

## Early Children's Communication Ability : Unit Block Game Implementation

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### Abstrak

Komunikasi merupakan kebutuhan yang mendasar bagi manusia dalam menjalin interaksi. Komunikasi dapat memberikan kepuasan bagi masing-masing orang, misalnya terpenuhi perasaan kasih sayang, cinta dan perhatian. Oleh karena itu, untuk menstimulasi perkembangan berbicara anak, komunikasi sangat perlu untuk diperhatikan. Salah satu pilihan untuk mengembangkan komunikasi anak adalah melalui kegiatan bermain balok unit. Melalui bermain balok anak akan membangun sebuah bentuk yang kemudian mereka mencoba menjelaskan apa yang telah dikerjakannya. Penelitian ini dilakukan di RA Robbani Rantauprapat. Subjek dari penelitian ini adalah anak didik RA Robbani Rantauprapat kelompok A yang berjumlah 15 orang yang terdiri dari 10 laki-laki dan 5 perempuan. Penelitian ini dikemas dalam bentuk Penelitian Tindakan Kelas (PTK) dan metode ini digunakan terutama yang diteliti bersumber dari masalah yang timbul sehari-hari di dalam kelas yang bertujuan untuk memperbaiki sistem pembelajaran di kelas. Model penelitian yang digunakan adalah : Perencanaan (*planning*), Tindakan (*acting*), Pengamatan (*observing*) dan Refleksi (*reflecting*). Hasil penelitian menunjukkan tingkat keberhasilan dalam implikasi bermain balok unit terhadap kemampuan komunikasi anak usia dini menunjukkan perkembangan yang sangat baik dan telah mencapai tingkat perkembangan sesuai dengan harapan yaitu 80%.

**Kata kunci:** permainan balok, kemampuan, komunikasi

### Abstract

*Communication is a basic need for humans in establishing interactions. Communication can provide satisfaction for each person, for example, fulfilled feelings of affection, love and attention. Therefore, to stimulate the development of children's speech, communication is very necessary to pay attention to. One option to develop children's communication is through unit block play activities. Through playing with blocks, children will build a shape which they then try to explain what they have done. This research was conducted at RA Robbani Rantauprapat. The subjects of this study were students of RA Robbani Rantauprapat group A, totaling 15 people consisting of 10 boys and 5 girls. This research is packaged in*

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*the form of Classroom Action Research (CAR) and this method is used, especially those researched originating from problems that arise everyday in the classroom which aim to improve the learning system in the classroom. The research model used is: Planning (planning), Action (acting), Observing (observing) and Reflecting (reflecting). The results showed that the level of success in the implication of playing unit blocks on early childhood communication skills showed very good development and had reached the level of development in accordance with expectations, namely 80%.*

**Keywords:** *block game, ability, communication.*

## A. INTRODUCTION

Early childhood education basically aims to develop all the potential that children have, both physically and psychologically which includes six aspects of development such as religious and moral values, physical motoric, language, cognitive, social emotional and artistic so that children have readiness to enter the next school (Veryawan, Tan and Syarfina, 2021). According to Hurlock (1990) early development is more important than later development, because the initial basis is strongly influenced by learning and experience. Development is a process of change in which children learn to master higher levels of various aspects. One of the important aspects of development is the aspect of language development (Nurjanah and Anggraini, 2020). Language is a communication tool to convey meaning to others and build interactions between individuals with one another. Language skills show complex and fantastic human abilities, so language can develop quickly from an early age. Language development starts from a simple environment through direct empirical practice (Veryawan and Jellysha, 2020).

Language skills in children aged 4-6 years based on the Minister of National Education Regulation No. 58 of 2009 dated 17 September 2009 concerning the standard level of achievement of children's language development include: 1) accepting language. The expected levels of developmental achievement are: listening to other people's words, understanding several commands at the same time, understanding the story being read, recognizing vocabulary about adjectives, repeating more complex sentences, understanding the rules in a game; 2) express language. The level of developmental achievement includes: repeating simple sentences, answering simple questions, mentioning known words, retelling stories or fairy tales that have been heard, communicating orally and recognizing symbols in preparation for reading, writing and counting; and 3) literacy. The expected level of developmental achievement includes: recognizing sounds or objects around them, making meaningful scribbles, imitating letters, understanding the relationship between sounds and letter shapes, reading and writing their own names (WS, Prima and Lestari, 2016).

According to Berelson and Steiner that communication is the process of delivering information, ideas, emotions, expertise and others. Through the use of symbols such as words, pictures, numbers and others. The

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development of language and communication skills aims to enable children to be able to express their thoughts through simple language appropriately, be able to communicate effectively, and generate interest in being able to speak Indonesian. Early childhood language skills. According to them, at the age of 4, children begin to speak by giving their name, address, age, and begin to understand time. Children's development increases at the age of 5 years where children can speak fluently using a variety of new vocabulary (Lestari, Syaikhu and Nugraheny, 2019).

Communication is a basic need for humans in establishing interactions. Communication can provide satisfaction for each person, for example, fulfilled feelings of affection, love and attention. Therefore, to stimulate the development of children's speech, communication is very necessary to pay attention to. In applied psychology, communication that can encourage a person to develop optimally, both physically and psychologically is referred to as positive communication. Children need positive communication patterns from their environment so that all aspects of their needs can be met and develop properly. A child needs a warm and empathetic touch of communication, as an investment field for the future (Tanjung, Izzati and Hartati, 2020). Quality communication in early childhood will enable them to recognize and distinguish right from wrong, make it easier to find out the root of the problem, and provide the best interests of the child. The hope is that in the future, children will not be wrong in choosing relationships outside the home and will not try anything that is dangerous, both for themselves and their environment (Hermoyo, 2014).

However, in reality the findings in the field are that children are still relatively low in communication, children are quite difficult to speak using simple sentences consisting of 3-4 words, carry out two verbal commands in sequence correctly, are less happy to listen and retell simple stories in sequence and are easy to understand. , it is difficult to say the name of gender and age, it is difficult to call other people's nicknames, it is difficult to understand the form of questions using greetings, why and how, difficult to ask questions using what, who and why, can use prepositions (inside, outside) , above, below and beside).

One option to develop children's communication is through unit block play activities. Playing blocks is useful for providing opportunities for the development of children's communication skills. This unit block game will encourage children to create various shapes of objects such as houses, trains, tunnels, fish ponds, schools, palaces, markets, supermarkets, which they then try to explain what they have done. In playing with blocks, blocks of various types and sizes are needed so that children can produce the desired product. Through playing with the wooden blocks erected by the child, the ideas and ideas possessed by the child will be seen because he will find new forms of the buildings they erect that will be different from the shapes in their minds (Istiarini, 2014).

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Previous research conducted by (Hisna, 2012) that the letter block game can improve the reading ability of children in group B Kindergarten Aisyiyah Tamiang Ujung Gading and children's reading ability activities are an integrated activity, which includes several activities, namely paying attention to the letters on the letter blocks on display, mentioning the letters on the letter blocks, mention the letters of the picture words that have been provided, mention the words on the picture cards and arrange the letter blocks according to the words in the pictures provided. And research (Anita, Risyak and Surahman, 2015) It can be concluded that there is a very strong relationship between playing unit blocks and the development of visual-spatial intelligence of children aged 5-6 years at Citra Melati Kindergarten, Bandar Lampung, 2015/2016 Academic Year.

## B. METHOD

This research was conducted at RA Robbani Rantauprapat which is located at Street-Intensive Work of Burning Stone Rantau, Labuhanbatu prayer meeting, North Sumatra. This research consists of 2 cycles, starting from 04 to 23 November 2019 with the theme my environment. The subjects of this study were students of RA Robbani Rantauprapat group A, totaling 15 people consisting of 10 boys and 5 girls. This research is packaged in the form of Classroom Action Research (CAR) and this method is used, especially those researched originating from problems that arise everyday in the classroom which aim to improve the learning system in the classroom. The research model used is: Planning (planning), Action (acting), Observing (observing) and Reflecting (reflecting). Data collection techniques used in this study were observation, interviews and documentation. The data analysis technique in this study used the average value of the child and the criteria for mastery of children's learning.

Average value (Arikunto, 2015)

The child's average score is calculated using the formula

$$x = \frac{\sum x}{N}$$

Information:

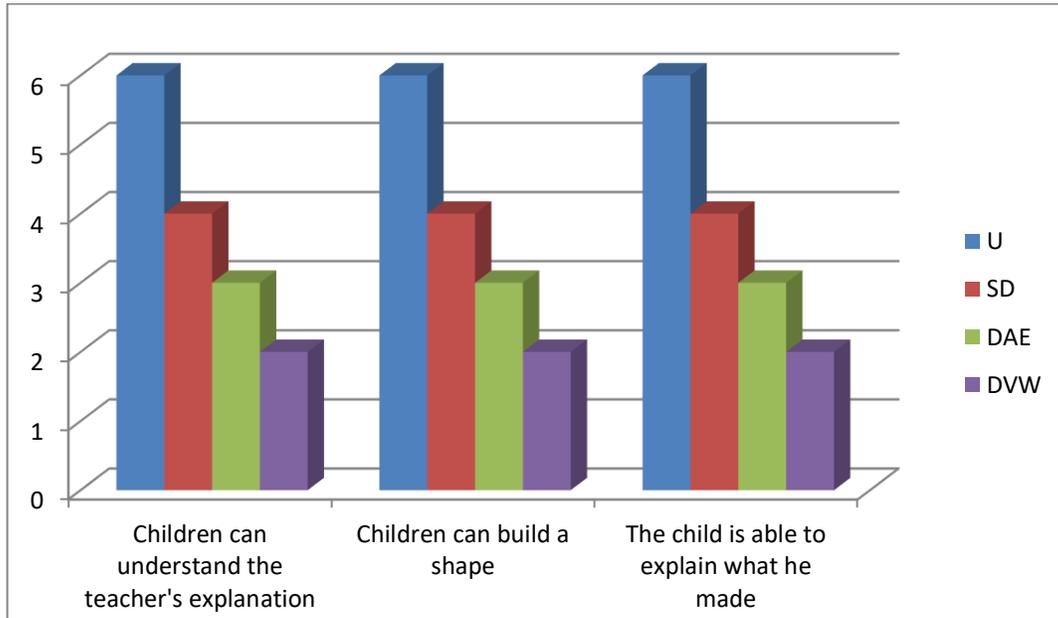
X : Average final score  
 $\Sigma x$  : Total final score  
N : Number of children

The percentage of complete learning classically and individually. Mastery learning classically is calculated using the formula:

*Early Children's Communication Ability : Unit Block Game Implementation, Veryawan, Rabita, Hasna.*



Figure 1. Diagram of Cycle I . Assessment Results



From the table and graphic data above, the implications of the unit block game on early childhood communication skills in cycle I are that children can understand the teacher's explanations and children are able to build a shape and children are able to explain what they make well, there are 6 people who get the predicate not yet developed (U) equivalent to 40%, children can understand the teacher's explanation and children are able to build a shape and children are able to explain what they made well there are 4 people who get the predicate starting to develop (SD) equivalent to 27%, children can understand the teacher's explanation and children are able to build a form and the child is able to explain what he made well there are 3 people who get the title of developing according to expectations (DAE) equivalent to 20%, the child can understand the teacher's explanation and the child is able to build a shape and the child is able to explain what he made well there are 2 people who got a very well developed predicate (DVW) equivalent to 13%. This shows that playing unit blocks on the level of children's communication skills is still low and has not reached the expected level of development so that researchers feel they still need to continue to improve in cycle II.

Based on the results of the data in the first cycle, the researcher reflected on the learning activities, for that in carrying out the learning activities in the second cycle, the researchers made improvements to the learning in the second cycle in the following way: an explanation of the learning activities should use *Early Children's Communication Ability : Unit Block Game Implementation, Veryawan, Rabita, Hasna.*

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appropriate language and be easily understood by children, give examples of a building form, proper class organization to make it easier to be conditioned so that they can carry out better activities and the learning media used are made better in order to attract attention and motivate children. So that while carrying out learning activities in cycle II, children are more enthusiastic and motivated to carry out learning activities. Most of the children have been able to carry out the activity of playing blocks by forming a good shape and this is because the researchers used methods that were in accordance with their abilities so that children did not feel bored in the activity process and were always excited about the media and learning resources used.

**Table of Results of Cycle II Assessment Percentage**

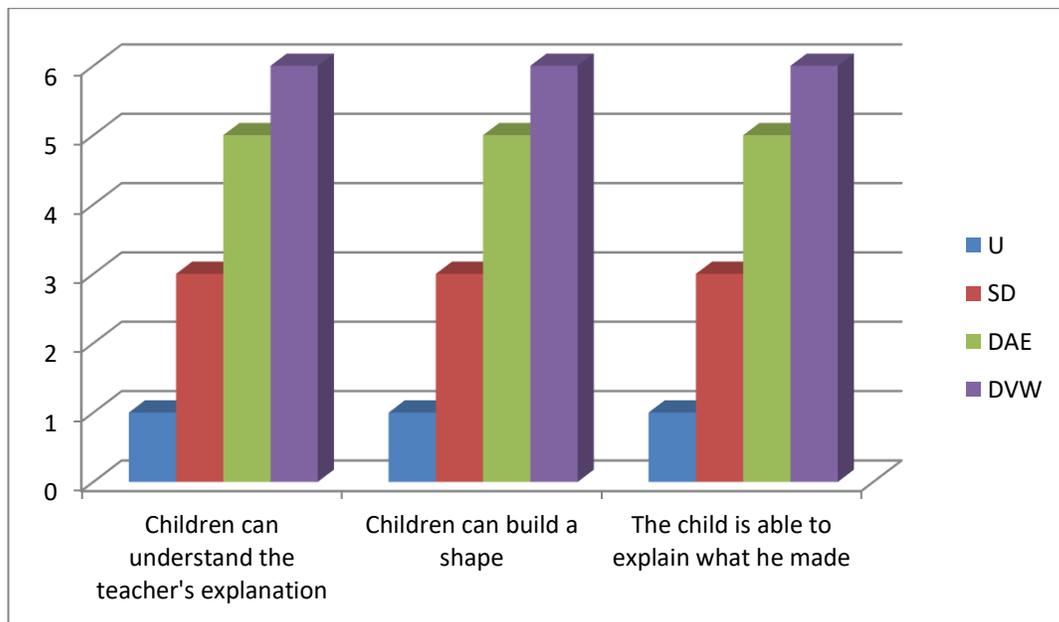
No	Observed aspects	Number of children			
		U	SD	DAE	DVW
1.	Children can understand the teacher's explanation	1	3	5	6
	Percentage	7%	20%	33%	40%
2.	Children can build a shape	1	3	5	6
	Percentage	7%	20%	33%	40%
3.	The child is able to explain what he made	1	3	5	6
	Percentage	7%	20%	33%	40%

Information:

U : Undeveloped                      DAE : Developing As Expected

SD : Starting to Develop      DVW : Developing Very Well

**Figure 1. Diagram of Cycle II Assessment Results**



From the table and graphic data above, the implications of the unit block game on early childhood communication skills in cycle II activities are that children can understand the teacher's explanations and children are able to build a shape and children are able to explain what they make well, there is 1 person who gets the predicate not yet developed (U) is equivalent to 7 children can understand the teacher's explanation and the child is able to build a shape and the child is able to explain what he made well there are 3 people who get the predicate starting to develop (SD) equivalent to 20%, the child can understand the teacher's explanation and the child is able to build a shapes and children are able to explain what they make well there are 5 people who get the predicate developing as expected (DAE) equivalent to 33%, children can understand the teacher's explanation and children are able to build a shape and children are able to explain what they make well there are 6 people who get very well developed predicate (DVW) equivalent to 40%. This shows that playing unit blocks on the level of children's communication skills shows very good development and has reached the level of development in accordance with expectations, namely 80%. Thus, through unit block play activities on early childhood communication skills at RA Robbani Rantauprapat for the 2019/2020 school year.

## **D. Conclusion and Suggestion**

### **Conclusion**

Based on the results of the research that has been described in this study, the authors want to draw conclusions about improving children's communication learning in building a form through unit block game activities, namely this research was carried out in 2 cycles, namely in cycle 1 and cycle 2. At the stage of cycle 1 The author would like to convey that the learning carried out in cycle 1 did not run optimally and maximally. Most of the children have not been able to understand and understand about communicating. The media used has not been able to fully attract interest and make children involved in learning activities. In addition, the methods that may be used are not appropriate for the age level of the child.

Then after the author made improvements to learning to the second cycle stage, it can be found differences in children's learning outcomes. At this stage the level of achievement of the development of children's communication learning has begun to be seen and is in accordance with the expected results. For the development of communication learning with the unit block game that was carried out in this cycle, the children looked more enthusiastic and enthusiastic in following the learning that was carried out. Children are able to build a house garden, mention the parts of the garden, talk to their group friends. Children play

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with directions and examples that have been explained by the teacher. In addition, teachers can accompany children in these learning activities.

Through this unit block game, not only children's language skills are improved but other abilities can also be achieved by children. With this game, children can also train their thinking power in calculating the beginning. So in other words, through the block game the children's unit is easier to communicate.

### **Suggestion**

Before holding learning activities, the teacher should prepare materials or materials and media that support learning. So that in learning the teacher is really ready with the learning activities that will be delivered on that day. In addition, the teacher as the source of the message should provide and make learning plans by taking into account the level of achievement that will be achieved by early childhood. Teachers should also increase their creativity in teaching and provide activities that can improve the thinking power and progress of children's development. And hopefully this research can provide good learning in the development of children's language in the place where this research is held.

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