

Play Therapy Training for Teachers in Developing Early Childhood Character

Rika Purnamasari¹, Anisa Purwani²

^{1,2} PIAUD, STAI Dr. KH. EZ. Muttaqien Purwakarta, Jawa Barat, Indonesia

Email: Rikapurnamasari057@gmail.com

Abstract

PKM ini bertujuan untuk memberikan sosialisasi dan pelatihan Play Therapy bagi guru dalam mengembangkan karakter anak usi dini. Pengenalan dan pelatihan dilaksanakan dua tahap, tahap pertama pemaparan materi yang disertai dengan tanya jawab, tahap kedua yakni praktik terapi sensory integrasi. Tahap kedua tim PKM mendemonstrasikan terapi dan selanjutnya peserta mempraktikkan cara melakukan terapi dengan menggunakan media bermain Play Sand sebagai alat untuk membantu dalam proses Play Therapy. Hasil pelatihan ini memperlihatkan adanya peningkatan pengetahuan dan keterampilan peserta guru dalam upaya mengembangkan karakter anak serta cara melakukan terapi sederhana yang dapat langsung sekolah. Analisis data dilakukan dengan memberikan pre test dan post test kepada 20 peserta sehingga diperoleh nilai kenaikan gain sebesar 10,9. Dapat disimpulkan bahwa kegiatan dapat meningkatkan pengetahuan dan keterampilan guru pendidikan anak usia dini dalam melakukan Play Therapy sehingga diharapkan mampu memberikan penanganan bagi anak usia dini yang memiliki masalah pertumbuhan dan perkembangan khususnya dalam mengembangkan karakter.

Keywords: *Play Therapy, Karakter, Anak usia Dini.*

Abstrak

This PKM aims to provide socialization and Play Therapy training for teachers in developing the character of early childhood. The introduction and training was carried out in two stages, the first stage was the presentation of the material accompanied by questions and answers, the second stage was the practice of sensory integration therapy. The second stage of the PKM team demonstrates therapy and then participants practice how to do therapy using Play Sand as a tool to assist in the Play Therapy process. The results of this training show an increase in the knowledge and skills of teacher participants in an effort to develop children's character and how to do simple therapy that can go straight to school. Data analysis was carried out by giving pre-test and post-test to 20 participants in order to obtain an increase in gain of 10.9. It can be concluded that activities can improve the knowledge and skills of early childhood education teachers in conducting Play Therapy so that they are expected to be able to provide treatment for early childhood children who have growth and development problems, especially in developing character.

Kata Kunci: *Play Therapy, Character, Early Childhood.*

INTRODUCTION

Teachers and Students are 2 components in the process of educative interaction. The teacher has a central role in an educational setting, especially in early childhood education units, where the teacher becomes the central model that will be followed by students. In this case, the teacher must not only master the competence of the teacher but must have additional skills to help optimize the learning objectives for students. Given the early age is an important age in the process of development

during life. Sudaryanti (2010) revealed that early childhood is a golden age that only occurs once in the developmental period of life, as well as a critical period for a child's life, where the potential of a child's brain develops 80%. Therefore, the success of children's education is determined by the stimulation of the surrounding environment that will support the process of forming the child's character. Ainissyifa (2014) character education must be instilled since children are still small and through a process that is adjusted to the stages of child development. This shows that the formation of children's character requires the patience and perseverance of educators who must be supported by skills that are skills in dealing with children's problems and developing the character of early childhood. Instilling character values in early childhood education, especially at the PAUD level, needs to be done by getting teacher support as a facilitator and motivator. Because the teacher is the first person to deal with the child. However, in reality there are still many PAUD teachers who still do not have the skills that support learning, they only focus on learning routines and are very "rigid" with teaching styles that tend to only explore cognitive abilities. Play therapy will facilitate communication between the child and the therapist/teacher, this is the teacher as the therapist/teacher because the game is a means of communication and children's language. The ease of communication between the child and the therapist/teacher is one of the advantages of using play therapy, which helps the child's development process. Children get a lot of freedom to choose, increase the power of fantasy and imagination, provide a safe place for children to express their feelings so that they can shape their character. This play therapy solution uses a type of behavioral play therapy that focuses on character building habits, as well as in its implementation plan, which must be sustainable and consistent in accordance with the goals of play therapy itself. Play therapy can also eliminate some problems such as anxiety, slow development, and internal barriers (Widyaswati: 2019). Play therapy is a special therapeutic process that focuses on children's needs to express themselves through the use of games and toys (Safithry: 2018) Lack of skills in managing learning in schools so that they cannot develop all the potential of early childhood students. only cognitive.

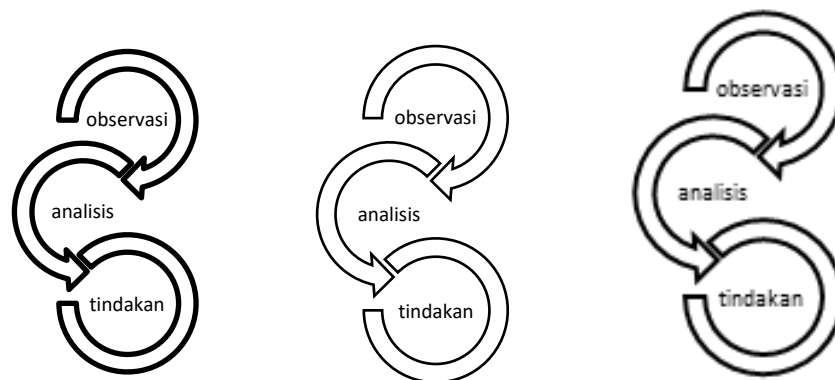
In this case, the teacher becomes the foundation of hope to realize learning activities that are in accordance with the goals of national education itself. Therefore, some of the problems found in the case analysis in the field, the focus of this internal problem (PKM) is to train teachers in understanding Play Therapy as an innovative skill technique in the formation of early childhood character. In an effort to provide training to early childhood teachers on play therapy for early childhood character development, researchers designed a play therapy training program for early childhood. Through training, it is hoped that teachers will implement it in supporting the learning process in order to help character development in accordance with the goals of education and learning in schools. In addition, Play Therapy can stimulate early childhood to social-emotional maturity that shares and forms a superior and quality self-character.

METHOD

The method used in this PkM is Participatory Action Research (PAR). PAR has three elements, namely research methodology, action dimension, and participation dimension. PAR methods are implemented with reference to certain research methodologies, must aim to encourage transformative action, and must involve many members of the community in this case teachers as PAR implementers themselves. In community/teacher services, PAR is implemented in the form of: 1. Providing material on Play Therapy, Stages of Play Therapy, packaged with "Socialization and Play Therapy training for teachers in developing children's character" aims to provide an overview to PAUD teachers in carrying out training. The provision of this material was carried out on Wednesday, October 12, 2022. 2. The play therapy training method used tools and materials that had been prepared by the

team. The practice of implementing play therapy along with the methods and stages was carried out on Wednesday, October 12 after the introduction of play therapy was done separately. 3. Assistance and monitoring of teachers in implementing the practice of Play Therapy to their peers.

This technique uses a spiral design that was conceived by Springer.



RESULT AND DISCUSSION

The training was held at Citeko Prosperous Kindergarten with the subject of PAUD teachers in 2 sub-districts of Tegal Waru and Plered sub-district. The conditions before the implementation of the community service program were the stages of identification, observation and measurement of knowledge using a questionnaire given to 20 PAUD teachers. This aims to determine the possibility that some participants do not know the concept of Play Therapy and how to use it. Second, participants or subjects do not know the stages of using Play Therapy to develop.

The success of organizing community service activities (PKM) broadly includes four components including the success of the target number of PKM activity participants, the achievement of the planned material targets, the ability of participants to master the material, and the ability of participants to practice the use of Play Therapy to develop children's character. The target participants as the subject of the socialization and simulation assistance as previously planned were 20 PAUD teachers in the sub-districts of Tegal Waru and Plered. In its implementation, this activity was attended by 20 participants so that it can be concluded that the target of participants as subjects was 100% achieved.



Picture 1 Play therapy training participants in Plered and Tegal Waru sub-districts

The purpose of community service through Play Therapy training for teachers in developing the

character of early childhood is generally well achieved. Based on the results of the training to the participants, it shows that the quantity of teachers and the target location have been achieved with the time allocation according to the plan, which is 150 minutes. The achievement of the material targets in the implementation of community service activities is quite good, because the material prepared by the Service team can be delivered in its entirety. The material that has been presented is an understanding of play therapy, stages of play therapy, game tools used in play therapy in developing the character of early childhood.

In addition, Pkm team also explained and simulated the ways and techniques of play therapy starting from Pre Therapy, Therapy, and Post Therapy. Pre-therapy is a preparatory stage by designing the goals and program of play therapy, starting with determining the subject to be treated, the needs of the therapy subject, scheduling therapy, and the purpose of play therapy. Therapeutic activities are the core activities of the design results at the pre-therapy stage which aim to implement play therapy. This activity was carried out by the speaker by demonstrating the stages of therapy using play sand educational games and hand puppets. While at the evaluation stage, the speaker explained how the procedure for analyzing the results of therapy was.

The PkM team demonstrates Play Therapy in ways that consist of several stages, namely Modeling, Game Play, Role Play, and Behavioral (Rohmah: 2018, Shafitri: 2015). Simple therapy techniques that participants can do at home with simple equipment. The play therapy demonstrated was: APE play Sand. Play therapy is carried out by means of directed physical activity, can cause behavioral responses to be positive and develop.



Picture 2 Delivery of play therapy material

The ability of the participants can be seen from the mastery of the material which is quite good because based on the calculation of the pretest and posttest given to 20 participants, the gain value increased by an average of 8.15 which indicates better conditions than before the PKM activities were carried out, namely the gain value of 6.25. The test uses description questions to reveal understanding knowledge about theoretical play therapy which will have implications for the practical process. Testing using 4 aspects and 10 indicators developed into the form of questions developed by (Indrawati : 2018). This shows that the material presented has implications for a comprehensive understanding of all the material presented.



Picture 3 implementation of pretest and post test

The results of this training are able to equip PAUD teachers who are skilled in creating and practicing play therapy in developing the character of early childhood. views in selecting and designing stages in the implementation of play therapy. This is evidenced by the results of the questionnaire given to the participants which showed that the provision of these materials could provide knowledge of play therapy to develop the character of early childhood. The atmosphere of providing material is packaged with "training for teachers". The practice and simulation of play therapy showed that participants were very enthusiastic in demonstrating each stage of play therapy, as well as when each group simulated play therapy activities by taking turns going forward, the teachers felt happy and clapped when each group practiced cheerfully and happily.



Picture 4 Play Therapy Simulation

CONCLUSION

The community service program at TK Sejahtera Citeko through training can be carried out properly. Implementation begins with giving a pretest, giving material by resource persons, implementation starts with simulation until evaluation. In addition, this activity can run smoothly in accordance with the activity plans that have been prepared. This activity received a very good response as evidenced by the active participation of participants in the mentoring by not leaving the place before the simulation time ended. The implementation of the PkM program at TK Sejahtera Citeko increases the knowledge of PAUD teachers about Play Therapy, participants/teachers are able to practice the stages of Play Therpay which aim to develop children's character, participants/teachers are able to implement Play therapy to develop the character of early childhood.

REFERENCES

Ainissyifa, Hilda . (2014). Pendidikan Karakter Dalam Perspektif Pendidikan Islam. Jurnal Pendidikan

Universitas Garut Fakultas Pendidikan Islam dan Keguruan, Vol. 08 NO. 01 Hal. 1-26 ISSN 1907-932X.

- Rohmah, Nikmatur. (2018). Terapi Bermain. Jember : LPPM Universitas Muhammadiyah Jember.
- Shafithri, Esti. (2015). Penerapan Play Therpay Untuk Meningkatkan Perilaku Bersekolah Pada Aank Dengan School Refusal Behavior (SRB). Anterior Jurnal, Volume 15 Nomor 1, Desember 2015, Hal 30 – 38 ISSN 1412-1395 (cetak) 2355-3529 (elektronik).
- Sudaryanti. 2010. Pentingnya Pendidikan Karakter Sejak Usia Dini Dalam Mewujudkan Warga Negara Yang Baik. Makalah dipresentasikan dalam Pengabdian Masyarakat yang diselenggarakan oleh Persekutuan Doa Keluarga Besar Kristen di Kadisoka, Purwomartani, Kalasan, Sleman.
- Indrawati, dkk (2018). Penerapan Cognitive Behavioral Play Therapy untuk Anger Expression pada Anak. Insight Jurnal Bimbingan dan Konseling 7(1)Juni 2018.
- Widyaswati, dkk (2019). Play Theraphy Sebagai Bentuk Penanganan Konseling Trauma Healing Pada Anak Usia Dini. HISBAH: Jurnal Bimbingan Konseling dan Dakwah IslamVol. 16, No 1, Juni 2019.