Putera Pamotan District Rembang Regency which amounts to 30 children.

Data collection techniques use elevation, questionnaires, interviews, and documentation. While data analysis techniques use quantitative descriptive analysis, requirements tests, and t-tests. The stages in the research are 1) research and information collection, including conducting interviews and observations of the learning process, and 2) Phase two, planning and data collection, conducting a literature study to collect materials, 3) manufacturing a grid of research instruments. Create a grid of research instruments. The research instruments to be used are validation sheets, observation sheets, and interview guidelines. Conduct a literature study to collect materials, 4) manufacture of a grid of research instruments. Create a grid of research instruments. The research instruments to be used are validation sheets, observation sheets, and interview guidelines (Best, 2014). Phase three, developing the initial product in the form of a fun reading game guidebook. The steps of product development are carried out as follows:

- a) Product Design of Fun Reading game guidebook in the introduction of early literacy for early childhood in Rembang Regency.

- b) Draft writing, draw up a writing framework. Next, determine the size of the guidebook which is 21 cm x 29.7cm using font 12 Arial.
- c) Specifies the material that will be used, namely: various games selected as material 1) flash domino games, 2) word matched games/back and forth, 3) strange word games, 4) who's a fast game who can, 5) hunting games/find me, 6) games story, word/point, word/image, 7) lost word/image game, 8) hole game magic, 9) chase me the game, 10) mountain plot game, 11) relay card, and 12) umbrella letter.
- d) Writing steps – steps play
- e) Create an illustration of the image depicting the content of the game phase four, Product Validation After the book is compiled, then validated by experts using assessment scores and suggestions as repair material.

The validator in this study consisted of three experts, namely one expert who judged in terms of linguistics, one media expert, and one material expert. Phase five is a revision of the product by phase one. Revision is carried out based on the advice of validators at the time of the validity test. Revisions are carried out to correct the shortcomings in the learning media.

Phase six is a limited trial. At this stage, a trial was conducted on students in the B1 group of Public Kindergarten No. 2 Rembang which amounted to 20 people. This trial is used to determine the feasibility of learning media phase seven is the revision of product revision in phase two. Revision is carried out based on advice from supervisors at the time of limited trials. The results of the revision can then be used to perfect the production of the field trial.

Phase eight, the guidebook after the fun reading game guidebook is finished, then tested with the teacher response questionnaires, parental responses and student response questionnaires. Stage nine is final product refinement which is the refinement of guidebook products, based on input from users of Stage ten, namely: Dissemination The last stage is dissemination. Product dissemination is carried out through the distribution of Fun Reading game guidebooks in kindergarten groups of Kaliori subdistrict in particular and in other sub-districts in Rembang regency,

Research samples are several members or selected parts of the population (Sugiyono, 2016). Sampling method using purposive sampling. The purposive sampling method is a technique of determining samples with certain considerations according to criteria. The sample criteria in this study are a) teachers, students and parents of kindergarten Ringin Putra Pamotan District for the 2021/2022 academic year, b) teachers, students and parents of Dharma Women's Kindergarten Dresi Wetan Kaliori District for the 2021/2022 academic year, c) teachers, students and parents of Public Kindergarten 2 Rembang District, for the 2021/2022 academic year.

Data sources such as 1) primary data is a data source that directly provides data to data collectors (Arikunto, 2018). The data sources in this study are primary data sources with research subjects as follows:

- a) Parents. Parents of students who number as many as 10 people, while the data sought are parental responses about the development of a fun reading teacher game guidebook.
- b) Kindergarten teachers totalling as many as 5 people. The data sought on the teacher is teacher response to the Development of Fun Reading Game Guidebook.
- c) Kindergarten students numbered as many as 30 students. The data sought is an assessment of literacy ability. children's response to the development of a fun reading game guidebook.
- e) Expert As a data source (expert) to find out the feasibility of developing a fun reading game guidebook. While secondary data sources are data obtained through other parties. Indirect data is obtained by researchers from the subject of the study. Secondary data is usually in the form of documentation data or report data that has been available. As secondary data, researchers take from books or documentation related to this study.

4. Findings and Discussion

Strengthening the ability to introduce literacy in early childhood in the Rembang Regency, was conducted by researchers through interviews with children, teachers and parents. in the learning process, students and teachers. The results of learning observations found that learning to know the teacher's letters/reading using the drill method, using student worksheets, and using whiteboards and books, children look uninspired, after holding an interview, with teachers, it turns out that teachers do not have a learning manual for the introduction of literacy, so from year to year the method used is that – that's all.

After getting the guidebook, learning becomes more lively, not boring, not monotone and more varied. So parents are happy because reading learning can still be done by not forcing children. The lack of literacy learning guidebooks became the basis for making the development of fun reading game guidebooks to strengthen the ability to know letters and numbers. The results of these observations show that the fun reading game guidebook is needed for the learning process in kindergarten. According to research conducted by Widyana & Dewi (2021), the ability to read at the beginning of children experienced a significant improvement by when using pictorial word card media, especially in the recognition of letters and words. This means that the development of the fun reading game guidebook is quite effective to be used to improve literacy in early childhood. In the control class, 10 people scored an average of 51.90 with an N-Gain score of 52.78 with an ineffective category. This means that learning that does not use the fun reading game guidebook is not effectively used for the introduction of early literacy in kindergarten children. The results of the effectiveness test were obtained Sig. values (2-tailed) of 000 <0.05 with a calculated t-value of -9.331 and a table t

value with $df = 18$ of 2.101 then the value of t-count (-9.331) > t-table (2.101). The decision is that H_0 is rejected and H_a is accepted because of Sig. (2-tailed) < 0.05 and the value t-calculates > t-table. This means that there is a significant increase in getting to know literacy using the Fun Reading Game Guidebook, The results of the calculations in the table showed that the results of the wide trial obtained a positive rank for as many as 30 people, meaning that out of 30 people who took action increased literacy ability. P value with a Sig. value is 0.000, then H_0 was rejected and H_a accepted that the development of the Fun Reading Game Guidebook was effective in introducing early childhood literacy/literacy in the Rembang regency. Based on pretest results with values of 23.3 and post-test of 32.27 showed an increase in teacher ability of 8.9 with a standard gain of 0.75 which is in the "high" category. Observations of teacher activity showed an average score of 4.6 in the percentage of 92% categorized as "very high." Those results show a fun reading game guidebook developed effectively as a reference teacher teaching material.

5. Conclusions and Recommendations

Based on the results of observations, which are carried out with children in the process of literacy learning, observations with teachers and parents, as well as the results of interviews with children, teachers and parents, the fun reading game guidebook is needed to be able to stimulate the development of early literacy of children, due to the use of game guidebooks. Fun reading literacy is an alternative and reference for teachers in practising early childhood literacy so that parents' expectations that children can read can be fulfilled without violating early childhood development that has been tested for eligibility based on expert validation results, tested for effectiveness based on user questionnaires and has been tested through the t-test. and the results of the broad trial obtained the p-value with a Sig. value is 0.000, then H_0 was rejected and H_a was accepted, namely the development of smart parenting modules effective in improving the child's early literacy ability.

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