

THE EFFECT OF CREATIVE GAME METHODS ON LEARNING INTERESTS AND PRE-LITERACY SKILLS AT TK MAMBAUL ULUM SUKOWONO

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Abstract

This study aims to determine how much influence the creative play method has on learning interest and pre-literacy abilities at the early childhood education level at Kindergarten level. child. The type of research used is quasi-experimental research because here the researcher wants to apply an action or treatment. Students' learning interest which affects pre-literacy skills is measured from the work with the T-Test which is carried out on the average class value of A1 and A2 lines Equal variance not assumed that the Sig (2-tailed) value is 0,000 where the value is < 0.05, it can be said that H0 is rejected, so it can be concluded that there is a significant difference / effect. From the mean difference, it shows that the class A2 score of -24 is greater than A1 of -31.8. This shows that although classes A1 and A2 show the same significant effect, class A2 shows a greater influence. It can be concluded that the application of the creative game method is proven to significantly improve the pre-literacy abilities of Mambaul Ulum Kindergarten students.

Key Words: Methods, creative play, interest in learning, pre-literacy



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INTRODUCTION

The developmental phase of 0-6 years is a golden period for children, the right time to provide stimulus and encouragement for their growth and development. Early age is a group that is in a process of growth and development that is unique, namely patterns of growth and development, intelligence, social-emotional, language and communication that are specific to the child's level of growth and development. So that it can be understood that early childhood, namely aged 0 to 6 years, has extraordinary patterns of growth and development so that the uniqueness of the child appears which must be stimulated and given good stimulation by parents and teachers, Santrock (2007). Early childhood education is aimed at children aged 0-6 years to stimulate and maximize aspects of their development. There are 6 aspects of development that must be developed by Early Childhood Education teachers. These six aspects are aspects of the

development of religious and moral values, cognitive, social-emotional, language, physical motor, and art (Kemendikbud, 2014).

At the age of Kindergarten, language development is important, because this aspect allows children to convey all the ideas and feelings they feel to others. On the other hand, the development of this aspect is a basic skill for children. Through language skills, children can interact and communicate well with their surroundings. Language is an activity to express feelings, ideas, or thoughts. Furthermore, this language development will increase according to the child's age level, where the child's vocabulary will increase in interacting, communicating with those closest to them. And for children who have reached the age of Kindergarten, this is a time when they can express their own opinions, rejections, and wishes in the communication they do. Putri, et al. (2018).

In the education phase in Kindergarten the most important thing is how to attract children's learning interest so that they experience a fun learning process. Interest in learning is a mental framework consisting of a combination of mixed and mixed movements of feelings, prejudice, anxiety, and other tendencies that usually lead individuals to a certain choice, (Sukardi, 1987). Efforts to create a fun learning atmosphere in early childhood by using a play method approach, because this age phase is a period of play for children.

Playing, according to Smith and Pellegrini (2008), is an activity carried out for self-interest, carried out in fun ways, not oriented towards the end result, flexible, active, and positive. This means, playing is not an activity that is done for the sake of pleasing other people, but solely because of one's own desires. Therefore, playing is fun and done in ways that are fun for the players. In playing, children don't think about results because the process is more important than the end goal. Nugraha (2013), stated that creative games are games that can develop all aspects of development in children, not only motoric but other aspects of development, namely cognitive, language, social-emotional children. Creative Game is a learning method Learning by Playing (learning by playing)

In accordance with the attachment to the content standards of Permendikbud 137 of 2014, the level of achievement of early childhood development, according to the 2013 curriculum in the Language Aspect consists of 3 things, namely:

1. Understand receptive language, including the ability to understand stories, orders, rules, enjoy and appreciate reading;
2. Expressing language, including the ability to ask questions, answer questions, communicate orally, retell what is known;
3. Early literacy, includes understanding the relationship between letter shapes and sounds, imitating letter shapes, and understanding words in stories.

Based on Permendikbud 137 of 2014, one of the components that should be taught in early childhood education is introducing early literacy or pre-literacy. Early literacy or pre-literacy is a term used to describe a child's ability to use letters or read and write which is mastered before children learn how to read and write. Early literacy is a sign that children even from the age of one or two years are already in the process of becoming literate. Early literacy is a foundation for mastering pleasant reading and writing skills (Rachmadaniar and Handayani, 2017).

Recognizing early literacy is the ability to recognize vowels and consonants which is a child's basic ability to read early and write. And children should be introduced to letters from an early age. And the ability to recognize initial literacy is the ability to recognize vowels and consonants belonging to phonological abilities. Phonology is the sound system

of language. Language is a form of communication in the form of spoken, written or gestures based on symbols, (Santrock, 2007:353).

In pre-literacy learning, most educators still use conventional methods. Pre-literacy learning is carried out by the teacher giving examples of writing letters on the blackboard in front of the class and kindergarten students are instructed to follow them by writing in books. This conventional method is still widely used in kindergarten education in villages. This rigid method and lack of variation resulted in students becoming bored and uninterested. This learning has no meaning for students because it is far from their daily lives. As a result, the success of learning is far from satisfactory.

One method that can be used in order to improve students' pre-literacy skills is through creative games, (Halimah, 2015-547). Creative Game Method is a game that can develop all aspects of development in children, not only motoric but other aspects of development, namely cognitive, language, social-emotional children. Creative Game is a Learning by Playing method of learning (learning by playing). The success of pre-literacy learning can be increased through creative games. The application of learning using creative games will increase students' learning motivation. Learning motivation is generally seen from the interests of students through pleasure, interest, involvement, response and so on. With the application of creative games, students' interest in learning will increase and along with that will improve pre-literacy abilities.

This research will be carried out at the Mambaul Ulum Kindergarten located on Jl. KH. Wahid Hasyim, Kampung Tengah Sukowono Hamlet, Jember. Mambaul Ulum Kindergarten is a private kindergarten under the auspices of the Mambaul Ulum Islamic Boarding School Foundation. Mambaul Ulum Kindergarten organizes pre-literacy learning using conventional methods with whiteboards, books and pencils. Thus it is necessary to do research by applying creative games to pre-literacy learning. The application of creative game methods in pre-literacy learning conducted at Mambaul Ulum Kindergarten is expected to increase students' interest. By increasing the interest of students to take part in learning, it is hoped that it will increase the success of pre-literacy learning.

METHOD

Research design

The author uses a quasi-experimental research type. Quasi-experimental research (PKE) or quasi-experimental takes research subjects on humans. The environmental conditions that can affect the research results cannot be controlled by the researchers so that the research results are not pure from the experiments/experiments carried out, Endang (2011: 86).

Quasi-experimental research is chosen if the researcher wants to apply an action or treatment. Actions can be in the form of models, strategies, methods or new work procedures to increase the efficiency and effectiveness of work so that the results become more optimal, Endang (2011: 87).

The experimental design used in this study is a classical experimental design.

R	O1	X	O2
	O3		O4

information

R : Random assignment (random assignment) to test the initial ability and homogeneity of the variance of the treatment group and the control group

X : Treatment (Creative game method)

O1 : Initial measurement of interest in learning and pre-literacy ability of the treatment group

O2 : Final measurement of interest in learning and pre-literacy ability of the treatment group

O3 : Initial measurement of interest in learning and pre-literacy ability of the control group

O4 : Final measurement of interest in learning and pre-literacy ability of the control group.

Place and time of research

The research location was carried out at the Mambaul Ulum Kindergarten located on Jl. KH. Wahid Hasyim, Kampung Tengah Sukowono Hamlet, Jember. Mambaul Ulum Kindergarten is a private kindergarten under the auspices of the Mambaul Ulum Islamic Boarding School Foundation. The length of time the research was carried out during the Covid 19 pandemic, around 3 months from April to June 2020, and was carried out according to the ongoing learning schedule

Prosedur Eksperimen

Some of the experimental procedures carried out in this study include;

1. Design a Creative Game Experiment Procedure

Creative games that will be applied in this study consist of

a. Making letter shapes from mercy feather wire

This wire can be obtained by buying at stores that sell handicraft materials. This wire is not only flexible, it also looks good because it is hairy and colorful. The various colors make children interested in the game of shaping, it will be fun.

b. Play write letters on flour media.

Playing using flour media, the teacher invites children to play forming on flour in a container. This activity can be done outside the classroom / out door activities.

c. Bold letters

In the third game is to bold letters. The teacher provides 4-5 letters in one worksheet and multiplies them according to the number of students. With an animal theme, draw a picture with a dotted line on the back. Such as cows, horses.

d. Coloring words

The teacher prepares a small piece of paper containing writing and pictures, the children are asked to color the pictures and words.

e. Make a straight line

The teacher provides a blank sheet of paper to the child, the child is asked to write a straight line. This activity aims to determine the readiness of children to obtain further development.

2. Observing students' learning interests

This interest in learning can be assessed based on;

a. Happiness.

Observations were made to the class by counting how many were very happy, less happy and not happy. Happiness can be seen from the expressions of students when participating in learning activities.

b. Attention

Observations were made to the class by counting the number of students who listened and participated in learning activities. Attentiveness was assessed on three levels: very attentive, inattentive and inattentive.

c. Involvement

Observations were made by counting the number of students involved with indicators of answering questions, doing assignments and participating in activities. Involvement was assessed at three levels: very involved, less and not involved.

3. Measuring Pre-literacy Ability

Pre-literacy skills are related to the ability to recognize letters, write and name their types. What appears in the students' work is the work of several creative games designed. Children's work is assessed with the following criteria:

- a. BB means Not Yet Developed: if the child does it, it must be guided or exemplified by the teacher;
- b. MB means Starting to Develop: if the child does it, the teacher still has to remind him or help him;
- c. BSH means Developing According to Expectations: if the child has done it independently and consistently without having to be reminded or exemplified by the teacher;
- d. BSB means Very Well Developed: if the child is able to do it independently and is already able to help his friends who have not reached the ability according to the expected indicators

Learning is considered successful if the students' work is at least BSH. Then the percentage of learning success rate. Learning is considered successful if more than 50% of students get BSH scores.

Population and Sample

The population in this study were students of TK Mambaul Ulum Sukowono Jember. The research sample was taken from two classes A1 and A2, while the research subjects consisted of 15 students in class A1 by applying classical learning, namely by lecturing and giving assignments (as a comparison or control class). For research subjects in class A2, 15 students were taken by applying creative game learning methods (as the treatment class). Thus it will be known how the pre-literacy interests and abilities are reflected in the work of students from the control class and the treatment class.

Method of collecting data

The data collection method used in this study was observation and direct interviews during the experiment. Observations were made during the learning process to find out the results of the measurement of related variables; creative games, students' interest in learning and pre-literacy abilities. Direct interviews were conducted with 2 teaching teachers in class A1 and A2 TK Mambaul Ulum Sukowono Jember. Using documentation techniques from the results and learning processes.

Instrumen Penelitian

1. Observation

The observation sheet contains a list of behavioral observations that show interest in learning and observations of the work to determine students' pre-literacy abilities. Systematic observation is an observation that is systematically designed, because the teacher already knows what aspects are relevant to the purpose of the assessment, for

example feelings of pleasure, interest, acceptance and involvement of students including listening, imitating, answering, and the work.

2. Live Interview

The list of interview questions can contain questions that will reveal the learning interests of students in the two classes that are treated differently. Interviews were conducted with 2 teachers who teach in class A1 and A2. The interview method was also carried out by holding discussions with the parents of students and foundation administrators. The interview method was conducted to find out the responses of several parties regarding the creative game method applied in learning.

3. Documentation

Documenting data in the form of photos of work and learning processes in two classes A1 and A2, which are treated differently. For class A1 as the control class documentation in the form of photos of learning activities and documentation of learning outcomes, while for class A2 the treatment of documentation in the form of photos of work and learning values. The documentation method is "finding data on matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, leggers, agendas and so on" (Arikunto, 1992:236)

Data analysis method

The method of data analysis depends on the experimental design created. When using a classic experimental design, the proper data analysis is to use an independent sample t-test, Endang (2011: 109). The following is the Independent Sample T-Test to test the hypothesis

Table 1 Table of Data Analysis Techniques for Testing Hypotheses

Hipotesis (H0)	Analisis Data
There is no effect of creative play methods on children's learning interest in Mambaul Ulum Sukowono Kindergarten	<i>Analisis Deskriptif</i>
There is no effect of creative play methods on pre-literacy skills in Mambaul Ulum Sukowono Kindergarten	<i>Independent Sample T-Test</i>
There is no effect of creative play methods on children's learning interest and pre-literacy abilities together in Mambaul Ulum Sukowono Kindergarten	<i>Analisis Deskriptif</i>

1. Prerequisite Test

a. Normality test

Normality check, conducted to find out whether the sample data comes from a normal population or not. The normality of the data can be seen from its significance value. In SPSS 16.0 the Shapiro-Wilk method was used because the number of samples was less than 50. The test decision was that if the significance value was greater than 0.05 then Ho was not rejected. In other words, the sample data is normally distributed.

b. Homogeneity Test

Homogeneity is done to determine whether the data variance is homogeneous or not. In the T-Test test, the homogeneity test is not an absolute requirement that must be met. In this study, the variable X is the application of creative games, while the Y1 variable is learning interest and Y2 is pre-literacy ability.

RESULTS

THIS STUDY AIMS TO DETERMINE THE EFFECT OF THE APPLICATION OF CREATIVE GAME METHODS ON LEARNING INTEREST AND PRE-LITERACY ABILITIES FOR STUDENTS AT MAMBAUL ULUM KINDERGARTEN, IN LEARNING SITUATIONS DURING THE COVID 19 PANDEMIC, WHICH WAS CARRIED OUT BY MEANS OF A COMBINATION OF ASSIGNMENTS THROUGH DIGITAL COMMUNICATION MEDIA BY INVOLVING PARENTS OF STUDENTS AND ALSO CARRY OUT MEETINGS IN STUDY GROUPS.

THE LEARNING PROCEDURE IS CARRIED OUT BY THE TEACHER GIVING ASSIGNMENTS VIA WHATS APP SOCIAL MEDIA TO STUDENTS THROUGH STUDENT GUARDIANS TO WORK ON WITH PARENTAL GUIDANCE. IN ADDITION, LEARNING IS ALSO CARRIED OUT FACE-TO-FACE, BY WAY OF THE TEACHER MAKING VISITS TO STUDENTS' HOMES THROUGH THE STUDY GROUP SYSTEM. IN ONE WEEK THERE IS 1 MEETING WITH THE TEACHER THROUGH A STUDY GROUP SYSTEM WITH A MAXIMUM NUMBER OF STUDENTS LIMITED TO 8 PEOPLE. CLASS A1 AS THE CONTROL CLASS AND CLASS A2 AS THE TREATMENT CLASS WERE EACH DIVIDED INTO 2 STUDY GROUPS.

OBSERVATIONS OF THE CONTROL CLASS (A1) AND THE TREATMENT CLASS (A2) AND AT THE SAME TIME THE APPLICATION OF CREATIVE PLAY METHODS WERE CARRIED OUT DURING MEETINGS IN STUDY GROUPS. OBSERVATIONS MADE WERE RELATED TO THE OBSERVATION OF INTEREST IN LEARNING AS MEASURED BY LOOKING AT THE PLEASURE, ATTENTION AND INVOLVEMENT OF STUDENTS USING OBSERVATION SHEETS CARRIED OUT BY RESEARCHERS DURING THE LEARNING PROCESS.

PRE-LITERACY ABILITIES ARE ASSESSED FROM THE STUDENTS' WORK. IN ASSESSING STUDENTS' WORK, RESEARCHERS CONDUCTED DISCUSSIONS WITH 2 TEACHING TEACHERS IN CLASS A1 AND CLASS A2, SO THAT THE ASSESSMENT WAS MORE OBJECTIVE.

Study Interest Data

Interest in learning is measured by the method of observation conducted by researchers towards students during the learning process. Observations made include pleasure, attention and involvement, each of which is divided into three levels. The enjoyment, attention and involvement of students during the learning process at three levels is included in the observation table by counting the number of students at the three levels of interest. Observations were made in 5 meetings.

Pre-literacy Ability Data

Pre-literacy abilities are assessed by looking at students' work. Students are given assignments in 5 meetings, both treatment class and control class. The task is then assessed by first discussing it with the teacher and researcher.

The pre-literacy ability as measured by the assessment of the work during 5 meetings is intended to find out how each student's ability develops. From the data obtained, it can be seen whether the development of each child has progressed or even decreased in ability.

Normality Test Results

Normality test was conducted to determine whether the sample is part of a normally distributed population or not. The sample is said to represent the population if it is normally distributed. In the normality test SPSS 16.0 was used with reference to the Shapiro-Wilk formula. The Shapiro-Wilk formula is used considering that the sample is only less than 50. Data processing using SPSS 16.0 obtains the following table;

Tabel 2. Hasil Pengujian Normalitas

Kelompok		Shapiro-Wilk		
		Statistic	df	Sig.
rata2	kelas A1 kontrol	.917	15	.170
	kelas A2 perlakuan	.964	15	.767

The normality test results show that the significance value for class A1 is 0.170 and the sig. for class A2 is 0.767. From these values it can be concluded that the average data on student learning outcomes in class A1 and A2 are normally distributed, because the significance value for both is >0.05 . Thus the sample can represent the population.

Homogeneity Test

Homogeneity test is carried out to determine the variance of homogeneous (same) or non-homogeneous data. In the T test, homogeneity is not an absolute assumption requirement that must be met. The provisions of the homogeneity test are as follows;

- If the significance value or Sig. <0.05 , it can be said that the variances of two or more population data groups are not the same (non-homogeneous).
- If the significance value or Sig. > 0.05 , it can be said that the variances of two or more population data groups are the same (homogeneous).

The results of data processing using SPSS 16.0 are shown in the following table;

Table 2. Homogeneity test results

Levene Statistic	df1	df2	Sig.
17.149	1	28	.000

Berdasarkan tabel diatas dapat diketahui bahwa nilai signifikansi adalah 0,00 atau kurang dari 0,05 sehingga dapat disimpulkan bahwa varians data tidak homogen. Karena bukan merupakan syarat asumsi mutlak, maka untuk uji T independen mengacu pada baris di tabel output SPSS yang bertuliskan "Equal variances not assumed".

Varians data tidak homogen karena dalam penelitian ini digunakan 2 kelas yang memang diperlakukan secara berbeda yaitu kelas A2 merupakan kelas perlakuan yang menerapkan metode permainan kreativitas dalam pembelajarannya sedangkan kelas A1 merupakan kelas kontrol yang tidak menggunakan metode permainan kreativitas dalam pembelajarannya dan hanya menggunakan metode ceramah dan pemberian tugas.

Untuk mengetahui apakah penerapan metode permainan kreatif berpengaruh terhadap kemampuan pra-keaksaraan selanjutnya digunakan uji T-Test.

Tabel 3. Hasil Uji T Kelas A1

		Independent Samples Test						
		t-test for Equality of Means					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilaisiswa A1	Equal variances assumed	-12.684	28	.000	-31.80000	2.50713	-36.93563	-26.66437
	Equal variances not assumed	-12.684	23.511	.000	-31.80000	2.50713	-36.98017	-26.61983

Based on the table above, it can be seen in the Equal variance not assumed line that the Sig (2-tailed) value is 0.000 where the value is <0.05, it can be said that H0 is rejected, so it can be concluded that there is a significant difference/influence on the average grade grade A1

Tabel 4. Hasil Uji T Kelas A2

		Independent Samples Test						
		t-test for Equality of Means					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilaikelas A2	Equal variances assumed	-23.708	28	.000	-24.00000	1.01231	-26.07361	-21.92639
	Equal variances not assumed	-23.708	27.961	.000	-24.00000	1.01231	-26.07374	-21.92626

Based on the table above, it can be seen in the Equal variance not assumed line that the Sig (2-tailed) value is 0.000 where the value is <0.05, it can be said that H0 is rejected, so it can be concluded that there is a significant difference/influence on the average class grade A2.

The mean difference (average difference) from the meeting between the beginning of the treatment and the end of the treatment shows how much the success of learning is. If the difference is large, it indicates that there is a significant difference in value to the value of learning outcomes. The mean difference shows that the value of class A2 is -24 which is greater than that of A1 which is -31.8 . This shows that even though class A1 and A2 show an equally significant effect, class A2 shows a greater influence and means that it has a more significant effect.

From the T-test conducted, it can be concluded that the application of creative game methods is proven to be able to significantly improve the pre-literacy abilities of Mambaul Ulum Kindergarten students.

The Effect of Applying Creative Game Methods to Learning Interest

The effect of creative game methods on children's learning interest can be identified by descriptive analysis through the graphs of the results of processing children's interest data. Interest in learning is measured by pleasure, attention and involvement which are summarized according to references and learning approaches in kindergarten. Participation is not measured because it is difficult to observe and assess indicators of participation in learning in kindergarten.

Enjoyment, attention and involvement can be observed from the expressions of students, the extent to which children listen and focus on participating in learning and how children answer questions and how to do assignments given by the teacher during the learning process. Researchers observed how the level of fun, attention and involvement of students and grouped into 3 levels by calculating quantitatively. Because learning is carried out by other teachers with previous coordination and researchers only focus on observing children and ongoing learning, so that observations become more objective. Data on pleasure, attention and involvement can be compared between the treatment and control classes with the following graph;

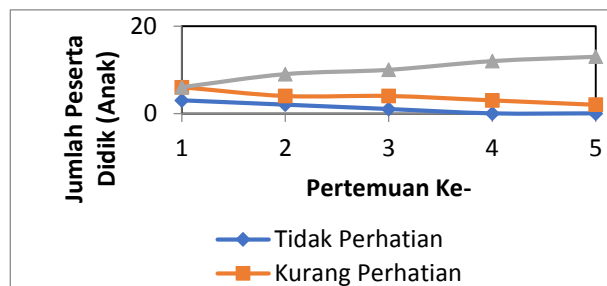


Figure 2. Graph of Pleasure and Number of Class A2 Students

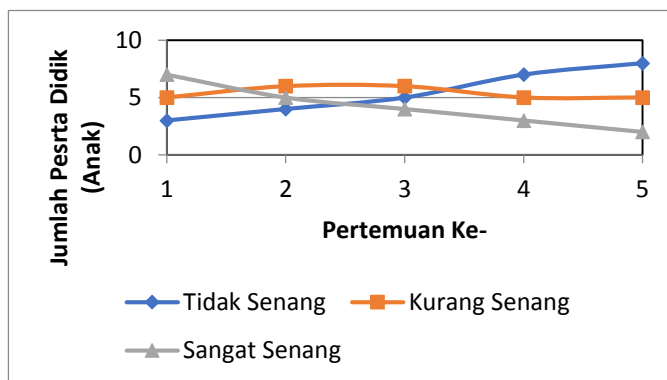


Figure 3. Graph of Enjoyment and Number of Class A1 Students

From Figures 2 and 3 it can be seen that for class A2, namely the treatment class that applies creative game methods, the number of children who are very happy shows an increasing trend from the first meeting to the 5th meeting. The number of children who were unhappy and unhappy continued to decrease from the 1st meeting to the 5th meeting. In contrast to that, for class A1, namely the control class which did not apply the creative game method, the number of students who were very happy showed a decreasing trend from the first to the 5th meeting and the number of students who were not happy continued to increase.

This shows that with the application of creative methods, the pleasure of students is increasing to take part in learning.

The following is a graph showing the attention of children in participating in comparative learning between the treatment class and the control class

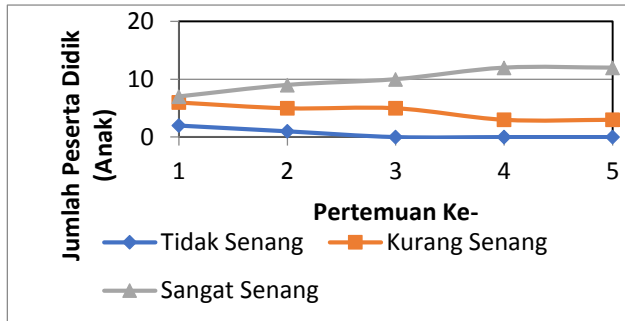


Figure 4. Graph of Attention and Number of Class A Students 2

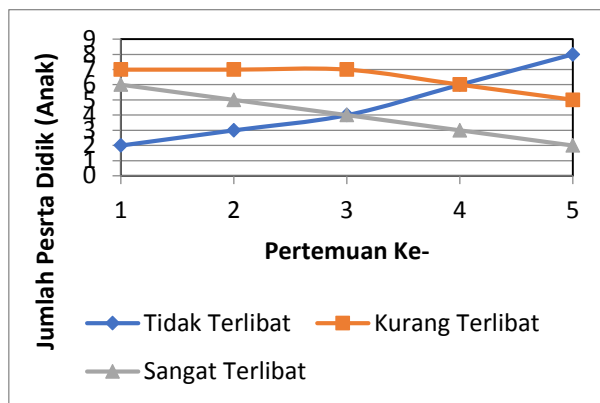


Figure 5. Graph of Attention and Number of Class A1 Students

From Figures 4 and 5 it can be seen that for class A2, namely the treatment class that applies the creative game method, the number of children who are very attentive shows an increasing trend from the first meeting to the 5th meeting. The number of children who were not paying attention continued to decrease from meeting to meeting. In contrast to that, for class A1, namely the control class which did not apply the creative game method, the number of students who were very attentive actually showed a decreasing trend from the first meeting to the 5th meeting and the number of students who were not attentive continued to increase. This shows that with the application of creative methods, the attention of students is increasing to participate in learning.

The following is a graph showing the involvement of children in participating in learning compared between the treatment class and the control class;

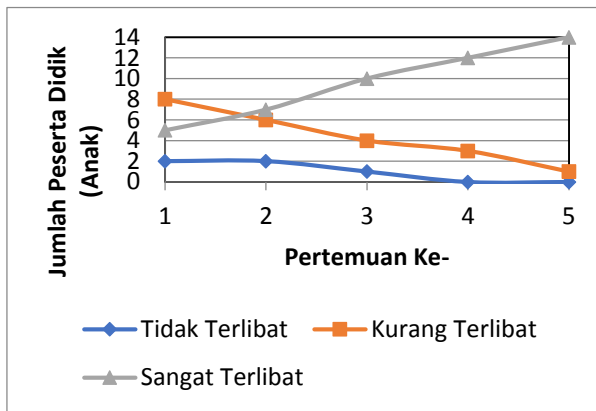


Figure 6. Graph of Involvement and Number of Class A2 Students

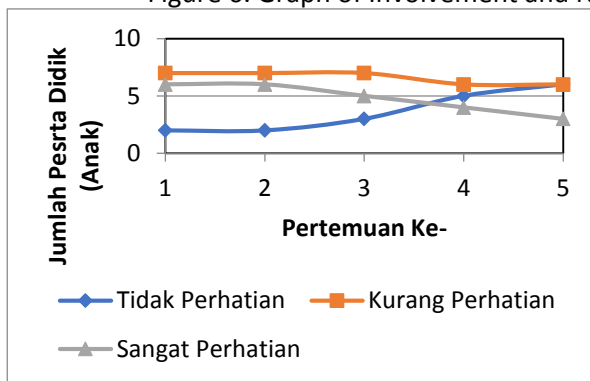


Figure 7. Graph of Involvement and Number of Class A1 Students

From Figures 6 and 7 it can be seen that for class A2, namely the treatment class that applies the creative game method, the number of children who are highly involved shows an increasing trend from the first meeting to the 5th meeting. The number of children who were lacking and not involved continued to decrease from meeting to meeting. In contrast to that, for class A1, namely the control class which did not apply the creative game method, the number of students who were highly involved actually showed a decreasing trend from meeting to the next meeting and the number of students who were not involved continued to increase.

From the three observations of interest, namely pleasure, attention and involvement, it shows that the application of creative game methods can significantly increase students' interest in learning because the graph shows that students' interest continues to increase as meetings are held. Meanwhile, without applying creative games, children's interest in learning is decreasing, as indicated by the graphical trend seen in the control class.

Effect of Application of Creative Game Methods on Pre-literacy Ability

The influence of the application of the Creative Game Method on Pre-literacy skills was carried out through a T-Test, after knowing that the data on pre-literacy abilities

obtained from students' work scores turned out to be normally distributed according to Shapiro-Wilk.

Effect of Application of Creative Play Methods on Learning Interest and Pre-literacy Ability

The effect of applying the creative game method on learning interest and pre-literacy ability can be seen from the results of descriptive data analysis that has been carried out on the aspect of interest in learning and the T-test on pre-literacy abilities.

Interest in learning in the treatment class compared to the control class shows very good results with the application of creative game methods. Children's learning interest increases as seen from the aspects of fun, attention and involvement. Whereas in the control class that did not apply creative play methods it was proven that there was no increase in the aspects of fun, attention and involvement and instead showed a decrease. The T-Test was conducted to determine the effect of the application of the creative game method on children's pre-literacy abilities, with the result that there was a real influence from the application of the method on students' learning interest.

DISCUSSION

The Effect of Applying Creative Game Methods to Learning Interest

a. Interest in learning is measured from students who show pleasure

In class A2, which is the treatment class that applies the creative game method, the number of children who are very happy shows an increasing trend in the graph from the first meeting and so on until the 5th meeting. The number of children who were unhappy and unhappy continued to decrease from the first meeting to the next. In contrast to that, for class A1, which is the control class that does not apply the creative game method, the number of students who are very happy shows a decreasing trend in the graph from the first meeting to the first meeting to the next meeting and the number of students who are not happy continues to increase. in the graph.

This shows that with the application of creative methods, the enjoyment of students increases in participating in learning.

b. Interest in learning is measured from students who show attention

Class A2 is the treatment class that applies the creative game method, the number of children who show attention while participating in learning on the graph shows an increasing trend from the first meeting to the 5th meeting. The number of children who did not show concern continued to decrease from the first meeting to the next. In contrast to that, for class A1, namely the control class which did not apply the creative game method, the number of students who were very attentive in participating in learning actually showed a decreasing trend from the first meeting to the next meeting and the number of students who were not paying attention continued to increase. . This shows that with the application of creative methods, the attention of students is increasing to participate in learning.

c. Interest in learning is measured from students who show involvement

Class A2 is a treatment class that applies the creative game method, it can be observed in the graph the number of children who show involvement in learning shows an increasing

trend from the first meeting to the 5th meeting. The number of children who were lacking and not involved continued to decrease from meeting to meeting. In contrast to that, for class A1, namely the control class that did not apply the creative game method, the number of students who showed involvement in learning actually showed a decreasing trend from meeting to the next meeting and the number of students who were not involved continued to increase.

This shows that with the application of creative methods, the involvement of students is increasing to participate in learning.

Effect of Application of Creative Game Methods on Pre-literacy Ability

The results of the calculation of data analysis using the T-Test show that the mean difference (average difference) from the meeting between the initial treatment and the end of the treatment shows how much the success of learning is. If the difference is large, it indicates that there is a significant difference in the value of learning outcomes.

From the mean difference, it shows that the value of class A1 is -31.8 which is smaller than A2 which is -24. This shows that class A1 and A2 show an equally significant effect, but class A2 shows a greater influence and this means that this class has a more significant effect. From the T-test conducted, it can be concluded that the application of creative game methods is proven to be able to significantly improve the pre-literacy skills of Mambaul Ulum Kindergarten students.

Effect of Application of Creative Play Methods on Learning Interest and Pre-literacy Ability

The effect of applying the creative game method on learning interest and pre-literacy ability can be seen from the results of research that has been done with descriptive analysis that has been done on learning interest and the T-Test test on pre-literacy ability.

The T-Test conducted to determine the effect of applying creative play methods shows that creative play has a significant effect on children's pre-literacy abilities.

The joint effect or interaction of creative play methods on learning interest with pre-literacy abilities can be proven from the results of this study, because creative play methods can inspire children's learning enthusiasm. With an increasing interest in learning, students will automatically increase the intensity, seriousness of learning, focus on learning and ultimately boost pre-literacy abilities as measured by children's work.

SIMPULAN DAN SARAN

Simpulan

From the research results it can be concluded as follows;

1. The application of the creative game method has a significant effect on the learning interest of students in Mambaul Ulum Sukowono Kindergarten for Odd Semester of the 2020/2021 Academic Year.
2. The application of the creative game method has a significant effect on the pre-literacy abilities of students in Mambaul Ulum Sukowono Kindergarten in Odd Semester of the 2020/2021 Academic Year.
3. The application of the creative game method has a significant joint effect on the interest in learning and pre-literacy abilities of students in Mambaul Ulum Sukowono Kindergarten Odd Semester 2020/2021 Academic Year.

Suggestion

Referring to the conclusions of the research results, the suggestions from this study are as follows:

1. Creative play methods can be applied to early childhood learning to increase interest and pre-literacy abilities.
2. The creative game method allows it to be applied in Early Childhood Education because it is easy and flexible
3. To be able to apply the creative game method in Early Childhood Education educators must be creative and have the will to continue learning.

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