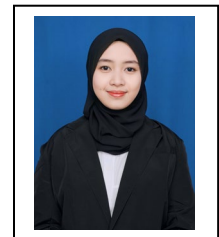


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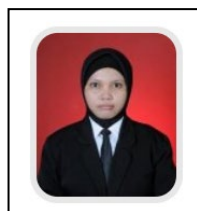
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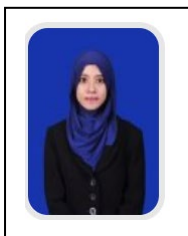
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LEARNING STRATEGIES WHILE PLAYING AS A LEARNING METHOD FOR CHILDREN OF KAMPUNG BARU GUIDANCE STUDIO

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Abstract: Learning is developing knowledge, skills, and attitudes interactively. Learning while playing by children can provide opportunities to explore, practice, and get a variety of concepts. Learning while playing is fun and can attract and motivate children to achieve learning goals optimally. Learning activities while playing are carried out with a feeling of pleasure, without coercion, but have a method that is expected to create results that promote good development for children. Play activities are one of the stimulus factors in children's intelligence.

Keywords: Learning, Play, Children, Methods.

INTRODUCTION

Actual Work Lecture or KKN is one of the mandatory activities for students to implement the knowledge mastered as a form of community service. Through the International Partnership Education KKN activity located at the Kampung Baru Guidance Center Kuala Lumpur Negara Malaysia, this activity lasted for 28 days. This activity is expected to provide experience and learning for students and also children of the new village guidance studio in developing and improving the Guidance Center for the better.

The condition of the new village guidance center has limited facilities. Although the guidance center is an informal school, this guidance center applies regulations like Indonesian schools in general. Classify classes by age from grades 1-6. There are three classes in the same room, namely classes 1 – 3, located at TPA 1, while classes 4 – 6 are in TPA 2. One of the obstacles to the continuity of teaching and learning activities is that children see other teachers, so they do not focus on the learning taught in the class. Another

problem teachers face is that children are not skilled in learning and choose to play with other children in the class. This can be a breaker for children's concentration on the continuity of material provision, or interaction between teachers and students can also become limited.

The analysis of the situation obtained from the observation of the Kampung Baru guidance studio environment is that the children only have the opportunity to play in the studio environment because most of the children cannot leave the house due to document problems, so the children do not dare to leave the house. Their playtime is used in the guidance studio environment. The impact of the issues is the lack of acceptance of the material obtained by children so that the achievement of goals in the learning process is lacking. Environmental factors influence the learning process. Children learn through a combination of physical, social, and reflective environments. With this experience, children will gain knowledge. The teacher's task is how to provide an environment that allows children to gain physical and social experience and reflect on it. Another important thing we need to understand is that children learn in different styles. There are children with visual learning types, auditorial types, and kinesthetic types (Yonna et al., 2021).

Play is a child's world. This play activity is the thing that children like the most. When playing, there is a feeling of joy without any burden in his mind or mood. Unlike when children only focus on learning, the feeling is that each student will feel bored and sleepy and do other activities so that children do not feel bored in the classroom. Play activities can be used as a medium to improve children's skills and abilities. In addition, with this play activity children can understand concepts and learning without realizing it scientifically without coercion. In the tutoring center for grade 2, for example, in Calistung, most children still do not understand and know Calistung in reading comprehension. Children are asked to look for items around the classroom and then write in front of the blackboard or with word stacking games so that children do not feel bored. Learning outside the classroom is also needed so that children are not monotonous about learning in the classroom by applying traditional games in fitness subjects.

METHOD

The method is used to carry out learning programs for the guidance center's children, using learning strategies while playing. The participants of this service activity are elementary school guidance center children. The activity was carried out to find learning strategies where children monotonously always learn in class without understanding the material delivered by the teacher. This method of learning while playing is done so that children do not feel bored when delivering material is done.

This activity is carried out every Monday through Friday, with regular KBM and outdoor learning on Sundays with physical fitness activities. The material that is focused on children of the guidance center from the age of 6-10 years is Calistung. The media used to read are SPSK (I am Good at Word Arrangement) and the book I Can Read, which children can read every time they start learning. Learning to write is done by telling today's activities that children do while at home so that children get used to writing and counting by giving math problems that children can fill in. The next activity is drawing and coloring to hone children's skills and creativity and make various shapes from origami paper. The last activity is traditional games such as dragons for children to foster a cooperative and solid nature among friends.

Implementation Of Activities

KKN Dik partnership International Merdeka Campus teaching Muhammadiyah Aisyiyah College is a type of activity in the aspect of Education. The implementation of KKN activities is in the guidance center of the new village of Kuala Lumpur Malaysia. Some of the objectives of this KKN-DIK program are to present science and technology, especially for Indonesian children of school age abroad, empower teachers, and become facilitators for students, especially in Education study programs, in developing knowledge gained in PTM / PTMA.

On August 26, 2022, after landing in Malaysia. This implementation began with a gathering with students and PTM / PTMA assistants and the introduction of the Indonesian Education Center in Malaysia, namely the Indonesian School Kuala Lumpur (SIKL). The opening of the commencement of KKN-DIK was held at the Indonesian Embassy in Kuala Lumpur and received a warm welcome from Mr. Hermono as the Indonesian Ambassador in Malaysia. Not only from the Embassy, but Mrs. Friny Napasti is also the Principal of SIKL. He hopes that this KKN-DIK can be carried out continuously. After the opening ceremony, groups were previously divided for placement at the Guidance Center. The author is located in Sanggar Bimbingan, located in Kampung Baru Kuala Lumpur, the center of the City in Malaysia. The new studio administrator, Mr. Supardi Yoga Kaman, will accompany the students during the KKN.

Teaching and learning activities began on August 29, 2022. Observations start from the environment; subjects taught, children's characters, and learning strategies so that children can follow KBM conductively. This KBM is conducted from 17.00-19.00 Malaysian Time. The author focuses on grade 2 elementary school students or children aged 6-10 years who do not understand and know Calistung. The following is the teaching schedule that the author made so that KBM is structured in the Kampung Baru Kuala Lumpur Malaysia guidance studio.

Monday, Tuesday,	Wednesday,	Thursday,	Friday, Saturday	Sunday
• English				
• Religious Education				
• Mathematics				
• Drawing and coloring		• English		
• Indonesian				
• Viewing Activities				
• Get to know traditional Indonesian games		Holiday		
• Physical Fitness Activities (outdoor)				

Table 1. Sanggar Kampung Baru Class II Lesson Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English	Mathematics	Drawing and coloring	English	Viewing Activities	Holiday	Physical Fitness Activities (outdoor)
Religious Education			Indonesian	Get to know traditional Indonesian games		

The facilities used in supporting this teaching and learning activity are SPSK (I am Smart in Arranging Words) tables, I Can Read reading books, Whiteboards, Textbooks or modules, markers, rulers, pens, erasers, and snacks as gifts for students to be enthusiastic

about learning. In addition, there are additional classes every Monday and Thursday from 13.00 to 14.00 Malaysian time, namely English classes. Learning activities continued from 17.00 to 19.00 in Malaysia. After that, continued the congregational maghrib prayer and continued with recitation until 21.00 Malaysian Time.

The implementation of KBM activities is carried out with the following stages:

1. The activity begins with praying so that students know that everything good must involve Allah SWT
2. The approach and deepening of student character as well as motivating to increase enthusiasm for learning, is done by sharing stories both about student life and telling inspirational stories,
3. Reading from the book "I Can Read" for elementary school grades 1-3 to familiarize yourself and facilitate reading and can increase literacy and add new vocabulary.
4. Games in the form of ice-breaking so that students can focus again and be enthusiastic about learning.
5. Prepare teaching materials that have been scheduled by the author.
6. Develop teaching methods that are by the ability and comprehension of students. Some of the subjects taught by students at the grade II elementary school level of Sanggar Kampung Baru:
 - a) Religious education subjects, students are focused on memorizing short letters and recitation of prayers in everyday life. Dissisang or classical recitation of prayers and their meanings, students can memorize quickly
 - b) Subject Indonesian contained in the grade II module of the KTSP curriculum, students can study several fields. That is reading, writing, and telling stories. Students of the new village guidance center really like singing, so in learning this Indonesian a method of learning while singing is applied.
 - c) Mathematics subjects, SB students use the Mathematics module grade II. Where in counting, students involve imagination by telling stories and involving stick media to calculate both addition, multiplication and subtraction. Not only stories, but the method of playing while learning is also involved. In every game, there must be losers so that the losers must answer questions from the material that has been taught.
 - d) Drawing and coloring are activities every Wednesday, where students pour their imagination into drawing and coloring. This activity trains students to be creative and courageous in pouring objects that are in their minds. This learning becomes very popular and liked by children.
 - e) Watching educational movies is an activity every Friday. Where children are presented with films about the struggle and motivation to learn. This activity is a refresher for children so that they are not monotonous in classroom learning.
 - f) Physical fitness is carried out every week in the new village field. This activity is usually done by SB children by doing gymnastics. The innovation that the author did in this activity is that in addition to students getting physical fitness with gymnastics, students can also learn traditional games by playing dragons and traditional Indonesian dances. This can be a knowledge and add insight into Indonesia.
7. Games in the form of ice breaking so that students can focus again and be enthusiastic about learning,
8. Provision of post-test As an evaluation
9. Reward

10. Final prayer of the assembly.

RESULTS AND DISCUSSION

Service activities have been implemented at SB Kampung Baru Kuala Lumpur. The main activity is teaching the children of the elementary school guidance center. During the activity, the author conducted a study on how students can focus on learning with learning strategies that are easy to understand so that children understand the material delivered by the teacher. Learning while playing becomes an effort in KBM activities so that children can increase learning motivation without coercion. Apart from the background of students who find it difficult to play outside for fear of security or the Malaysian police, the studio environment is one of the gathering places for Indonesian children from TKI parents who work in Malaysia.

The children of the new village guidance studio are very enthusiastic about the method of learning while playing. In addition to children getting their rights and world, namely playing, children also understand what the teacher conveys. The result of learning activities while playing is learning intending to develop motivation, courage, and creativity in children. Learning is generally carried out by delivering material according to needs. The concept used in this learning activity is the concept of learning while playing, where learning activities are interspersed with games to motivate children as described by (Dworetzky, 1990) in Yani (2013), that play activities can be one of the stimulus factors in children's intelligence.

In the reading learning activities contained in the book *I Can Read* and Indonesian, children can be confident and try to read a text alternately. Interspersed with games or ice breaking in every activity, children will not feel bored and stressed in counting activities with the method of learning while playing; mathematical logic intelligence has begun to be seen when counting games, the number of sticks, and the number of members. As for drawing and coloring activities, children are more creative by boldly using unusual colors. Folding origami paper can also train students' fine motor skills. Fosters curiosity due to frequent asking how to fold and increases children's creativity.

According to (Abdurrahman et al., 2021), learning essentially has the aim of gaining experience, and with that experience, children's behavior increases both in terms of quantity and quality. This learning process can be done with a scientific or scientific approach, where the scientific approach is a learning process designed starting from the process of observing, questioning, collecting data, associating, and communicating to encourage the development and development of children's attitudes, knowledge, and skills competencies in line with what was described by the Ministry of Education and Culture (2015), that the scientific approach is believed to be a golden deposit of development and Development of attitudes, skills and knowledge of children as a learner



Figure 1. KKN students teach students



Figure 2. KKN students doing games while learning



Figure 3. KKN students held physical fitness in the field



Figure 4. The results of students making dog heads from origami paper

Table 2. Results of the study of learning methods while playing

No	Activities	Purpose	Result
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1.	Learn to read while playing	Fostering self-confidence	Students are more confident to speak in public
2.	Learn to write while playing	Practice skills in stringing words	Students are more proficient in stringing words and sentences
3.	Learn to count while playing	Develop a sense of courage and skill in answering questions	Learners are more courageous and skilled in answering questions
4.	Learn to draw and color while playing	Developing children's creativity and innovation	Students are more creative in working in describing various forms
5.	Learn origami folding crafts while playing	Train your child's patience	Children are more patient in dealing with situations
6.	Learn sports/ physical fitness while playing	Train muscles and child health	Children can exercise independently and in groups

CONCLUSION

Learning is carried out to develop motivation, courage, innovation, patience, and creativity in children based on the results of learning activities while playing. Learning is generally carried out by delivering material interspersed with games so that students do not get bored and can be enthusiastic about participating in teaching and learning activities. Play activities can be one of the stimulus factors in children's intelligence, and they can follow learning without coercion so that students can easily capture the material.

This method is used to implement programs in elementary school-level children with learning strategies while playing. The participants of this service activity were children from the Kuala Lumpur New Village Guidance Center, Malaysia.

This learning while-playing activity is of reasonably high interest to me. This strategy is a solution for students or participants because it feels suitable and much liked. The results of this study were very satisfying and enthusiastic for the children. Thus, children do not feel forced to learn and understand the material naturally through learning while playing. It is hoped that teaching and learning activities using this learning-while-playing method can be applied to teachers continuously.

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