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## Selection Of Educative Play Equipment For Teacher TK/PAUD ABA III Rewwin, Waru, Sidoarjo

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**Abstract:** Based on the explanation above, it can be concluded that the dissemination of guidelines for selecting educational game equipment for teachers of Kindergarten/PAUD ABA III Rewwin, Waru, Sidoarjo is very useful and helps in enriching knowledge about selecting game equipment for students. For the purchase and manufacture of educational play equipment, teachers will then pay attention to suitability to the needs of children's growth and development. This is done so that children's growth and development can develop optimally through these educational game tools. There are examples of educational game tools, such as APE from used cardboard, rags, foam and sponges, etc.

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### Introduction

Early childhood learning is through play. Playing is a total of activities carried out by an individual that are fun, encouraging and give rise to enjoyment which serves to help the individual achieve complete development, both physical, intellectual, social, moral and emotional (Purnama Sigit, 2019). Playing is an important activity and is loved by young children. There isn't a day without playing. Playing is done without coercion and will create a feeling of pleasure so that all aspects of development can be developed. When children feel happy, the child's brain growth will grow optimally, so at times like that learning can be done easily.

Playing can be done using tools and without tools. One example of playing without tools is playing in a circle played by (Pahrul & Amalia, 2020) to develop children's cognitive aspects where the game is played in an open field. From the implementation of this game, children's cognitive improvement was achieved significantly. Cognitive development that focuses on children's memory, remembering the shape and style of animals.

Playing using tools usually uses educational game tools. Educational Game Tools are tools that are deliberately created to be used as learning media that are specifically designed to assist learning activities and make it easier for educators to convey material related to education and can help students to develop existing developmental aspects (Astini et al., 2019) . The research results of (Astini et al: 2017) prove that educational game tools are game tools for early childhood that can optimize children's development, whose use is adjusted based on the child's age and level of development (Astini, B. N., Nurhasanah, Rachmayani, I., & Suarta, 2017).

The success or achievement of children's development cannot be separated from the teacher's success in managing game tools, especially educational game tools (Syamsuardi, 2012). A lot of research has been carried out in developing developmental aspects through various kinds of educational game tools, for example the development of educational games (word trees) to improve reading skills (Khadijah et al., 2022), the educational game tool Two-Sided Maze (MADASI) to stimulate motor skills (Virianingsih et al., 2021), an educational game tool with color pegs to improve the ability to recognize colors (Nityanasari, 2020).

There are various kinds of educational game tools used by educators in carrying out education, ranging from educational game tools that educators deliberately make themselves or educational game tools purchased in shops. However, of the various educational game tools, there are some that are not suitable for use. Therefore, researchers want to know to what extent teachers understand as consumers of educational game tools, both in terms of their use and how to select educational game tools, how many pieces *puzzle* which materials are used for children aged 4 years, what materials are made from blocks that are suitable for children aged 2 years, and whether the educational game tools that have been purchased are safe to use for children.

These community service partners are teachers at TK/PAUD ABA III Rewwin, Waru, Sidoarjo. To these teachers, the team wants to socialize how and tips for choosing educational game tools that are suitable for children's growth and development.

## Method

This service method uses a general activity implementation mechanism starting from planning/preparation, implementation, observation and evaluation, and reflection.

### 1. Planning

Planning activities are as follows: coordinating with school principals and teachers and preparing training materials that will be delivered later. This is intended to be in accordance with the objectives and to minimize errors when presenting the material.

## 2. Implementation

Implementation was carried out by providing an explanation of the material regarding educational game tools and explaining the importance of training in selecting educational game tools for kindergarten/PIAUD students.

## 3. Observation and Evaluation

Observation activities were carried out directly by the implementing team. Observation takes the form of checking the results of making a draft proposal. The evaluation process is carried out to identify deficiencies and obstacles in implementing service activities

## 4. Reflection

Reflection is carried out jointly between the team and participants. This was done to find out how the process of implementing activities in training in selecting educational props was.

## Results and Discussion

### A. Results of the Preparatory Stage

In the preparation stage, the PKM team coordinated training preparations with the school principal and TK/PAUD teachers ABA III Rewwin, Waru, Sidoarjo. The agreed outcome for carrying out training activities is June 17 2023, with 9 participants. In the next activity, the PKM team coordinates in preparing the material that will be provided.

### B. Implementation Level

This activity was attended by the service team, ABA III Kindergarten/PAUD teachers in Rewwin, Waru, Sidoarjo. This activity aims to provide understanding or provide outreach to teachers regarding the selection of educational game tools that suit the needs of children's growth and development.

Educational game tools as aids in playing for children. Of course, you have to pay special attention when selecting it. It is very important to pay attention to suitability to children's needs, whether educational game tools are safe to use, whether the basic materials for making educational game tools are safe for children, and whether the child's age is appropriate also need to be considered.

The Ministry of Education, Culture, Research and Technology, Directorate General of Early Childhood Education, has published a guidebook for selecting, making and using educational game tools. The book explains how important educational game tools are for AUD, the characteristics of educational game tools

according to developmental stages, and explains how to select and make educational game tools independently.

According to MierEdu (2020) and Sander (2019), the benefits of educational game tools for stimulating children's development include:

1. Increase children's intelligence and provide a fun learning experience for children with various interesting game tools
2. Helps develop children's senses/sensory and motor skills.
3. Improve children's critical thinking and problem solving skills
4. Stimulate children's creativity.
5. Increase children's concentration power
6. Stimulate aspects of children's social emotional development.

Things to consider in choosing APE (Hasbi):

1. Adapt APE to the child's age. We can first study the needs of children at each age. Choosing an APE that is not appropriate to the child's age can make the child frustrated because it is too difficult or bored because it is too easy to play;
2. Consider the various benefits of APE for children. For example, by choosing APE that encourages creativity or is tailored to the needs of stimulating certain aspects of a child's development;
3. Choose APE that suits your child's interests. However, we can also introduce new play tools and materials so that play activities are more diverse;
4. Choose an APE that is guaranteed safety and security.

With the considerations above, it is hoped that it can be correctly and in accordance with the needs of students according to their interest and safety in using these educational teaching aids. At this socialization meeting, the team explained what kind of materials were suitable to be used as basic materials for making educational game tools. For example, wooden blocks are not suitable for use by children aged 2-4 years, this is because children at that age cannot control what they do. The possibility that could happen is that the child will hit the block against another friend, so blocks made from foam or rubber are suitable for children aged 2-4 years. Wooden blocks are only suitable for children aged 5-6 years.

Then, for the toys *puzzle*. For children aged 2-4 years used *puzzle* made from foam or cardboard that has been laminated with only 9 pieces. The size used is also large. Children aged 5-6 years can use it *puzzle* made from wood with 12 pieces. For children aged 5-6 years, you can use a small size.



Image: Educational props from used foam and cardboard

## C. Solution

Based on the description of the problems above, problems can be identified, namely how teachers need to choose educational game tools that are appropriate to children's growth and development. The solution offered takes into account the problems of the partners and the expertise of the proposing team, so the solution offered is as follows: Providing outreach to partners regarding the selection of educational game tools for early childhood and showing examples of educational game tools according to children's needs, such as APE from used cardboard. , Patchwork, Ati Foam and Sponge, etc.

## Conclusion

Based on the explanation above, it can be concluded that the dissemination of guidelines for selecting educational game equipment for teachers of Kindergarten/PAUD ABA III Rewwin, Waru, Sidoarjo is very useful and helps in enriching knowledge about selecting game equipment for students. For the purchase and manufacture of educational play equipment, teachers will then pay attention to suitability to the needs of children's growth and development. This is done so that children's growth and development can develop optimally through these educational game tools. There are examples of educational game tools, such as APE from used cardboard, rags, foam and sponges, etc.

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