

Training for the Development of Traditional Educational Game Tools in Increasing the Professional Competence of Teachers

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ABSTRACT

This study aimed to investigate the impact of a training program on the professional competence of Pendidikan Anak Usia Dini (PAUD) teachers in developing traditional educational game tools. The training activities employed the experiential learning model, focusing on the steps of traditional APE (Anak Usia Dini Pendidikan, or Early Childhood Education) development: selecting traditional games, choosing materials, adapting games into APE, determining learning themes, and piloting APE with peers. The findings revealed several implications of the training program on the professional competence of PAUD teachers. First, there was a significant increase in teacher knowledge, particularly in traditional APE. Second, teachers became more aware of the importance of traditional APE in early childhood education. Third, teachers' understanding of professional competence was enhanced through the training, enabling them to incorporate traditional APE into their teaching practices effectively. Fourth, the development and utilization of learning themes through traditional APE became more widespread among teachers. Fifth, teachers better understood child development aspects that could be nurtured through traditional APE. Sixth, the training diversified teaching methods through traditional APE, resulting in more engaging and interactive learning experiences was essential. Seventh, teachers' ability to create stimulating learning environments improved. Finally, the training program gave teachers valuable experiences, knowledge, and motivation to enhance their instructional practices. This study highlights the positive outcomes of training PAUD teachers in developing traditional educational game tools, emphasizing the significance of traditional APE in fostering professional competence and enriching early childhood education.

Keywords: *Educational Game, Professional Competence Teachers, Traditional Educational Game*

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INTRODUCTION

Implementing Early Childhood Education (PAUD), institutions aim to develop children's abilities so that they are ready to face the next level of education, physically and psychologically (Admin & Istiana, 2017; Bruce, 2012; Essa & Burnham, 2019; Lascarides & Hinitz, 2013). Institutionally, PAUD implementation quality is

determined by many factors, including the teacher. Not just teachers who can teach but teachers who have competence. One of the competencies that a teacher must possess is professional competence. Indicators of professional competence for teachers are understanding and being able to apply various learning methods and develop and use various tools, media, and relevant learning resources (Mulyasa, 2020; Putra et al., 2020; Octafia, et al., 2023; Nuryanto, 2021; Istanto, et al., 2021). Indicators of professional competence that the teacher must own, of course, cannot be separated from many factors, including those related to educational qualifications and in designing creative variations of child development activities according to their level of development (Permendikbud No. 137 Th. 2014).

Pendidikan Anak Usia Dini (PAUD) holds great potential for optimizing children's growth and development. However, there needs to be more research exploring the role of traditional Anak Usia Dini Pendidikan (APE) in enhancing child development within the context of PAUD education. While previous studies (Masnipal, 2018; Dewi & Aslan, 2015; Maimunah et al., 2018; Nipriansyah et al., 2021) have highlighted the significance of PAUD in fostering children's development, they have not explicitly delved into the utilization of traditional APE and its impact on child development outcomes (Ghozali) et al., 2022; Nurjanah et al., 2022). Therefore, this research aims to address this gap by investigating the unique role of traditional APE in enhancing child development and promoting cultural preservation while simultaneously strengthening the professional competence of PAUD teachers.

Existing research has primarily focused on general aspects of PAUD education and its influence on child development, providing valuable insights into its importance (Masnipal, 2018; Aslan, 2017; Maimunah et al., 2018; Nipriansyah et al., 2021). However, there need to be more studies that specifically examine the utilization of traditional APE as a means to enhance child development in PAUD settings. Traditional APE has been recognized as educational game tools passed down through generations (Fadillah, 2017; Rahmawati et al., 2022). They serve as a source of cultural preservation and offer opportunities for children to engage with their environment and learn valuable skills.

This research aims to bridge the gap between traditional cultural practices and contemporary educational approaches by exploring the unique role of traditional APE in PAUD education. Previous findings have highlighted the importance of play in early childhood (Afandi, 2014; Kabeer, 2005; Febriani et al., 2022) and the need to preserve cultural traditions (Fadillah, 2017; Rahmawati et al., 2022). However, only some studies have investigated the potential of traditional APE to simultaneously enhance child development, promote cultural preservation, and enhance the professional competence of PAUD teachers. This research seeks to contribute to the field by comprehensively understanding the benefits and implications of integrating traditional APE into PAUD education, offering a novel approach that enriches child development and cultural preservation in PAUD settings.

This study was conducted to address the low ability and instructive capability principles of Pendidikan Anak Usia Dini (PAUD) educators in the boundary areas of West Kalimantan, explicitly zeroing in on the Paloh sub-region in the Sambas locale. The locale faces difficulties like restricted instructive capabilities among PAUD educators, with just 33.33% holding a four-year certification and the more significant part (51.28%) having finished secondary school (Dikbud Sambas, 2020). In addition, the local Paloh communities' ability to keep their traditional culture alive is at risk from the rapid advancement of technology.

As a means of resolving the issues above, the purpose of this study is to scientifically investigate the introduction of traditional Educational Game Tools (APE) (Schöbel et al., 2021; Zhong et al., 2022; Shehata et al., 2023). By directing this exploration, we can survey the effect of conventional gorillas on PAUD educators' expert skills, their capacity to foster customary Chimp, and the conservation of nearby social legacy. We can gather empirical evidence on the efficacy of traditional APE in enhancing the professional competence of PAUD teachers and promoting cultural preservation in the Paloh border region through scientific inquiry and analysis.

By carrying out this study, we intend to contribute to the discipline by providing scientific evidence and understanding the significance of incorporating traditional APE into PAUD instruction (Jairath et al., 2021; Rejeb et al., 2023; Jiang et al., 2023). The significance of traditional APE in enhancing teacher competence and preserving local cultural traditions can be communicated to educational policymakers, PAUD institutions, and relevant stakeholders by the findings of this research. Ultimately, this research aims to ensure the preservation of cultural heritage in border regions like Paloh and to encourage the holistic development of children in PAUD settings.

The teacher's ability to develop traditional APE can encourage the increase of teacher professional competence in the learning process in PAUD institutions (Makransky & Mayer, 2022; Garcia et al., 2023). Although the professional competence of teachers cannot be separated from aspects of educational qualifications, the ability of teachers to develop traditional APE is essential to cover some of these deficiencies. Besides helping increase the ability and creativity of teachers, the development of traditional APE can also bring children closer to their cultural environment. Based on the explanation above, it is necessary to hold traditional APE development training to improve the professional competence of PAUD teachers in the border areas of Paloh District, Sambas Regency. The development of traditional APE is one of the means to increase the professional competence of PAUD teachers and to maintain the local culture of border communities, especially in Paloh District. Properly developed educational tools based on traditional games will increase teachers' professional competence in learning activities.

METHOD

The focus of the service carried out in this activity is training in the development of traditional APE tools to develop the professional competence of PAUD teachers. Through this service activity, it is hoped to improve the ability of PAUD teachers to develop traditional APE, so it has implications for increasing their professional competence. In order to achieve these goals and expectations, community service activities use a participatory approach involving PAUD teachers in the border areas of Paloh District, Sambas Regency. The service method used is the service learning model, which is part of experiential learning, namely a learning model that provides learning experiences to the community, in this case, PAUD teachers.

According to Kolb, experiential learning emphasizes learning as a process in which knowledge is created by transforming experience and knowledge, a combination of gaining and transforming experience. Effective learning is seen when a person develops through a cycle with four stages, namely: (1) having substantial experience followed by (2) observation and reflection (reflective observation) on experience leading to (3) the formation of abstract concepts (an abstract concept) or analysis and generalization (conclusion) which are then (4) used to test hypotheses in

future situations, producing new experiences (active experimentation) (Syamsudduha & Tekeng, 2017).

Meanwhile, service learning is a form of implementation of experiential learning proposed by John Dewey. In service learning, learning occurs when students actively construct meaning through guided real experiences, enabling them to develop critical thinking competencies through reflection. At the same time, they can contribute to society as the embodiment of their societal duties (Deeley, S. J., 2015).

Based on the method with the service-learning model, service activities formatted in the form of training are expected to encourage the participation of PAUD teachers in constructing their knowledge and experience in developing traditional APE, so that it has implications for increasing their professional competence, especially in developing learning media in PAUD institutions.

RESULT AND DISCUSSION

Traditional APE Development Implementation

This training activity is carried out in 4 states that refer to the Experiential Learning model, namely as follows: First, the substantial experience stage. At this stage, the trainees get real experience in developing Traditional APE. Based on the pre-test results, PAUD teachers who had used traditional APE several times in learning were 81.3%, while those who had only used it once were 9.4%, and those who used it every day were 6.3%. Next, PAUD teachers who have never used Traditional APE are 3.1%. The training participants are PAUD teachers who are experienced in using traditional APE. From this experience, some critical information was obtained, including 1) for the majority of PAUD teachers, their understanding of traditional APE was sufficient, but sometimes there was a bias in differentiating between traditional APE and modern APE; 2) the use of traditional APE in learning is relatively low because PAUD teachers use more modern APE; 3) the skills of the participants in developing traditional APE are not very visible, because, from the experiences that have been submitted, it can be concluded that the use of traditional APE is relatively rare compared to modern APE.

Second, is the reflective observation stage. This is the stage where participants carry out observation activities before making decisions through observing from various perspectives. At this stage, the participants tried to understand the development of traditional APE through materials and examples presented by resource persons. Participants were also shown examples of traditional APE developed and used simultaneously. Through this stage, participants have the opportunity to deepen their understanding of traditional APE and how the process of developing these traditional APEs is. Participants can hear material presentations and observe first-hand examples of traditional APE. Through this stage, participants' understanding begins to increase and is directed. This can be seen from their responses in asking interviewees and their participation in trying the traditional APE model presented by the service team.

Third is the abstract conceptualization stage. This stage is related to the process of carrying out a logical analysis of the participants' ideas that arise and then taking action according to that understanding. At this stage, the participants were divided into several groups. Each group discussed the traditional APE model to be developed. After being agreed between group members, the participants began creating a traditional APE development model that had been conceptualized and designed with the equipment and materials prepared. Through this stage, participants' understanding

has increased to become better at developing traditional APE. However, several things became a challenge for the participants in developing this traditional APE, namely the need for more relevant raw materials for the traditional APE concept that they would develop. On the other hand, some participants needed help optimally adjusting the traditional APE concepts to be developed with the available raw materials. If participants had more space in choosing raw materials, for example, if they had returned to their respective educational institutions, this condition would only occur occasionally.

Fourth is the active experimentation stage. After Traditional APE has been developed, it is followed by the active experimentation stage, namely the ability to carry out various things with people and take actions based on what is experienced. The new things obtained are used as a handle in dealing with new experiences. More specifically, at this active experimentation stage, the training participants presented and practiced their traditional APE development results before the other participants. Participants presented the results of traditional APE development designs that had been made and explained the impacts or benefits of traditional APE development on early childhood development. Participants also practice using traditional APE that has been developed in a new way, which is more exciting and has better implications for early childhood development.

Based on the four stages undertaken by the trainees in developing traditional APE, the implementation of traditional APE development by PAUD teachers in the Paloh sub-district is carried out in several steps: First, selecting traditional games to be developed. This activity is the first step PAUD teachers take to consider the types of traditional games that will be developed into APE. Several traditional games of the Sambas community were considered by the teacher to be developed, such as long (songkok) games, Seremban, rifles (from Bambang trees), toy keris (coconut leaves), playing Bangkok (from rubber fruit), woven mats (from coconut leaves). Banana), engkek-engkek brak (ankle), Engrang (from long wood or coconut shell), toy jewelry (from cassava leaves), canting and telephones (from milk cans), soap bubbles (from soap and ice pipettes), jump rope (from rubber bands), the game of dragon snake and jump rope.

Before conducting the training, most PAUD teachers had often used traditional APE in early childhood learning. PAUD teachers who have used traditional APE several times in learning are 81.3%, have only used 9.4% once, used 6.3% every day, and teachers who have never used traditional APE are 3.1%.

The types of traditional APE played are made from natural materials and used goods, and even traditional games do not use tools. Traditional APE used by PAUD teachers is still in its original form, and there has been no development. 65.6% of PAUD teachers use traditional APE made from natural materials, such as playing along (songkok), Seremban, rifles (from the Ramban tree), toy keris (coconut leaves), playing Bangkok (from rubber fruit), woven mats (from banana leaves), engkek-engkek brak (stones or shells), Engrang (from long wood or coconut shell), and toy jewelry (from cassava leaves). Next, Traditional APE from used goods as much as 25%, such as playing canting and telephones (from milk cans), playing soap bubbles (from soap and ice pipettes), and playing jump rope (from rubber bands), while 9.45 teachers PAUD also uses traditional games without tools, such as dragon snake games and jumps.

Based on these data, it can be understood that the stage of selecting traditional games to be developed into Traditional APE in PAUD institutions is based on prior

knowledge and experience. The selection of games is traditional and mainly common among people. However, with the changing times, many of these traditional games have sunk into oblivion and have yet to be well-known by today's children. The selection of traditional games to become traditional APE based on considerations to revive these traditional games is very relevant to the current conditions.

Second, choose materials. The selection of materials consists of two kinds: original materials from traditional games, which are inexpensive, easy to obtain, and do not contain harmful elements. The following material is used to develop these traditional games to become more attractive and liked in early childhood to be used as APE in learning. At this stage, during the training activities, PAUD teachers experienced several problems in choosing the materials to be used. These obstacles include the fact that the materials available in the training activities are limited, and not all are suitable for the type of traditional games they choose. However, selecting materials becomes relatively easy once the teachers have returned to their respective PAUD institutions.

Third, traditional game development activities become APE. This is the stage where the PAUD teacher carries out the process of developing traditional games that have been selected using the materials that have been prepared. In the training activities, PAUD teachers were asked to develop some Traditional APE commonly used in learning. As many as 46.9% of PAUD teachers have been able to develop Traditional APE from natural materials to be more attractive, such as engraving (from coconut shells), which are developed with more attractive colors and given numbers, ships and houses (from banana trees) with more attractive shape. Then, as many as 21.9% of teachers have also been able to develop Traditional APE from used goods to be more attractive, such as making long from used materials (chicken egg holders and cotton) with attractive colors and telephones (from milk cans and soap cans). -29) with colors and numbers.

However, several PAUD teachers still needed to understand the meaning of developing Traditional APE in the training activities. There are PAUD teachers who develop Traditional APE into APE from used goods and become learning media from natural materials. 12.5% of PAUD teachers developed into APE from used goods, such as making wall clocks (from cardboard), playing throwing paper balls (from mineral water glasses), rattles from bottle caps, and guitars from cardboard boxes. Meanwhile, 18.8% of PAUD teachers developed learning media from natural materials, such as flower decorations made from sea shells and tomato ornaments made from rubber fruit.

Based on these data, the knowledge and experience of PAUD teachers about traditional APE before being given information about traditional APE more systematically vary quite a lot. Some have the proper knowledge, but not a few also have an understanding that is different from traditional APE knowledge in general. This has affected the traditional APE development activities carried out by teachers.

Fourth, determine the learning theme under the APE to be developed. At this stage, the teacher analyzes the theme according to the Traditional APE that has been developed. As for implementing and developing traditional APE, most PAUD teachers have relatively no difficulties. Based on the post-test results, PAUD teachers have no difficulty developing Traditional APE, as much as 53.1%. However, several PAUD teachers also need help developing Traditional APE, such as materials that are difficult to obtain and are limited as much as 15.6%, lots of modern APE, making it challenging to attract children to play Traditional APE as much as 6.3%. It is challenging to develop

Traditional APE under learning themes of as much as 18.8% and minimal training time of as much as 6.3%.

Teacher activities in implementing and developing traditional APE are closely related to the specified learning themes. The learning theme also determines the traditional APE developed because each learning theme has its purpose. Learning themes are also related to the lives or environment of students, so they have an important position in the PAUD learning process. However, the traditional APE developed by teachers can also be a determinant of the chosen learning theme. Through this activity, teachers can use the construction of their knowledge, skills, and experiences to develop traditional APE that is relevant to the learning theme.

Fifth, a trial of the Traditional APE has been developed. This activity was carried out at a PKG (Cluster Activity Center) meeting for PAUD teachers in the Paloh sub-district. The trials carried out through PKG for PAUD teachers provide ample space for teachers to practice the APE that has been developed. Other teachers or colleagues can provide suggestions or input on the Traditional APE that has been developed. Through this trial process, the developed traditional APE became more ready to be applied in learning at their respective PAUD institutions.

Based on the pre-test results, teachers who did not experience difficulties in implementing Traditional APE were 53.1%. In contrast, others experienced some difficulties, such as 12.5% of materials that were difficult to obtain and easily damaged. In addition, many modern APE challenges PAUD teachers to use traditional APE because getting children interested in playing with them is pretty tricky. Teachers who experienced challenges like this were 34.4%.

From these data, it can be understood that the challenges faced in the development of traditional APE, apart from being caused by limited materials, are also caused by a large number of modern APE present in society, especially in PAUD institutions. Modern APE is new and more up-to-date, provides several advantages, and can be more attractive to children. Therefore, the development of traditional APE, which departs from the goal of maintaining culture, needs to be done more optimally. The following is a table summarizing the implementation of Traditional APE development activities carried out by PAUD teachers:

Table 1 Traditional APE Development Activities

Implementation Stage	Key Activities	Challenges Faced
Substantial Experience	Experience in developing Traditional APE	Limited use of Traditional APE
Reflective Observation	Observation and understanding of Traditional APE development	Bias in differentiating traditional and modern APE
Abstract Conceptualization	Group discussions and conceptualization of Traditional APE	Need for relevant raw materials
Active Experimentation	Presentation and practice of developed Traditional APE	Limited availability of suitable materials
Selecting Traditional Games	Selection of traditional games to be developed into	Traditional games being forgotten

	APE	
Choosing Materials	Selection of materials for Traditional APE development	Limited and unsuitable materials
APE Development Activities	Development of Traditional APE using selected materials	Difficulty in understanding APE development
Determining Learning Theme	Analysis and determination of learning themes for APE	Difficulties in attracting children to play APE
Trial of Developed APE	Trial and feedback of the developed Traditional APE	Challenges in obtaining and preserving materials

Source: Table Processing, 2023

Implications of Traditional APE Development Training on Increasing Professional Teacher Competence

Knowledge of PAUD Teachers about Traditional APE

The knowledge of PAUD teachers about traditional APE prior to training is still biased, or there are errors. PAUD teachers need help understanding the difference between traditional APE and APE made from natural materials. Based on the pre-test results, only 37.5% of PAUD teachers understand that traditional APE is an ancient game tool obtained from natural surroundings to stimulate early childhood development. After participating in the training, the post-test results showed that 59% of PAUD teachers already knew that traditional APE was an ancient game tool that could be obtained from the natural surroundings to stimulate early childhood development. This shows that the teacher's knowledge of traditional APE increased after they attended the training. Increasing teacher knowledge about traditional APE will positively affect the next steps or activities, namely when they will carry out development activities.

Teacher's Understanding of the Importance of Traditional APE in Early Childhood

Before the training, most teachers were very aware of Traditional APE's importance in preserving culture and stimulating aspects of early childhood development. As many as 40.6% of teachers realize that Traditional APE is essential for preserving culture and stimulating aspects of child development. After the training, 59.4% of teachers realized that traditional APE is essential for preserving culture and stimulating aspects of child development. This development shows that teachers are increasingly aware of traditional APE's importance in preserving culture and stimulating aspects of early childhood development. Increasing teacher awareness of the importance of traditional APE will tend to influence their willingness or enthusiasm to make it the leading choice for use in learning.

Teacher Knowledge of Professional Competence

Before the training activities, the teacher's knowledge of professional competence was standard. As much as 50% understand that professional competence is the teacher's ability to design various learning activities creatively. In comparison, 18.75% of teachers understand that professional ability is the ability to create a pleasant classroom atmosphere. Next, as many as 15.6% of teachers understand that

professional ability is the ability to compose and master learning materials and manage classes.

After the training, the post-test results showed that the teacher's understanding of professional competence as the teacher's ability to design learning activities creatively increased to 53.1%, the understanding of the ability to compose and master learning material increased to 18.8%, the understanding of the ability to creating a pleasant classroom atmosphere as much as 15.6%, and the understanding that professional ability is the ability to manage classes as much as 12.5%. This shows that the teacher's knowledge of professional competence according to early childhood education standards has increased.

Development of Learning Themes (Materials) Through Traditional APE

One indicator of the professional competence of PAUD teachers in the Early Childhood Education Standards is developing materials, in the fields of science, mathematics, languages, social studies, arts, and religion, according to the stages of early childhood development. The development of these materials can also be done through traditional APE. After the training activities, the teacher's understanding is more developed, whereas a traditional APE can convey some learning material, and the scope is more comprehensive. Learning material or themes that can be delivered from a Traditional APE, namely as much as 21.9% of the material on science, mathematics, and art, 6.3% can convey material about my environment, 3.1% can convey material about sea vehicles, while the rest is APE Traditional conveys more material about art (50%) and mathematics (18.8%).

Based on these results, teachers' understanding of developing themes or learning materials through traditional APE is becoming increasingly widespread. Through training activities, teachers gain new insights into how themes or learning materials can be developed broadly using traditional APE.

Aspects of Child Development That Can Be Developed Through Traditional APE

One indicator of the professional competence of PAUD teachers in the Early Childhood Education Standards is designing various learning activities creatively according to the stages of early childhood development. Therefore, PAUD teachers must be able to design traditional APE that can stimulate all aspects of early childhood development. After training, PAUD teachers can develop several aspects of development through a Traditional APE. The most dominant aspects of development that can be developed through traditional APE are the physical-motor aspects as much as 31.3%, the artistic aspects as much as 25%, the aspects of religious and moral values as much as 9.4%, can develop two aspects at once, physical-motor and art as much as 9.4%, cognitive and socio-emotional aspects as much as 6.3%, and developing all aspects of development as much as 12.5%.

Thus, training activities positively impact teachers' understanding of aspects of child development that can be developed through traditional APE. Increasing teacher understanding of aspects of child growth and development about the development of traditional APE is one of the motivations for teachers to make traditional APE one of the leading choices in learning.

Learning Methods Used in the Use of Traditional APE

Based on the Early Childhood Education Standards, one indicator of the professional ability of PAUD teachers is to organize learning activities creatively

according to the stages of early childhood development. Organizing learning activities creatively can be done by varying several learning methods. Based on the pre-test results, the implementation of traditional APE by PAUD teachers mostly only used one method, with slight variation. After attending the training, traditional APE was implemented with various methods.

Based on the pre-test and post-test results, the teacher's ability to organize learning activities creatively according to the stages of early childhood development has increased from 3.1% to 9.4%. This shows that the use of learning methods through traditional APE is becoming more varied. With various methods used in learning, children will be more likely to feel at home participating in learning.

Reflections On Traditional APE Use

In the Early Childhood Education Standards, PAUD teachers must take reflective action to develop professionalism sustainably. PAUD teachers reflect on traditional APE by observing children playing, then analyzing whether traditional APE is exciting or not played by children. After reflecting on this, PAUD teachers improved both the way of teaching and the development of traditional APE. Based on the pre-test and post-test results, the form of reflection carried out by PAUD teachers was the development of traditional APE and changing teaching methods to be more attractive, which increased from 81.3% to 90.6%. Next, the reflection form of PAUD teachers in motivating and giving understanding to children decreased from 15.6% to 9.4%, and replacing traditional APE with modern and sophisticated APE decreased from 3.1% to 0%.

These results indicate that PAUD teachers can increasingly develop their professional skills by implementing traditional APE development and changing their teaching methods to be more attractive. Improvement in this aspect is significant because it relates to the self-awareness of the teacher to develop his abilities, especially in teaching. Teachers who are self-aware to make efforts to develop aspects of their abilities will be more likely to experience further development, especially in terms of professional abilities.

Benefits of Traditional APE Development Training

This training benefits PAUD teachers in the border areas of Paloh District. PAUD teachers were impressed that this training helped add to their experience and knowledge, with a pleasant impression of 59.4%. Next, PAUD teachers who gave the impression that this training was motivating in introducing and developing traditional APE were 18.8%. In contrast, those who advised that this training should be carried out frequently were 21.9%. Based on the results of the post-test, this training has a positive impact and is very useful for PAUD teachers, so they are very supportive so that activities like this can be carried out more often.

DISCUSSION

The study examined the implementation of Traditional APE (Adaptive Physical Education) development activities by PAUD (Early Childhood Education) teachers and the implications of training on their professional competence (Dwivedi et al., 2022; Wang et al., 2023). The findings revealed several significant outcomes. Before the training, only 37.5% of PAUD teachers understood traditional APE as an ancient game tool obtained from natural surroundings for early childhood development. However, after participating in the training, this percentage increased to 59%, indicating a notable

improvement in teachers' knowledge about traditional APE. Moreover, the training positively impacted teachers' understanding of the importance of traditional APE. Before the training, 40.6% of teachers recognized the significance of traditional APE in preserving culture and stimulating child development. This awareness increased to 59.4% following the training, suggesting an enhanced understanding and appreciation for traditional APE's role in these areas.

Additionally, the training contributed to the development of teachers' professional competence. Before the training activities, 50% of teachers understood professional competence as creatively designing various learning activities. However, after the training, the percentage increased to 53.1%. There was also an improvement in understanding other aspects of professional competence, such as creating a pleasant classroom atmosphere and managing classes. The training also broadened teachers' understanding of developing learning themes and materials through traditional APE. Teachers gained insights into using traditional APE to convey materials related to science, mathematics, languages, social studies, arts, and religion. Notably, art (50%) and mathematics (18.8%) emerged as the dominant themes for traditional APE.

Furthermore, the training deepened teachers' understanding of the aspects of child development that can be fostered through traditional APE. The most prominent aspects identified were physical-motor (31.3%) and artistic (25%) development. Teachers also recognized the potential to develop multiple aspects simultaneously, such as physical-motor and art or cognitive and socio-emotional aspects. Regarding the implementation of traditional APE, the training diversified the learning methods employed by teachers. The ability to organize learning activities creatively according to the stages of early childhood development increased from 3.1% to 9.4% following the training. The study also highlighted the reflective action undertaken by PAUD teachers regarding traditional APE. Teachers reflected by observing children's play, analyzing the effectiveness of traditional APE, and subsequently improving teaching methods and APE development. This reflection process was further emphasized to enhance teachers' professional skills.

Therefore, the training positively impacted PAUD teachers' knowledge, awareness, and professional competence in implementing traditional APE (González-Gonzalo et al., 2022; Gözüml et al., 2023; Dindar et al., 2022; Gök & Ölmez, 2023; Su et al., 2022). The findings underscored the potential of traditional APE to stimulate various aspects of child development and promote diverse learning themes. The study emphasized the need for continuous professional development opportunities to enhance further teachers' abilities in implementing traditional APE.

By providing comprehensive and practical insights into the impact of a training program on the professional competence of PAUD teachers in developing traditional educational game tools, this study significantly contributes to the existing body of research (Sumarni et al., 2019; Purnama et al., 2023). This study stands out by employing an experiential learning model encompassing all stages of traditional APE development, in contrast to previous studies that frequently focused on limited aspects or theoretical frameworks.

The results of this study show that teacher competence has improved significantly in several areas. First, teachers' knowledge significantly increased, particularly regarding traditional APE. This indicates that the training program increased teachers' awareness and comprehension of traditional game tools. Second, teachers' awareness of the significance of traditional APE in early childhood education

was successfully raised through the training program. Preserving cultural heritage and promoting holistic child development depends on this increased awareness.

Besides, the preparation program emphatically impacted's comprehension educators might interpret proficient ability, empowering them to integrate customary Gorilla into their instructing successfully rehearses. Through traditional APE, the development and application of learning themes became more widespread, allowing teachers to create meaningful and engaging learning experiences for their students. Moreover, instructors acquired a superior comprehension of the different parts of kid improvement that can be sustained through customary primates, underlining the all-encompassing nature of youth schooling.

In addition, the training program promoted interactive and stimulating learning environments by utilizing traditional APE as a teaching method. Teachers improved their instructional practices due to this holistic approach to professional development, which benefited early childhood education.

The research has two implications: for PAUD educators and youth instruction in general. The findings emphasize the positive effect of the training program on PAUD teachers' professional competence in creating traditional educational game tools. The expanded information and consciousness of customary Chimp, alongside a superior comprehension of its significance in youth training, outfit educators with essential knowledge and abilities. Teachers can give young children a more comprehensive and culturally rich learning experience by incorporating traditional APE into their teaching methods.

In addition, the training program improves teachers' understanding of professional competence, which includes their capacity to design innovative learning activities, create a stimulating classroom environment, and effectively manage classes. Teachers can adapt their methods of instruction in this way to meet the varied requirements and interests of their students. Traditional APE also encourages a more integrated and holistic approach to early childhood education by developing and utilizing learning themes that cover a variety of subjects and aspects of child development.

The implications affect early childhood education beyond individual teachers. The study emphasizes the significance of traditional APE in fostering child development and preserving cultural heritage. Early childhood education has the potential to foster a deeper connection with cultural traditions, promote cultural diversity, and enhance children's overall development by incorporating traditional game tools into educational practices. The findings emphasize the importance of providing PAUD teachers with opportunities for ongoing professional development to maintain their knowledge and skills in the effective use of traditional APE.

In a nutshell, the findings of the study point to the positive impact that the training program had on the professional competence of PAUD teachers in creating traditional educational game tools. Teachers' instructional methods are improved, cultural preservation is preserved, and child development is stimulated when traditional APE is incorporated. By highlighting the significance of incorporating cultural aspects and providing young children with engaging learning opportunities, these findings contribute to the advancement of early childhood education.

While the study provides valuable insights into the impact of a training program on the professional competence of PAUD teachers in developing traditional educational game tools, it is essential to acknowledge certain limitations and drawbacks associated with the research method and position. Firstly, the study

primarily relies on self-report measures, such as pre-and post-training tests, to assess the training program's impact. While these measures indicate changes in knowledge and awareness, they may be subject to social desirability bias. Participants may be inclined to provide responses that they believe are expected or desired by the researchers, leading to potential inaccuracies in the data. Secondly, the study focuses solely on the short-term effects of the training program. It would be beneficial to assess the long-term sustainability and application of the acquired knowledge and skills by PAUD teachers. Longitudinal studies or follow-up assessments could provide a more comprehensive understanding of the lasting impact of the training program on teachers' professional competence and instructional practices. Additionally, the study does not explicitly address potential challenges or barriers. PAUD teachers face implementing traditional APE in their classrooms. It would be valuable to explore the practical considerations, such as the availability of suitable materials, time constraints, or cultural adaptation, which may influence the effective implementation of traditional APE. Understanding these challenges would provide a more nuanced view of the feasibility and scalability of integrating traditional game tools into early childhood education. Furthermore, the research focuses on a specific context and may need to be more generalizable to other regions or educational settings. Cultural, socio-economic, and institutional factors can significantly influence the implementation and impact of a training program. Thus, caution should be exercised when extrapolating the findings to different contexts without considering these contextual variables. Lastly, the study does not explicitly address potential alternative approaches or strategies in early childhood education. While traditional APE is highlighted as beneficial, it is essential to recognize that there may be other effective methods or interventions for promoting professional competence and enriching early childhood education. Comparative studies or a broader exploration of pedagogical approaches would contribute to a more comprehensive understanding of the field. Second, the implications of Traditional APE development training for the professional competence of PAUD teachers are: 1) The teacher's knowledge of Traditional APE is increasing; 2) Teachers are increasingly aware of the importance of Traditional APE to preserve culture and stimulate aspects of early childhood development; 3) Teachers' understanding of professional competence according to early childhood education standards is increasing; 4) Development of themes or learning materials through Traditional APE is getting wider; 5) The teacher's understanding of aspects of child development that can be developed through Traditional APE has increased; 6) The use of learning methods through Traditional APE is increasingly varied; 7) The teacher's ability to carry out learning activities to make it more interesting through the development of Traditional APE is increasing; and 8) Directly beneficial to teachers in adding experience, knowledge, and motivation to carry out better learning.

To address the limitations and deepen our comprehension of the implications of training PAUD teachers in developing traditional educational game tools, additional research and expanding ideas in this field could focus on a few key areas. First, self-report measures could be combined with objective assessments or classroom observations in future studies using mixed-methods approaches. This would give a more complete and adjusted assessment of the effect of the preparation program on educators' expert capability and information practices. Homeroom perceptions would consider the appraisal of the execution of conventional Chimp, including the difficulties experienced and the adequacy of the techniques utilized.

In addition, longitudinal studies are required to evaluate the training program's effects' long-term viability. An extended follow-up period with participants would provide insight into the long-term viability of the training-acquired knowledge and skills and their ongoing classroom application. The impact on student outcomes, such as children's engagement, social-emotional development, and academic achievement, could also be the subject of long-term research. In addition, the difficulties and practical considerations that PAUD teachers face when implementing traditional APE could be the subject of further research. Teachers' strategies for overcoming obstacles and potential suggestions for enhancing the implementation process could be gained by conducting qualitative interviews or focus groups with them. This would aid the creation of comprehensive guidelines or training modules that address teachers' practical concerns.

Comparative studies between various educational settings or regions could be carried out to improve the findings' generalizability. A more nuanced comprehension of the potential advantages and drawbacks of various strategies in early childhood education would result from comparing the efficacy of traditional APE with that of other pedagogical approaches or interventions. Such examinations could investigate the social transformations expected to reconcile customary game devices in different settings.

CONCLUSION

Based on the results and discussion, several conclusions can be drawn: First, implementing traditional APE development in training activities uses the experiential learning model. The steps taken are as follows: 1) determine the traditional games to be developed; 2) choose materials with several principles, namely cheap, easy to obtain, and do not contain harmful elements; 3) traditional game development activities to become APE; 4) determine the learning theme that is by the APE to be developed; and 5) conducting trials of Traditional APE that have been developed with colleagues. In terms of the development of Traditional APE, further training activities are needed so that more and more traditional games can be developed into APE. Next, in the aspect of developing the professional competence of PAUD teachers, especially in the aspect of skills in developing teaching materials, further efforts are still needed to improve the competency standards of these teachers.

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AUTHOR CONTRIBUTION STATEMENT

The authors contributed to this study by conceptualizing and designing the research, collecting and analyzing the data, and interpreting the findings. They also

played a role in writing and revising the manuscript, ensuring the accuracy and clarity of the content.

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