

Games as A Media of Guidance and Counseling in Developing Early Child Creativity

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ABSTRACT

The purpose of this study was to see whether each type of game in the media game in counseling guidance had the same effect on the development of creativity in early childhood in Kudus Regency. This study involved number of early childhood education in formal schools such as kindergarten and equivalent. The research subjects consisted of 35 children spread over 3 schools. The subjects were then divided into five groups, and each group was given a different Guidance and Counseling game media. Media games in counseling guidance given to children include 1) finger puppets, 2) numbered balls, 3) Bekel balls, 4) Meronce Pole Bells, and 5) puzzles. The measurement of creativity has previously been adjusted to the characteristics of the research subject by the researcher. The analysis was carried out using the ANOVA test with a significance level of 5% (0.05). as a parametric test requirement, prior to the ANOVA test, the data had passed the normality ($0.200 > 0.05$) and homogeneity tests ($0.570 > 0.05$). The results showed that, all types of games in counseling guidance did not have a significant difference in increasing children's creativity ($\text{Sig. } 0.357 > 0.05$). That is, all types of games are able to have an impact on increasing children's creativity for the better. However, the limitation of this research is the lack of counseling staff in early childhood education institutions. So that the games provided have not fully realized the purpose of the complete counseling guidance service.

CCS CONCEPTS

• : **Human-centered computing** → Accessibility; empirical studies in accessibility.

KEYWORDS

Games, Media, Creativity

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1 INTRODUCTION

Creativity is the most important factor for humans to be more productive. However, the phenomenon is increasingly visible when creativity is not owned by some people at this time. Unemployment is increasing, crime is happening a lot, and social behavior that occurs in children today creates a new problem [1, 2]. This is evidence that they do not have creativity that can be developed from an early age as a provision for life. Thus, individuals are no longer able to meet their daily needs as technology advances and changes in lifestyles in society [3].

The development of good creativity will provide efforts for humans to create and produce various needs in life [4]. Thus, the quality of human life can improve and become better. Therefore, efforts to increase creativity in humans have started since the childhood phase. This is an effort so that children have special abilities as capital for living in the future. Leggett said that the development of creativity is very important to be pursued from an early age [5]. Because creativity is very influential on aspects of early childhood. If children's creativity is not developed from an early age, intelligence and fluency in thinking will be hampered. This is because, in creating a product and high creativity talent, high creativity is also required [6].

The development of creativity in children has a function to develop intelligence and ability to express and produce something new [7]. If the potential of the child can be developed properly, then the child can realize/actualize himself as a human being who is able to function fully (full function person).

The characteristics of children whose creativity grows well can be seen from (1) fluency in thinking, (2) having flexibility in thinking, (3) the level of originality of the results of their good thoughts, (4) being able to do elaboration in everyday life, (5) has a good imagination, (6) has a high curiosity about the environment (exploration), (7) often asks about unknown things, (8) likes to experiment, (9) likes challenges, (10) are not easily bored [8].

This shows that creativity is able to encourage humans to be able to adapt well to environmental changes, through the creation of new goods that can simplify or improve their quality of life [9].

Therefore, various ways and efforts are made to stimulate the growth of creativity in early childhood. Most early childhood education practitioners have thought about it. This is because early childhood is also known as the golden age. At this time, the process of growth and development of children in various aspects such as: physical, socio-emotional, language and cognitive is experiencing the fastest period in the span of development of human life [10].

For this reason, it is necessary to have appropriate educational efforts so that children can develop their creativity and be able

to become qualified and independent individuals. Counselors at schools or educational institutions are also able to contribute in realizing this effort. This is because, integrated guidance and care are needed from the entire child's environmental system that is able to encourage the growth of children's creativity for the better [11]. One of the efforts that can be done by counselors is to involve games in the media for guidance and counseling services.

The game is a form of human adjustment that is very useful during childhood [12]. Therefore, the game is one of the media in counseling guidance. During the process of counseling services, especially to children, they will be very helpful in expressing their expressions through the media of games. Games have an important role in counseling, namely as a technique that is able to mediate in providing material to counselees such as early childhood [13].

The development of creativity in children through the media of counseling games will greatly help children to understand the essence of a material message conveyed by the counselor implicitly [14]. In addition, the service will feel more fun for children. The level of effectiveness of game techniques in counseling guidance services has previously been widely proven by previous studies [12, 15, 16]. This will be able to strengthen education practitioners, especially for early childhood (child counselors) to turn around, fix the learning system to be more creative and innovative.

Departing from these assumptions, game techniques as a medium in counseling guidance are used as an effort to maximize the development of early childhood creativity. This effort will be carried out on different subjects with different types of games which will complement the evidence of the influence of game techniques in guidance and counseling media in developing early childhood creativity. Therefore, this study will reveal how the influence that will be caused by game techniques in counseling guidance media in increasing early childhood creativity.

2 METHOD

This study uses a quantitative approach because it will look at the influence of games in counseling guidance media on the development of children's creativity [17]. The subjects involved are early childhood education in formal schools such as Kindergarten (TK) and the like. Random sampling technique was used to determine the sample in Kudus Regency in order to get a good level of internal validity [18]. 35 selected children spread across 3 schools and different locations.

The time of the research was carried out for six months from October 2020 to May 2021. The next treatment procedure is random assignment of each child to place them into 5 play groups [19]. Each group will then be given a different game medium (finger puppets, numbered balls, bekel balls, and tian meronce bells).

A measuring tool for children's creativity is given to see the level of their creativity development. This measuring instrument was previously developed [20]. However, researchers have made adjustments to children's language and practitioners before this tool can be used in this study. The analysis was carried out with the Anova test with a significance level of 5% (0.05) to be able to see the effect of the game in the guidance and counseling media on the development of children's creativity.

3 RESULTS AND DISCUSSION

The ANOVA test is part of the parametric analysis technique. Therefore, as a parametric test requirement, prior to the ANOVA test, the data had passed the normality ($0.200 > 0.05$) and homogeneity tests ($0.570 > 0.05$). Furthermore, the results of the ANOVA test showed that, all types of games in counseling guidance did not have a significant difference in increasing children's creativity (Sig. $0.357 > 0.05$). That is, all types of games are able to have an impact on increasing children's creativity for the better. However, the limitation of this research is the lack of counseling staff in early childhood education institutions. So that the games provided have not fully realized the purpose of the complete counseling guidance service.

This study means that creativity can be increased through counseling services in creative and innovative ways. The involvement of game techniques can stimulate children to be able to express what they feel and think. Not only that, children are also taught to understand, and solve problems through good self-flexibility. Thus, being able to train children to be able to behave well in life and the real environment.

Each game has a goal in shaping the independent character of early childhood by inculcating morals as the basis for intervention in the developed media. fully contained in the teaching materials of Islamic-based guidance and counseling media in shaping the independent character of early childhood.

Early childhood educators feel happy and gain new insights that in shaping the character of early childhood in welcoming the Indonesian golden generation 2045, it is necessary to hone ideas in making innovative and normative games in order to realize active, creative, fun and effective learning.

Teachers can create creativity in developing early childhood learning media through several stages, namely literature review as well as discussions with experts and practitioners or experienced teachers in the field of education in early childhood, especially in forming independent characters [21].

The results obtained from the literature review are the importance of building creativity in early childhood. Children who have good creativity will be able to be independent and tend to excel. They will complete their tasks by no longer depending on others. Children will grow up to be individuals who are confident and able to complete something that is their responsibility [22].

The role of parents and early childhood educators plays an important role in the development of children's creativity. So it requires expertise and an effective way to achieve these goals. The effectiveness of a method in helping children to be creative, of course, needs to be considered the characteristics of each child and use the child's world hobby, namely playing. From this playing activity, it is hoped that independent values can be included, so that the selection of the right type of game is very necessary

These types of games are formulated in finger puppet games, throwing a ball into a bucket, bekel ball, bouncing and puzzles. Making an Islamic-based guidance and counseling media model which includes (a) Rationale, (b) Objectives, (c) Assumptions, (d) Intervention Targets, (e) Educator's Role, (f) Game Media, (g) Game Procedure, (h) Application of Independence Indicators in Game Procedures, (i) Evaluation of Success.

Media guidance and counseling with game techniques in increasing the creativity of early childhood. This technique is carried out into several stages in each game that is in one box, each game has a different procedure or procedure.

The following is the procedure for each game that has been carried out during this research in the sub-district of

- Finger Puppet

In this type of game is divided into several procedures that must be done by educators, namely as follows:

- Take a finger puppet then use it and use it to converse with children who have been told to come to the front of the class by taking turns.
- Invite children to talk to the doll with certain themes (themes can be adjusted).
- Open the miniature stage that is above the toy box and then the game is ready to start.

a) Catch Numbered Balls

Some of the stages carried out in this type of game are as follows:

- Form two foreign play groups, each group consisting of two children
- One child serves as a ball thrower and the other holds a bucket to catch the ball thrown by his friend.
- Arrange the game in such a way that the child remains orderly in completing the game until the ball runs out.
- After two groups have finished the game, the teacher gives instructions for each group to get a ball whose number is the same as the miniature number taken or desired by the educator.
- Give instructions so that the children take turns in picking up the ball so that there is no jealousy of the other children in the group.
- If the child manages to match the ball with the number desired by the educator, then give one star to the child as a reward.

b) Bekel Ball Flow

This game includes several stages that need to be done, which are as follows:

References Give the child a few tack balls and then ask him or her to roll the balls he or she wants.

References Ask the children to choose the most appropriate path so that the bekel ball can enter the container without holes so that the child does not have to pick up the fallen bekel ball and start the game again.

References Keep repeating the game like that until the bekel ball runs out and all go into the container.

c) Meronce Pole Bell

The stages in playing this game there are several stages that need to be done, namely:

References For the bells as a music medium, children can beat them at will so that a sound will arise from the collision between aluminum bells when they are hit by a child.

References After the child has started to get bored with the activity of hitting the bell, the bell can also be used as a pole for the child's media by inserting the bell into the hole provided.

References Let the child be free to choose the color or shape he wants to dironce or the teacher can also give instructions to the child to take a particular field as one of the children's learning introduction to various fields.

d) Puzzles

This game has several stages carried out, including: Children are left free to express their ability to arrange puzzle pieces as they please. Educators are only as companions for children and are not allowed to dominate in the process of children compiling puzzles. If requested by the child, the educator may help guide the child in difficulty.

Game techniques in counseling guidance media for early childhood as an effort to encourage the process of early childhood development. Aspects of creativity formation according to Mourgues, Barbot, Tan, & Grigorenko, consist of four concepts (Four P's of Creativity), namely (1) personal condition (person), (2) push (press), (3) process (process), and (4) product [23].

In addition, Pugsley, & Pickles There are positive and negative personality traits [25]. Teachers need to guide and balance the child's personality development. This is so that early childhood can develop in a balanced way between the left and right hemispheres of the brain. The opinion is concluded that a person lives because of the drive. Encouragement can be intrinsic and extrinsic. Intrinsic drive is encouragement from within oneself. If children want to establish relationships with other people, they need intrinsic incentives that are in accordance with the conditions so that the expected learning goals can be achieved [25].

If children want to establish relationships, they need internal encouragement in accordance with the right conditions to realize them [26]. The external conditions that should be created by the teacher are: (1) accepting each child with the shortcomings and advantages of the potential possessed by the child, (2) creating activity and class programs that reflect comfort and harmony, (3) providing empathetic understanding, namely understanding and living between children [27]. So security, activity programs, freedom, and empathy can naturally encourage an increase in children's creativity [28].

Azeri, Parvizi, Khaleghi, & Hosseini, argue that creative products are produced by creative individuals as well [29]. Creative behavior requires a combination of interacting psychological traits. The results of these interactions are expected to form a configuration. The configuration is in the form of ideas, models, actions, ways of composing words, melodies or forms [25].

So the ability to think and combine various elements, strong motivation, open personal characteristics. Increasing Early Childhood Creativity which is conceptualized in game techniques as a medium in counseling guidance. Pugsle, & Acar explained that creativity products can be obtained from painting activities, finger painting, collage, playdough, craftsmanship, sewing, movement and dance, music, configuration of image relationships, shapes, patterns; spatial relationships, pairing according to shape-size-color, puzzles, sorting objects, organizing objects in order, classification, verbal communication, measurement, and problem solving [24].

Based on several studies, creativity theory is synthesized into characteristics and aspects of early childhood creativity formation [9, 24]. The characteristics of creativity are abilities that include the dimensions: (1) fluency, (2) flexibility, (3) originality, and (4)

elaboration. Furthermore, there are 4 aspects of creativity formation, namely: (1) personal, (2) driving, (3) process, and (4) product. Then there are 4 stages of the creativity process, including: (1) preparation stage, (2) incubation stage, (3) new idea stage or illumination/insight, (4) evaluation stage or verification.

4 CONCLUSION

Overall, games in counseling guidance media (finger puppets, numbered balls, bekel balls, tian meronce bells and puzzles), can be used to increase creativity in early childhood. However, the limitation of this research is the lack of counseling staff in early childhood education institutions. So that the games provided have not fully realized the purpose of the complete counseling guidance service. Therefore, it is important for future researchers to be able to continue studies related to this theme, by involving wider aspects of creativity in the measurement process, and using increasingly diverse techniques or methods.

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