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The development of traditional games educational model for the enhancement of parents knowledge and skills on early childhood education

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This research resulted to a training model that aims to enhance the parents' knowledge and skills in early childhood education within a family environment. The educative traditional model based on local potential has been developed. Through this model, parents are expected to improve their knowledge and skills on how to implement the educative traditional plays in child education. This research was carried out based on the fact that the trainings before this model had not helped to improve the parents' knowledge and skills in regard to child development. The research revealed that 15.72% of the parents' knowledge and skills was influenced by this new model. The recommendations are made to the stakeholders, especially the Educational sectors (both private and Government) in Gorontalo Province.

Keywords: educational games, local potential, parents' knowledge and skills, traditional games, and training model

Today, early childhood education is as important and a fundamental stimuli to the development of the children potential as any other form of education at any other stage of human development. Education at the early stage should comprise of games (plays). Games are a very important component and central in the learning process of a child. They contribute positively to the children's needs and facilitate creativity among children. Plays are appropriate to the child's growth. In Gorontalo, early childhood education plays need improvement. This can be attained by developing the parents' knowledge and skills. Because of this, a model has been developed based on the local potential, since it is cheap and afford for most parents.

Playing is the process of self-preparation to enter the next world. It is a good way for children to gain knowledge and skills. It stimulates children competencies. In otherwords, the children learn to explore, practice physical skills and learn to think through imagination, and also provides extensive opportunities to interact with adults and others. In the process they develop language skills and new vocabulary.

Play has many functions. It increases peer relationships, releases tensions, advances intellectual development, increases exploration, and increases chances of children speaking and interacting with each other (Santrock, 1994; <http://ohioline.osu.edu>). Playing increases the chances of the children to talk and interact with one another. During the interaction, children practice the roles they will carry out in their later life, though unknowingly.

The role of a family to a child's development is fundamental. This makes a family strong and fundamental social institution in human development and national building. The family is the back bone of society and that our children must be reared to reflect the highest morals and training to perfect our society (www.noi.org). To create an appropriate learning environment within a family, the interaction between parents and children should be based both universal and traditional or local knowledge. The Director General of United Nations Educational, Scientific and Cultural Organization (Mayor, 1994) defines traditional knowledge as "the indigenous people of the world possess an immense knowledge of their environments, based on

centuries of living close to nature. Living in and from the richness and variety of complex ecosystems, they have an understanding of the properties of plants and animals, the functioning of ecosystems and the techniques for using and managing them that is particular and often detailed. In rural communities in developing countries, locally occurring species are relied on for many- sometimes all-foods, medicines, fuel, building materials and other products. Equally, people's knowledge and perceptions of the environment, and their relationships with it, are often important elements of cultural identity" (www.nativescience.org).

The parents need to be equipped with knowledge and skills on traditional plays if they are to bring-up children of good character and of good quality based on their local values. This is to support the development of an ethical, morally upright and a cultured system that supports communities. Besides, traditional educational plays are easily accessible and easily created from within the environmental setting. It inculcates attitudes and skills such as the values of teamwork, togetherness, discipline, honesty, and consensus or agreement; because there are rules that must be met by children as they play in most of the traditional games. Educative traditional plays involve gestures and songs.

Educative traditional plays are good for young children as they contain many educational values that can stimulate children intellect and abilities. The educative traditional plays stimulate internally the children; it is this kind of internal build-up that contributes to positive progress of a child (Dharmamulya, 1991:54). On the other hand, it is said that children's growth and development/prosperity in most cases depend on their childhood experience. Based on the information from the Department of Education in Gorontalo City in 2010, there were 61 early childhood institutions consisting of 48 play groups, 4 child home care centres, and 9 other similar units.

Benefits of traditional games for early childhood education

There are many benefits got from the use of educative traditional plays in children activities, among them include:

- The economic perspective, more efficient and easy to develop materials since they exist in the environment, making it easy to find without many expenses.

- The education perspective, it trains children to create their own educative traditional plays under the guidance of parents,
- The educative traditional plays, not only please children, but movement and rules therein can also train sportsmanship, teamwork, tenacity, perseverance, discipline, ethics, honesty, self-reliance and confidence,
- The perspective of inheritance, parents are able to pass them on to their children as one of the traditional way in promoting the culture of learning, thus, needs to be preserved. If the function of cultural inheritance is not put in consideration, then the existence of the educative traditional plays will come to extinct and only a historical record will be left.

For the case of Gorontalo region, there are 21 kinds of educative traditional plays. However, these plays have almost been forgotten, yet they are important for stimulating child creativity and learning: Koi-koi, Kokojili, Buntu-buntu balanga, Modemu/modaka, Awuta, Bilu-bilulu, Tapula, Tumbawa, Batata, Tulawota, Momotahu, ti bagogo, Tumbu-Tumbu balanga, and Cur-pal. They are all highly capable of instilling educational and cultural values in the future generation. Because of this, this article encourages studies on the educative traditional plays: 1) first by setting the trend for researchers more so to those from Indonesia which is a pluralist state with many forgotten educative traditional games, (2) by promoting the strategic role of parents as the first and primary education providers to children, (3) creating awareness on the influence of parents' knowledge and skills about child development, and (4) children difficulties in using educative traditional plays for competence development.

Theoretical review

In the context of Nonformal Education, trainings use the approaches of adult education; in adult education, trainings are meant for adult training activities (see Knowles & Hartl, 1995; Blank, 1982, and Laird, 1985). Training can be viewed as a continuation or improvement of skills obtained from the formal or non-formal education settings. This is in line with the definition of adult education according to UNESCO (cited in Sudjana, 2000: 51). Adult education aims to help adults develop their skills, enrich their knowledge, improve their skills and professional competences that have been owned or obtain in the previous, as well as change the attitudes and behavior of adults (Sudjana, 2000: 57).

Training is of benefit to the client if properly designed, planned and implemented. Some of the benefits of training according to Robinson (cited in Marjuki, 1992:28) are as follows (1) Training is a tool for the improvement of individual's or group's performance/ability for the sake of better organization performance. Effective training can lead to the attainment of new knowledge on different issues of concern (structural knowledge) that in turn helps organizations to achieve their goals, and objectives, (2) Training leads to the acquisition of specific skills, (3) Training can also improve attitudes towards work of both the employer and employees. Unproductive attitudes often arise from misunderstandings caused by confusing information, (4) Training can improve safety standards.

For parents, given that they expect a better future for their children, they need to be equipped with good parenting competences from all perspectives including the educative values in their surrounding, such that they are: to understand the development of children in their early life, improve the knowledge and skills to be able to adapt to the changes that occur due to the influence of science

and technology and how to educate their children in such a challenging situation, increase their motivation and willing to improve their knowledge and skills on child education and care, foster self-confidence and high solidarity amongst parents and also unite the perception among parents in implementing a true education based on local potential within a traditional setting. The training will reduce the negative impacts caused by lack of knowledge, skills, confidence and limited experience of parents. In training, there are steps that need to be part of the overall training event. The steps taken must be in accordance with the training model to be used, and different models and training approaches are developed. Throughout the history of the training, various training models are developed, as well as training steps (in Sudjana, 2000: 13-22).

Based on the existing training models, we can see that they describe the training cycles and stages (Goad, 1982:11). The steps are as follows: (1) the analysis to determine training needs, (2) designing training approach, (3) developing training materials, (4) conducting training, (5) evaluating and updating training. In the context of out of School Education, a training model tends to focus on describing the training process being able to be seen from the functional relationship among PLS components (Sudjana, 2000a: 34). The functional relationships may provide a context for provision of training within the framework of PLS (out of school education). This program conducts 7 (seven) components of training activities, consisting of: (a) environment input, (b) input of means, (c) raw inputs, (d) other inputs, (e) processes, (f) outputs, and (g) effects. Current research will develop local potential-based educative traditional plays in order to increase parents' knowledge and skills.

Playing is a difficult term to define. Due to this matter, Oxford English Dictionary gives 116 definitions of the word 'play' (Tedjasaputra, 2001:15). Moreover, Hurlock (1986: 234) defines 'play' as an activity undertaken without considering the result, simply it is for pleasure and sheer excitement. Educative traditional play is one of local cultural elements scattered across the archipelago. It is the process of doing a fun activity using simple appropriate tools to the circumstances and the result of extracting the local cultures by ideas and teachings handed down from their ancestors. Traditional plays or commonly called community play is the result of local cultural excavation contained therein many educational and cultural values (Directorate of Cultural Values, 2000:11).

Many educational values are in traditional plays, both in movements and in game songs, lyrics of the songs. Traditional plays contain several fun and pleasure elements of cultures that can be realized as a good opportunity to self-independence. Each play contains traditional values that can be used as educational tools for children, foster unity, foster teamwork, togetherness, discipline and honesty. The plays have many positive values that can be developed. The values in traditional plays can be seen from the use of language, chanting/singing, physical and psychological activities. Traditional plays have elements of fun and can help children to learn in a conscious state without being forced. For children who experience social adjustment problems tend to behave against the rules and orders ambivalent adults, so it is an acceptable approximation. The selection should be based on the traditional plays: (1) the close life of children, (2) children's interest and inclination, (3) experience or knowledge which is already possessed, (4) the availability of a variety of media and tools that can be played independently or by

educators' (parents) support, (5) support the development of language, math, social, emotional, artistic, and moral motoric skills, (6) develop children's vocabulary, (7) cultural values and beliefs in the society. The local traditional plays use tools made from very simple materials which are easy to find in Gorontalo. Not only kids, but also adults are interested in the local plays. Because they use local potential as the main materials, parents consider them as supporting toys in education. Gorontalo traditional plays have local potential that gives an overview of Gorontalo traditions to use natural and social resources wisely in order to ensure environmental balance. It implies that parents are required to have the ability to use locally available resources, by trying to do and still preserve the existing local potential. Utilization of local potential as in traditional plays, especially in Gorontalo, can maintain social, economic, and cultural aspects. It implies the use of local potential to improve the ability and skills of parents to educate their children by using the local potential. *The following is one of traditional plays developed for Gorontalo educative traditional plays:*

This specific School is a strategic matter, because families can create interaction and communication among its members, between father and mother, father and son, mother and children or among children and children, which in turn is a situation of education for family members concerned. The family is the smallest unit of society which involves the nuclear family and the extended family, which actually educates someone's personality and passes on cultural values through interactions among members in achieving goals (Vembrianto, 1982: 37; Reksodihardjo, 1991:18, Yaumil End, 1993: 13 and MI Soelaeman, 1994:6).

The role of out of school education as a school complement can be interpreted as complementary capabilities of learners by providing learning experiences that are not available in the school curriculum. Learning activities in out of school education, i.e. education within the family through the process which does not exist in school education programs includes implementation which is mainly based on the learner's needs and the available resources that fit to the ability of each family group.

Parents' knowledge and skills' improvements should be sought as standard responsibility of an educator to their children. Parents should always strive to develop their abilities, especially in the search for information on a variety of traditional plays in order to improve knowledge and skills appropriate with the children's learning needs. This can be done by following training activities, seminars and other similar activities, which now are mostly done through a system of school education, with a view to improve their knowledge and skills in children's play activity.

Method

There researcher used research and development in order to obtain a validated model for parents to increase their knowledge and skills. The data was analysed both quantitatively and qualitatively. The procedure used this study was that of research and development (R & D). The ultimate goal of research and development is to reproduce or improve old products in order to enhance knowledge and skills of parents using educative traditional plays in the process of children playing/learning, which in turn also perform experimental tests to obtain a final model. There six steps applied.

Preliminary studies: Preliminary studies conducted activities through steps aimed to identify factors and gather materials (literature review) that support the achievement of model creation

based on the research focus. The preliminary study to parents in early childhood education in PAUD site is the main data of the study subjects.

Development of Conceptual Model: Activities at this stage of the development of the conceptual model through several activities are as follows: (a) preparation of draft model, (b) Verification of hypothetical models, (1) the conceptual validation of theoretical models of the hypothetical to the experts, (2) Conducting feasibility test models to practitioners in the field, (3) doing revision to model, and ready for pilot project to limited model (limited testing).

Limited pilot project consists of: (1) Implement the limited pilot project of model as the result of pilot project to parents (2) Implement a discussion of test results with expert and practical feasibility, (3) formulate measures to overcome weaknesses to improve the model (4) Describe implementation of the model test results, and at the same revision/improvement of the model, (5) The model revision/improvement, is ready to be implemented in field tests

Implementation of Model (Field Trials)

Recommended Model Preparation: The steps taken in the development of local potential-based educative traditional play training model can be seen in the picture below:

Results and discussion

Description of difference analysis results: Referring to the results of the analysis of the differences as described above, results have been obtained in the form of the different percentage in the mean gain score gains in both the experiment and control groups, which were obtained based on the results of data analysis pretest-posttest scores. Total mean gain from pretest-posttest, the treatment group had increased their knowledge and skills with 17.3%. The control group was 1.58%. Therefore, the total net was 15.72% after treatment, indicating that the increase was influenced by the implementation of the training model developed.

Furthermore, to demonstrate how the model of training is developed which gives a significant effect on increasing the knowledge and skills of parents in early childhood, referring to the total mean gain in the table above, then a mean difference test was made using the F-test statistical analysis of variance homogeneity criteria, and two-tailed t-test with significance level $\alpha = 0.05$.

Description of test results difference

Significance of the test results mean difference (mean gain) of pretest-posttest scores between the treatment group with a control group, using a two-tailed t-test (two tails) obtained t-hit was 11.70 (see attached) with a level of significance, $\alpha = 0$, df 05 and 38, the price of the required critical t of 2.02 or table. Since the calculation results obtained t hit (11.70) > t tab (2.02), it can be concluded that there are significant differences between the knowledge and skills of early childhood parental treatment group with a control group parents.

From the calculation of the F test (variance homogeneity criterion), obtained F hit equaled to 6.73 (see Appendix). Score criticism F tab = 2.02, df on each (NI) significant level $\alpha = 0.05$. Thus F (6.73) > F tab (2.02), then both variants showed no significant homogeneity at a significant level $\alpha = 0.05$. Mean gain significant treatment group than the control group mean gain. Since the calculation results obtained t. (11.70) > t tab (2.02), then it can be concluded that there is a difference between the mean gain

significant treatment groups with a mean gain of the control group. It means the level of knowledge and skills of the parents in the treatment group differed significantly with the level of knowledge and skills of parents in the control group.

Based on the significant testing description based on pretest post-test results, there was different increase of knowledge and skills of the elderly between the treatment and control groups. Based on the significant test analysis, we can conclude that the traditional model of educational training plays which were developed based on local potentials proved to be effective to enhance the knowledge and skills of parents of early childhood in the city of Gorontalo.

Conclusion

It is concluded that:

- That the knowledge and skills of the parents are not in accordance with what is expected mainly with the acquisition of knowledge of early childhood education, early childhood characteristics, the design, implementation, and evaluation of the traditional plays.
- Development of the training model of the educative traditional plays based on local potential has been able to increase parents' knowledge and skills, thus they are able to carry out the learning within the family using traditional plays.
- Implementation of the training model of the educative traditional plays based on local potentials are developed by AMFITIL, proved effective in increasing knowledge and parenting skills, it is seen as easily implemented by coach (resource) as a source of

learning and implemented by the trainees in making an effort to improve their knowledge and skills.

- The results of the implementation of the training model of the educative traditional plays which are developed based on local potentials considered effective, give significant influence on increasing the knowledge and skills of parents of young children.

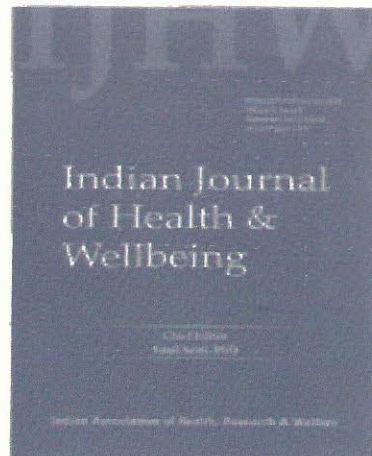
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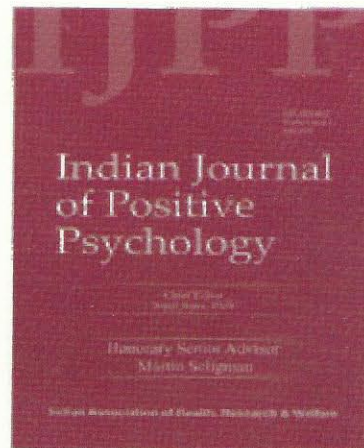
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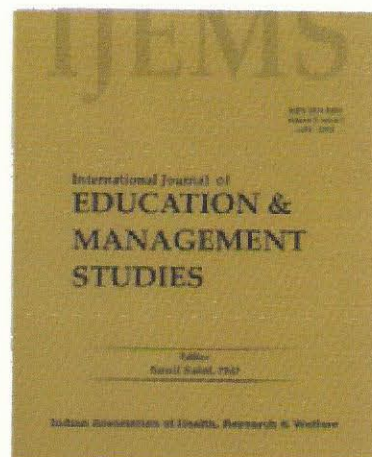
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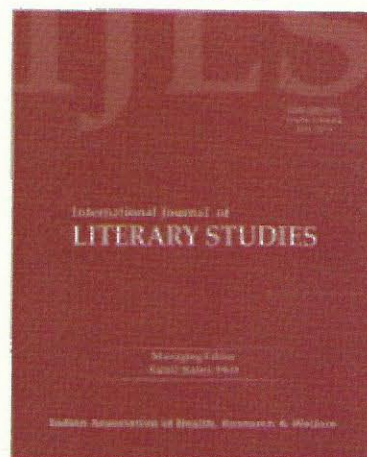
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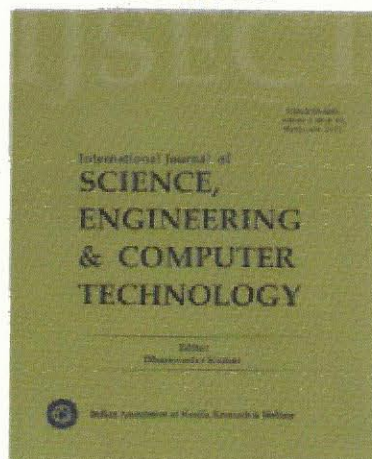
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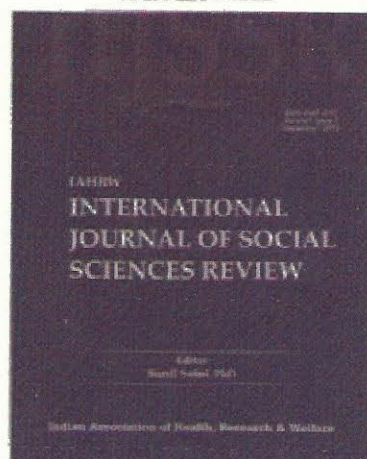
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