"*GOBAK SODOR*" AS A SUGGESTOPEDIA TECHNIQUE IN LEARNING ENGLISH IN PAUD AHMAD DAHLAN SURAKARTA

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ABSTRACT

This study was a descriptive analysis that had a purpose to describe the application of suggestopedia in English learning in early childhood students (PAUD) through gobag sodor game. The data were taken through interview to English teachers of Ahmad Dahlan Kindergaten Surakarta and observation toward the process of English learning using gobag sodor. They were then analyzed using Milles and Huberman's interactive data analysis technique. The results of this study showed that the application of gobag sodor in English learning in Ahmad Dahlan Kindergarten was in line with the suggestology or suggestopedia method in which it eradicated the feelings of fear of making mistakes, fear of being incompetence, and fear of something new or unfamiliar that made the students got rilex and happy in learning foreign language such as English. It was considered beneficial because it involved the physical, psychological and knowledge aspects of the students and teachers. Then, it should be the disadvantages of teaching English using the Gobak Sodor game are pedagogic skills and the teacher's special attention to early childhood in preparing Gobak Sodor teaching and learning activities.

1. Introduction

English is a language that must be learned by students in Indonesia at all levels of education, from kindergarten to university, both public and private. It is due to the fact that English plays important roles in all aspects of life. It will be difficult to follow the advance of science and technology if English is not mastered well. Then it is determined as a compulsory lesson to learn in education world in Indonesia. However it is still often considered difficult to learn English especially in level of kindergarden in which the children still have limited ability in learning new foreign language. As happens in Ahmad Dahlan Kindergarten of Surakarta that the kids still get much difficulties in learning English. They are still lack of vocabularies, structure knowledge and also pure pronunciation. Then, interesting teaching method should be developed to improve learning achievement.

Teaching method is basically a learning activity that must be carried out well during the teaching learning process so that learning objectives can be achieved effectively and efficiently. Method also means a certain way to deal with a problem or work. This method takes the form of actions to produce something, or plans that organize and handle certain knowledge so that the methods always develop one another, day by day, year by year .

There are so many teaching methods that can be implented by the teachers to reach the purposes. Teachers are one of the essential components in an education system, especially in kindergarten. The teachers in kindergarten should consider the characteristics and needs of the

students when applying a method. They should also count all possibilities before implementing the method. Then, they should apply the best strategy to teach their students.

As stated by Ministerial Regulation Number 146 of 2014 concerning with the 2013 Curriculum for Early Childhood Education Article 3 Paragraph 3 that curriculum for early childhood education is called the 2013 Curriculum for Early Childhood Education, one of which consists of Learning Guidelines. In paragraph 8, it is emphasized again that the learning guidelines contain strategies for learning activities that must be understood and applied by educators (Pendidikan and Kebudayaan 2015). The strategies should be adapated with the curriculum, educational qualifications and thematic learning carried out (Uzlah 2022). Briefly, it can be schemed as the following picture.
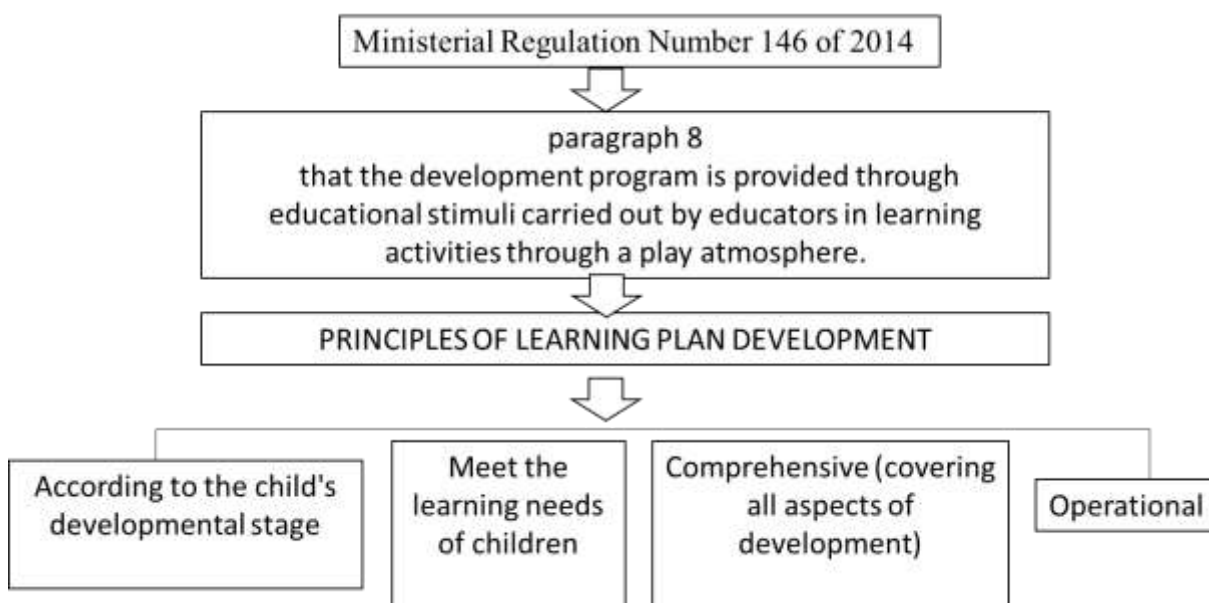
Picture 1. Regulation Ministerial Regulation Number 146, 2014

From the picture, it can be resumed that learning activities in PAUD should consider the children's needs and developmental stage. They need stimulant to help physical and spiritual growth and development so that children have readiness to enter further education. The best methof of learning in PAUD is through plays or games. The process of playing as an educational medium or game is designed to simulate existing problems so that the essence or knowledge is obtained that can be used to solve these problems. Simulation games with educational purposes can be used as an educational medium that has a learning by doing. Based on the pattern possessed by the game, players are required to learn so that they can solve existing problems. Game status, instructions, and tools provided by the game will guide players actively to explore information so that they can enrich their knowledge and strategies while playing. One of the main advantages of educational games is the visualization of real problems. The Massachusetts Institute of Technology (MIT) has proven that games are very useful for improving players' logic and understanding of a problem through a game project called Scratch. There is no doubt that educational games can support the educational process. Educational games excel in several aspects when compared to conventional learning methods. One significant advantage is the existence of animations that can improve memory so that children can store subject matter for a longer time compared to conventional teaching methods (Vitaningsih 2017). While Hurlock (2000: 26) explains that preschool age is the most important in all stages of development and a functional analysis lays the foundation for complex behavioral structures that are built throughout a child's life. This data is supported by the results of Bloom's research, the intellectual development of early childhood reaches 80% and the rest in adulthood.

Early childhood in Law Number 20 of 2003 concerning the National Education System is a group of children who are at the age from birth (0 years) to six years (6 years). According to Piaget, there are four stages of cognitive development that occur in childhood, namely: (1) Sensorimotor stage (0-2 years). (2) Concrete Operational Stage (7-11 years). (3) Formal Operational Stadium (11 years and over). The characterization at this stage is that the child is able to recognize himself as the perpetrator of an action and begins to act intentionally, for example by pulling a car rope or shaking a toy to produce a sound. In addition, children also have reached object permanence, which is realizing that objects continue to exist even though they are no longer caught by the senses. More specifically, at this stage, there are several substages of Sensory-motor development: (a) Simple reflexes. Occurs in the first month after birth, where at this stage, the basic means of coordinating sensation and action are through reflexive behaviors, such as seeking and sucking that the baby has had since birth. (b) Primary circular reaction. Develops between 1 and 4 months of age, where babies learn to coordinate sensations and types of schemas or structures, namely habits and primary circular reactions. This primary circular reaction is a scheme based on the infant's attempt to reproduce an interesting or pleasurable event that initially occurred by chance. (c) Secondary circular reaction. Develops between 4 and 8 months of age, as babies become increasingly oriented or focused on objects in the world, moving in preoccupation with themselves in sensor-motor interactions. (d) Coordination of secondary circular reactions (secondary scheme coordination). It develops between the ages of 8 and 12 months, at which point some significant changes take place which include schema coordination and intentionality. (e) Tertiary circular reactions, pleasure at something new, and curiosity. Develops between the ages of 12 and 18 months, at which point babies become more and more intrigued by the things they can do with them and by the many things they can do with them. (f) Mental combination. Develops between 18 and 24 months of age, when children no longer rely on trial-and-error to solve problems. Symbolic thinking allows children to start thinking about events and anticipating consequences without having to repeat the action all the time. Children begin to show understanding, so they can use symbols, such as gestures and words, and can pretend. (f) Preoperational Stage (2-7 years). Characterization at this stage is that children have learned to use language and represent objects with stories and words. In addition, children still have egocentric thinking, where children have difficulty seeing from the other person's point of view. At this preoperational stage, a stable concept in the child is formed, mental reasoning emerges, and belief in magical things is formed. Preoperational thinking can be divided into two sub-stages, namely: (g) Symbolic function sub-stage. This substage occurs between the ages of 2 and 4, during which the child develops the ability to mentally imagine an object that does not exist. At this stage, there is a prominent feature of thinking, namely egocentrism (an inability to distinguish between one's perspective and the perspective of others). (h) Substage of intuitive thinking. This second substage occurs between the ages of 4 and 7, where children begin to use primitive reasoning and want to know the answers to all kinds of questions. Piaget called this period of time "intuitive" because children seem to be so sure about their knowledge and understanding but not yet fully aware of how they know what they know. That is, they say they know something but know it without using rational thought. (2) Concrete Operational Stage (7-11 years). Characterization at this stage is that children can think logically about objects and events. In addition, children can achieve conversion of numbers (age 6), group (age 7), and weights (age 9). Children can also classify objects according to several characteristics and can sort them serially following a single dimension, such as size. (3) Formal Operational Stadium (11 years and over). Characterization at this stage is that children can think logically about abstract problems and test hypotheses systematically. In addition, children can pay attention to hypothetical, future, and ideological problems (Hazhira Qudsyi 2010).

However, there are many problems in learning process. First, it deals with some problems relating to psychological factors such as motivation and interest in learning. Learning without motivation will never work, especially if there is hatred towards the material and the teachers who teach it. Successful learning involves students both physically and psychologically. This means that teachers

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ISSN 2686-0120 (print), 2686-5106 (online)

International Journal of English Linguistics, Literature, and Education (IJELLE)
Vol. 4., No. 2, December 2022, pp. 101-114

must encourage students to like learning, in which what is learned is felt to be useful for later life. Second, it concerns with some problems relating to individual differences of students in one class, both in terms of ability and learning orientation. Third, it relates to the infrastructure, media and learning resources and other supporting books. The demand is to be able to create feelings of pleasure and make students feel at home in the study room. Fourth, it connects with the teacher's competence, either academic, pedagogic, personal, and social. Fifth, it deals with the learning method used, must be chosen appropriately in accordance with the objectives. Sixth, the solution is the availability of sufficient time to get services, both in class and outside of class. Seventh, the language environment should be able to encourage students to dare to speak without any shame and fear of being wrong. The higher the shame and fear of being wrong, the less there will be an atmosphere of languages.

The development of creativity in early childhood can be improved using media or playing methods. It can result in an increase in children's creativity (Dadan Suyana and Desmila 2022). Learning media helps a learning material being able conveyed properly (Agung et al. 2022). The educators must have the ability (pedadogic) in the use of media during learning process (Khotimah and Reza 2022). Besides, teachers must be creative and must be precise in providing learning methods to children. The method given to children also increases enthusiasm, response and understanding of the material to learning outcomes (Ali, Astuti, and Maulana 2022). Appropriate games can overcome learning problems and improve the quality of teaching and learning activities (Adianto 2020).

The learning process carried out in PAUD must refer to the characteristics of early childhood development and all the natural traits inherent in children. Likewise, the stimulus given must be in ways that are in accordance with the characteristics and nature of early childhood. Then, in teaching English, the teachers in kindergarten should take the effectivess and efficiency of the teaching methods or strategies into their consideration when implementing them. They should make sure that the instruction can be understood by the students easily. It is due to the fact that children in the age of kindergarten still have limited language competency. Their knowledge is still about "now and here". Then, suggestology or suggestopedia can be an alternative is a teaching method that relaxes students and relieves tension (Kharismawati and Susanto 2014).

Suggestopedia is a teaching method, which makes it possible for people to learn three times as fast as they can under normal circumstances. It involves the creation of a very safe environment in which students are allowed to explore, but they have to feel safe. People can learn fast when they allow themselves to be a little out of their comfort zone. A suggestopedia teacher creates an environment where anything that is negative is banned from the space and the students get enough lot of positive reinforcement through the use of suggestion. Suggestion is any information that comes to you beneath the level of your conscious perception.

In terms of how it works, there are four basic principles of suggestopedia. The first is that students must never been afraid of making mistakes. The second is that every piece of information has to be linked to a positive emotion. The third is that suggestopedia teachers work with peripheral perception - in other words, we orchestrate what students are going to see without actually realising that they are seeing it. This speeds up learning, because everything is organised so that their memory hooks ideas along the way. Finally, the forth principle is that we always simulate the information before we analyse it.

In teaching English, suggestopedia can be applied with games or plays. It relates to the fact that at an early age, children experience very rapid growth and development called the golden period. At this time, children are very easily stimulated to increase their intelligence. Mistakes in stimulating, guiding and instilling basic values will have fatal consequences for their future development.

Appropriate, measurable and directed stimuli are needed to improve their intelligence as a provision to go through their lives (Aisyah 2014).

Play is an essential demand and need for kindergarten children. Through playing, children will be able to satisfy the demands and development needs of the motor, cognitive, creativity, language, emotional, social, values and attitudes of life. Through playing activities, children are able to develop the potential hidden within themselves in a safe, comfortable and fun way. Through playing and playing tools, children learn to recognize themselves and the world around them through exploration and researching the various things they see, hear and feel.

Education has an important role to create active and creative learning and support the increase of multiple intelligences in early childhood, therefore innovation in learning is needed. These innovations can be in the form of models, methods or learning media that are designed according to learning needs. All media around children can be developed according to learning needs. The ability of teachers to develop and innovate in learning must be developed through continuous training and research processes in order to achieve the target of developing children's knowledge and intelligence according to the conditions of the times. The teacher should participate in learning because of the teacher's lack of skill in explaining and also not providing complementary learning resources such as media (Pradana, Abidin, and Adi 2020). Therefore, the development of human resources or teachers is very important in supporting learning in this era of globalization (Ashari, Syam, and Budiman 2017).

Along with increasingly fierce competition due to rapid changes in technology and information and a drastic environment in every aspect of human life, every organization needs competent human resources in order to provide excellent and valuable services. The results of Jakkao's research say that historical factors, external politics affect the quality of educational institutions (Kauko et al. 2016). Abdulghani's research explains that competition, disrespect between education, lack of justice, and even financial dissatisfaction are also factors influencing the quality of education. Many Yemeni Professors are leaving the country (Muthanna 2015) . The goals of educational institutions are also related to the accountability and efficiency of institutions (Brady and Bates 2016). An agency is not only able to provide satisfactory service (customer satisfaction) but is also value-oriented (customer value), which in the end an agency is not merely pursuing the achievement of high work productivity but more on performance in the process.

It was further explained that with the development of creative, innovative and reliable media, the challenge to answer the development of multiple intelligences in children would be fully owned. To achieve all the multiple intelligences possessed by children, the stimulation of intelligence development that is stimulated through varied media with the right delivery method will be more optimal to achieve the expected learning objectives.

On the other hand, there are still many kindergarten (*Pendidikan Anak Usia Dini/PAUD*) located in the regions, which are held only with minimal facilities and infrastructure, without paying attention to aspects of child development and stimulation in accordance with child development. This is very different when compared to kindergarten (*Pendidikan Anak Usia Dini/PAUD*) held in big cities where parents or guardians are required to pay a high price for the high facilities provided by the kindergarten (*Pendidikan Anak Usia Dini/PAUD*). In addition to the problem of quantity and quality of kindergarten (*Pendidikan Anak Usia Dini/PAUD*) which is still low, another problem that arises in kindergarten (*Pendidikan Anak Usia Dini/PAUD*) in Indonesia is the low quality of *PAUD* teachers or pamong. There are some problems occurring in the *PAUD* world. First, in 2001, as many as 72% of Indonesian children aged 0-6 years had not been served by *PAUD* and as many as 63.4% of Indonesian children aged 4-6 years had not been served early childhood education. Second, although the Indonesian government has determined that kindergarten teachers must be equivalent to a Diploma II program or two years in higher education, conditions on the ground reality are still far

from expectations. Kindergarten teachers who already certificate are still less than 10%. Many kindergarten teachers come from SPG-TK, SPG, or even high school and junior high school graduates. Third, with the existence of regional autonomy, many regions are less able to hire and pay kindergarten teachers, many kindergarten teachers are paid far below the minimum requirement. Such conditions certainly cause the quality of kindergarten and *PAUD* teachers to be low, especially if *PAUD* teachers do not have an educational background that supports their skills to educate early childhood (Qudsyi 2010).

One of the government regulations in this regard is Government Regulation Number 17 of 2010 concerning Management and Implementation of Education. Government Regulation Number 17 of 2010 states that the implementation of formal education includes: early childhood education; basic education; middle education; and higher education. While relating to the functions and objectives, early childhood education functions to foster, grow, and develop all the potential of early childhood optimally so that basic behaviors and abilities are formed in accordance with the stage of development in order to have readiness to enter further education. Early childhood education aims: first, to build a foundation for the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, have noble personality, are healthy, knowledgeable, capable, critical, creative, innovative, independent, confident, and become a democratic and responsible citizen; and second, developing the potential for spiritual, intellectual, emotional, kinesthetic, and social intelligence of students during their golden age of growth in an educational and fun play environment.

Teachers play an important role in the development of learning. One of the factors for achieving learning is the factor of the existence of infrastructure, one of which is the technology or media used by the teachers. However, so far, teachers still use the learning media from modern technology that is already available, not yet on technology that utilizes the surrounding environment or innovations from the teacher's own creativity (Imam Wahyu Hidayat and Firmantika 2020). As a result of the lack of knowledge of *PAUD* teachers in the management of education for early childhood, the learning process in *PAUD* may run less optimally. As a result, early childhood is given a stimulus that is not in accordance with the characteristics of its development. To be able to optimize education in early childhood, educators and parents must understand about child development. Thus, learning strategies applied to early childhood must be appropriate with the characteristics of development in early childhood that can help optimize all the potentials of the children.

The problems emerged in the learning process causes it does not go on well as expected, therefore we need a method and teaching method that can overcome these problems. In order to overcome this phenomenon, the teacher designs the learning through interesting games and in accordance with the principles of learning in Playgroups (KB) so that early childhood education can be realized and children will be able to grow and develop optimally, so that the objectives of this research will be achieved.

English as an international language is a must to learn and master then the competencies must be possessed (Ramadhan 2021). Games in learning English can help students to be more active and more confident in speaking English (Hidayat 2021). Through STEAM or Science, Technology, Engineering, Art and Mathematical learning approaches, there is an element of technology where this approach can develop critical, creative thinking skills, and grow problem solving abilities (Pramudyani and Indratno 2022). If in teaching and learning activities, children have a high interest in the questions given, children's learning activities will increase according to the interests that exist in them. Conversely, the absence of interest in the questions given will make it difficult for children to study diligently (Besare 2020).

Basically, the needs of students are to understand the material presented by the teacher so that it can be applied. For this reason, an appropriate method is needed as a means of habituating English to students through the gobag sodor game method, where this habituation can further break the impression that English is difficult. Gobak Sodor is one of the relevant game methods for learning English in early childhood. Where is this game involving physical and psychological elements for early childhood. Where at this age the child is in the playing phase. Information received by students in a happy psychological state will be more easily absorbed into the brain and the material presented will be easier for students to remember.

2. Method

This research uses descriptive analytic method. The reason the research methods and techniques were chosen is because the problems are developing in human activities. This research was conducted in 2022. Research Subjects and Informants: English subject teachers and early childhood students. Data collection techniques using interview and observation methods. The validity of the data with triangulation techniques. Using Milles and Huberman's interactive data analysis technique.

3. Results and Discussion

The concept of teaching British English is teachers, students, and the methods to be used in delivering teaching materials. There are several factors that need to be considered in choosing an English teaching method. One factor is the age of the students. The age factor is closely related to determining the teaching method to be used. Teaching methods that are good for young children are sometimes not good for adults. Vice versa. Another factor that must be considered is the relationship between mother tongue and foreign language (English). Two languages that are different (mother tongue and destination language) in their various aspects, have different teaching problems when compared to the situation of two languages that differ only in a few aspects. Differences in some aspects only allow a teacher to focus on different problems, assuming that the same aspects are already known by students, such as vocabulary or writing marks.

Systematically learning English in *PAUD* includes formulating teaching materials, learning activities and formulating learning resources/learning media to be used as well as formulating learning evaluations. The role of the teacher in the English language teaching method using the gobak sodor game is to activate each student as well as a group (cooperative learning) in learning activities. For this reason, an effort is needed to innovate in class, take action, evaluate, reflect, and draw conclusions together.

Playing is a fun activity and need that is inherent in every child. Children can learn various skills with pleasure through play without having to feel forced. In this context, playing is one of the natural characteristics inherent in children. The game created by *PAUD* teachers is Mini Gobaksodor Field, with specifications: (1) Tools and Materials: Used Cardboard, Straws, 6 yakult bottles, Number Cards, Scissors, Cutter, 4 wooden sticks 50cm long, Ice Cream Sticks, Double tape, Paper Glue, Gun Glue, Duct Tape. (2) Objectives: (a) Mini Gobaksodor Field is made as a playing medium with the principle of the Gobaksodor game so that children are more interested in traditional games; (b) As a solution to divert gadget games with fun traditional games. (3) Benefits. The Gobaksodor Mini Field was created as a playing medium that uses the principle of the Gobaksodor game which has the benefit of increasing the Developmental Aspects of the Child, namely: (a) Knowledge aspect: Children can learn about the sequence of numbers. (b) Socio-Emotional aspects: Children can work together, play with friends. (c) Cognitive Aspects: Children can learn about the concept of number symbols, number sequences, colors, gender. (d) Language Aspect: Children can learn to discuss with friends in the division of tasks/roles in playing. (e)

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ISSN 2686-0120 (print), 2686-5106 (online)

International Journal of English Linguistics, Literature, and Education (IJELLE)
Vol. 4., No. 2, December 2022, pp. 101-114

Physical Motor Aspects: Improve coordination between eyes and hands. (f) Art Aspect : Children can follow the pattern of clapping. (4) The advantage of this game is that the mini gobaksodor field can not only be used as a learning media for the sequence of numbers but can also be used for learning other materials, sorting color patterns or shape patterns, number sequences. The age of the mini gobaksodor field can be used as a play tool for children aged 5-6 years.

1. How to play:
  a. The gobaksodor box is played by 4 children: 2 children as a barrier; and 2 children as shalih-shalihah pawns
  b. The child who holds the shalih-shalihah pawn chooses the pawn according to his gender
  c. The child holding the pawn is in charge of running the pawn to the sequence of numbers in sequence starting from the first number
  d. The child of the barrier tries to block the path of the pawn by pulling the stick back and forth
  e. If a pawn hits a barrier then the pawn is declared void and the other pawn continues on its journey
  f. If the pawn has arrived at the number box the pawn holder states the order of numbers that have been occupied and says it.

2. Information Security Standards. The Gobak Sodor box is made from used materials, does not use harmful dyes, sticks that have been mashed and are not pointed
3. Design
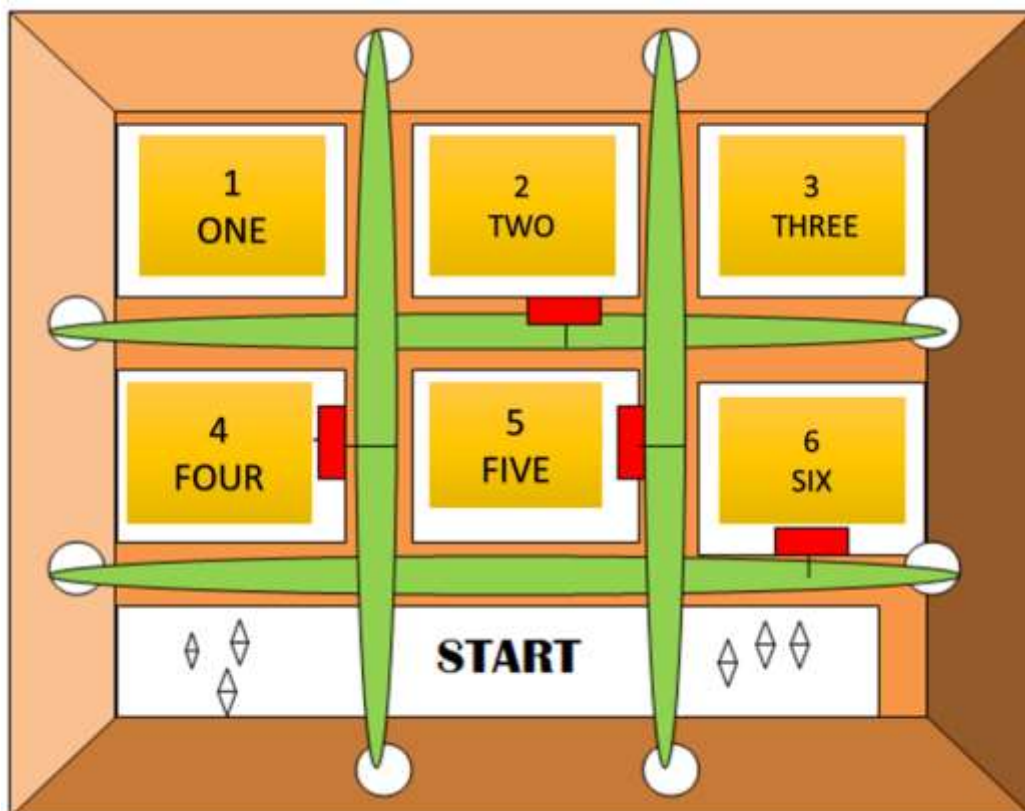
**Picture 1: Gobag sodor Games**

4.   Sequence of Manufacturing Steps:

  a. Cardboard wrapped in red crackle plastic
  b. At the bottom line into six parts

c. Sticks are inserted into straws that are cut lengthwise one of them
d. On a long stick, stick an ice cream stick with paper attached as a barrier
e. Straws are installed as shown in the design drawing
f. White patchwork filled with dacron wrapped in a head shape tied with sewing thread and pasted on top of used yakult bottles
g. The dolls for girls and boys are formed as sholih-sholihah pawns wearing syar'i
h Muslim clothes. The number cards are placed in the box in order

Teaching English uses this gobak sodor to accommodate the needs of students according to their talents, interests and abilities. Initial identification is carried out not only by the students concerned, but also by the readiness of the teacher concerned. In the process of teaching and learning English using gobak sodor, students become one with other students but are still accompanied by the teacher. When conditions in the classroom do not allow the students to pullout or outside the classroom. Students are very enthusiastic about learning English using this gobak sodor game. In this case, more pedagogic and communication skills are needed from an *early childhood teacher.* In the process of teaching and learning, the teacher must provide a time limit for students. This is where instills the importance of time in completing each activity. After the game is over, the teacher invites all students to evaluate together. Evaluation is carried out by the students themselves so that from here the children are accustomed to reflecting on their own abilities and the abilities of their peers.

In carrying out this evaluation, teachers are required to have more knowledge abilities. So that teaching English using gobak sodor really involves the physical, psychological and knowledge aspects of the teacher and students.

With this game, the author actually sees tremendous potential in the development of educational methods (playing/game education), considering how effective and efficient this game is in fulfilling children's psychology. People are increasingly aware of the importance of early childhood education. This can be seen from the development of formal, informal, and non-formal early childhood education places throughout Indonesia, some in the form of daycare, playgroups, or playgrounds, kindergartens and similar age children's education. The importance of early childhood education demands an approach that will be used in learning activities that focus on children.
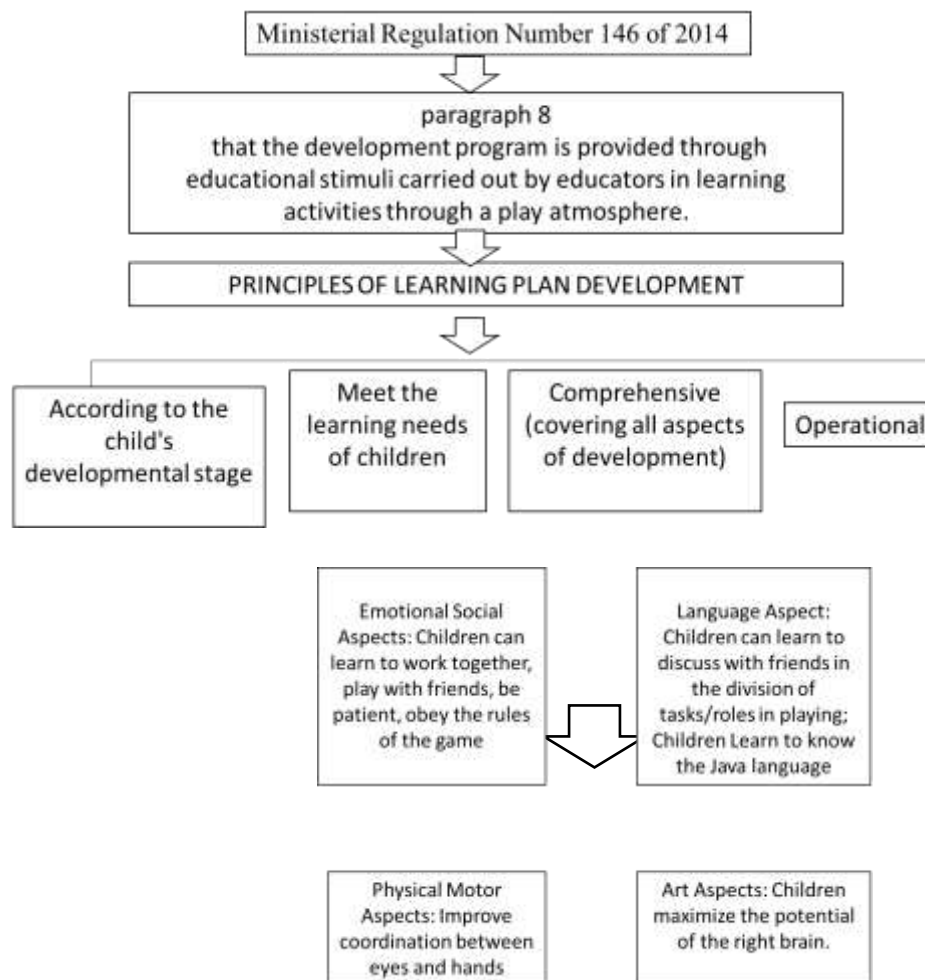
Picture 2. Implementation Regulation Ministerial Regulation Number 146, 2014

The most rapid development of human brain growth occurs at an early age. Brain development at an early age can be achieved optimally if given the right stimulation to all elements of development, both stimulation of motor, stimulation of intellectual development, stimulation of social-emotional and stimulation to speak (language development). The availability of adequate facilities and tools and an environment that is appropriate for the age of the children is very important in supporting the development and abilities of these children under five.

At an early age, children experience very rapid growth and development, so it is called the golden age period. At this time children are very easily stimulated to improve their intelligence. Mistakes in terms of stimulating, guiding and instilling basic values will be fatal for its development in the future. Appropriate, measurable and directed stimulation is needed to increase intelligence as a provision to go through. (Eny Nur Aisyah 2014)

The teacher is a party that plays an important role in the development of learning. One of the factors for achieving learning is the existence of infrastructure, including the methods and media used by the teacher. However, shows that the learning media that teachers are still using so far is modern technology that is already available, not yet technology that utilizes the surrounding environment or innovation from the teacher's own creativity (Imam Wahyu Hidayat and Firmantika 2020). In order to overcome this phenomenon, the teacher designed a lesson through the gobag sodor game method that was interesting and in accordance with the principles of learning in early childhood and adapted to the psychological development of early childhood (*PAUD*).

English teaching activities through gobak sodor games, early childhood are not just learning but really become a meaningful learning need for them and the material being studied can be linked to experience or information that already exists in the cognitive system. The gobag sodor game method is a method of teaching English for young children that reinforces one another in various ways (students' skills in communicating spoken and written language to understand and convey information, thoughts and feelings through play). This method is expected to be able to accommodate every student who has a different learning style, considering that language is not only a field of study, but a central factor in the intellectual, social and emotional development of students.

Regarding the game of gobag sodor as a method of teaching English which continuously requires innovation, this method is in line with the Suggestopedia method. This method is also called suggestology. This method is intended to eradicate negative suggestions and influences that are not realized by students. This method is also to eradicate feelings of fear (fear) which according to experts greatly hinders the learning process; such as feelings of incompetence, feelings of fear of making mistakes, and apprehension of that which is novel or unfamiliar (Suyadi 2021). So far teaching English has become a particular fear for students, therefore teaching English must be packaged in a game method, one of which is gobak sodor. Using the suggestopedia method of teaching English makes students relax, the material is easier to absorb so they are not aware that students are learning English.

In the end, teachers need to use the gobak sodor game method in the process of teaching English to young children. This must be in line with the attitudes and interests of students towards the material presented, because the method has a very important position to achieve a maximum goal in learning. The results of this study are in line with the philosophy of humanism where early childhood education must pay attention to the subject of education itself, namely students as human beings who have potential that must be developed in an appropriate way. The gobagsodor game method in teaching English shows that there is a connection between the psychology of early childhood students and the methodology applied by the teacher in teaching English because the carefulness and competence of the teacher in teaching directly affects the competence of early childhood students.

Early childhood education as part of the implementation of lifelong education is the main portal to the next level of education. If not controlled properly, the effects can be prolonged. Apart from planning, organizing, and evaluating good learning, *PAUD* managers should also not rule out the existence of the environment as a learning setting.

PAUD is the age at which children are in the playing stage. There is a term playing while learning. The play process must be updated and the concept chosen according to the interests and effectiveness of the child, so that the expected goals are carried out optimally. Educators must create a pleasant atmosphere so that children are motivated to take an active role in the playing process and provide information or understanding about the environment around children. So that games can support the learning process; First, the play process can improve aspects of children's development by considering the effectiveness of the play and learning process. Second, the process of playing while still paying attention to the child's freedom in developing by considering social emotional aspects, language aspects, artistic aspects and physical motor aspects. Other aspects that can be used are Aspects of Religious and Moral Values, and Cognitive Aspects.

Factors that affect the teaching process, namely internal and external. In internal factors can be influenced by physical and psychological. External factors are influenced by social environmental factors and non-social environmental factors. The social environment of the school such as teaching staff, administrative staff and classmates. Good educators must provide examples that can be imitated by students and good friends can have a positive influence on students so that the teaching and learning process is easier to accept, such as inviting discussions and practicing. In

connection with the importance of paying attention to the psychological aspects of students, the application of learning requires the ability of teachers or educators to manage it.

Early childhood education as part of the implementation of lifelongeducationis the main portal to the next level of education. If not controlled properly, the effects can be prolonged. Apart from planning, organizing, and evaluating good learning, *PAUD* managers should also not rule out the existence of the environment as a learning setting, which includes 6 (six) aspects, aspects of religious and moral values, social emotional aspects, cognitive aspects of language aspects, physical aspects of motor, and artistic aspects. Thus, the education provided to children should be in accordance with the developmentally appropriate practices (DAP). The application of the DAP concept in children's education will enable educators to treat children as whole children by involving 4 basic components that exist in children, namely knowledge, skills, dispositions, and feelings (feelings).

One form of teaching is a communicative approach which emphasizes constructive ideas from students to build positive mentality of students by utilizing technology or games. One form of communicative approach learning is using constructivism learning theory, namely: first, this theory views students as active beings in constructing knowledge through interaction with their environment. That is, with this theory students must individually find and transfer complex information if they are to make the information their own. This view has profound implications in learning, because this theory advocates a more active role for students in learning and because of its emphasis on individuals as active learners, the role of educators is to help students discover facts, concepts, or principles for themselves. provide information and monitor all class activities or activities. Third, this theory teaches students to be able to construct their own knowledge through the activities carried out. In other words, without being taught by force, students will understand for themselves what is done and learned through their experiences.

5. Conclusion

Teaching foreign language like English in kindergarten will be more fun if it is done by applying that is carried out through game. It has some advantages, namely it makes teaching clearer and more concrete with less verbalism, it is easier for the students to understand what is being learned, the teaching process will be more interesting, and students are stimulated to observe, adjust between theory and reality, and try to do it themselves. However, game also has some weaknesses such as requires a long time, needs sufficient space and equipment; less effective if there is a shortage of media, requires quite expensive costs, especially tools; requires optimal energy and abilities from educators and students; and if students are not active, the game method is not effective. Then, the practical implication of the results of this research is the understanding that as the foundation for children's education, early childhood educators provide learning according to the unique nature of children. The learning provided coordinates with the stages of child development.

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