



The effect of problem solving methods through playing puzzles and blocks on social-emotional development in PAUD Ambon City

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Abstract:

This study aims (1) to determine the effect of learning by playing puzzles and blocks using problem solving methods on social emotional development in children at PAUD institutions in Ambon city (2) To determine the effect of learning by playing blocks using problem solving methods on social emotional development in children. at PAUD institutions in Ambon city (3) To determine the effect of differences in learning through playing puzzles and playing blocks using problem solving methods on the socio-emotional development of children at PAUD institutions in Ambon city, examining the differences in the effect of problem solving methods through playing puzzles and blocks on development emotional social in PAUD Ambon City. This research was conducted at the Ambon State Kindergarten. The method used is a quasi-experimental design with Pretest-Posttest Control Group Design. The research concludes that the First. Children in the experimental group, namely the State Kindergarten Training, have the ability to play puzzles using problem solving methods for social emotional development, show very good activity with the lowest score of 20 and the highest score of 50, the average value is 37.4 with a median of 37.5 and a mode of 36. Second. Control group children have the ability to play blocks using problem solving methods on social emotional development, the group shows activity well with the lowest score of 23 and the highest score of 37, the average value is 32.4 with a median of 32.5 and a mode of 30. Third . There is a difference in the average ability to play with children aged 5-6 years between students who are taught using the Problem Solving method with puzzle games and students who are taught using the Problem Solving method by playing with blocks with a price of $t_{count} = 2.78$ while t_{table} with degrees of freedom $n_1 + n_2 - 2 = 18$ at the significance level of $\alpha = 0.05$ in 1.73 then $t_{count} > t_{table}$, this means that the difference between the two means is significant at the 0.05 level. It can be concluded that there is a difference in the average social emotional ability of early childhood play concepts in the experimental group and the control group. Thus, it can be concluded that there is an effect of the Problem Solving method with puzzle games and the Problem Solving method by playing blocks on the emotional social skills of children aged 5-6 years in PAUD Ambon City.

Keywords: Problem Solving Method, Playing Puzzles and Blocks, Emotional Social

INTRODUCTION

Education is a process of changing attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Education is something that is universal and continues from generation to generation. Efforts to change human attitudes and behavior through education are carried out in accordance with the view of life and within the socio-cultural background of each particular society, therefore although education is universal, certain differences occur according to the outlook on life and the socio-cultural background.

The level of education that is currently being seriously considered by the Indonesian government and is spread in almost all provinces, cities and villages, is Early Childhood Education (PAUD). Early Childhood Education (PAUD) is the level of education before basic education which is a Coaching efforts aimed at children from birth to the age of six are carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education, which is held on formal, non-formal and informal channels.

Early childhood in children is a golden age, experts argue that early childhood starting from 0-6 years is a sensitive period as well as a critical period of the entire human life cycle. At this time children experience development in themselves physically and mentally, so that efforts to develop all the potential of early childhood must begin so that their growth and development can be achieved optimally by laying the foundations of development and abilities both physical, language, social emotional, cognitive and religious values.

One form of formal education provider institution that aims to prepare students to enter further education found in Maluku province is the establishment of Kindergarten Schools (TK) or also *Play Groups* as a follow-up to prepare students for further education. Many teachers are equipped with various educational needs. such as undergoing undergraduate formal education, attending seminars and workshops, attending scientific meetings and competency-based training, or also equipped with adequate curriculum and learning facilities.

For early childhood, at certain ages, they are not given the opportunity to develop their abilities, both by parents at home and their teachers at school, it seems that there are still many children who are timid, not independent and lack socialization and lack self-confidence, because in In general, teachers only use teaching methods that only generate children's knowledge in the cognitive field, especially learning that takes place at early childhood education institutions.

According to Ministerial Regulation number 137 of 2013 it is a rule that must be obeyed in organizing the learning process for early childhood by focusing on 6 aspects of child development, namely cognitive development, language development, religious and moral values development, motor development, social emotional development and artistic development.

Children have several aspects of development, one of which is the socio-emotional aspect. Although social and emotional are two words that have different meanings, the social-emotional aspect cannot be separated. This is because these two aspects are interconnected with each other (Mulyani 2014: 145). This emotional social development aims for children to have self-confidence, social skills, the ability to control emotions. In early childhood education institutions, both formal and non-formal, it is very necessary to optimize the social emotional development of children, by inviting children to know themselves and their environment through teaching and learning processes held in formal and non-formal schools.

Emotional social development through playing puzzles and playing blocks using problem solving methods in the learning process is a study that will be investigated at early childhood institutions in Ambon City. The results of observations at several educational institutions in the city of Ambon, the use of problem solving methods was found, especially the learning process at Early Childhood Education institutions to measure social emotional development with

activities playing with puzzles and playing blocks was not optimal, most teachers paid less attention to this in children in terms of social development. Every child's emotions are different. The role of the teacher is very necessary to understand the emotional social development of children so that they can develop their abilities well, the learning process held at early childhood education institutions, the teacher focuses more on assessing cognitive and motor language development, moral and religious values and art development. Based on the phenomena encountered by the researchers during observation, the research that will be conducted is experimental research to see the effect of learning by using problem solving methods through playing puzzles and playing blocks to measure children's social emotional development.

In everyday life, children are not only required to be able to play. but early childhood is also taught to be able to find solutions to the problems they encounter, the role of the teacher here is how to facilitate children with various media so that in learning children can solve problems they encounter through the games provided. This is very influential on the social emotional level of the child when he can play with friends or play alone.

RESEARCH METHODS

This study used an ex po facto research design. Ex post facto research is research that aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or other things that cause changes in the independent variables which as a whole have occurred. (Wiersma, 1995: 139, Tukman 1999). Thus, the ex po facto research design has taken place before using only grades or learning outcomes, as a comparison material to determine the level of children's social emotional development. This study aims to examine the effectiveness of the application of media/APE with puzzle and block games in improving the social emotional development of early childhood by using a control class that uses block games. Thus the design used in this study is the *Pretest-Posttest Control Group Design*

RESULTS AND DISCUSSION

Social emotional development in the experimental group (X1)

Results of learning to play puzzles using the problem solving method onand obtained a range of argument scores with the lowest score of 20 and the highest score of 50 obtained an average of 37.4 with a median of 37.5 and a mode of 36 which can be seen in the following table:

Table 1. Distribution of the frequency of playing puzzles using problem solving methods on social development emotional

| No | Class Interval | Absolute | Frequency Relative Frequency (%) |
|----|----------------|----------|----------------------------------|
| 1 | 26 – 32 | 1 | 10 |
| 2 | 30 – 34 | 2 | 20 |
| 3 | 33 – 35 | 3 | 30 |
| 4 | 36 – 38 | 4 | 40 |
| 5 | 42 – 44 | 5 | 50 |
| | Total | 10 | 100 |

Table 2. Distribution of the frequency of social emotional development using puzzle media

| No | Class Interval | Absolute | Frequency Relative Frequency (%) |
|----------|----------------|----------|----------------------------------|
| 1 | 24 – 26 | 2 | 10 |
| 2 | 27 – 29 | 2 | 20 |
| 3 | 30 – 32 | 3 | 30 |
| 4 | 33 – 35 | 2 | 20 |
| 5 | 36 – 38 | 1 | 10 |
| Quantity | | 10 | 100 |

Based on the calculations listed in table 1.1, the respondents obtained a score for playing puzzles using the problem solving method of social emotional development in the experimental group after conducting the largest trial between 36 – 37, namely 4 people (40%) who got an average of 8 people. (80%) and got a score below the average as many as 4 people (40%). From these results, it shows that the frequency distribution of the puzzle playing data using the problem solving method on the social emotional development of early childhood experimental groups is included in the good category. Furthermore, to see the tendency of the distribution of puzzle play scores using the problem solving method on the socio-emotional development of early childhood in the experimental group, the data in the frequency distribution table is considered in the following histogram form:

Playing Puzzles Using Problem Solving Methods on the Experimental Group's Social-Emotional Development

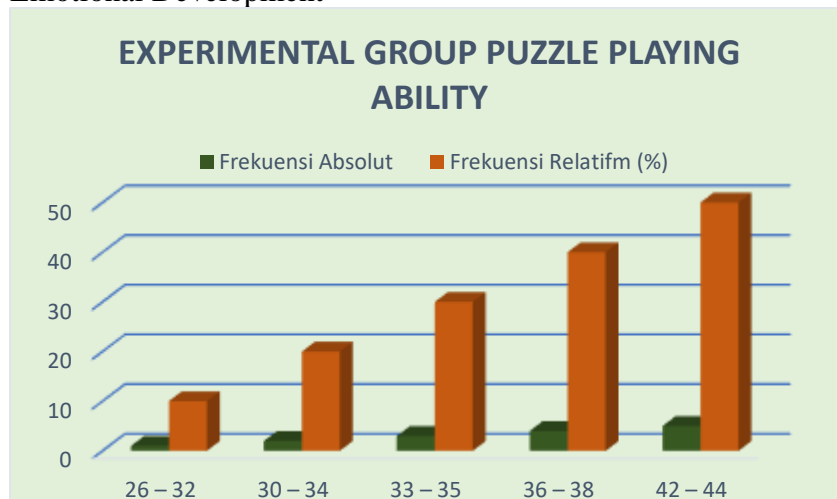


Figure: 1. Hitogram Frequency Score playing puzzle using problem solving method on social emotional development in the Experimental group

The picture of the frequency distribution of the puzzle playing scores using the problem solving method of social-emotional development in the experimental group shows that the distribution tends to be on a normal curve so that it can be classified in a good category.

Results of Playing Blocks Using the Problem Solving Method on Social Emotional Development of the Control Group (X2)

Based on the test data for the score playing blocks using the problem solving method for the social emotional development of the control group, the theoretical score ranges from 10 to 40 and the argument score range is obtained with a low score of 23 and the highest score of

37, the average value is 32.4 with a median of 32, 5 and the mode of 30 which can be shown in the table below:

Table 2. Frequency distribution of playing blocks using the problem solving method on social emotional development in the control group (X2).

| No | Class Interval | Absolute Frequency | Relative Frequency (%) |
|-------|----------------|--------------------|------------------------|
| 1 | 25 – 27 | 2 | 20 |
| 2 | 28 – 30 | 2 | 20 |
| 3 | 31 – 33 | 3 | 30 |
| 4 | 34 – 36 | 2 | 20 |
| 5 | 37 – 39 | 1 | 10 |
| Total | | 10 | 100 |

From the table above, it shows that almost half of the early childhood children in Ambon State Kindergarten, namely 3 people (30%) have the ability to play blocks using problem solving methods on social emotional development at a score of 33-35 or on average and above average. , while almost most of them are in scores above the average, namely 88 - 99. From these results, it shows that the frequency distribution of the data playing blocks using problem solving methods on social emotional development before treatment is in the good category.

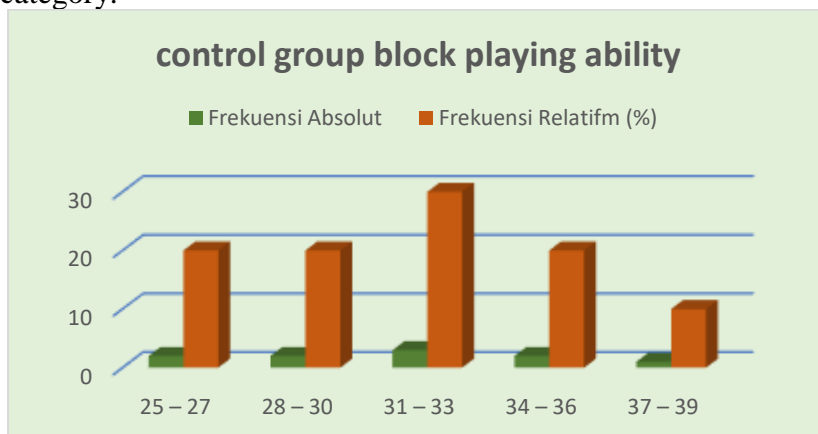


Figure 2. Hitogram of Block Playing Score Frequency Using Problem Solving Method on Social Emotional Development in the Control group

The image of the frequency distribution of block playing scores using the problem solving method of social emotional development in the control group above shows that the distribution tends to a normal curve so that it can be classified in category

DISCUSSION

Efforts to improve puzzle games using problem solving methods on social emotional development

The test results clearly state that there is a significant difference between the treatment in the experimental group and the treatment in the control group as evidenced by $t_{count} = 2.78$ while t_{table} with degrees of freedom $n_1 + n_2 - 2 = 18$ at the significance level $= 0.05$ can be 1.73 then $t_{count} >$ from t_{table} , this means that the difference between the two means is significant at the 0.05 level. This proves that the effect of the Problem Solving method on the emotional

development of early childhood is somewhat different from other aspects of development. Although emotional growth occurs simultaneously with physical, social, emotional, linguistic and creative development and is interdependent between them, it seems as if children are not yet seen as stable. They seem to repeat the same sequence of emotional reactions over and over again throughout life. To help children develop emotionally, preschool teachers should be concerned with encouraging positive responses and teaching inappropriate response management, (Janice J. Beaty, 2014).

Meanwhile, social development was put forward by Hurlock who said that social development is the acquisition of the ability to behave appropriately. with social demands. Social development is an area that includes feelings and refers to the behavior and responses of individuals to their relationships with other individuals. Social development is the achievement of maturity in social relationships, and can also be interpreted as a learning process to adapt to group norms, morals, and traditions, merge into a single unit and communicate and cooperate with each other. Children's social maturity will lead to the success of children to be more independent and skilled in developing social relationships. (Elizabeth B. Hurlock, 1997)

In order to help early childhood to control their social-emotional, it is necessary to know the social and emotional development of children by revealing children's social-emotional behavior and tips for its development. A learning atmosphere that provides feelings of pleasure, security, freedom, and comfort and ability, can help develop the socio-emotional development of early childhood. Feelings of being able to provide satisfaction, and self-confidence are strong motivations to increase children's activities and joy which are the basis for the formation of a positive mental attitude towards school. And the attitude of the soul greatly influences the success of teaching and education.

Especially for educators who have new experiences to improve professionalism in developing various materials and activity programs at PAUD institutions and are able to carry out their duties and responsibilities as professional PAUD educators.

Based on the explanation above, it can be concluded that there is a significant difference in the average social emotional ability between the experimental group and the control group through the use of the experimental method. This is because these activities are in accordance with the principles of learning for early childhood, namely containing elements that are already known to children, simple, learning while playing, using sensors, and learning by doing. According to Saphiro in his book *Sudjiarto* (Ahmad Susanto, 2011) there are two ways to develop children's social-emotional abilities, namely developing the ability to understand children's social-emotional communication and realistic thinking. Socio-emotional communication includes awareness of other people's nonverbal behavior (such as gestures, body language, facial expressions, and tone of voice) as well as the child's own nonverbal communication. Helping children understand social-emotional communication can be done by practicing nonverbal language such as speaking with facial expressions. Realistic thinking teaches children not to lie to themselves and learn to think realistically in solving their own problems. Don't hide the truth from your child no matter how painful it is and also don't teach your child to lie. Another effort to develop children's socio-emotional abilities is to build a child's optimistic attitude.

Optimism is a positive and realistic way of looking at a problem. Children can be taught to be more optimistic as a way of surviving depression and other mental and physical disorders. Learning to control socio-emotional is a sign of personality development that determines a person is civilized. The personality of a growing child is shaped by two great forces: seeking pleasure and trying to avoid pain and discomfort. Then the higher the awareness of a child and the more able to weigh various options, the greater the possibility of success that will be obtained.

Thus, socio-emotional development is related to all aspects of early childhood development. Emotional and social development is the basis for the development of a child's personality in the future. Every child will have the emotions of feeling happy, angry, annoyed in the face of the environment where the child is.

Based on the descriptions above, it can be concluded that the Problem Solving method is a method or way of presenting where children are actively and exploratory, seek and find out for themselves what they learn. This is obtained through the process of experimenting and observing what individuals do to compare what they get.

From the explanation of the research results that have been described, it is known that the teaching methods used by teachers in the learning process activities. This method can stimulate students in thinking starting from looking for data to formulating conclusions so that students can take meaning from learning activities, (Aris Shoimin, 2013). explains that students think creatively in dealing with various problems, both personal problems and group problems to be solved alone or together”, (Ridwan Abdullah Sani, 2014). The problem solving method is not just a teaching method but is also a method of thinking because in Problem Solving you can use other methods, starting with looking for data to drawing conclusions (Abdul Majid, 2013).

It can be concluded that the problem solving method is a method of presenting material that encourages children to find problems and solve their own problems, and the Problem Solving Method has the potential to train students to think creatively in dealing with various problems, both personal problems and group problems to be solved alone or together. -same.

CONCLUSIONS

1. Children in the experimental group, namely the State Kindergarten Training, have the ability to play puzzles using problem solving methods on social emotional development, show exploratory and probing activities, show creative attitudes in solving problems, develop planning activities to be carried out by recognizing causes and effects about their environment. who developed very well with the lowest score of 20 and the highest score of 50, the average score was 37.4 with a median of 37.5 and a mode of 36.
2. Children in the control group had the ability to play blocks using problem solving methods on social emotional development, the group shows exploratory and probing activities, shows a creative attitude in solving problems, prepares plans for activities to be carried out and knows the causes and effects of a well-developed environment with the lowest score of 23 and the highest score of 37 getting an average value of r ata is 32.4 with a median of 32.5 and a mode of 30.
3. There is a difference in the average ability to play children aged 5-6 years between students who are taught using the Problem Solving method with puzzle games and students who are taught using the Problem method Solving by playing with blocks with a price of $t_{count} = 2.78$ while t_{table} with degrees of freedom $n_1+n_2 - 2 = 18$ at a significance level of $\alpha = 0.05$ in getting 1.73 then $t_{count} > t_{table}$, this means the difference between the two means is significant at level 0,05. It can be concluded that there is a difference in the average social emotional ability of early childhood play concepts in the experimental group and the control group. Thus, it can be concluded that there is an effect of the Problem Solving method with puzzle games and the Problem Solving method by playing with blocks on the emotional social skills of children aged 5-6 years in PAUD Ambon City.

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