

Improving Queuing Culture through the Train Game Method for 5-6 Year Old Children at RA Muslimat NU Pretek

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Abstract: This study aims to improve the fine motor skills of children aged 5-6 years through collage activities with various media at RA Muslimat NU Pretek, Pecalungan District, Batang Regency. This study uses the Classroom Action Research (PTK) method with a quantitative descriptive approach which is carried out in two cycles, where each cycle consists of planning, implementation, observation, and reflection stages. The subjects of the study were 47 children, consisting of 28 boys and 19 girls. The focus of the research includes the steps of teachers in the implementation of collage activities, such as planning drawing patterns, introducing tools and materials, and evaluating children's work. Inhibiting and supporting factors of collage activities were identified through observation and interviews with teachers. The results of the study show that the application of collage activities through scissors and gluing activities can significantly improve children's fine motor skills. This can be seen from the increase in pre-cycle results by 6%, increasing to 36% in cycle I, and reaching 78% in cycle II. Thus, collage activities have proven to be effective in developing fine motor skills in early childhood through a fun and meaningful learning process.

Keywords: Fine Motor, Collage, Early Childhood.

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INTRODUCTION

Early childhood is an individual with great potential from birth, located in the age range of 0 to 8 years, which requires special attention from parents, teachers, the community, and the government. This period is often referred to as the golden age or "golden age" because it is an important period for children's growth and development, where many experts state that children's intelligence, character, and brain development are highly determined at that time (Hasan, 2011). In this period, about 80–90% of the child's brain capacity has been formed, so the right stimulation will affect their intellectual, emotional, and social development in the future (Early Childhood Development, Litnus Repository, 2013; The Role of Parents in Developing Children's Potential, 2022).

One of the most important character values to be instilled at an early age is discipline, especially related to queuing culture. Discipline can be defined as an influence that is deliberately designed to help a person respond to environmental demands on a regular basis (Semiawan, 2009). In the context of early childhood, discipline is not just an order or punishment, but a habit of activities such as waiting for their turn, respecting the rights of others, and regulating oneself in social interaction (JPTAM, 20xx). Discipline in

queuing culture is built through teaching, guidance, and motivation from teachers and parents in daily life. With repeated habits, children begin to form a positive habit of waiting for their turn and not pushing in line (Queue Culture can Improve Discipline, 2023).

However, the reality in the field shows that the queuing culture is not fully inherent in children aged 5-6 years at RA Muslimat NU, Pretek Village, Pecalungan District. From daily observations of 47 children (29 boys and 18 girls), it appears that when entering the classroom, only about 19–20 children ($\pm 42\%$) are willing to wait for their turn, while 27 children ($\pm 58\%$) are ahead of the queue. Furthermore, in activities such as hand washing, 34 children ($\pm 73\%$) were jostling to be the first. Furthermore, 28 children ($\pm 60\%$) did not want to wait for their turn in various activities. This condition shows a low queuing culture which automatically describes low discipline in early childhood social interaction. One of the factors causing this is the lack of instilling structured rules from teachers in every daily activity (RA Muslimat NU Pretek, field observations).

If a culture of queuing and discipline is not formed from an early age, children can grow up with patterns of social behavior that are less regular, less respect for the rights of others, and tend to be dominant in group interactions. The loss of one of these important aspects — namely rule-setting and habit instilling — can interfere with the development of a child's social character. Rules that are conveyed verbally and inconsistently before each activity will make it difficult for children to understand the context of the expected social norms. Realizing this, the researcher views the need for a learning strategy that can instill and strengthen the culture of queuing through methods that are fun and in accordance with the character of early childhood. One of the methods that is considered suitable is games, because play is a natural way of learning in early childhood (Traditional Games as Cultural Assets, 2017).

Train games were chosen as a medium for cultivating queue culture because many children like the form of mobile and interactive games. Through train games, children can be given concrete experiences in line, taking turns, and respecting friends who are in front. This model allows children to learn discipline without feeling pressured, but through positive and meaningful play experiences. This kind of game also supports the principle of early childhood learning that character stimulation should be packaged in fun, participatory, and contextual activities (Early Childhood Education in the Golden Age, 2022). The main problem to be answered in this study is how much of an increase in queue culture can be achieved through train games in children aged 5-6 years at RA Muslimat NU Pretek. From this background, the title of the research was formulated: "Improving Queue Culture Through Train Games in Children Aged 5-6 Years at RA Muslimat NU Pretek, Pecalungan District, Batang Regency." The purpose of this study is to find out empirically the increase in queuing culture in children after the application of train games as a character learning method.

This research is expected to make a practical and theoretical contribution. Practically, train games can be used as an alternative strategy for queue habituation activities in daily activities in RA and kindergarten. Theoretically, this research has the potential to add to the treasure of knowledge about character learning and early childhood social development. Through structured and fun habituation, it is hoped that children will gradually form an attitude of patience, respect for turns, and uphold the rights of friends, as a foundation for future social behavior. With this introduction, this study will present a literature review related to child growth and development, discipline and queue culture, as well as game methods in early childhood character education, followed by the design of methodology and implementation of actions to the expected results.

METHODS

This research was carried out at RA Muslimat NU Pretek which is located at Jalan Raya Pretek, Pecalungan District, Batang Regency. This institution is organized by the

Empowerment and Family Welfare (Muslimat) of Pretek Village and was established on November 25, 2004 with the number of the Decree of the Ministry of Law and Human Rights Kd.11.25/4/pp.00.07/2004. RA Muslimat NU Pretek has a vision of "The realization of a generation of the nation that is healthy, intelligent, cheerful, creative, independent, environmentally loving, and moral." This vision is realized through a learning mission that emphasizes healthy living habits, the development of children's intelligence according to their developmental stages, and character formation based on moral and religious values. This institution also aims to prepare a generation of children who are healthy, intelligent, and moral through innovative curriculum and learning tools.

RA Muslimat NU Pretek has adequate facilities and infrastructure to support the learning process. An area of 2,500 m² with the status of right to use is used for study rooms, playgrounds, and open spaces for children's activities. The 18 × 10 m² building is used for teaching and learning activities and consists of two classrooms. Outdoor play facilities (outdoor APE) include swings, spinning bowls, seesaws, slides, and globes, while indoor games (indoor APE) are also available in good condition. Other facilities that support teaching and learning activities include teachers' desks and chairs, whiteboards, toy racks, shoe racks, and cleaning tools. Learning centers such as beam centers, preparation centers, and natural materials centers are also available in fairly good condition.

The educators at RA Muslimat NU Pretek consist of five teachers, including Mariah (SMA), Sri Mulyati, S.Pd, Ita Rosita, S.Pd, Ianaturrosida, S.Pd, and Milatunnasikha (SMA). The organizational structure of the institution is led by the Chairman of the RA, the Secretary, the Treasurer, and educators. The existence of competent teachers with a bachelor's education background is one of the strengths of this institution in carrying out creative and character learning activities.

The research approach used is class action research (PTK). According to Mulyasa (2011:37), PTK aims to improve the quality of learning, not to produce new knowledge, but to improve ongoing educational practices. Arikunto (2010:203) explained that the research method is a way for researchers to collect data through various techniques such as interviews, observations, tests, and documentation. In this study, the researcher used a naturalistic qualitative approach, because the research was conducted on natural conditions without variable manipulation. Data analysis is inductive, meaning that field data is collected and processed into a pattern of findings that form empirical conclusions.

The implementation of PTK is carried out in two cycles. Each cycle consists of four stages, namely planning, acting, observing, and reflecting. This stage is carried out systematically to identify, implement, and improve the learning process from the first cycle to the next. The research was carried out during the second semester of the 2023/2024 school year, starting in November 2023 to January 2024. The subjects of the study were 47 children aged 5–6 years at RA Muslimat NU Pretek, consisting of 29 boys and 18 girls. The focus of the research is to improve the queuing culture through the train game method, because this activity is considered to be in accordance with the characteristics of early childhood who like to move, play, and learn through direct experience.

To obtain accurate data, several data collection techniques are used, namely: (1) Documentation, used to collect data in the form of notes, transcripts, photographs, and children's works as evidence of the development of children's abilities and discipline during the activity (Arikunto, 2010). (2) Observation is carried out to observe children's activeness during the learning process and record changes in children's behavior in following the queue rules (Paizaluddin, 2013). (3) Interviews were conducted with teachers and children to obtain more in-depth information about their responses to train game activities (Moleong, 2007).

The validity of the data in this study was tested using the triangulation technique, which is comparing various data sources to obtain valid conclusions (Moleong, 2007:330). Triangulation was carried out by comparing the results of observations with the results of

interviews, as well as comparing the children's scores before and after the action in cycles I and II.

The research procedure consists of two cycles. In cycle I, the researcher prepared a daily learning plan, evaluation tools, and game equipment such as blocks and loudspeakers to support train activities. The teacher delivers the material, uses sound media to direct the child, and lets the child play while being accompanied. Observations were made to record the child's behavior during the activity, and the results were evaluated at the reflection stage. If the results have not shown a significant improvement, then improvements will be made in cycle II.

In cycle II, planning is carried out by adjusting the form of activities to make them more interesting and fun. Focus was given to children who had not experienced behavioral changes in cycle I. Observations were carried out to assess the extent to which the increase in queuing culture occurred, while reflection was carried out to compare the results between cycles. The data obtained were analyzed descriptively, qualitatively, and quantitatively (Sanjaya, 2009:106). Qualitative analysis is used to describe the learning process and changes in children's behavior, while quantitative analysis is used to calculate the increase in outcomes using the percentage formula (Sudijono, 2006). The assessment is categorized into four levels: excellent (76–100%), good (51–75%), adequate (26–50%), and poor (0–25%) (Yoni, 2010).

The success indicator in this study was determined if 80% of the children showed an increase in the queuing culture with the criterion of "very well developed". In addition, teachers' success is also measured through the ability to manage learning spaces, use learning media, motivate, and build positive interactions with children. With a structured methodology and focusing on improving character through educational games, this research is expected to be a fun and effective learning model to instill discipline and queuing culture in early childhood at RA Muslimat NU Pretek, Pecalungan District, Batang Regency.

RESULTS

This research was carried out at RA Muslimat NU Pretek, Pecalungan District, Batang Regency, which is located on Jl. Raya Pretek. This institution was established in 2004 and is under the auspices of Family Empowerment and Welfare (Muslimat NU). RA Muslimat NU Pretek has a vision to create a generation of the nation that is healthy, intelligent, cheerful, creative, independent, environmentally loving, and moral. This vision is realized through various educational missions that emphasize the formation of children's character, intelligence development, and habituation of healthy living behaviors from an early age. This institution has experienced educators and adequate play facilities, such as outdoor APE (swing, seesaw, skating, and globe) and indoor APE which are used for center-based learning activities.

This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles, with the aim of improving the queuing culture of children aged 5–6 years through the train game method. According to Mulyasa (2011), PTK is an approach that allows teachers to improve learning practices through reflective and systematic actions. Meanwhile, Arikunto (2010) emphasized that PTK is not just academic research, but a real effort to improve the quality of the teaching and learning process. Therefore, this study is designed not only to measure outcomes but also to improve children's behavior in the real context of classroom learning.

The results of the study showed that before the action was taken, most children did not have the awareness to wait for their turn. Based on initial observations, only about 40% of children are willing to wait their turn, while the rest tend to scramble and get ahead of their friends during activities such as washing their hands or entering class. These findings show a low level of discipline and self-control in early childhood, which is

in line with Hurlock's (2011) view that children aged 4–6 years are still at a high egocentric stage and need guidance to understand social rules.

Through the application of train games, children are directed to line up in order, follow cues, and wait for their turn in a fun play atmosphere. The game uses simple media such as loudspeakers and blocks as train line barriers. Teachers act as guides who provide instruction and motivation so that children remain orderly and enthusiastic. This is in line with Vygotsky's (1978) theory, which emphasizes that early childhood learning must be social and carried out in the context of interaction with teachers and peers.

In the first cycle, the implementation of the game was carried out with the aim of getting children used to understanding the concept of queues. The teacher introduces the rules of the game, sings a train-themed song, and invites the children to follow the flow of the game in a row. The results of the observations showed an increase in children's participation and the emergence of an initial understanding of turns. About 60% of children are starting to be able to join the queue without scrambling. However, some children still seem impatient to wait their turn, especially in boys who have higher energy and desire to play.

Reflection on the first cycle shows the need to increase the variety of activities so that children are more motivated. Therefore, in the second cycle, the teacher added a healthy competitive element, such as giving praise to the group that was the most orderly and quickly followed the instructions. Teachers also use simple visual media in the form of colored train images to attract children's attention. According to Piaget (1962), preoperative children are very interested in activities that contain symbols and imagination, so the use of visual media is very effective in strengthening understanding.

The results of the second cycle showed a significant increase in the culture of queuing children. Based on observations, 80% of children have been able to follow the rules of the game in an orderly manner, wait for their turn, and interact positively with friends. Discipline increases as children's social understanding of the importance of taking turns increases. This result strengthens the view of Semiawan (2009) that discipline in children does not appear instantaneously, but is the result of repeated habituation through concrete experiences and meaningful activities.

In addition to changes in children's behavior, this study also shows an increase in teachers' ability to manage learning. Teachers become more active in designing fun activities, arranging spaces to be safe and conducive, and directing children without coercion. This kind of play-based learning is in accordance with the principle of learning by playing, which emphasizes that children learn most effectively when they feel happy and actively engaged (Bredenkamp & Copple, 1997). Observation and documentation data support that this approach is able to improve children's social learning outcomes. The increase in queuing culture is not only seen from the behavior while playing, but also when children do routine activities such as washing their hands, taking stationery, and taking turns speaking in front of the class. Thus, the habit of queuing in the context of games can be transferred to children's daily behavior. This finding is in line with the opinion of Santrock (2011) who states that early childhood moral and social development is strengthened through repeated and positive real-life experiences.

In the context of character education, train games also help instill the values of responsibility, patience, and cooperation. Children learn to respect the turn of others and resist the urge to get ahead. These values are very important as the foundation for the formation of good social character. As stated by Lickona (2012), character education must begin from an early age through real practice, not just verbal advice. Therefore, activities such as train games are a strategic medium in instilling moral values in a fun way.

From the results of interviews with teachers and field observations, the children showed high enthusiasm for this activity. They consider train games to be fun activities that can be done with friends. In addition, teachers feel that this method helps reduce scrambling behavior and promotes a more orderly learning atmosphere. In line with the view of Yuliani (2016), the success of early childhood learning is largely determined by the

extent to which teachers are able to create a fun and interactive learning atmosphere. Overall, this study shows that the application of train games can significantly increase queuing culture in early childhood. This improvement in disciplinary behavior is the result of an approach that emphasizes direct experience, habituation, and emotional involvement of children in learning activities. Thus, it can be concluded that the application of educational game methods such as trains is an effective strategy in fostering character values, especially discipline and patience, in children aged 5-6 years at RA Muslimat NU Pretek.

DISCUSSION

Based on the results of research conducted through the pre-cycle, cycle I, and cycle II stages, data were obtained that the implementation of train games had a positive impact on improving queuing culture in early childhood at RA Muslimat NU Pretek Village, Pecalungan District, Batang Regency. In general, the results showed that the number of children included in the "poor" category in the queue culture experienced a significant decrease from pre-cycle to cycle II, while children in the "excellent" category experienced a consistent increase at each stage of the action. This fact shows that play-based learning strategies are not only effective in fostering socially disciplined behaviors, but can also be a fun and meaningful means of habituation for early childhood.

Improving a queuing culture in children is very important given its far-reaching benefits for their social and emotional development. As stated by Prabowo (2012), the queuing culture helps children to adjust to their social environment, provides learning experiences that can be emulated by peers, and trains more effective and targeted behavior. In addition, Kurniati (2015) added that queuing correctly helps children learn to manage time, hone patience, and respect the rights of others who attend first. Through this activity, children learn not to skip turns, be disciplined, and think creatively so as not to get bored while waiting. This means that the culture of queuing is not only about order, but also the process of internalizing moral and social values that are important for the development of children's character.

In the implementation of actions in the classroom, teachers use a systematic and planned approach. One of the main steps taken is to provide real examples of queuing behavior. Teachers show pictures of queue activities, such as lining up in front of the class or waiting for their turn to wash their hands, then imitating them directly with the children so that they can understand through concrete examples. This is in accordance with Bandura's (1986) social learning theory which states that children learn through the process of observation and imitation of models that they consider significant, in this case teachers play the role of role models for positive behavior.

Furthermore, the teacher and the child agree on the class rules that are compiled together. This agreement serves as a guideline for conduct during the activity. By involving children in the rule-making process, they feel a responsibility to obey the agreement. According to Vygotsky (1978), children's involvement in social activities like this helps them build self-awareness of social norms and structures.

In the core activity, teachers use the medium of the walkway board as a means of train games. This media is designed to be interesting and not make children bored quickly. Children are invited to walk on the walkway as if they were train cars, following the teacher's instructions as "machinists." This activity not only trains patience, but also children's motor balance. In addition, the teacher gave a verbal explanation about the importance of queuing and its benefits in daily life. With explanations that are conveyed communicatively and accompanied by real examples, it becomes easier for children to understand the reasons why they need to be patient and wait for their turn.

The supervision process is carried out intensively by teachers during the activity. The teacher observes each child, gives direction to the undisciplined, and motivates them to stay enthusiastic about participating in activities. According to Skinner's (1953)

behavioristic theory, positive reinforcement has a great influence on shaping new behaviors. Therefore, teachers give rewards in the form of praise, songs, or symbols such as stars to children who are able to queue in an orderly manner. This reinforcement helps reinforce positive behaviors and motivates children to maintain them.

Based on the results of observations made using observation sheets, it appears that in the pre-cycle stage, most children have not shown good queuing behavior. Only about 6% of children are able to implement a queuing culture consistently, while the rest still show scrambling behavior and can't wait for their turn. After actions were taken in the first cycle by implementing train games, there was a significant increase with 36% of children in the category of developing well. Children begin to understand sequences, follow cues, and imitate orderly friends. However, there are still some children who are not able to restrain themselves during the activity.

Through reflecting on the results in the first cycle, teachers realize the need for innovation and variety of activities to maintain children's interests. Therefore, in cycle II, teachers improve learning strategies by adding healthy competitive elements, for example by giving group awards for the most orderly children. The results of cycle II showed an excellent improvement, in which 78% of children have shown excellent developmental behavior. Not only are they able to wait for their turn, but they can also remember the rules of the game and apply them outside of activities, such as when washing their hands, marching before class, or picking up stationery.

This improvement shows that play activities designed in an educational manner can be an effective means of character learning. In line with the opinion of Mulyasa (2012), learning in early childhood education should be oriented towards direct experience and meaningful play activities. A simple but engaging train game becomes an effective medium for instilling the values of social discipline and responsibility. The results of the study also show a positive change in teachers' attitudes. Teachers become more creative in creating a fun learning atmosphere, as well as being reflective of the teaching strategies used. Improving teachers' ability to manage learning also strengthens the success of this action. According to Yuliani (2016), the role of teachers as facilitators and behavior models greatly determines the success of early childhood character formation.

The application of train games has been proven to be able to increase the queuing culture in children aged 5–6 years effectively. Through the play approach, children do not feel burdened by rules, but rather enjoy the learning process while practicing discipline and respecting others. These results support the view of Lickona (2012) that effective character education must start from small habits that are repeated in a fun and meaningful atmosphere. This discussion shows that game-based learning not only has an impact on improving children's social behavior, but also fosters a sense of empathy, responsibility, and awareness of moral values. The application of the train game method is a simple innovation that has a significant effect in forming a queuing culture in the early childhood education environment.

CONCLUSION

Based on the results of the class action research that has been carried out, it can be concluded that the application of train games is able to significantly increase the queuing culture in children aged 5-6 years at RA Muslimat NU, Pretek Village, Pecalungan District, Batang Regency. Through the application of this game, the learning process takes place more actively, fun, and meaningfully, thus stimulating all aspects of children's development. Train games adapted to the learning theme are able to foster positive habits, train patience, and improve children's discipline in waiting for their turn. This success can be seen from the increase in results each cycle, where in the pre-cycle only 6% (3 children) showed good queuing behavior, increasing to 36% (17 children) in cycle I, and reaching 78% (37 children) in cycle II. The improvement shows that through game-based learning, teachers can instill character values in a fun and effective way. Factors such as

teacher involvement, parental support, and a conducive environment also influence this success. Thus, train games have proven to be effective learning innovations in instilling a queuing culture while developing early childhood potential holistically.

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