

Educative Game Tools Management In Early Childhood Education Unit

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Abstract. One important aspect of learning activities in early childhood education units is educational games. Educational game tools are commonly used as media and sources of learning and children's play. For this reason, the management of educational game tools in early childhood education units is important to manage properly. This is where this research was conducted in order to explain the management of educational games in early childhood education units. The research method used is a qualitative-descriptive study of documents. The documents used as learning resources are reference source books and journal publication articles that discuss management in early childhood education units and educational game tools. Data collection was carried out by documentation and discussion was carried out by content analysis with a theoretical point of view of early childhood education unit management and educational game tools. The results of his research are that the management of educational game tools in early childhood education units must be carried out through good planning, procurement of educational game tools, systematic organization, continuous inventory, measurable removal, intense maintenance, proper supervision, and measurable evaluation.

Keywords: Management, Educational Game Tools, Early Childhood, Early Childhood Education Units

1. Introduction

One of the important tasks of early childhood education is to provide education, assistance and coaching in the form of positive stimulus to early childhood (Mursid, 2017). It is not surprising that early childhood education is the most important education, education that prepares early childhood so they are ready to enter higher education (Mentari, 2020). In the process, education for early childhood must be able to produce children who are perfect in their growth and development. This is where the quality of education for early childhood needs attention. One of them is quality in good planning and management or education management. Early childhood education institutions require good management in setting goals in order to produce children who are perfect for their growth and development.

Education for early childhood is organized on a play basis. In managing play activities, early childhood education requires educational game tools. Therefore, one of the important facilities in early childhood education institutions is the existence of educational games. Educational tools for early childhood must be maintained and cared for properly by the school so that the facilities can be used and enjoyed by students. In this case, good management is needed by the institution in managing educational game tools for early childhood. Management is an integral and inseparable element of the educational process, without management it is impossible for educational goals to be realized optimally, successfully and efficiently. This concept applies to all educational institutions or institutions that require successful and efficient management (Mulyasa, 2004), management is no exception in educational game tools. The objective of management is the implementation of all work programs in a successful and efficient manner. Management of educational game tools is tasked with managing and maintaining educational game tools to make an optimal contribution in supporting children's play activities. In this case, the development of management of early childhood educational game tools is very necessary. For planning, organizing, implementing, and supervising in an early childhood education institution. This is inseparable from the attention of all the components involved in it (Nabila, 2019).

Educational game tool itself is a tool used to support children's play activities. When early childhood is playing using educational game tools, children will get the influence and benefits of the game. From an educational point of view, this educational game tool is a game tool that has efficiency, and has benefits that can develop a child's abilities. Playing is a tool for expressing an emotion. Play activities are the most enjoyable activities for a child. When children play, children feel pleasure and satisfaction within themselves. Playing activity is one effort that can develop a child's abilities, and a child's efforts to learn. In essence, children learn when children do play activities. Playing activities will be more enjoyable if the playing activities use an educational game tool to make it fun and also educative (Sifauzakia, 2021).

Utilization of educational game tools used in the process of playing activities is an additional effort so that a child can develop abilities within himself through the game tools he uses. Management of educational game tools in the world of early childhood education is very concerned by the institution. An early childhood education institution that manages its educational game facilities well and provides adequate play equipment for children to use, then the opportunity for children to learn while playing is also quite large. The opportunity for an educator to utilize game tools in the learning process as learning media, educational game tools has more value for a child (Nabila, 2019).

Based on studies conducted in every early childhood education unit, there are always educational games for early childhood. The process of having educational game tools is due to the implementation of educational game tool management. Management that starts with the procurement of facilities and infrastructure in early childhood education units that are required to be adequate and representative. From procurement then this educational game tool can be implemented in its utilization in learning activities. From further learning activities the educational game tools are supervised and developed so that they can have a positive impact on learning activities for early childhood. From here, this research focuses on discussing and examining the management implementation of educational game tools for early childhood which are studied in various sources so that they can produce useful findings.

2. Research Methods

The type of research used is descriptive-documentative research, namely research that examines and analyzes written documents or texts that discuss two important things, namely management and educational play tools for early childhood. The documents or texts to be examined are sourced from reference books and published articles in scientific journals. While the method used is a qualitative-descriptive method, which describes a research study in words or sentences separated by category to get the right conclusions (Arikunto, 2013). The basis of qualitative research is in research that explains events using various methods (Anggito and Johan, 2018). To that end, this qualitative research was conducted based on a social science paradigm which importantly relies on careful reading of the text.

The object of research is something that answers or explains a real condition of the object (Fernando, 2021). The object of research is something that is needed to obtain data and find out what, who, when and where this research was conducted. In this research, the research object is how to manage educational game tools (Fitrah and Luthfiyah, 2027). The data collection method is the most important step in the research that is documentation carried out with careful review. It is not surprising that the data collection technique is done by reading the text carefully. With this reading and recording technique, it will make it easier for researchers to obtain data that is in accordance with the provisions. Data collection is an activity of recording and observing an event based on the information found in the text.

Data analysis technique is a systematic arrangement of data obtained from observation, interviews, and documentation so that the findings can be published (Sugiyono, 2013). Data analysis techniques are used as a way to reduce data so that it is understood, studied and can be tested. In this study, the data analysis used is descriptive qualitative analysis. Because, with these readings the required data can be obtained as needed (Bungin, 2018). In analyzing research data, there are several steps used, including data reduction (reduction drawing), data presentation (data display), and data verification (consullution drawing). Then given a special note.

3. Results and Discussion

Management is an important part in the implementation of early childhood education, one of which is the management of educational game tools. This happens because the provision of education for early childhood cannot be separated from the existence of educational games. Through these educational game tools educational activities can be carried out properly. For this reason, educational games in schools must be held, maintained, cared for, managed, and developed properly so that educational game tools are not easily lost, damaged and used for a long time, and can be utilized in education properly. From here, the management implementation of this educational game tool must be applied in early childhood education units. The management of educational game tools is implemented in the following steps.

3.1 Planning

Planning is an activity that is carried out before carrying out actions that are carried out before carrying out implementation actions which include a series of decisions, policies, making programs, determining methods and procedures and setting a timetable for implementation (Majidah, 2020). The planning carried out in early childhood education units is with the teacher planning the management of educational play equipment, so that decisions or policies implemented can be understood and carried out properly by all parties. Planning is done by making decisions or policies so that the management implementation of this educational game tool runs optimally. Planning activities carried out include.

1. Planning to procure educational game tools such as planning to make a proposal to the Ministry of Education and Culture.
2. Organizing plans such as giving special officers to handle facilities and infrastructure and educational game tools with *adanya bu rusmiyati and bu rifa*.
3. Planning inventory (recording) such as recording APE that has just arrived from the Ministry of Education and Culture, gifts, buying it yourself or making your own APE.
4. Planning for deletion, of course deletion makes records less messy when checking because if items that have been discarded or damaged are still stored in the record, when checking, they feel confused about what happened to the absence of APE that has been discarded or damaged.
5. Planning maintenance for both outdoor and indoor APE, such as how to keep outdoor APE looking good and well maintained with repainting once a year or automatic indoor APE maintenance planning. Maintaining APE has a sense of responsibility.
6. Planning controls such as once every 6 months the school principal with special staff checks inventory records and looks at the condition of indoor and outdoor APE.
7. Planning evaluations or assessments such as every year there are policies or decisions that are considered not good enough to be re-evaluated.

3.2 Procurement

Procurement is an activity process to fulfill or provide the needs and supply of goods or services under a contract or direct purchase to meet activity needs. Procurement can affect the entire flow process, because it is an important part of a process. Procurement of play equipment for early childhood education units must be done properly. Procurement of educational game tools in early childhood education units comes from BOP (Operational Assistance) assistance or independent funds. There is also APE assistance from the child's parents, as well as assistance from POM (Parents' Association). The assistance is managed for the purchase and procurement of educational game tools.

3.2 Organizing

Organizing is an activity of determining and managing various activities deemed necessary to achieve goals, assigning tasks to appropriate parties and showing the authority delegated to each individual assigned to carry out these activities (Majidah, 2020). Organizing the management of educational game tools in early childhood education units relies on giving authority to teachers to take care of educational game tools so that they are properly managed and maintained. All school members must be involved, all teachers, employees and students, because it is a shared responsibility in organizing outdoor APE, indoor APE, and APE in the FKG room is the responsibility of all teachers and employees if Indoor APE is the responsibility of teachers and students. Early childhood should also be taught to be responsible for returning and tidying up again if learning activities or play activities have taken place. There must also be a special officer in supervising the management of facilities and infrastructure who helps to better supervise the APE facilities, starting from inventory records, reporting on borrowing APE for learning to labeling stickers.

3.3 Inventory (Inventory)

Inventorying is an activity that aims to record an item so that the item is properly maintained to ensure that the item is tangible or not (Majidah, 2020). Inventory recording in early childhood education units must be carried out properly. Inventory records for educational game tools are made in the form of all files. All educational game tools have been recorded and recorded, all of which are clarified by labeling inventory stickers. Records of incoming goods or records of damaged or deleted goods. Early childhood education units must be able to apply theory and practice regarding the inventory of the entry and removal of goods to arrange educational game tools and assist in checking. The goal is that everything can be well coordinated and optimal.

3.4 Deletion

Deletion is the process of removing goods whose value is recognized as reduced from the records made, including the removal of educational game tools that are no longer suitable for use (Majidah, 2020). The elimination of educational game tools in early childhood education units must be carried out in accordance with the procedure for deleting APE, APE which has been damaged is discarded and then deleted from the inventory records. Usually, if there is an APE that is still decent enough, give it to another early childhood education unit, where the APE is still small. Early childhood education units must be able to properly apply the implementation of removing educational game tools. This is important because it will help in checking, so that everything is well coordinated and optimal.

3.5 Maintenance

Maintenance is a combination of various actions taken to maintain an asset and repair it so that it is always ready to use to carry out activities effectively and efficiently and according to standards (Majidah, 2020). Maintenance of educational game tools in early childhood education units must be carried out in accordance with APE maintenance procedures, namely: maintenance for periodic checking of APE, maintenance for prevention so that APE is not damaged, and maintenance for repairing damaged APE. Maintenance of educational game tools

carried out by early childhood education units must be able to apply what is in accordance with the demands for proper maintenance of educational game tools. This is because early childhood education units always ensure that educational game tools must be suitable for use or not, educational game tools must be properly maintained, educational play tools must be repaired, and there is good maintenance from all children and teachers who will work together to maintain indoor educational game tools so that maintenance runs optimally.

3.6 Supervision (Controlling)

Supervision is giving orders and guidance so that someone works well to achieve the goals that have been set (Meutia, 2020). Supervision of educational game tools in early childhood education units must be carried out appropriately. The supervision carried out is direct and indirect supervision. In direct supervision, I usually see officers checking back goods (once a year). For control or supervision of the school principal and teachers must be optimal. Supervision of educational game tools in early childhood education units is carried out continuously because supervision of the management of educational game tools plays an important role in the use of educational game tools in educational activities in early childhood education units.

3.7 Evaluation

Evaluation is the process of measuring and comparing the results of work that are actually achieved with the results that should be achieved. Evaluation is also an initial activity in implementation so as to find out to what extent workers are carried out according to plans that are realized by action (Imron, 2020). Evaluation of the management of educational game tools in early childhood education units must be carried out based on the demands of the management of educational game tools. This is done because educational game tools are used in scheduled learning activities and according to the theme, this educational game tool is very important in the learning process. Of course there is an evaluation evaluation in the management of this educational game tool. For example, there is a re-check of indoor and outdoor games, there is an inventory of educational game tools recorded. If there is a new educational game tool, it will be given an inventory sticker.

Based on the findings above, the implementation of management of educational game tools that is carried out properly will have an impact on the quality of early childhood education in early childhood education units. Even though, of course, in the implementation of management of educational game tools in early childhood education units there will be a problem, but with good management, every problem will definitely be handled properly so that overall problems can be minimized properly and for problems in the unit early childhood education programs. Good management of educational game tools will have an impact on building the efforts made by teachers in managing educational game tools in early childhood education units well too. From here, with well-managed educational game tools in early childhood education units, educational activities in early childhood education units will be carried out properly.

4. Conclusion

One important aspect in the implementation of early childhood education is the management of educational games. Through the management of this educational game tool, the implementation of learning in early childhood education units can be optimized. For this reason, the management of educational games in early childhood education units must rely on the following activities: (1) planning that must be carried out before carrying out management activities for educational game tools; (2) procurement of educational game tools in accordance with the determined needs and budget; (3) organizing in setting goals and tasks for using educational game tools; (4) inventory of appropriate educational game tools; (5) removal of educational game tools based on time and function; (6) continuous maintenance of educational game tools; (7) supervision that makes performance run well; (8) as well as periodic evaluations. With this management step, educational game tools in early childhood education units can be managed properly.

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