MODIFICATION OF DOMINO CARD GAME AS AN ALTERNATIVE TO THE INTRODUCTION OF LETTERS FOR EARLY CHILDHOOD

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ABSTRACT

Teaching child for know about alphabet is not the young thing, no few parents and educators childhood need patience more for know about letters, introduce alphabet on child only already enough difficult moreover teach read. Child is unique personal and play is our world, but no a little found schools that introduce alphabet on child with generalize all child and minimal media usage so make child be easy bored when learn and difficult for understand learning provided. Game domino is games are played by almost all circles age and regulations the game was easy understood and have element entertainment. Game this domino card suitable made as a medium of learning in introduce alphabet on child age early. Through modified the with needs child in know alphabet in change symbol dots from second side dominoes into one side contain alphabet and one side contain picture accompanied with regulations play easy understood child and design interesting card able make card this as a media for child age early in know letters for learning be more fun, kids easy understand material and aim learning could achieved. This research use approach qualitative and the method is analysis concept. Every child have power catch and style learning different and child need time for could move whole his body in order to explore surroundings on maximum and no easy bored moreover feel burdened when learning take place. Through the domino medium cards that have been modified this is then researchers name "Huruf Berantai" and with provision card companion help child for more easy hit l alphabet with a playful way, while play they move his body, studying with style learning and children could each other help or each other teaching when learn, them learn with happy and enjoy the process.

Keywords: introduction letters, domino, chain letters

INTRODUCTION

Applying reading to children, especially early childhood, can be said to be very difficult, what if parents do not pay too much attention to their children in terms of reading, so the child will feel very lazy because of the lack of encouragement from the surrounding environment, especially from parents. Growing interest so that children love and enjoy reading is difficult because in childhood children do not fully understand about reading, because in general children prefer to play. Regarding learning to introduce letters to early childhood that has been taught for a long time and is monotonous without changes. This results in children getting bored easily and getting bored in learning, so it is not easy for him to capture and understand the material conveyed by the teacher when teaching reading. This can result in many children who are unable to recognize letters and reading difficulties and reading interest rates in Indonesia will decline.

From the exposure of several students from the Indonesian University of Education at Serang Campus who have conducted 2017 Community Service Program (KKN) in several villages in Cikeusal Subdistrict, Serang-Banten Regency, there are still many primary school-age children who cannot read. Some low-class or first-class children, two and three who have not been able to read and recognize letters, some still have difficulty reciting letters. The learning process in PAUD-PAUD is very minimal in the use of media or even in some PAUD in the learning process, it rarely uses media other than blackboards and notebooks.

It turned out that it was not only in the village but when the author saw learning introducing letters in Kindergarten (TK) where researchers carry out PPL in February to April, precisely in urban areas, namely in the city of Serang, the kindergarten still introduces letters to children with minimal media use. The introduction of letters in children only uses books, as well as in teaching reading. Indeed, there are children who easily remember the letters they have learned, but most of them are still having trouble keeping the letters they have learned especially for the letter "b" which is always confused with "d", other letters that are still difficult for them are "c", "P", "t", "y" and "f". Besides their difficulties, they also seem easily bored when doing such learning.

If this problem is not examined, the period when children are very vulnerable during the development period when children begin to be sensitive (sensitive) to accept various kinds of stimuli, is very unfortunate if this period is not optimized properly. If it does not start from this development period, the child will face difficulties in learning to recognize letters and reading. The next consequence that children will receive is that labeling problems that are often given from the environment are more difficult to eliminate than physical injuries.

Domino card games are one of the card games that are no stranger to the environment around the community and are played by all walks of life. Domino card games are a medium that can provide direct experience for children, where children can be directly involved in activities to recognize letters on a modified domino card. Basically children will also feel happy because they can learn through a game.

According to Semiawan (in Nurani, 2013) the learning process for early childhood should be carried out in the purpose of learning to provide basic concepts that have meaning for children through direct or real experiences that enable children to show their activities and curiosity optimally or maxim

According to Puckett and Diffily (in Conscience, 2013) placing the position of the teacher or an educator as a mentor, companion and facilitator for children. Such an educational process can provide a balance of forms of learning that are only oriented or centered on the will of the teacher who places the child passively and the teacher becomes dominant.

METHODOLOGY
The researcher used a qualitative approach for this study. Mulyana (2013, p. 150) suggests that qualitative research relies on actual evidence of speech, cues and other

social actions as mental material. Nusa and Ninin (2012, p. 63) describe overall that qualitative research is indeed more appropriate to explore the complexity, depth and meaningfulness of education in all its dimensions.

The research method used by researchers in this study is the concept analysis method. This method was chosen by the researchers because this research analyzes the existing concepts and then develops to a stage that is easier to understand and accept.

McMillan & Schumacher (2001) suggest that concept analysis is

Conceptual analysis is a study that clarifies the meaning of concept by describing the essential or generic meaning, the different meanings, and the appropriate usage for the concept. By presenting an analysis of the concept, the study helps us understand the way people think about education. (hlm. 506)

Concept analysis according to McMillan & Schumacher is a study that explains the meaning of a concept by describing the important or general meaning, different meanings, and the proper use of the concept, by producing concept analysis, this study helps us understand how people think about education.

The research entitled "Modification of Domino Card Games as an Alternative for the Introduction of Letters for Early Childhood" researchers carried out starting from February 2018 to May 2018. This research was carried out in the kindergarten, campus, library and environment. around children. The place for conducting research is flexible. And the subject in this research is the system and aspects of domino card game. As well as research instruments in this study, the researchers themselves.

Data collection techniques used by researchers in this study are in-depth interviews, participant observation and document analysis. The process of finding and compiling data is done systematically, data obtained from interviews, notes from the field and documentation by organizing the data obtained into categories, describing it into several units, synthesizing, arranged into patterns, whichever is chosen is important and who will learned, and made conclusions so that both the writer or himself and others easily understand it.

Data analysis techniques used by researchers in this study can be started since the data began to be collected. Following are simple guidelines for data analysis in this study. (1) Identify domino card game data obtained. (2) Classify the data that has been obtained. (3) Data that has been grouped is described. (4) Interpreting the data into the domino card game concept which will be used as an alternative to letter recognition. (5) Data concluded that the modified domino game can be used as an alternative to letter recognition for early childhood.

RESULTS AND DISCUSSION

Suyadi (2014) suggests that each child is unique and different so it is natural for every child to have their own different learning styles. Of the many styles of play and learning it has been agreed upon that the three learning styles commonly possessed by each person are visual learning styles, auditory learning styles and kinesthetic learning styles. Children with visual learning styles will learn by relying on vision. Children with

auditory learning styles will learn by hearing. Children with kinesthetic learning styles will learn by relying on their movements.

Republic of Indonesia Minister of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education mentions content standards regarding the level of achievement of development of children aged 4-6 years in the scope of cognitive development - Symbolic thinking related to letter recognition is recognizing letters and recognizing various kinds of symbols of vowels and consonants. As well as in the scope of language development - Literacy related to letter recognition is imitating (writing and pronouncing) letters A-Z and Mentioning symbols of letters that are known.

Rosyid (2017) revealed that the existence of learning media in the process of learning is very important. The existence of learning media is very helpful for an educator or a teacher, because by using a learning medium when going to deliver a learning for children, children will be easier to understand about what is explained by the teacher.

Indriana (in Rochmawati and Nengsih, 2014) explains that one example of a learning media card that can be used when learning is dominoes, dominoes that are often found in society is one of the media included in the flashcard category.

Komachali and Khodareza (2012) reveal flascards are:
> *A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. It should be noted that the letters on it must be visible and large enough for everyone sitting in the front and the back of the classroom. To make sure that everyone can see the letters on the card. Flash cards are useful for drilling new letters, syllables, words, and other information.* (hlm 137)

Flashcard according to Komachali and Khodareza is a card consisting of a word, a sentence, or a simple image in it. The letters in it must be clearly visible and large enough to be seen clearly by all children both in front and which is behind the class when learning takes place, to ensure that every child in the class can see the letters on the card. Flashcards are useful for training new letters, syllables and other information.

Children, whether they are elementary school children or kindergarten children are basically happy to play. Even when they study, they will be very happy and enjoy the learning process at that time especially for early childhood. Learning in the classroom without the media and activities that make the whole senses of the child stimulated make space for the child to explore the surrounding conditions become narrow so that the child is easily bored and lacks learning. Therefore children need space for them to maximize their senses so that they can receive all learning well and enjoy each process.

Teachers in Kindergarten (TK) and students at the PGPAUD department recognize that the existence of learning media is very important in delivering learning material in class to children so that children are more easily understanding the learning delivered by the teacher, especially in terms of introducing letters or reading. Introducing letters to children must use learning media that are interesting and fun for children so that children easily understand and still feel happy without feeling burdened.

Based on the findings of the data obtained by the researchers, there are some differences in the rules of domino card games, there is also no special book that explains how to play dominoes that are really directly from dominoes because dominos themselves are still confused as to where they come from although some sources say this game comes from China. Likewise with dominoes that are sold on the market there are only the cards without the rules of the game that must be done in them. Therefore researchers use sources from books, websites and interview results regarding domino regulations which until now are still being played or used. There are several similarities and differences in the rules of data that have been obtained. Next the author classifies the domino card game system based on the data obtained. The exact rules for each source are the number of players, the distribution of cards, the player's sitting position, each player's playing order, how to play the card, determining if they don't have a card and determining which player wins and who loses.

The same rules in each source that are obtained are shuffling the card before sharing it with each player, how to play the card, ending the game, determining the winner and determining the losing player. While the different rules in each source obtained are the number of players, the determination of the first player, determining the direction of play, starting the game, double cards and giving penalties. Basically the data regarding the domino card game is the same, but there are still different regulations coupled with the absence of specific guidelines regarding dominoes that are used as references by domino card player lovers so that the sources obtained also adjust to the most live area, but the source remains in essence the main goal or the main game in the domino game of all the same speakers.

Based on the data that the findings have been presented, it is known aspects of domino card game that can be used as an alternative to letter recognition, namely dominoes, one of the media which is a flashcard, a symbol on a card, colored cards, how to play, cards designed to be attractive and have entertainment. In making learning media in letter recognition material must pay attention to the important elements in the material and learning plan used. The elements that are considered are letters, appropriate images, card size, color and card design.

To make a domino card game as a medium for letter recognition, you must first know the rules or how to play dominoes that are commonly played and know how to play them. Above has been explained how the rules and how to play dominoes. These rules can be added so that the game fits the needs of the child and children like to play it. The rules used in domino card games are quite simple so it will be easy for children to play them. In addition, the symbols on the two sides of the card are replaced by letters on one side and the other side is replaced by an image representing the initial letters of the image, and the card design is made as attractive as possible. So in a domino card consisting of two columns separated by a line, each column contains a number of dots replaced with the upper side containing letters and the lower side containing images. Because the number of dominoes is only 28 cards and it is worth up to six blanks so it is not possible if in these 28 cards there are 26 alphabets, this will complicate the game. Therefore the introduction of letters using domino card media is all alphabetically divided into several parts, in one group there are seven letters and seven images that

have the initial letters according to the letters used. These seven letters are chosen to match the number of point values in the domino card, so that the number of cards will be appropriate and the game can still run pleasantly.

The letters used in the cards are lowercase letters, because in the daily lives of children, children will meet more in lowercase letters. The use of card size is greater than the size of the original domino so that the image inserted into the card can be large so that it appears more clear and attractive. When introducing this game to children it is attempted to use a new name, here the researchers call this game the name "Lettering Chain".

After obtaining conclusions about the rules of domino card games that simply without removing the essence of rules that are suitable given to children in learning to introduce letters using Chain Letter media, given the child's learning style that is commonly owned by children namely visual learning styles (relying on the sense of sight), learning styles auditory (relying on the sense of hearing) and kinesthetic learning styles (relying on movement) as follows, (1) The name of the game is Chain Letters. (2) Number of all 28 cards. (3) Played by four players, the teacher adjusts to the number of children present. (4) Determine who the player will play first by means of the jump. (5) After getting the first player, the game rotates clockwise. (6) Players sit in a circle. (7) All cards are shuffled, if the child cannot do it, the teacher can help. (In the beginning the teacher gave an example then gave an opportunity for children to do). (8) All cards distributed equally to all players. (9) The first player issues one of his cards. (10) The next player must issue a card with the letter that corresponds to the initial letter in the image at the end of the card that is opened from the arrangement of the cards being played. (Suppose the picture of a rickshaw is overflowing with a lettered card b). (11) If the player who plays the turn does not have a card with letters that correspond to the initial letter in the image on the end of the card that is open, then the player must be passed and immediately followed by the next player. (12) The game ends with one of two possibilities. If a player plays his last card and does not have a remaining card, that player is considered the winner. (13) Another player who still has the remaining cards counts the remaining cards, the player who has the most remaining cards is declared the losing player. (14) Another way to end the game is if the game runs until there are no players who are able to continue the game. This situation is called traffic jam. (15) The remaining cards in each player that is not played are added and compared to the number of other players' cards. The player with the least number of cards is declared the winner and the player with the highest number of cards is declared the losing player. (16) The losing player gets a penalty. (17) The punishment given is singing, the child is given the opportunity to choose the song to be sung. (18) Other players who do not get petrified accompanied by clapping according to the beat.

Recognition of letters through the game "Chain Letters" although played together or played by several children in one play but through this game indirectly children learn individually to recognize letters, when there are children who feel difficulties other children are ready to help and recognize letters through playing Letter Letters invites children to repeat remembering letters that are played in a fun way.

For the teacher as an educator, the existence of learning media is an important factor for him in the success of achieving learning goals. Providing and developing learning media

is very important to remember early childhood who have unique traits and are still at the stage of pre-operational development, but the lack of material and creativity of educators sometimes makes media creation less optimal which ultimately results in learning processes for children who are less than optimal.

Responding to this, the development of learning media must be carried out by teachers as educators, so that the information to be conveyed to children can be conveyed well. With the existence of learning media, educators can streamline time in providing explanations to children and have more intensive time to guide children one by one when learning takes place.

Learning activities that are usually carried out especially in the introduction of letters are commonly carried out every day at school. In fact, not a few at this time found the teacher invites children to study in the classroom continuously, while children at any time need more space when learning takes place. Children need a fun learning process, learning is needed creative and innovative ways to create a fun learning process. One of them uses a domino card game that has been modified as a medium for the introduction of letters for early childhood.

CONCLUSION

Every child is unique, so is the dominant learning style of children and play is the world of children. Learning carried out while playing and applying learning styles (auditory, visual and kinesthetic) will make children try to optimize their abilities, enjoy the learning process with fun, to achieve this will be easier with the presence of a learning media. The domino card game system is unique, interesting, creative. Domino has aspects that are suitable to be used as an alternative to letter recognition for early childhood, especially the modified dominoes, namely how to play dominoes that are not too difficult, fun for all groups, colored cards, pictures and symbols used by cards, attractive designs and there is an element of entertainment when playing it.

Teachers can provide material to introduce letters to children by playing dominoes done outside the classroom such as on the school grounds or other places. The domino card game that has been modified using letters and images to introduce letters to children is named "Lettering Chain".

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