

The effect of block technique games on children's independence in Group "A" At Al-Falaah Early Childhood Education

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Article Info

Article history:

Received September 08, 2025

Revised October 07, 2025

Accepted October 15, 2025

Keywords:

Games technique block

Independence

Early childhood education

Abstract

Independence is one of the aspect important in development child age early. Research This aim For, know influence game technique beam to independence children in group A at PAUD Al- Falaah. The method used is quantitative with pre- experimental approach *one group pretest-posttest*. Research sample totaling 17 children age 4–5 years. Instrument study use sheet observation with indicator not quite enough answer, believe self, and initiative. The results of the analysis using *paired sample t- test* show mark significance of $0.001 < 0.05$, which means there is influence significant game technique beam to independence children. The conclusion of study This is game technique beam effective in increase independence child age early.

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INTRODUCTION

Childhood Education (PAUD) is foundation important in formation character and independence child since early (Febriantini et al., 2025). Children aged early need get proper stimulation for develop all over aspect its development, including aspect social related emotions close with independence (Hayati & Putro, 2021). Independence is ability child for finish task without depend on others, take decision alone, and responsible answer to actions taken (Handayani et al., 2024).

However, in in practice, still Lots child age early who experienced difficulty in show attitude independent (Ifadah & Permata, 2024). Based on results observation early in PAUD Al- Falaah, it is known that part big child group A still show dependence tall towards teachers and parents in finish task daily, less believe self, and minimal initiative. This show existence Need for find method capable learning grow independence child optimally.

One of alternative approaches that can implemented is through game educational, especially game technique blocks (Larasati et al., 2023). Games This give room to child for create, compose, and build something in a way independent (Hasanah et al., 2024). Through game said, child Study make decision, work the same, and overcome difficulty with his abilities themselves (Winanda & Siti, 2024). Therefore that,

technique beam assessed effective for stimulate aspect cognitive, social emotional, until psychomotor child (Basthina et al., 2024).

Play beam No only just activity compiling, but also sharpening ability think logical and imaginative (Sodikin et al., 2024). With involving child in constructive play, they will more pushed for show attitude initiative, responsibility answer, and believe self in do activity without directions live (Rodiah & Watini, 2022). Game This in harmony with the principle of "play" while learning " which becomes runway Early Childhood Education Curriculum (Fransiska, 2022).

Based on urgency said, then study This done with objective for know to what extent does it influence game technique beam to independence child age early childhood at PAUD Al- Falaah. The results of study This expected can become input for teachers and parents in apply approach learning that encourages child become independent individual since age early.

METHOD

Study This use approach quantitative with design experiment quasi - experiment, especially pre-experimental design type one group pretest-posttest (Nastiti et al., 2022). This approach used for measure influence game technique beam to independence child before and after given treatment (Arisjulyanto et al., 2025). Games done several meetings in atmosphere fun learning, with observation done on both phase (pre and post treatment) (Muin et al., 2025).

Subject study is 17 children 4-5 years old who are included in Group A at PAUD Al- Falaah, Sindangbarang Village, District Jalaksana, Regency Kuningan, year teachings 2024/2025. Data collection techniques were carried out with observation use sheet checklist containing three indicators main: responsibility answer finish task alone, believe self, and initiative. Assessment is carried out based on scale development child from BB (Not Yet Developed) to BSB (Very Well Developed) (Salsabela, 2022).

Data analyzed in a way quantitative use help SPSS software version 26.0 with analysis descriptive and inferential tests. The tests used is paired sample t-test Forknow significant difference between pretest and posttest. Validity and reliability test instruments are also performed before study implemented.

RESULTS AND DISCUSSION

Result

Based on the initial observation (pretest), out of 17 children in Group A at PAUD Al-Falaah, 6 children (35%) were unable to complete tasks independently and still relied on their mothers during classroom activities. Meanwhile, 3 children (18%) showed a lack of initiative, and another 3 children (18%) demonstrated low self-confidence. Only 5 children (29%) exhibited independent behavior, such as completing tasks on their own, showing self-confidence, and taking initiative during play activities.

After the treatment using the beam game technique for several sessions, a significant improvement was observed in the children's level of independence (posttest). The observation results showed that 13 children (76%) were categorized as Developing as Expected (BSH) and Developing Very Well (BSB). These children were able to complete tasks independently without assistance, demonstrated self-confidence in expressing ideas, and took initiative during block play activities. The remaining 4 children (24%) showed improvement but were still in the Beginning to Develop (MB) stage and required further guidance.

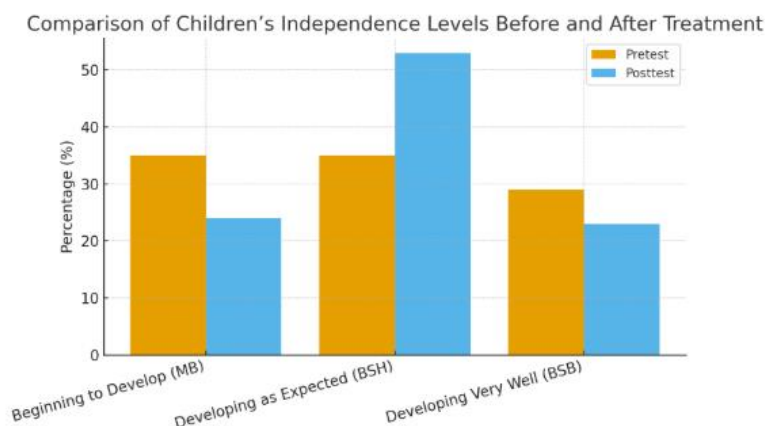


Figure 1 illustrates the improvement in children's independence, showing that the percentage of children categorized as Developing as Expected (BSH) and Developing Very Well (BSB) increased significantly after the treatment.

Statistical analysis using a paired sample t-test produced a significance value (Sig. 2-tailed) of $0.001 < 0.05$, indicating a significant difference in children's independence scores before and after the application of the beam game technique. Thus, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Overall, the level of children's independence increased from 29% before treatment to 76% after treatment, representing a 47% improvement following the implementation of the beam game technique as an effective learning method.

Discussion

The findings of this study strengthen the opinions of experts such as Jean Piaget, who emphasized the importance of constructive play in children's cognitive and social development (Alfadhilah, 2025). The beam game provides opportunities for children to explore, think critically, and engage in social interaction within a play-based context (Hendrianto, 2024). These activities support the development of attitudes that foster independence in daily life.

The growth of independence through the beam game is not only observed in physical aspects, such as arranging blocks, but also reflected in psychological aspects such as the courage to make decisions and solve problems independently (Halimatussa'diah & Napitupulu, 2023). This process also contributes to the development of language and social interaction skills when children explain their work or collaborate with peers (Luthfiyani et al., 2025).

Furthermore, the results of this study align with previous research showing that play-based approaches can enhance various aspects of children's development. Therefore, it is important for early childhood educators and parents to provide children with regular opportunities to engage in block play, not merely as a recreational activity but as a meaningful learning medium (Rusdiana & Zaenab, 2025).

CONCLUSION

Study This conclude that game technique, beam own significant influence to improvement independence child age early. Children who previously dependent on adults show improvement in finish task alone, take initiative, as well as show trust self after follow game technique beam. With thus , the game technique beam can made into alternative method fun and effective learning in grow attitude independent children at the age of early . Activities this also provides stimulation comprehensive for aspect cognitive, social emotional and motoric child.

Recommendation from study This is so that PAUD educators can in a way routine integrate game technique beam in activity learning, as well as encourage parents for support activity play children at home

who push independence. With consistent support, children will grow become individuals who believe self and independence since age early.

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