

Educative Game Training for PKK Woman in Bulakan District Sukoharjo

Aldila Fitri Radite Nur Maynawati¹⁾

¹⁾Universitas Bangun Veteran Nusantara, Sukoharjo, Indonesia

Email: aldilagreeny@gmail.com^{*)}

Received: 25 April 2021

Revised: 27 April 2021

Accepted: 29 April 2021

Publish: 29 April 2021

Abstract

Partner address in Bulakan District Sukoharjo, Sukoharjo Regency. The problem of partners known from the interviews on the woman of Bulakan villagers, especially residents of RT 03 RW 09, is that the social situation in the area still lacks socialization in children who addict to gadgets. But parents have various jobs, but most of their livelihoods are factory workers. So the interaction between parents and children is very lacking. The number of children who play games on gadgets that parents use for educational games will be something that can develop creativity in children. Through this devotion, the target is PKK woman can be learning in children. Later, children can imply the learning that has been obtained and can add insight.

The target of this community service is educative game training. The resulting product is an educative game guide. The product implemented is an educative game guide. The use of media in implementing this devotion is projectors, laptops, power points, cameras, or video shooting. There will be stages of educative games in the guide, starting from preparing facilities and infrastructure, allocating time or schedule, and implementation.

Keywords: device, empowerment, woman, children, educative game

1. Introduction

Nowadays, there are still often children who play gadgets in society, even most of them prefer anything in the community, rather than paying attention to what is around them (Cheung et al., 2020). One of the causes is the exciting games on the gadget, while the game is more prominent on the side of violence. Sometimes games on devices make children imitate actions but do not know the deeds imitated, excellent or evil (Özyurt et al., 2018).

According to (Mulyadi et al., 2016) the impact of gadgets on social interaction explains the case of impact problems - devices and Issues of interaction, especially with parents and families. Children play with gadgets because of the freedom to open the phone. The devices, if using a long time can cause bad habits (Chen et al., 2019). The parent response to allow children to use the device for too long can not limit buy devices. The assumption of parents with the presence of devices children when abandoned by working parents will not whine. Plus, the more advanced the digital era will influence,

one of which is the influence of gadgets (Radchenko, 2014). Ironically, young children can already use devices. So more time that should play with peers, instead prefer to stay at home playing gadgets.

Because the presence of gadgets will have a destructive impact, that is the less they in socializing. They're more fun with everything on the device until they forget about their childhood (Kildare & Middlemiss, 2017). In addition, concern for the surroundings and others is also reducing. Quoted from a study entitled "Smartphone use and social interaction in adolescents at SMA Negeri 1 Kalasan Sleman Yogyakarta" written by Muflih et al. in 2017. He stated that research conducted by Yen in 2009 found that out of the 10,191 adolescents studied reported that 30% of participants could tolerate smartphone use, 36% experienced withdrawal, 27% showed heavier use, 18% failed to reduce smartphone use, and 10% experienced impaired social interaction. Many government authorities acknowledge that there is a risk of addiction due to overuse or misuse of smartphones (Kılıç et al., 2018).

Quoted from the study entitled "The Impact of Gadget Use on Social Interaction of Children Aged 5-6 Years" written by Novitasari et al. in 2016 states that children today prefer to use gadgets rather than play with their peers (Operto et al., 2020). In addition, parents say "yes" that when their children play with devices, these children are silent in front of their respective gadgets regardless of the world around them. If this continues, it is fear that it will interfere with a process of social interaction in early childhood, where children should be able to interact well with the surrounding environment. Still, with the gadget, an exchange will experience a disruption.

Partner address in Bulakan Subdistrict Sukoharjo, Sukoharjo Regency. The problem of partners known from the interviews on the woman of Bulakan villagers, especially residents of RT 03 RW 09, is that the social situation in the area still lacks socialization in children who addict to gadgets. But parents have various jobs, but most of their livelihoods are factory workers (Uomini et al., 2020). So the interaction between parents and children is very lacking. The number of children who play games on gadgets that parents use for educational games will be something that can develop creativity in children. Through this devotion, the target is PKK woman can be learning in children. Later, children can imply the learning that has been obtained and can add insight (Jasemi et al., 2020).

The target of this community service is educative game training. The resulting product is an educative game guide. The product implemented is an educative game guide. The use of media in implementing this devotion is projectors, laptops, power points, cameras, or video shooting. There will be stages of educative games in the guide, starting from preparing facilities and infrastructure, allocating time or schedule, and implementation.

2. Method

The problem that arises from partners is the children dating games on gadgets. The implementation method is to provide training in PKK woman to master the educative game that later the woman can give to the children at home. The training procedure is:



Figure 3.1 Training procedures

3. Result and Discussion

3.1. Result

The schedule of the implementation of this service can be seen in the following table:

Table 5.1 Schedule of Service Activities

No.	Activities	July				August				September				October			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Team coordination		X														
2	Preparation and licensing			X													
3	Field Observation				X												
4	Socialization				X												
5	Training					X											
6	Practices of Making games educative					X											
7	Evaluation						X										
8	Report Preparation							X	X	X							
9	Service report										X						
10	Seminar results											X					

Based on the results of community service that the dedicated team has obtained pretest results that woman at home, because of the busyness, do not have time to make educational games, so tend to let the child play gadgets alone or play with his friends without parental supervision.

Stages in implementing training on the woman of PKK RT 03 RW 09 Bulakan Subdistrict Sukoharjo are the first days of giving material about educative games and children's problems today. The team divided the task in this stage, which delivered the material is Aldila Fitri Radite Nur Maynawati followed by the second material produced by Awik Hidayati. The second day is training on the types of educative gameplay.

The material delivered by Aldila Fitri Radite Nur Maynawati is what kinds of games can be practiced simply at home. The third day is the practice of making educative games. Training conducted by PKK rt 03 RW 09 woman represented by 5-7 people who later hope transmitted to other woman and the game dedicating to their daughter's son. On the third day the woman were accompanied by Aldila Fitri Radite Nur Maynawati and Panggih Wahyu Nugroho.

The fourth day is the practice of stage 2 educative game making. The second-stage method of women completes educational games that they can make at home and practice on their daughters. The fourth day practice was accompanied by Aldila Fitr Radite Nur Maynawati, Awik Hidayati and Panggih Wahyu Nugroho.

The service is carrying for 4x for four consecutive days. Because it is not allowed to crowd during the pandemic, the training brings from house to house of cadres and PKK managers. The service team took a sample of devotion at RT 03 RW 09 Bulakan Subdistrict Sukoharjo. Educative games provided include simple games such as playing cotton, make something beautiful, kitchen band, etc. The game is to educate children not to get addicted to gadgets. Post-test results mention that woman are more creative in making educational games for their children; hopefully, children are getting smarter and not addicted to devices.



Figure 1. Woman of PKK members who participated in socialization



Figure 2. Training went well thanks to the support of PKK woman

The types of games that are include Cotton Ball. Objective: Train participants' speed of thinking and creativity. Time: 15 minutes. Materials and tools: cotton balls, bowls, lotions, straws. The number of participants: 7-20 people. Game Steps: Participants are divide into groups. Participants are asking to move cotton balls in bowls to be stored in other bowls. Participants move cotton balls with additional tools provided, namely straws and lotions.

Who am I? Objective: Train participants' sensitivity, memory, and openness by guessing who owns the writing. Time: 25 minutes. Materials and tools: A4 paper, pen, small bowl. Several participants: 7-20 people. Game Steps: (1) parents distribute paper and pens to each participant/child, (2) ask each child to write three things about him, as much as possible things that are rarely or not widely known by others, (3) collect and randomly paper in a bowl, then take a piece of paper and read the writing in it and (4) if there are participants who are biased to guess who owns the writing, give a small gift to him. If none of the participants are biased to guess, give the owner a small gift.

Make Something Beautiful. Objective: Work together to develop ideas and build cooperation in creating used goods into goods that provide benefits. Time: 30 minutes. Materials and tools: Used newspapers. Several participants: free. Game Steps: (1) Each group is giving a bundle of used newspapers, (2) the chairman of the group is giving game instructions, (3) the group is given 1 minute to negotiate his work, (4) the group must make the work of the Newspaper with a time allocation of only 20 minutes, (5) After completion, each group recounts its work, and (6) the game is carried out in a state of silence, bias using agreed codes.

Out of The Box. Goal: Train imagination. Time: 20 minutes. Materials and tools: pens and paper. Several participants: 3-5 people. Game Steps: (1) Participants are dividing into groups, (2) Groups are asked to write down the benefits of the pen as much as possible given 5 minutes. (3) The group results are compared between groups, and (4) Once the winner is known, the winning group gives more time to add back as many other benefits as possible.

Five-Minute Test. Objective: Train participants' concentration so that they do not simply receive information. Despite the rush, we must still digest the information and not swallow it raw. Time: 5 minutes. Materials and tools: paper and stationery for

participants. The number of participants: 7-20 people. Game Steps: (1) The facilitator distributes a paper containing ten test questions and a five-minute working time. The question is as follows: (a) Read the question carefully, (b) Write your name in the upper left corner of this paper, (c) Write down the five names of your friends who follow this game, (d) After working on question number 3, shake hands with the person whose name you wrote, (e) Draw a triangle with a circle on the right and left side, (f) Count 23x4-20, (g) Write down your favorite hobbies, foods, and drinks, (h) Shout OUT NICE! After you have worked on question number seven, (i) Mention the city of origin and the typical food of the town and (j) Do only the number two and seven. The facilitator handed out the problem paper in reverse so that the participants could not see the question. Before the game starts, explain that the game time is only 5 minutes so that participants are expecting to work on the problem as quickly as possible. After 5 minutes, start the question paper with the answer, and we know which participant answered correctly. (Source: Suwarjo dan Eva Imania Eliasa. 2013. *55 Permainan dalam Bimbingan dan Konseling*. Yogyakarta: Paramitra Publishing).

Cotton Bud Cs Straw. Objective: Remembering the different colors, the coordination of your child's eyes and hands, the ability to match objects, thoroughness, patience, and problem-solving skills. Time: 20 minutes. Materials and tools: colorful straws, cotton buds, scissors, and watercolors. The number of participants: free. Step Game: (1) Mother can cut colorful straws into three parts. Then dip the tip of the cotton bud (the cotton part) in the watercolor. Adjust the color of the watercolor with the color of the straw owned. (2) Mother can arrange a colorful straw adjacent to the cotton bud that has been coloring. (3) Invite the children to remember the color and ask to match the color of the cotton bud, and (4) Then re-order the child to insert the cotton bud into the straw according to the color.

Kitchen Band. Objectives: Roleplay, Developmental stimulation of art, stimulation of fine motoric abilities, introduction to tone and rhythm. Time: 20 minutes. Materials and tools: pan, frying pan, spatula. The number of participants: free. Game Steps: (1) Mother can arrange the equipment lined around the little one, (2) Invite him to play the role of a band playing, and (3) Let him play the band while mother accompanies him with singing. (Source: Rangkuti, Julia Sarah. 2016. *Rumah Main Anak*. Depok: Sahabat Sehati Publishing).

4. Conclusion

The results of community service show that after participating in educative game training activities, PKK rt 3 RW 9 woman have an overview and will try to practice educational games for their children. Requires patience in making the game but can be used several times for the game.

Acknowledgment

We want to express our gratitude to the LPPM of Universitas Veteran Bangun Nusantara for providing support to the service team to carry out community service.

Reference

- Chen, W., Teo, M. H., & Nguyen, D. (2019). Singapore Parents' Use of Digital Devices with Young Children: Motivations and Uses. *Asia-Pacific Education Researcher*, 28(3). <https://doi.org/10.1007/s40299-019-00432-w>
- Cheung, W. C., Meadan, H., & Yang, H. W. (2020). Effects of Powered Mobility Device Interventions on Social Skills for Children with Disabilities: A Systematic Review. In *Journal of Developmental and Physical Disabilities* (Vol. 32, Issue 6). <https://doi.org/10.1007/s10882-020-09729-x>
- Jasemi, N., Mousavi, P., Saki, A., & Javadifar, N. (2020). Relationship between marital satisfaction with maternal-infant attachment and breastfeeding self-efficacy in primiparous and multiparous nursing mothers. *International Journal of Women's Health and Reproduction Sciences*, 8(1). <https://doi.org/10.15296/ijwhr.2020.09>
- Kildare, C. A., & Middlemiss, W. (2017). Impact of parents mobile device use on parent-child interaction: A literature review. In *Computers in Human Behavior* (Vol. 75). <https://doi.org/10.1016/j.chb.2017.06.003>
- Kılıç, A. O., Sari, E., Yucel, H., Oğuz, M. M., Polat, E., Acoglu, E. A., & Senel, S. (2018). Exposure to and use of mobile devices in children aged 1–60 months. *European Journal of Pediatrics*. <https://doi.org/10.1007/s00431-018-3284-x>
- Mulyadi, S., Rahardjo, W., & Basuki, A. M. H. (2016). The Role of Parent-child Relationship, Self-esteem, Academic Self-efficacy to Academic Stress. *Procedia - Social and Behavioral Sciences*, 217, 603–608. <https://doi.org/10.1016/j.SBSPRO.2016.02.063>
- Operto, F. F., Pastorino, G. M. G., Marciano, J., de Simone, V., Volini, A. P., Olivieri, M., Buonaiuto, R., Vetri, L., Viggiano, A., & Coppola, G. (2020). Digital devices use and language skills in children between 8 and 36 month. *Brain Sciences*, 10(9). <https://doi.org/10.3390/brainsci10090656>
- Özyurt, G., Dinsever, Ç., Çalışkan, Z., & Evgin, D. (2018). Effects of Triple P on Digital Technological Device Use in Preschool Children. *Journal of Child and Family Studies*, 27(1). <https://doi.org/10.1007/s10826-017-0882-6>
- Radchenko, A. (2014). On the Social Environment of Child Development. *Procedia -*

Social and Behavioral Sciences, 146, 283–289.

<https://doi.org/10.1016/J.SBSPRO.2014.08.130>

Uomini, N., Fairlie, J., Gray, R. D., & Griesser, M. (2020). Extended parenting and the evolution of cognition. In *Philosophical Transactions of the Royal Society B: Biological Sciences* (Vol. 375, Issue 1803). <https://doi.org/10.1098/rstb.2019.0495>