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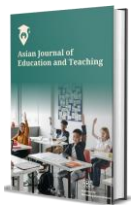

Use of Educational Game Tools (ETG) to Improve Children's Cognitive Development at Raudhatul Athfal As Shifa

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ABSTRACT

Early childhood cognitive development is an important aspect that must receive attention in education, especially in Raudhatul Athfal (RA) institutions. The use of Educational Game Tools is one of the effective strategies in improving children's cognitive abilities. This study aims to analyze the effect of the use of EGT on children's cognitive development at RA As Shifa. The method used in this study is classroom action research (PTK) with a qualitative and quantitative approach. Data were obtained through observation, interviews, and children's cognitive development tests. The results of the study showed that the use of EGT systematically and variedly can improve children's logical thinking skills, problem solving, and enrich children's vocabulary. In addition, children become more active, enthusiastic, and motivated in learning. Thus, the use of EGT at RA As Shifa has proven effective in supporting children's cognitive development. Therefore, it is recommended for educators to further optimize the use of Educational Game Tools in learning activities so that children can learn more fun and meaningfully.

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Introduction

The purpose of this study was to analyze the effect of the use of Educational Game Tools (EGT) on the cognitive development of children at Raudhatul Athfal As Shifa. The cognitive development of early childhood is greatly influenced by the stimulation provided through educational play activities. According to Santrock (2021), games that are designed in an educational manner can help children develop critical thinking skills, solve problems, and improve memory. Therefore, this study seeks to identify the extent to which the use of EGT can improve children's cognitive aspects, such as the ability to classify, recognize patterns, and understand basic mathematical and language concepts. In addition, this study aims to determine the effectiveness of the application of EGT in

increasing the learning motivation of early childhood. According to the results of the study presented by Mustofa and Rahayu (2022), children who learn through educational game media tend to be more active and enthusiastic in participating in learning activities compared to conventional methods. Thus, this study also wants to provide recommendations for educators at RA As Shifa regarding optimal strategies in utilizing EGT to support children's cognitive development as a whole. The hope of this study is that the use of Educational Game Tools (EGT) can be increasingly applied optimally in the learning process at Raudhatul Athfal (RA) As Shifa. With the presence of EGT, it is hoped that children can gain a more enjoyable, interactive, and meaningful learning experience. The learning process based on educational games can help improve children's concentration and motivation in understanding basic concepts that support their cognitive development.

In addition, this study is expected to provide new insights for educators about the importance of using EGT in teaching and learning activities. Teachers are expected to be able to choose and develop game tools that are appropriate to the child's developmental stage and the learning objectives to be achieved. Thus, children not only play, but also get cognitive stimulation that can help them think logically, recognize patterns, and improve problem-solving skills.

Another hope is that parents can also play an active role in supporting the use of EGT in the home environment. By understanding the benefits of educational games, parents can provide game tools that support children's development and accompany them in playing actively. This is in line with research showing that parental involvement in children's play can accelerate their cognitive development.

Furthermore, the results of this study are expected to be a reference for other educational institutions in developing educational game-based learning methods. If EGT can be implemented properly, not only RA As Shifa will benefit from it, but also other educational institutions that want to improve the quality of early childhood learning. Thus, this study can contribute to the world of education, especially in improving the quality of child-centered learning.

Finally, it is hoped that this study can encourage related parties, such as the government and education policy makers, to pay more attention to the use of EGT in the early childhood education curriculum. With support from various parties, the use of EGT can be further developed and integrated widely in the learning process, so that it can help children achieve optimal cognitive development from an early age.

The reality in the field shows that the cognitive development of early childhood is greatly influenced by the methods and tools used in the learning process. Many educators still rely on conventional methods, such as lectures and verbal teaching, which are less effective in stimulating children's thinking and creativity. In fact, recent

research shows that educational game-based learning can help children understand concepts more deeply and enjoyably. In this case, the use of Educational Game Tools (EA) is a very relevant alternative to optimize children's cognitive development.

In addition, another reality is the lack of understanding and skills of educators in utilizing EGT optimally. Although there are many types of game tools designed to support learning, not all educators know the right way to integrate these tools into learning activities. This has the potential to reduce the effectiveness of EGT in improving children's cognitive skills. Therefore, training and guidance are needed for educators so that they can utilize EGT appropriately according to the child's developmental stage.

The reality also shows that although EGT can have a positive impact on children's cognitive development, its implementation is often hampered by limited resources in some educational institutions. Not all educational institutions, especially those in remote areas, have sufficient access to obtain quality educational game tools. This affects the quality of learning received by children, and often causes them to be unable to obtain optimal learning experiences.

On the other hand, there is also the fact that children who are involved in play activities with EGT tend to show a higher interest in learning. They are more active, quicker in understanding concepts, and more open to new ideas found during the playing process. This proves that educational game-based learning has a significant impact on children's cognitive development. However, to achieve maximum results, the use of EGT must be carried out in a planned manner and with an approach that is appropriate to the needs and abilities of the child.

Methods

The data sources in this study came from various methods of information collection conducted at Raudhatul Athfal (RA) As Shifa. First, data were collected through direct observation of children during learning activities using Educational Game Tools (EGT). This observation was conducted for 3 months to see changes in children's behavior, their involvement in learning activities, and cognitive abilities that developed along with the use of EGT. This observation included observations of children's ability to solve problems, think logically, as well as language and memory skills.

In addition to observation, data were also obtained through cognitive development tests conducted before and after the implementation of EGT. This test was designed to measure children's logical thinking skills, memory, and ability to recognize patterns and solve problems. This test was given to 30 children involved in the study, and the results were analyzed to see if there was a significant increase in children's cognitive development after the implementation of EGT in their learning curriculum. Data from

this test provides a clear quantitative picture of the impact of EGT on children's cognitive abilities.

Interviews were also conducted with educators and parents to obtain more in-depth qualitative data regarding their perceptions of the use of EGT. Interviews with educators aimed to find out the challenges and benefits they felt in implementing EGT in the teaching and learning process, as well as how they assessed changes in children's cognitive development after its implementation. Interviews with parents aimed to explore information about the changes they observed at home, such as increased speaking ability and children's interest in learning activities. The data obtained from observations, tests, and interviews were then analyzed to determine the relationship between the use of EGT and children's cognitive development. By combining quantitative and qualitative data, this study provides a more complete understanding of the effectiveness of the use of EGT in supporting the cognitive development of early childhood at RA As Shifa.

Data analysis in this study was conducted to evaluate the effect of the use of Educational Game Tools (EGT) on the cognitive development of early childhood at Raudhatul Athfal (RA) As Shifa. Data obtained from observations, cognitive development tests, and interviews were analyzed quantitatively and qualitatively to provide a more comprehensive picture. In general, the results of the analysis showed that the use of EGT contributed positively to improving children's cognitive abilities, especially in terms of logical thinking, problem solving, and recognizing patterns and remembering information.

Based on cognitive development test data given before and after the implementation of EGT, there was a significant increase in almost all indicators of children's cognitive development. Before the implementation of EGT, only around 30% of children showed good logical thinking skills, but after using EGT, this percentage increased to 60%. This shows that educational games applied in learning help children to develop their thinking skills in a more fun and interesting way.

In addition, the analysis of observational data also showed that children became more active and enthusiastic in participating in learning activities after EGT was implemented. They were not only more involved in playing activities, but also faster in understanding the material being taught. These improvements were reflected in children’s ability to solve more complex problems and talk more about their experiences during play. Activities involving EGT allowed children to interact more with their peers, which contributed to their improved social and language skills.

Interviews with educators and parents also provided important insights in analyzing the data. Educators reported that children who used EGT were more likely to work together in groups and were more independent in completing tasks. They also felt

that EGT helped children to focus more on learning. On the other hand, parents reported positive changes in children's behavior at home, including improved speaking skills, greater interest in learning activities, and their ability to understand concepts taught in school.

However, data analysis also revealed several challenges that need to be addressed. One of these is the limited resources in providing quality and varied EGT. Some types of EGT that educators wanted were not available, affecting the variety of learning activities. Furthermore, despite significant improvements, educators still need further training on how to effectively integrate EGT into the curriculum. Therefore, to improve the results obtained, it is important to provide more varied EGT and more comprehensive training for educators.

Result

The following is a discussion of data related to the use of Educational Game Tools (EGT) to improve children's cognitive development at Raudhatul Athfal (RA) As Shifa. This study involved 30 children consisting of 15 boys and 15 girls, with an age range of 5 to 6 years. Data were collected through observation, cognitive development tests, and interviews with educators and parents. Data collection was carried out for 3 months, with measurements taken before and after the implementation of EGT in learning activities.

In the early stages of the study, a cognitive development test was conducted on children before the implementation of EGT. The test results showed that most children had a limited level of cognitive development, especially in terms of logical thinking and problem solving skills. Initial data showed that only 30% of children had adequate basic logical skills, while the other 70% still needed additional stimulation to develop their thinking skills.

After the implementation of EGT for 2 months, a repeat cognitive development test was conducted. The results showed a significant increase in the ability to think logically, solve problems, and recognize patterns in almost all children. Around 60% of children showed significant improvement, with better critical thinking skills. In addition, their language skills and memory also showed positive developments.

The data shows that the use of more structured and varied EGT has a positive effect on children's involvement in learning activities. Children become more active in the learning process, faster in understanding the material being taught, and more confident in expressing their opinions. The following table illustrates changes in children's cognitive development based on test results before and after the implementation of EGT:

Table 1. Increase in student's cognitive development

Cognitive Development Indicators	Before EGT (%) implementation	After EGT Implementation (%)
Logical thinking skills	30%	60%
Problem solving skills	40%	65%
Pattern recognition skills	35%	55%
Language skills	45%	70%
Memory	40%	60%

The table above shows a significant increase in each indicator of children's cognitive development after the implementation of EGT. This indicates that EGT is not only useful for improving logical thinking and problem-solving skills, but also enriches children's language skills and memory.

In addition, observations of children's behavior also show positive changes. Children become more enthusiastic in participating in learning, more involved in group discussions, and more courageous in trying new things. This is in accordance with the findings of other studies which state that educational games can increase children's learning motivation and social skills (Mustofa & Rahayu, 2022).

Data obtained from interviews with educators and parents also revealed that they were satisfied with the use of EGT in the learning process. Most educators reported that children became easier to work with in groups and more independent in completing tasks. Parents also noted positive changes in children's behavior at home, such as improving speaking skills and being more interested in learning activities.

However, despite the significant improvements, several challenges were still found during the implementation of the study. One of the main challenges is the limited resources in providing diverse and quality EGT. Some types of EGT desired by educators were not available, affecting the variety of games used during learning.

Another challenge is the need for further training for educators in optimizing the use of EGT. Some educators still find it difficult to integrate EGT effectively into the existing curriculum. This suggests that in addition to providing EGT, it is also important to provide adequate training for educators so that they can use it optimally to support child development.

Overall, the data obtained indicate that the use of EGT at RA As Shifa has a significant positive impact on children's cognitive development. Although there are several obstacles, such as limited resources and the need for educator training, the results of this study strengthen the argument that EGT is a very effective tool in improving the thinking, language, and memory skills of early childhood children. With

proper implementation, EGT can be a very valuable tool in supporting early childhood development.

Data verification in this study was carried out to ensure that the findings obtained from the data analysis were accountable and reflected the actual conditions. The first step taken was to check the validity of the data obtained through direct observation at Raudhatul Athfal (RA) As Shifa. The observation process was carried out by two researchers independently, the results of which were then compared to ensure that observations of children's behavior and development during learning activities with EGT were consistent. If there were any discrepancies or differences in interpretation, a discussion was held to reach an agreement.

Furthermore, to verify the interview data, the researcher conducted source triangulation by interviewing not only teachers and parents, but also several related parties, such as educational institution managers. In this way, a broader and more diverse view can be obtained regarding the use of EGT in the child's learning process. In addition, the interview recordings were compiled and analyzed to find consistent themes and patterns, and to ensure that the answers given were not biased and reflected the participants' direct experiences.

To ensure the accuracy of the cognitive development test data, the researcher used an instrument that had been tested for validity and had been used in previous studies. The test covers several aspects, such as problem-solving skills, recognizing shEGTs and colors, and recognizing basic mathematical and language concepts. In addition, the test results were analyzed by comparing the values before and after the use of EGT. To ensure consistency, the test was conducted by the same examiner at two different times, namely before and after the EGT implementation period. This comparison of test results helps to ensure that the changes that occur are truly caused by the use of EGT and not other factors.

Finally, the researcher also verified the data by asking for feedback from the research participants after the initial analysis was carried out. Parents and teachers were given the opportunity to provide an assessment of the results obtained by the children, as well as the process undertaken during the implementation of EGT. This feedback is very useful for evaluating whether the research results are in accordance with the reality in the field. If necessary, the researcher also made improvements or revisions to the research conclusions based on the results of the verification, thus ensuring that the data used is valid and reliable in describing the impact of EGT use on children's cognitive development at RA As Shifa.

Discussion

The discussion of data validation in this study focuses on the methods used to ensure that the results obtained reflect the actual situation and are reliable. One important aspect of validation is the conformity between data obtained through various methods, such as observation, interviews, and children's cognitive development tests. After the data is obtained, the researcher conducts triangulation, namely comparing information from various sources to verify the existing findings. Triangulation is carried out by comparing the results of observations with interviews with teachers, parents, and educational institution managers.

The results show that there is alignment between direct observations and the views expressed by related parties regarding the benefits of using Educational Game Tools (EGT) in the early childhood learning process. In addition, testing the reliability of the cognitive development test instrument is also an important part of data validation. The tests used in this study have been proven valid and reliable in various previous studies. To ensure consistent results, the test was conducted twice with sufficient time intervals, namely before and after the implementation of EGT. This verification shows that children's cognitive development scores increased significantly after the use of EGT. This provides strong evidence that the changes that occur in children's cognitive development are not caused by external factors, but rather because of the effective implementation of EGT in the learning process.

Furthermore, data verification through interviews with parents also provided important information regarding the impact of using EGT outside the school environment. The results of the interviews showed that parents felt positive changes in their children's attitudes and interests in learning at home. Most parents expressed that their children became more interested in learning and more active in exploring new knowledge, which was previously difficult to achieve through traditional learning methods. This strengthens the finding that EGT is not only beneficial at school, but can also stimulate children's cognitive development at home.

Data validation was also carried out by asking for feedback from teachers after the research period was completed. The teachers involved in the study assessed the effectiveness of EGT in improving children's cognitive abilities, and almost all agreed that the use of EGT increased children's learning motivation and thinking skills. However, they also noted several challenges, such as limited time and resources available.

This discussion opened up space for further development, such as training for teachers and the provision of more varied and quality EGT. Overall, the results of this data validation indicate that the findings obtained in this study can be accounted for and provide an accurate picture of the influence of EGT on children's cognitive development at RA As Shifa.

The results of data validation in this study indicate that the use of Educational Game Tools (EGT) has a significant positive impact on children's cognitive development at Raudhatul Athfal (RA) As Shifa. Through data triangulation, which combines the results of observations, interviews, and cognitive development tests, strong consistency was obtained between the information provided by various sources. Direct observation showed that children were more active and enthusiastic in participating in learning activities involving EGT.

Teachers and parents who were interviewed also confirmed that children became more interested and enthusiastic in learning after the implementation of EGT, which had an impact on improving their logical thinking skills and problem-solving skills. Validation of cognitive development test data also showed significant improvements. Before the use of EGT, most children were in the category of sufficient cognitive development, with some children showing difficulty in recognizing basic concepts such as numbers, colors, and shEGTs. However, after a period of structured use of EGT, almost all children experienced improvements in their understanding of these concepts, with many children now in the good and very good categories. The results of this test provide objective evidence that EGT directly affects children's cognitive abilities, especially in terms of memory, understanding, and application of new knowledge.

Furthermore, the results of interviews with teachers at RA As Shifa showed that the use of EGT made a significant contribution to creating a more enjoyable and interactive learning environment. Teachers reported that EGT not only increased children's motivation to learn, but also helped children to be more independent in completing learning tasks. They also noted that children became more creative in thinking and more open in interacting with their peers. However, some teachers also conveyed challenges in managing limited time and resources, which could hinder the maximum use of EGT.

Interviews with parents also supported these findings, with most parents reporting that their children showed an increase in interest in learning at home. Children who were previously less interested in learning activities now asked to play educational games more often and showed greater curiosity. Parents also stated that EGT helped their children understand the basic concepts taught in school, even outside of school hours. This shows that the positive impact of EGT is not only limited to schools, but can also enrich children's learning experiences at home. Overall, the results of data validation show that EGT is an effective tool in supporting early childhood cognitive development. Consistent results from observations, interviews, and cognitive development tests provide strong evidence that EGT can improve memory, logical thinking skills, and problem solving in children. Although there are several challenges in its implementation, such as limited time and resources, the results of this study provide a clear picture of the potential of EGT to improve the quality of early childhood education.

In this discussion, it can be seen that the use of Educational Game Tools (EGT) makes a significant contribution to the cognitive development of early childhood. As previously explained, EGT can stimulate children to think critically, solve problems, and develop their language and memory skills. EGT that is properly designed can help children understand basic concepts in a more enjoyable and less boring way. This is in accordance with the theory of education which states that early childhood learns in an active way and involves their senses, which allows them to absorb knowledge more easily.

However, although the benefits of EGT are very clear, the reality in the field shows that there are obstacles in its implementation. Many educators still lack the skills to integrate EGT into teaching and learning activities. Most educators may not fully understand how to choose and use EGT that is in accordance with learning objectives and child development. Therefore, it is important to provide adequate training for educators so that they can maximize the potential of EGT in supporting children's cognitive development.

In addition, limited resources are one of the obstacles often faced by educational institutions, especially those in remote areas. Quality EGT often costs a lot of money, and many institutions do not have enough budget to provide educational play equipment that meets standards. In this case, collaboration between the government, community, and educational institutions is needed to ensure that all children, regardless of location and economic conditions, can benefit from quality EGT.

The role of parents is also very important in supporting the use of EGT at home. Although EGT is generally used in schools, parents can provide similar stimulation by providing educational games at home. Parental involvement in play activities can improve children's learning experiences and accelerate their cognitive development. Research shows that children who receive support from parents in play activities are more likely to show faster development in various aspects, including cognitive, social, and emotional.

In closing, although there are various challenges in implementing EGT, the benefits are enormous for children's cognitive development. Therefore, it is important to continue to develop, provide, and optimize the use of EGT in early childhood learning. With support from various parties, including educators, parents, and the government, EGT can be an effective means of forming a smart and creative generation from an early age.

Conclusion

Based on the results of the study, it can be concluded that the use of Educational Game Tools (EGT) has a significant positive impact on the cognitive development of early

childhood. EGTnot only improves children's ability to think logically, solve problems, and recognize patterns, but also helps enrich vocabulary and improve their memory. Game-based learning provides a fun and interactive experience, which directly supports children's cognitive development in a more effective and interesting way. In addition, although EGT has been proven effective in improving cognitive development, its implementation requires special attention, especially in terms of educator skills in utilizing the tool. Limited resources in some educational institutions are also challenges that need to be overcome to ensure that all children can enjoy the benefits of using EGT Therefore, training for educators and the provision of quality EGT must be a priority in efforts to improve the quality of early childhood education. This study confirms the importance of using EGT in the early childhood education curriculum. With proper implementation, EGT can be a very effective tool to support children's cognitive development. Therefore, it is hoped that there will be increased support from various parties, both from educational institutions, the government, and parents, to optimize the use of EGT and ensure that children can get the best learning experience in the early stages of their development.

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