THE EFFECT OF TRADITIONAL GAMES ON EARLY CHILDHOOD COGNITIVE DEVELOPMENT

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Abstract. Traditional games are fun games that are passed down from generation to generation to the younger generation so that they remain sustainable. Cognitive development is a child’s growth and development in knowing and understanding the circumstances around him. This literature review research aims to find out whether traditional games can affect children’s cognitive development. Therefore the authors want to compare several related journals with the same title. The method used in writing 'literature review' begins with selecting a topic, determining keywords to search for journals so that several journals are selected for analysis. Searching for this journal through Google undergraduate is limited from 2010 to 2020. Based on several explanations from various studies that have been put forward, that traditional games have an effect on cognitive development.

Keywords: Traditional Games, Cognitive Development

Introduction

According to Mulyani (2016) traditional games are games that have been passed down from generation to generation from our ancestors that must be preserved because they contain cultural and social values. This traditional game can usually be played by all classes from young to old. However, this game tends to be played by many children. This traditional game usually has rules before playing that are made directly by the players. This traditional game provides various benefits, namely children become more creative, develop children's intellectual intelligence, develop intelligence in thinking, develop spatial, spiritual and musical intelligence in children and improve social skills. According to Handayani (2017) explaining that this traditional game can also improve social skills in the environment. The environment has a great influence in supporting children's growth and development. Children will imitate and learn from the surrounding environment. The friends around him are also the determinants of children so that they can develop well at school. Thus, it cannot be separated from the educational values that exist in the traditional game. In addition to getting educational value from the social, this educational value can also be useful in the academic sphere. Education itself is one of the media for children to acquire knowledge and skills so that children can develop their potential and talents so they can socialize with the community and achieve their learning goals. Education is one of the important factors to support the growth and development of children.
In developmental psychology according to Erikson (Santrock, 2012), the childhood stage is divided into three stages, namely early childhood ages 3 to 5 years, middle childhood, and late childhood from age 6 to puberty. In the stage of child development, there is a phase that can be used as a child's development at the next stage, this phase is called the phase or period of appreciation (Golden Age) and the critical period. This phase is the right phase to place the basic thinking (cognitive), physical, language, socio-emotional, cultural, moral, and cultural values. These efforts need to be made from an early age so that the development and growth of children can be achieved optimally and optimally (Ulfa, 2018). In early childhood, Schroder-Yu (Santrock, 2012) argues that children tend to be taught to learn how to research as well as explored using topics or themes that interest them, such as using movements, masks, games, music, etc. In addition, Hayson, et al (Santrock, 2012) argue that at this age children like and dare to be explored various topics in a play group that can develop a sense of togetherness, appreciate a difference, and build cooperation when facing a problem. In traditional games, children will tend to make a group to play and will play the game together either in the form of ? or not, so that directly and indirectly can build social interaction between each other. According to Fahey, et al (Santrock, 2012) in childhood, parents need to acknowledge their life on physical activity rather than food because it will cause the effect of being overweight or obese. In addition, based on a study conducted by Trost, et al (Santrock, 2012) the curriculum in learning physical activity with the theme "play and learn" is able to increase the level of activity in early childhood programs in preschool everyday.

The preschool period is a time when a child's cognitive development begins to show. Children who are still in preschool are less likely to get a stimulus about playing so that making children more creative is also important about their cognitive development. According to the Dictionary of Psychology (in Mu'min, 2013: 89) development is a progressive stage of change for the life span of humans and other nature without having to discriminate between an aspect contained in the other organisms. The term cognitive comes from the word cognition which means knowing, and has a broad meaning, namely acquisition or arrangement. So it can be interpreted that cognitive development is a very global development, namely good things with thinking abilities, such as the ability to reason, remember, memorize, solve a problem logically, real, have an idea and also creative. Cognitive development also affects the mental and emotional development of children, as well as language skills and the ability to compose words. Thus, it can be seen that cognitive development can be said to be the main development of non-physical developments. Pre-school children have a cognitive world, which is free, creative, and full of
fantasy which encourages children’s imagination to work all the time and their mental ability to understand the world will increase (Santrock, 2012).

Cognitive Development

In developmental psychology according to Erikson (Santrock, 2012), the childhood stage is divided into three stages, namely early childhood ages 3 to 5 years, middle childhood, and late childhood from age 6 to puberty. In the stage of child development, there is a phase that can be used as a child’s development at the next stage, this phase is called the phase or period of appreciation (Golden Age) and the critical period. This phase is the right phase to place the basic thinking (cognitive), physical, language, socio-emotional, cultural, moral, and cultural values. According to Papalia (in Astuti and Untari, 2016: 9) children's cognitive development can be influenced by the following factors:

1. Social status in the family economy.
3. Stress level.
4. Parenting style given by parents.
5. Circumstances and conditions of the atmosphere at home.

Jean Piaget argued that from a young age a person already has the ability to deal with other objects around him. This ability is a very simple ability, namely in forming sensory and motor skills. In order to actively understand their world, a child uses schemas, assimilation, accommodation, organization and equilibration. It is necessary to know these concepts and then reach them so that it is easier for us to understand the theory of cognitive development developed by Piaget (in Juwantara, 2019: 29-30), namely:

1. Intelligence
   Intelligence can be interpreted as a form of ability that can solve problems which can produce perceptions, habits, and can direct motor sensors.
2. Organization
   That is something common to useful life integrated structures, either psychic or physical in a higher system.
3. Schematic
   Scheme here is a form of mental arrangement of a person who can intellectually adapt to the environment around him. Schemes will adapt and change during the process of one’s cognitive development.
4. Assimilation
assimilation, namely the process of cognitive development of a person to perceive, have a new experience into the scheme or pattern contained in his thinking.

5. Accommodation

Accommodation, namely the formation of a new scheme and can change the old scheme, so that it fits the new stimulus, or can modify the existing scheme so that it fits the existing stimulus.

6. Equilibration

Equilibration can also be referred to as the balance between assimilation and accommodation.

While equilibration itself is referred to as a state between imbalance with the process of assimilation and accommodation. Equilibration is something that can allow a person to be able to combine external experiences with internal arrangements.

Cognitive development also has several aspects for children aged 4-5 years based on the 2010 Curriculum (in Hardiningrum and Firdaus, 2020:15) which aims to:

1. Developing the quality of empowering children’s minds so that they can process their learning
2. Can find various alternative solutions for solving a problem
3. helps children to stimulate logical and mathematical abilities knowledge of the natural surroundings
4. have the ability to choose, search, group, and prepare the ability to think accurately, thoroughly and correctly.

According to the Dictionary of Psychology (in Mu'min, 2013: 89) development is a progressive stage of change for the life span of humans and other nature without having to discriminate between an aspect contained in the other organisms. The term cognitive comes from the word cognition which means knowing, and has a broad meaning, namely acquisition or arrangement. So it can be interpreted that cognitive development is a very global development, namely good things with thinking abilities, such as the ability to reason, remember, memorize, solve a problem logically. real, have an idea and also creative. Cognitive development also affects the mental and emotional development of children, as well as language skills and the ability to compose words. Thus, it can be seen that cognitive development can be said to be the main development of non-physical developments.

According to Rosmiati, Asep Mumung, Rostika Srihilmawati (2020) Development and growth in early childhood must be properly stimulated, so that development can be optimal. One of the developmental tasks that must be stimulated is cognitive development by introducing different objects around the child. This is as stated by Gagne, cognitive is a process that occurs internally in the center of the nervous system when humans are thinking. This cognitive ability
develops gradually as with physical growth and the nerves that are in the center of the nervous system. Meanwhile, according to Witherington, states that cognitive development is the development of the mind. The mind is part of the thinking process of the brain, the mind is used to recognize, know, and understand, and through the mind can also be used to solve problems (Khusna, 2018 p. 6) through ? Observations using checklists during pre-survey research on children in group B aged 5-6 years found that the cognitive development of children from 20 students was 14 students who had not developed, 3 students began to develop and 3 students developed as expected.

Cognitive behavior is the behavior that causes people to acquire knowledge or what is needed to use knowledge. Cognitive is also pleasant to see as a broad concept that refers to the mental activities involved in the acquisition, processing, organization and use of knowledge. The main processes classified under the term cognition include: detecting, monitoring, classifying, and remembering information, ideas, inferring principles and rules, imagining possibilities, generating strategies, and fantasizing. Cognitive factors have an understanding that the characteristic of location in learning to obtain and use forms of representation that represent objects that are faced and presented in a person through images, ideas or symbols, all of which are mental in nature. Cognitive is a mental process related to ability in the form of general recognition that is mental and characterized by the representation of an object into a person's mental picture whether in the form of symbols, responses, ideas or ideas and values or considerations. Learning in early childhood is a learning process that involves done through play.

There are five characteristics of play that are essential in relation to Early Childhood Education (PAUD), namely increasing motivation, free choice (alone without coercion), non-linear, fun and active behavior (Mutiah, 2010). Through play, early childhood grows and develops all aspects of development that exist in themselves, both physically, intellectually, language and behavior. Play functions as a therapist in children's lives because by playing children express things related to the affective, feelings, emotions, thoughts and cognitive domains. Based on the way the child thinks is still in the pre-operational stage, in the learning process it is necessary to have an introductory tool that can be used as a medium as well as a source of children's learning.

Traditional game

Play is one of the activities that can help children towards better development. This agrees with Hidayatus (2017: 88) which states that through playing there will be positive changes in physical, social, mental, and moral terms. Play will be meaningful for early childhood through games. This game for early childhood is a game that can be creative and fun for children. The games given to children do not have to be expensive, the important thing is that they are safe and
of good quality by considering the child’s age, interests, creativity and safety. According to Yunus, traditional games are generally recreational, because they require children’s creations. This game usually reconstructs various social activities in society. The results of the study show that traditional Javanese games are effective in improving children’s social adjustment. This is because in traditional Javanese games, it is possible for children to play more in groups and often interact with peers and teachers who provide directions so that children become more familiar and can work together with their peers. In addition, children prefer activities in the form of games so that children in participating in activities in the form of traditional Javanese games feel happy, not bored and not bored.

The role of teachers and parents is very important in the facilities and facilities for all aspects of this development. Based on the facts that occur in the field, early childhood teachers in developing all aspects of development are not in accordance with the stages of the child’s age, so children feel bored, bored and bored with learning because the methods used are less attractive to children. There are some children who do not know numbers, shapes, name objects that are not yet fluent, their body balance is still lacking and they can’t wait to queue in learning activities. One of the games that can be used by teachers to develop all aspects of this development is the traditional Enggglek game which has been forgotten by many children, children prefer to play modern games.

According to Mulyani (2016: 47-48) traditional games are hereditary games from our ancestors that must be preserved because they contain cultural and social values. Traditional games can be played from young to old classes, but these games tend to be played by children in which there are game rules made directly by the players. This traditional game provides various benefits, namely children become more creative, develop children's intellectual intelligence, develop intelligence in thinking, develop spatial, spiritual and musical intelligence in children and improve social skills.

According to Handayani (2017) explains that this traditional game can also improve the ability of social skills in the environment. The environment has a big influence in determining growth flowers in children. Game traditional have Educational value of side socialization that occurs in children. Besides that, value Education is also useful for academic child at school for get knowledge knowledge and skills in develop potency as well as talent possessed. _ According to Hidayat (2013) game traditional could give influence good for development aspect motor, cognitive, social, emotional and spiritual children in life everyday. According to Ismail in Putri Admi Perdani (2013: 341) the game traditional have values culture namely:
1. Work same, in To do very necessary game cooperation between its members.
2. Obey to rules, rules made the must obeyed by all member group.
3. Full not quite enough answer
4. Honest, train honesty is one factor important thing to do applied.
5. Brave take decision
6. Dare to teach child more independent in To do all something.
7. Attitude controlled by the opponent
8. Each other help and look after, make child have attitude care and mutual help between member group.
9. Act flexible
10. Full calculation
11. soulful democratic
12. Not crybaby, value that can be taken child taught for independent and brave in take risk.
13. Defend interest group, teach child for more put first interest main group from interest private.
14. Act polite, game Traditional also teaches child for Act polite and appreciative decision one each other.
15. Accuracy think and act, thing this related with taking child's decision for moment play game traditional. Child will study act and think in accordance with heart his conscience.

According to Andriani (2012) explained that game traditional have a number of aspect namely:

1. Aspect physical, aspect this cover strength, power stand body, flexibility, speed, agility in play game traditional.
2. Aspect psychic, aspect this cover ability child in think, act in accordance with heart conscience, as well ability child in consider taking decision. Besides that, power memory, creativity, and ideas.
3. Aspect social aspect, this cover ability child in interact with environment and friends same age her, work same attitude each other appreciate and respect each other.

Moment this game traditional already seldom very played by children as well as adults. Game traditional now the more covered by developments and changes increasingly forward. because of it is necessary existence recognition and preservation game traditional to next generation coming to game traditional typical culture from each region this no lost. Benefits
obtained moment child play game traditional one of them like practice child for more concentration so that this can also help child support in academic skills which include knowledge, attitude, playing skills, ability to socialize with the environment and dexterity, proficiency, flexibility and flexibility of body movements that are pure made by the brain and body humans do while playing. Besides that, can also help child in develop ability speak because in game traditional child taught for collaboration and interaction with friend her friend so that ability the language becomes far more good compared child who doesn’t playing or not socializing with their environment.

Game Engglek is one type game traditional use of things and counts as well as existence deal the rules that must be obeyed by players related with its implementation. Game Engglek the could develop ability cognitive and discipline. Aspect development that must developed in children age early could use game traditional Engglek. On game Engglek this teacher provides picture in accordance with theme that has been planned and added activity sing, imitate motion and others as appropriate with the indicator. Images used in each box in accordance with planned themes and activities in form sing, say name object, imitate move, count and recognize form in accordance with the picture shown by the teacher. Seen clear that game Engglek this could develop whole development child age early, Hidayatu (2017)

Rosmiati, Asep Mumung, Rostika Srihilmawati (2020:52) explains that dakon is one game the traditional way play it played by two people. Dakon is game educational that can stimulate in children age early. Through activity dakon geometry this child could play while study know shapes geometry that is triangle, triangle four and circle by start right away with know, understand, and apply to activities everyday. Use game dakon very effective geometry for increase development cognitive child age early.

According to Putu Indah (2018) congklak is game tradition that has long existed in the archipelago. Game congklak is one game very popular traditional children since formerly conducted with nice atmosphere, kids can sit with relaxed without pressure while talking with friend. Through game congklak ability cognitive child will develop

Game unloading is tool game educational that can develop ability child (aspect development cognitive). With game this expected could increase cognitive child. Disassembly very suitable game for child age early, game disassembly is very easy for played by children. Ismail (2016:26) argues that unloading is compiling game something picture or thing that has broken down in a number of useful part for practice intelligence intelligence child. Conclusion from theory on is game unloading is compiling game something pictures that have been broken down becomes a number of part. Unloading is games that can help child for imagine, understand
consequences and believe self. Game disassembly also has various type like disassembly of construction, disassembly of ingots, disassembly of letters, disassembly of stars and so on that have benefit for train intelligence intelligence child.

Game is something activities carried out for get fun and inside game have mandatory rules conducted agreed together with game the child already get experience and learning without realized by the child.

**Method**

Method used in writing literature review begins with election topics then define keywords for search journal so that selected a number of journal for analyzed. Search journal this through restricted Google Scholar start from from 2010 to 2020. Meanwhile, the keywords used is "Game" "Traditional To Development Early Childhood Cognitive". Study this conducted with review journals or related literature with research.

According to Rosmiati et al. (2020), Jurnal Islam and Education, Vol 1, No 2, ISSN: 2721-5504. The type of research used is this research using the type of experimental research. The method used in this study is in the form of observation. Observation is data collection through direct observation of the object to be studied. Use game dakon as variable research.

This is in line with what was stated by Sugiono (2017, p. 72), namely the experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions.

The research design using Quasi Experiment used in this study is the Nonequivalent Control Group Design.

The research design using Quasi Experiment used in this study is the Nonequivalent Control Group Design. In this design, two groups were used, namely the experimental group and the control group. The two groups were treated differently. Before given treatment, every group given pretest with meaning for knowing state early, is there difference Among group experiment and group control. Good pretest results will show state second group no different by significant, because expected difference will look after given treatment.

According to Augustia Ulfa and Kamtini (2018), Potpourri Age Gold, Vol 4, No 2, e-ISSN: 2502-7166. The type of research used in this research is experimental research. The design of this research is Quasi Experiment Design (quasi-experimental research), in the form of The Equivalent Time Samples Design. It is said to be a quasi-experiment because it cannot function fully to control the external variables that affect the variables. Experiments were given treatment by playing with water. In this study, a quasi-experimental design was used, in the form of the equivalent time
samples design. This study involved only one group, in this study the treatment was not given only once but repeatedly interspersed with periods that were not given treatment. In this design there is no control class. In this study, the data collection technique that will be used is structured observation. Sugiono (2013:146), structured observation is an observation that has been systematically designed, about what is observed, when and where it is

Aulia Ahklakul Karimah and Padilah (2020), PAUD Journal PERNIK, Vol 3, No1. Variable study that is all object that can be researched there is two variable study that is variable free and bound.Variable free on research this game unload while _ variable bound that is cognitive. Using method study experiment with design One-Group Pretest-Posttest Design. Researcher use design study One-Group Pretest-Posttest Design, in design One-Group Pretest-Posttest Design is available pretest before treatment so on the result will seen more accurate, because compare it with state before given treatment. Plan in study this is Step this given pretest in the form of play card number before given treatment (Treatment). Pretest done with how the teacher asks child for To do game card numbers. Next give treatment (Treatment) is given treatment with others._

Puthu Indah Lestari and Elizabeth Prima (2018), LP2M UNDHIRA BALI, ISBN: 978-602-53420. The research method used is descriptive qualitative method. The method used in this research is descriptive qualitative research method. Analyzing and revealing the effect of the game of congklak in improving the cognitive development of early childhood. Qualitative descriptive method is a method that describes an objective situation or describes certain events, facts or circumstances or symptoms that appear then accompanied by efforts to draw general conclusions based on these historical facts. This research was conducted on kindergarten children aged 5-6 years.

Hidayatu Munawaroh (2017), Journal of Learning Model Development with Game Traditional knock As a means of stimulation Early Childhood Development Vol 1, Page 86-96. Type study experiment with use method quantitative. Use game crank as variable research.

**Results and Discussion**

Based on 5 journals that discuss about game traditional with development cognitive. Could explained that game traditional is one _ activity fun play _ normal done by child descending child _ hereditary taught to stay sustainable and get benefit from game that. Whereas development cognitive is one _ supportive aspect _ abilities and skills child with study. Development cognitive could developed through play with give facility communication child with other about thinking and understanding about environment surroundings (Kostelnik in Aulina, 2014: 2)
Could be known that game traditional to development very influential cognitive to something life. There are several research that shows existence significant influence. Among game traditional to development cognitive child age early. Research conducted by Rosmiati et al. (2020: 54), using sample class B with age children 5-6 years with amount participant educate as many as 10 students as class experiment and 10 participants educate as class control. In class learning process experiment conducted with use game dakon. Dakon is one game the traditional way play it played by two people. Dakon is game educational that can stimulate in children age early. Through activity dakon geometry this child could play while study know shapes geometry that is triangle, triangle four and circle by start right away with know, understand, and apply to activities everyday (Hidayah, 2018, p.6-7). Then test given to class experiment and class control at start and end meeting that is where is the posttest and pretest? sheet observation the instruments that have been tested validity and reliability consisting of of 20 participants educate. Before applied learning media to each sample class control and class experiment second class have same ability where second class the have average value low yet grow in can results study in class control and class experiment. Then study this apply learning method dakon with use control class showing that 7 children not yet growing up, 2 kids start develop as well as the rest that is 1 child develop in accordance hope. While in class experiment got 7 people starting develop and 3 people growing in accordance hope. Result of second class this have different values. Class experiment showing development cognitive participant students who use learning media dakon more tall than class control. Significant difference Among participant students who follow learning with using learning media dakon with participant educate those who do n't follow learning because existence difference opinion treatment. This thing show that there is influence development cognitive child with using learning media dakon. The learning process that uses application dakon take effect positive to development cognitive child. Learning with using game media very effective for child play a role active as well as cause enjoyment in the process of activities learning for increase development cognitive child in field intelligence logic mathematics child. So that child could follow with easy learning. Beside that the game can also increase ability count child that is on the indicator mention order 1-10, showing number from 1-10 and counting with things. Application of dakon media as effort increase ability cognitive child in Thing about draft number especially in activity count has based on adjustment to the world of children who tend to more interested packed learning in a games, media use dakon although use at first feel difficult because regulation the rules for child level the trouble high, but with guidance, teacher’s ability in complete problems that arise when the learning process as well as give it award for every successful child finally destination from study this could achieved.
Lestari and Prima (2018: 543) do study congklak to development cognitive in children. Congklak is a game played by two people, wearing a board congklak which has 16 holes, has seed the usual congklak of small stones, shells shellfish, seeds plants, or seed marbles. Game congklak is game tradition that has long existed in the archipelago which at that time this has start forgotten its existence. Through game congklak ability child in think symbolic will growing, thing this is because when play congklak the seeds on the side player is belongs to each player (Susani et al, 2017). Game congklak is a game that focuses on mastery count. Game this is also useful for practice ability motor smooth, train patience when wait turn her friend play, train sportsmanship, and practice ability social child. (Umayah, 2015). Besides that, game congklak also trains ability motor smooth, train patience and thoroughness (emotional), as well as practice soul sportsmanship (Widyanti, 2014). Game congklak very liked children since formerly conducted with nice atmosphere, kids can sit with relaxed without pressure while talking with friend. Game congklak impressed simple, traditional and start abandoned, actually it turns out game this have many very benefit if played by children for its development. Benefit from game congklak among others:

1. can practice brain left child for think;
2. practice collecting strategy number the most so you can defeat opponent, it seems simple, however when play, brain left and right active with numerical calculations;
3. for development and formation brain right;
4. train child in cooperate; and
5. train emotion children (Widyanti, 2014).

Game congklak be one method for increase ability cognitive child in know draft number among them that is mention order numbers 1-10, counting with pointing object up to 10, connect/pair symbol number with object to 10. Through game traditional congklak, ability cognitive child growing, child could develop independence, learning solve problem alone, believe in take decision. (Umayah, 2015). Various results study about enhancement development cognitive through game congklak other among:

1. Game congklak could increase development think symbolic child with achievements the results obtained in Cycle I show that of 18 children, 12 children has reach completeness study. Cycle II shows of 18 children, 16 children already reach completeness study. (Lestari et al., 2018);
2. Games congklak could increase development cognitive child, proven with see results calculation at each aspect observation experience upgrade at each cycle. For results development cognitive at the play cycle I more value low than cycle II (Heryanti 2014);
3. Average ability score think symbolic in the group being taught with the teams games tournament learning model through game more low from learning group conventional (Susiani et al., 2017);


In line with development cognitive child 0-7 years old enter Step preoperational which concrete stage this child have ability use symbolic in the process of thinking. Through game traditional congklak, ability cognitive child growing, child could develop independence, learning solve problem alone, believe in take decision. Development ability cognitive child use symbol for symbolize object, and desire know outside child normal to environment around. Various results study mention that game congklak could increase development cognitive child age early with significant results. In game congklak there is activity fun and child-focused play. Game congklak could made alternative learning model play while learn to children age early.

In another study conducted by Hidayatu Munawaroh (2017: 86-96) uses game Ankle which is game traditional based culture, game this used as a learning model with game for child age early because including game cooperative involving many child, delivered with existence story from the teacher about the sub theme profession, child To do activity play crank as well as play puzzles that have been in a customized design with theme profession. Learning model with game engklek done by the teacher with poster help for develop children's visual imagination. Learning model use game crank have possible goals develop aspect development child that is aspect moral values, language, social emotional, and aspects of physique motor child. As for the explanation as following: Develop aspect moral values, in the learning process with game traditional crank this child make rule must play agreed with friend age, child before To do game read prayer more first, son behave tolerant child cover patient in play, get forgive friend, accept deal or rule in play, appreciate friend. Develop emotional social aspects, including: spirit in play, follow game until done, try for no be the loser. Aspect cooperation cover help friends who experience trouble, dear up tool game, compact in play. Aspect interaction communication cover greet friend, child brave submit question, son answer question. Developing aspect language, learning with game traditional crank this child mention of each image professions in poster media, children sing together in accordance with a working puzzle child after To do game ankle. With existence singing and mentioning picture professions that exist in the media aspect development language child experience progress as well as child happy do it. Develop aspect cognitive, learning with game traditional crank this child could know and mention various type profession and duties in accordance with engklek media that has been designed there is the picture, as well could To do
suitable game _ with teacher's instructions. Develop aspect art, learning with game traditional crank this child could develop imagination and creativity with method To do completed puzzle game provided by the teacher. and develop aspect physique motor, where with game traditional crank this child could move good motor. Rough nor smooth, child To do movement with lift one leg then walking, thing the can also train balance child and physique. Learning model products through game traditional developed ankle _ this, has get input repair from a number of expert or expert, so product developed _ could more quality and achieve destination expected model development. Learning model with use game traditional crank this delivered with story with poster help, ask answer, sing together, playing puzzles, children practice play game traditional ankle. Implementation of Learning Model Game traditional an ankle that can stimulate aspect Child development becomes effective.

Based on results research at RA Annur by Aulia Ahklakul Karimah and Padilah, M.Pd (2020) using game unloading is _ tool game educational that can develop ability child (aspect development cognitive). With game this expected could increase cognitive child. game is something activities carried out for get fun and inside game have mandatory rules _ conducted agreed together with game the child already get experience and learning without realized by the child. Disassembly very suitable game _ for child age early, game disassembly is very easy for played by children. Ismail (2016:26) argues that unloading is _ compiling game _ something picture or thing that has broken down in a number of useful part _ for practice intelligence intelligence child. unloading is _ games that can help child for imagine, understand consequences and believe self. Game disassembly also has various type like disassembly of construction, disassembly of ingots, disassembly of letters, disassembly of stars and so on that have benefit for train intelligence intelligence child. it means could concluded that game unloading effect _ to cognitive child. Then give as much treatment six meetings _ could declared that of course existence influence game disassembly of cognitive. This shows _ that the treatment that has been conducted successful and exist influence game unloading against _ cognitive child. game able to disassemble interesting attention child for increase cognitive child.

In research conducted by Ismawati and Lujeng _ Luthfia (2020) subject study use group play Light Qolbi Mojokerto who is 3-4 years old and there are 15 children as respondents. On research this use method quantitative with type the research definitely experimental _ there is Step observation as one _ method in search data, before To do observation researcher will make instrument data collection in the form of sheet observation (Observation sheet) as reference in researching. Naturally sheet observation contain observed aspects _ Moment study ongoing, researcher will give post-test and pre-test. Here researcher will give pre-test so that the researcher
understand how and to what extent child before To do experiment or before given treatment. After given pre-test researcher give treatment or treatment game Sunda manda given geometry as much twice during a week. Then, after To do treatment that is game Sunda manda geometric researcher give sheet post-test containing same instrument like test before. This thing conducted for knowing is Correct with give treatment the respondent have difference in development cognitive. From the post-test and pre-test conducted could seen that existence different chart influence game traditional Sunda manda geometric to development cognitive child. On the pre-test score development cognitive highest is 10, while on the post-test score highest development cognitive is 14. In the pre-test score development cognitive Lowest is 5, while on the post-test score Lowest development cognitive is 6. On result score obtained every child naturally have different scores caused level different concentrations for each child. Game Sunda manda geometric practice child for could work without help anyone. Besides it’s also a game this could practice motion body child by free because system structured game. Game it also takes advantage of environment spacious school so that child could explore form game Sunda manda geometric. In give briefing or explanation to children need a sufficient medium concrete and real so that child more easy in understand. With use game Sunda manda geometric this could be made a concrete and real media in give applied learning at home nor school. As is known child age early in learning need existence interesting game so that child no easy more bored. So that, through study this could is known that there is enough influence significant game traditional to development cognitive in children age early.

Conclusion

Based on results research and discussion conducted by Rosmiati, Asep Mumung, Rostika Srihilmawati (2018: 54-55) got concluded that learning with using game media very effective for child play a role active as well as cause enjoyment in the process of activities learning for increase development cognitive child in field intelligence logic mathematics child. So that child could follow with easy learning Beside that the game can also increase ability count child that is on the indicator mention order 1-10, showing number from 1-10 and counting with things. Application of dakon media as effort increase ability cognitive child in Thing know draft number especially in activity count has based on adjustment to the world of children who tend to more interested packed learning in a games, media use dakon although use at first feel difficult because regulation the rules for child level the trouble high, but with guidance, teacher’s ability in complete problems that arise when the learning process as well as give it award for every successful child finally destination from study this could achieved.
Other researchers, namely Putu Indah Lestari and Elizabeth Prima (2018: 544) explain that Game congklak is one of the games very popular among traditional children since it was formerly conducted in a nice atmosphere. Game this have benefit could practice brain left child for think, practice collecting strategies and number the most so you can defeat opponent, development and formation brain right, train child in collaborate and train emotion child. In line with development cognitive child 0-7 years old enter Step preoperational which concrete stage this child have ability use symbolic in the process of thinking. Through game traditional congklak, ability cognitive child growing, child could develop independence, learning solve problem alone, believe in take decision. Development ability cognitive child use symbol for symbolize object, and desire to know outside child normal to environment around. Various results study mention that game congklak could increase development cognitive child age early with significant results. In game congklak there is activity fun and child-focused play. Game congklak could made alternative learning model play while learn to children age early.

Whereas Aulia Ahklakul Karimah and Padilah, M.PhD (2020) explained results research that researchers do diRA An-nur could concluded that game unloading effect to cognitive child with 37.5 pretest results later give as much treatment six meetings state that of course existence influence game unloading against cognitive (because Ha is accepted and Ho is rejected). This show that the treatment that has been conducted successful and exist influence game unloading against cognitive child.


Based on from explanation conclusion from a number of research, can draw that game traditional is very effective for development cognitive age children 4-6 years.

Game traditional something game fun inside contained values culture down necessary heredity preserved. Existing cultural values in game traditional one could practice child for think and act in take decision. This is what makes development cognitive in children could increase through ability think reasoning. From the literature review above could concluded that game traditional give influence to development cognitive. Seen in 6 journals research that has been reviewed on results show that game traditional give positive impact for development cognitive child age early. This thing occur because in gift treatment game traditional give positive
to child so that child becomes amused. Besides that, by no direct could help child develop ability cognitive through various movement as well as imparted knowledge in game traditional.

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