



DEVELOPMENT OF SLINGSHOT BALL LEARNING MEDIA FOR EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD IN CEMPAKA KINDERGARTEN

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Abstract

Emotional development in children is a major factor that influences their attitudes, values, and behavior in the future. This development aspect requires special attention because it must be fostered from the beginning. This study aims to create a product that can be used as a means in the learning process, namely "Slingshot Ball," which is designed to support the emotional development of early childhood and act as an educational game media; this study was conducted on early childhood group A at Cempaka Kindergarten, with a total of 25 participants aged 4-5 years. The research method used is Research and Development (R&D), following the steps Borg and Gall developed through structured stages. Based on the evaluation of media experts, Slingshot Ball scored 35 with an average of 4, which is included in the "very good" category. ($26.17 < X \leq 32.63$). Meanwhile, the assessment of material experts showed that the Slingshot Ball media scored 28 with an average of 4.3, which is included in the "good" category ($23.76 < X \leq 29.28$). Group trials show that this media is efficient and falls into the "very developed" category in encouraging the emotional progress of early childhood, with a score of 90%. Therefore, the Slingshot Ball media is worthy of being used by educators as an interactive learning tool to support the emotional development of early childhood.

Keywords: Emotional Development; Slingshot Ball Media

INTRODUCTION

Emotional development in children during preschool is a factor that will influence attitudes, values, and behavior the moment the child matures. Aspect development needs attention because it is vital for fostering since early childhood; the beginning is called a period of formation. Children have lots of potential that will grow and develop through various stages. According to (Mulyani, 2013), developments at the beginning of life are more important than the future, so one ed interprets the child as all of the sonal human beings. Acatin et al., 2020) say that the development of children determines the child's mom over emotional problems is a process that involves influence in interaction somebody with other people, as well as change in his emotions and character (Santrock, 2011). This is because emotion is closely related to daily activities. The stronger the

pressure of the emotions, the bigger their influence is in the balanced body moment when doing an activity. Some characteristics of reaction emotions in children age early are as follows: (a) a change in emotion, a child tends to be intense, and the child responds to an incident with comparable emotions. As they age, the child will become more capable of controlling and adjusting the intensity of his emotions. (b) Reaction emotion often appears in various incidents based on the desires of children. For example, they can express emotion when crying suddenly because they feel bored or face fewer situations. Emotions are reflected through behavior that shows comfort or No comfort in a situation or the current situation. Emotions can be in the form of feeling happy, anxious, angry, and others (Nurmalitasari, 2015).

Based on the observations conducted at Cempaka Kindergarten, Iluta Village, Batudaa District, and Gorontalo Regency, there are limitations in the media in emotional learning. There are still children who do not interact with their friends, children who do not control their emotions, and children who like to hit their friends. In addition, the lack of media that can stimulate emotional development causes learning to be passive, with monotonous and uninteresting methods, making children feel bored in class. As a result, there is concern that early childhood will have difficulty understanding lessons, which can impact their future development. This problem arises from educators' insufficient efforts to provide stimuli supporting children's social-emotional development. One approach that can be taken in fostering children's social-emotional attitudes is to create a comfortable and enjoyable learning process.

A previous research conducted by (Wardhani et al., 2024) entitled "Development of Face Poly Game Media to Stimulate Children's Social-Emotional Abilities" this study aims to stimulate the social-emotional development of children aged 5-6 years using the ADDIE development method. Research shows that the Face Poly game media has been proven suitable for stimulating children's social-emotional development. This media has a good appeal, so children are attracted to it. In line with the study conducted by (Wardhani et al., 2024) entitled "Development of Social Emotional Board Media (PANSOS) to Improve the social-emotional Development of Children aged 5-6 Years. Based on the study results, there is a high level of relevance of 42.5%, with a pretest result of 40% and a post-test of 82.5%. This means that the social-emotional board media appeals to children and helps social-emotional development, such as working with friends, sharing toys, and recognizing their feelings. After exploring the problems above, the researcher sought a solution to overcome the correct issues so that your emotional abilities could develop properly. Through Slingshot Ball Media, the researcher will create media to improve children's emotional development. Slingshot Ball Media will use plywood formed into an oval rectangle measuring 30 x 30 cm. Several small holes will be made, which will later be inserted into the ball using a slide so children can easily use the tool. According to Yaumi (2018:72), games that are presented well can relax children who were initially tense from a passive state to more active and change boredom into joy. Therefore, it is essential to prioritize play activities combined with learning elements. Children at this age have a short attention span, so they are easily distracted from one activity to another that they find more interesting. Therefore, this media will help children and teachers carry out the teaching and learning process, and supporting media can be used in various ways.

METHODOLOGY

This research uses an approach (research and development) from Borg and Gall. Approach the stages of research conducted in developing and measuring validation products that have been There is or product new that has been changed or updated. This research aims to design A products and measure their effectiveness to be applied widely in society. The product realized is the development of slingshot ball learning media for developing emotional children early in Cempaka Kindergarten.

Subject study This is a child age early from Group A at Cempaka Kindergarten, consisting of over 25 children. This study uses numeric and descriptive data. Numerical data is obtained through observation of the utilization of the learning media that has been designed. In contrast, descriptive data is carried out by expert judgment related to aspect appropriateness, practicality, and Power pull of the press. To evaluate the validity, practicality, and effectiveness of learning media. The instruments used cover sheet evaluation validity and sheet observation development. Then, data is interpreted through the review process sheet validation, results evaluation, and observation of the child. On the sheet validation, there are five options For evaluation. The quality of the slingshot ball media produced was excellent (5), good (4), fair (3), poor (2), and very poor (1). If the team experts give a "very good " rating from a points question, then grain the will to obtain a score of 5, and so on by the selected category, the score sought with use formula and will into quantitative data to qualitative data that uses formula scale five.

Researchers simplified the development model Borg and Gall, which consists of ten steps. This is only stage one until seven; ten are used because of time, effort, and cost limitations. Here is an overview of the implementation stages and the action to be taken by researchers as following

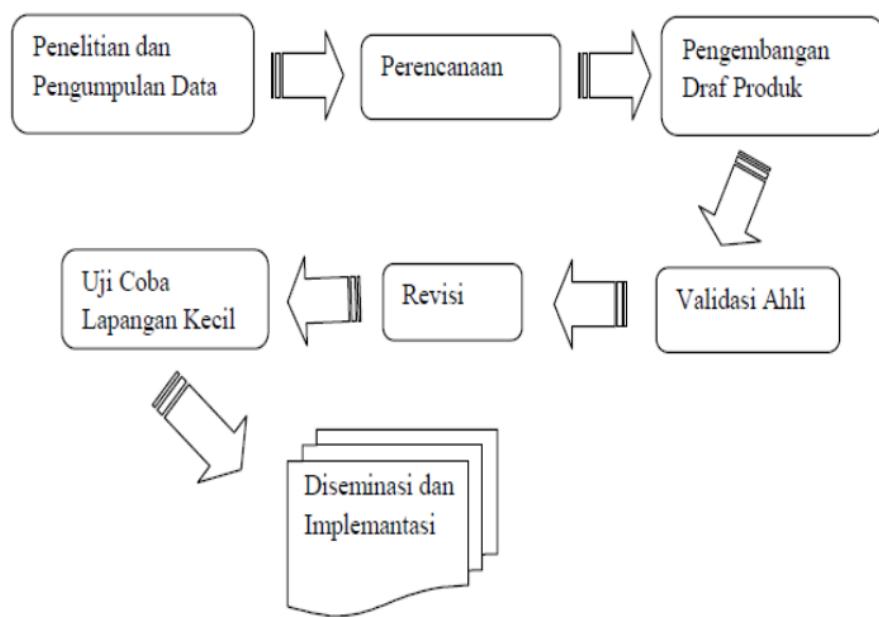


Figure 1. Procedure R&B Research

RESULTS AND DISCUSSION

A. RESULTS

Study the development of learning media for the emotional development of children at an early age. Groups involved in the study This is Cempaka Kindergarten students totaling 25 children. The problems at Cempaka Kindergarten were a lack of stimulating learning, media development, and emotional development. The child still does not have enough control over his emotions. The child is still having difficulty interacting with Good with the theme. From the problem, the child's solution helps stimulate a fun and helpful learning process in terms of development with the development of slingshot ball media. With sufficient stages, length, and limitations, the researcher only selects steps of research that will become a reference in the research process.

1. Analysis Need

In this stage, the researcher does the analysis needed to obtain information related to game media that is educationally appropriate for the child so that the child can more easily understand and follow activity learning. The analysis includes an analysis of learning media needs, studies about profiled children, and benefits of designed media for support stages of learning in support of the growth emotion of children at an early age at Cempaka Kindergarten. The analysis results need data showing children's minimal implementation of learning development. Based on the results and observation, child No Once, children How forms emothowessed by are individuals, teachers do not explain or give reason every prohibits for ions prohibitionist Louis children No normal queued not have and wait to turn when do wash their hands they teachers, always ignore things small like that. Moreover, there is no need for the existence of play media child. This will help to increase the child's development so the child still has difficulty disciplining themselves and regulating his emotions. According to (Rakhmawati, 2022), AIDS learning is an optimal means of pushing the development of social and emotional children so that the learning process becomes more understood and approved. The information obtained will be used as a base for designing functional, practical, and encouraging products to sharpen the competence of emotional children.

During this, the teacher only holds a sheet of customized work with theme activities for children in the class, so the learning process is Not enjoyable to pay attention to the child. The essence child will Study through play. With play, children get experience, knowledge, the power to remember, and be able to solve problems. This is what becomes objective from the development of the media, making it easier for educators to teach related children with emotional development emotional development. (Ningsih, 2023) say that using a game education becomes one of the proper approaches For awakening interest in the child in the learning process, so it can stimulate curiosity, imagination, and ability to think critically. The lack of available media as a means of play for children pushes researchers to develop a pleasant and harmonious APE with the needs and characteristics of typical children early.

2. Design

The media specifications to be arranged that is as follows: first, the slingshot ball media product is a media that is designed to fulfill the needs Of children to increase aspect development of children so that child capable of regulating emotions, being patient in queues, obeying established rules and get to know forms emotions. Second, the product

design uses plywood with size 30x30, which contains holes. They are all designed To put in small balls later so children can easily play with them. Third, the slingshot ball media design is friendly, attractive, and colorful. Fourth, slingshot ball media is also available, such as picture emoticons, as an introduction that forms emotions in children to recognize the emotion that there is in them. Finally, this media is equipped with the catapult used to put the ball in the hole that has been provided.



Figure 2. Slingshot Ball

3. Model Eligibility

Evaluation model fit is performed as a step in designing teaching media for children to increase the development of the emotional child in understanding the regulation of his emotions, recognition of emotions, and the like. Assessment of slingshot ball media feasibility was implemented by distributing questionnaires to expert materials and media. This is done so that the slingshot ball media is designed correctly and by the child's needs. Every expert reviews the press used To provide suggestions for improvement or improvements to the Slingshot Ball media and materials. This process produces superior and attractive product models ready to be applied and utilized by teachers in activity learning in class. The final result from the expert evaluation shows marks as follows.

Table 1. Instrument Sheet Questionnaire Media Validation

No	Aspects Measured	Indicator
1	Slingshot Ball media visualization	- Arrangement of media elements -Media display design
2	Attraction use of game media	- Use image and color -Attractive slingshot ball design
3	Convenience use of slingshot ball game media	-Can be used repetitively - Easy used
4	The benefits of slingshot ball media	- stimulating skills child

Evaluation tools for expert material designed with three aspects: effectiveness, power

pull, and efficiency, which consist of 13 statements. From the instrument grid, This use evaluates the level of the development of the validity or otherwise of the instrument to become a reference in the study as well as grains. Instrument For expert material developed by needs and goals research that will be implemented in the field. As well as questionnaire instrument sheet validation media experts, as in the table below:

Table 2. Instrument Sheet Questionnaire Media Expert Validation

No	Rated Aspect	Indicator
1	Effectiveness use of slingshot ball media	<ul style="list-style-type: none">• Compatibility with stage development emotional• Relevance material• Practical and simple use• Stimulate the potential and skills of the child
2	Attraction use of slingshot ball media	<ul style="list-style-type: none">• Captivating child• Evoking a sense of joy
3	Efficiency use of slingshot ball media	<ul style="list-style-type: none">- can use repetitive- safe used

As for the calculations, the validity of expert material proves that the Slingshot Ball media value from sheet Validation of material experts enter the " good " category after data is converted from form quantitative to qualitative using formula scale five, obtained a score current of 28 with an average value of 4.3. This result shows that the media was rated as worth using for data retrieval, although it still needs revision and input. Based on the method conversion scale five, there are five categories of assessment that can be used as reference in assessing the Slingshot Ball media.

Table 3. Categories Material Expert Assessment

$X > 29.28$	Very good
$23.76 < X \leq 29.28$	Good
$18.24 < X \leq 23.76$	Pretty good
$18.2 < X \leq 18.24$	Not good
$X \leq 18.2$	Very less

(source: Eko PW, 2017:238)

Based on results validated by expert material, it is known that the Slingshot Ball media is classified as in the " good " category ($23.76 < X \leq 29.28$). Therefore, Slingshot Ball media with the category Good stated Ready For tested. Meanwhile, the results from media experts point out that the results are of good quality under the evaluation. The media expert fulfills the " good " category through the data conversion process from quantitative to qualitative with a formula of five, obtaining a total score of 35, an

average of 4. Referring to the results, the Slingshot Ball device is considered for data collection, but it still needs revision and suggestions for improvement. Referring to the formula five scale, five categories of available assessment can made into guidelines in assessing the Slingshot Ball media, namely:

Table 4. Categories Media Expert Assessment

$X > 32.63$	Very good
$26.17 < X \leq 32.63$	Good
$21.73 < X \leq 26.17$	Pretty good
$13.36 < X \leq 23.73$	Not good
$X \leq 13.36$	Very less

Based on results validation from the evaluation of the results, media experts obtained information from the media. Slingshot Ball enters in the " good " category ($26.17 < X \leq 32.63$). Thus, Slingshot Ball media is included in the stated Ready For tested category.

4. Product Trial Results in Small Group

Step four is stage implementation. Slingshot Ball game media testing, including trials on small and large groups, is done in this phase. The trial was conducted in a small group held in the park Cempaka Children's (TK) and was carried out in a limited way, namely with children aged 5-6 years old. Questionnaire For children designed with notice three aspects: effectiveness, power pull, and efficiency, which consists of 20 statements. In the trial stage, this is done by a small group of as many as nine children divided into two groups; researchers do many steps: First, the researcher speaks with the child to approach them and prepare them For Activity learning.

Furthermore, researchers submit questions to children about activities previously to stimulate their return memory. Third, researchers introduce Slingshot Ball media to children and observe their interest in tool props. Fourth, researchers explain the play procedures and provide instructions on using Slingshot Ball media. Fifth, researchers introduce various media types in Slingshot Ball, such as the patient queue, waiting for a turn, returning toys, empathy, and knowing forms of emotion so that a child can study the regulation of his emotions. Sixth, researchers invite child play in a way individually. At this stage, the child can play Without the need for help from an educator or researcher and show interest and high enthusiasm for the Slingshot Ball media. During observation of child involvement in-game use, observation was done, and skills were evaluated. Observation results group small use sheet observations that include evaluation of media suitability, ease of media use by children, and emotional child development. Observation results show the child's response to the media.

Tabel 5. Product Trial

Trial Category	Score	Criteria
Small Group Trial	98.7%	Develop As Expected
Large Group Trial	90.3%	Developing Very Well

The results of the trial on children at Cempaka Kindergarten, as listed in Table 4, show that the development of Slingshot Ball media is assessed as Experience Very Good Progress and Running as Expected because it has fulfilled the criteria set. The average score from the trial against nine children reached 98.7%, classified as in the category Walk as Expected. On the other hand, the trial's results on the group big show the average score eligibility as much as 90.3% of the 15 children at Cempaka Kindergarten, who were classified in type experience Very Good progress assessment teachers do assessment, and assessment results and observations were made during the study. The children feel very enthusiastic about the media helping children play and, simultaneously, can help increase their development. Children queue moment put the ball in the hole using a catapult; the child expresses emotion by the image inserted in the hole. Then, the child returns the toy after play. A pleasant activity like this can give a child good knowledge and valuable experience. The environment provides diverse contexts to help children hone skills in speaking and communicating. In addition, the environment also encourages the improvement of language through the utilization of objects that are not known and the experience of new and various possibilities. According to (Flannigan & Dietze, 2018), when children are involved in the behavior of taking risks and the ability to evaluate tolerance, they are alone to risk.

DISCUSSION

Learning how to teach a child early differs from adult learning. Children at the age of This Study through the concept of " learning " while playing." This means that PAUD educators need to develop creative ideas to present an exciting learning process so that children know they are currently studying. According to (Mayar et al., 2023), when learning feels fun, kids will be late in the process, which will help dig potential for them and develop creativity. In addition, the learning provided must Notice harmonious concepts with the need to grow a flower child because the matter will influence the next stage of development. According to Piaget (1962) in Suryana (2021), children study methods to interact with surrounding objects, which allows them to construct new knowledge. Learning while playing games gives children a chance to develop themselves and build social and emotional intelligence. Cognitive, social, and emotional child considered to boost success in academics and life (Heckman & Kautz, 2012).

Social and emotional competence is more acknowledged as necessary for developing adaptive children at school, in other environments, and in life (Schoon et al., 2021) (Heckman & Kautz, 2012). Several initiatives in Western countries focus on learning processes that aim to increase social and emotional competence. One initiative is the Collaborative for Academic Social and Emotional Learning (CASEL) in the United States. Based on CASEL (2019), learning social-emotional (social-emotional learning) is a process in which children and adults Study, recognize as well and Manage feelings, determine as well as reach a target optimistic, indicate empathy to others, build healthy relationships, and make decisions in a way wise as well as responsible answer. CASEL identifies five important components In the process of learning social emotions, covering awareness of self (self-awareness), management-management, social awareness (social awareness), skills to build relationships (relationship skills), and the ability to make responsible decision responsible decision-making (Mukhlis & Mbelo, 2019). Awareness self refers to skills in recognizing emotions, thoughts, and values personally with the

right while understanding how aspects can influence action. In addition, awareness of self also includes the ability to evaluate strengths and weaknesses correctly. According to (Egan et al., 2021) children Study emotions and how emotion can be managed in social context interaction. Even though learning starts at home, the learning and care environment for children's age quality and early height is also crucial for supporting a social-emotional child's development. (Syafi'i & Solichah, 2021) They say that developing children will create an atmosphere of fun learning, strengthen their connection with their friends, and increase active students' participation in the learning process. (Dhiu & Fono, 2022) In Santrock, it reveals that the social child has a connection with the condition of emotional parents. They find that parents who show positive emotions tend to have good social skills, and with method interaction with parents, children understand the delivery of their feelings appropriately. Likewise, at school, children are taught how to introduce emotions to children of a certain age early through learning media. The presence of the Slingshot Ball media is beneficial to children in managing their feelings; children have already developed. For return play, kids are capable of being patient in waiting their turn and adapting to the new environment (Dewi et al., 2020). Behavior like this needs the existing support and cooperation of children, parents, and teachers, so what is hoped for together in the development aspect is that the child can develop well, especially in regulating emotions. PAUD educators can increase children's social and emotional ability in class by creating a safe, positive atmosphere organized with Good (Egan et al., 2021) . According to Maghfiroh et al. (2020), Changing emotions in children can happen quickly from one condition to another. A child who initially looks happy can suddenly feel annoyed if he meets an unavoidable situation by his wish. On the other hand, angry children Can change to cheerful after being persuaded with something fun. Children's expression of emotions is influenced by their interactions with other people.

Childhood beginning is essential for developing self-regulation, namely a bunch of complex mental abilities like controlling impulses and emotions, regulation of self in thoughts and actions, planning, independence, and responsible behavior socially. (Egan et al., 2021) Although the development of social emotions is explained in diverse ways, in general, the term This refers to the process in which children build the ability to establish and maintain connections with each other and adult friends. Peers understand and express emotion correctly, are independent, explore and interact with the environment, and make decisions with complete, not quite enough, answers. In short, the development of social-emotional skills is related to the method of thinking, feeling, and acting (Chau et al., 2022). It is a strong foundation for developing future careers, skills, and competencies. Social needs have been pushed since early (Cahill & Furey, 2017). For kindergarten children, this s with helping them develop a sense of trust and a healthy self and gain competencies that will allow them to reach their full potential (Cahill & Furey, 2017). Intervention early can increase social skills for social children, who eventually will develop skills and be valued by givers work. This means handling and fulfilling the needs of the child through more participation in play and learning, culture, and society (Bouillet & Majcen, 2022).

CONCLUSION

Research and development process This produces products that can used as a learning medium for children early in Cempaka Kindergarten, Iluta Village, District Batudaa,

Gorontalo Regency. Products This, called the "Slingshot Ball," was designed to develop aspect emotional children and adopt the Research and Development (R&D) method using the Borg and Gall development model, which involves ten systematic stages. Based on an assessment from a power media expert, Slingshot Ball Media acquired a score of 35 with an average of 4, which includes the "outstanding" category ($26.17 < X \leq 32.63$). While that, an assessment from expert material shows that the Slingshot Ball media gets a score of 28 with an average of 4.3, which is included in the " good " category ($23.76 < X \leq 29.28$).

The trial group shows that this media is effective and superior in supporting the emotional progress of children who age early, with a score of 90%. Therefore, this media is very suitable for teachers as a means of attractive learning to support emotional development at an early age. The researchers who raised a similar topic expected that they could carry on developing the media "Slingshot Ball" well from aspect coverage, display, and accuracy materials, as well as apply it to aspects of development to remain relevant to the learning process.

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