



IMPLEMENTATION OF COOPERATIVE LEARNING ASSISTED WITH TRADITIONAL GAME MEDIA IN IMPROVING STUDENT LEARNING OUTCOMES

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Abstract:

Early childhood is a busy and vital time for maximizing different cognitive skills so children can grow into good people. The capacity and awareness of teachers to take advantage of opportunities in this golden era depends on the success or failure of developing children's intelligence. Applying cooperative learning with traditional game media is a suitable alternative for early childhood education. Teachers must be able to choose and implement learning strategies most appropriate to the early childhood development level. This study aims to determine whether cooperative learning, aided by traditional game media, has improved learning results in Pancasila Bondowoso Kindergarten. This class action study uses observational tools, interviews, and recordings. The findings demonstrated students' enthusiasm and passion for learning and a substantial improvement in student learning outcomes from cycle 1 to cycle 3. The first cycle's learning outcomes were improved by 63% in the second cycle, to 74%, and by another 85% in the third cycle. Therefore, Bondowoso Pancasila Kindergarten's classroom action study on adopting cooperative learning supported by traditional game media in early childhood was deemed successful.

Keywords: *Cooperative Learning, Traditional Games, Learning Outcomes*

INTRODUCTION

Characteristics child age early is one very fundamental feature in stage grow flower children, especially the process of mental development and knowledge child because grow flower child by age early is very fast development. Even mentioned by one according to experts psychology development child age early in study Mulianah explain child age early currently is at in very sensitive time for his life because child so fast and very easy For interact receive and process stimuli that come from outside especially environment place child live (Hadisi, 2015; Idris, 2016; Khaironi, 2017, 2018; Trenggonowati & Kulsum, 2018a) .

at the moment now, son age early is at the starting point for capable adapt and do or process deng activities environment they especially environment child play and environment family. Age child age early already very sensitive to changes in the environment they are, because child moment This is at pate know the ripening process function physique nor psychology, development muscle motorbike subtle and gross, moral, religious, social, affective, psychomotor, language as well art. So that child age early Already start Ready For receive, respond and manifest every related tasks with aspect grow flower child. growing process flower is something progressive stages Because development walk continue without exists decline and growth processes flower This No will Once back to development before. growing process flower this is also sufficient systematic and dynamic, cause development own ongoing continuity since child born until die. Even in accordance theories about psychology development child age early explain that child child age early these are the golden ages are very precious

times No Can be repeated back (Danar, 2009; Filtri, H., & Sembiring, 2018; Masdudi, 2019; Susanto, 2017) . The amount explanatory research about grow flower child age monotonous early will can influential to pattern life child next, then from That child need pay attention to parenting style For support the growing process flower Good in a manner physique nor psychic, one that should be note also adalag method adapt and way Study child age early. As stated by Fakhriyani explain about grow flowers and characteristics child age early is something stages continuous change and development, namely the process of development child in a manner gradually, slowly and surely Certain will always experience change until to childhood, youth and adulthood in all things (Elfiadi, 2016; Fakhriyani, 2016; Masdudi, 2019) .

Age child early must given receptacle in develop potential, children have the opportunity to increase their intelligence, because grow Early childhood development is very fast (Pura & Wulandari, 2020) . Children at an early age are termed with call golden age because physical and motor growth goes very fast, good for growing flower aspect intellectual, emotional, and moral or religious (Uce, 2017) . Someone explained that at an early age age four year up to 5 years Already reaches 50% of his intelligence, while at age eight year child Already reach intelligence 80% (Farida, 2017) . In push grow flower early childhood, yes done with method teach and guide child child about aspect cognitive, affective and psychomotor.

To support grow flower child age early, then many parties want help its development. review from various corner view that child development age early there are things that are going on normally, there are also things that are not normal, children whose development is not normal means he experienced disturbances in his development process (Filtri, H., & Sembiring, 2018) . Viewed from corner developmental psychology perspective early childhood, then Childhood is a period of basic formation for grow child flower. So that the stimulus received by the child is like from life family, community, friends even food and drink can have a huge effect on grow the development of the child at that time and had an impact on the growing period flower next (I. Puspitasari & Hidayatulloh, 2020) .

Early childhood is a very effective and urgent period to be maximized support grow develop the intelligence potential it has (Trenggonowati & Kulsum, 2018b) . Success and failure in push grow the flower child age early depends from competence and awareness of educators in optimizing existing opportunities (Filtri, H., & Sembiring, 2018) . The role of an educator continuously and consistently for help and direct grow flower child age early until become quality human beings in the future. Because child age early is candidate future successor brilliant nation (Elfrida Ita, 2018 ; Shomiyatun, 2018) . So from that, in preparing candidates quality successors of the nation, an educator must have ability in aspect nurture, give good example and able to protect children 's rights to be able to grow develop optimally as expected. With Thus, one suitable alternative For support grow flower child age early with method focusing on the teacher's ability to choose and sort out appropriate learning strategies characteristics participant educate as well as according to the nature and interests of the child in learn.

Success implementation of learning can achieved with various aspects of the learning component itself. Learning component consists from the teacher, learning objectives, facilities and infrastructure, and learning strategies or methods (Fadillah, 2018) . Components are interrelated and complementary. A professional educator will not be successful in teaching only rely on intellectual property without regard to delivery strategy or method material learning. Strategy or method is tool For convey metari to participant students in accordance with the conditions of students, environment and interests child in Study (Hasanah, 2021; Suryaningsih, 2020) . In designing good learning, an educator must design such learning scenarios like, for implemented moment implementation learning going on. designing learning starts from focusing on the goals and competencies that must be achieved in the meeting, selecting methods and using certain learning media, and designing evaluation tools and implementation, so that by designing in a manner ripe can help an educator truly

Ready in carry out learning (Anwar, 2020; Fajri et al., 2021; Ningrum, 2009; Nurtanto, 2016; Y. Puspitasari et al., 2021; Richard, 1996; Sulfemi, 2019) .

Achievement process objective learning must capable choose and implement appropriate learning strategies in accordance development and characteristics child students (Filtri, H., & Sembiring, 2018; Hijriati, 2016; Masdudi, 2019; Netrawati, 2009; Wulandari & Purwanta, 2020). capable choose one learning strategy in accordance with situation and conditions in the field. In selection of learning strategies customized with material lesson, the media will be used, level development participant education and facilities existing infrastructure so that can make it easy melting purpose. Selection of learning strategies is urgent matter for educators especially in children age early. because it is Education that masters learning strategies can help educator carry out the learning process For reach objective learning.

Learning strategy is method used educator in manage and implement learning. So, one of the learning strategies that can be utilized in help child age early Study that is with apply learning cooperative (cooperative learning). Cooperative learning is one of the effective learning strategies need educator attention, understood, mastered and recommended by experts education For implemented in class To use support performance Study child. Cooperative learning is one of them alternative For support performance Study child, especially child age early, that is ; 1) based on review results a number of study show cooperative learning implementation can support performance Study child and help develop competence child good in that aspect social-emotional nor level prowess children in language and psychomotor aspects. 2) cooperative learning as containers and tools For help child Study think, adjust self, problem solving, and integrating aspect cognitive with psychomotor children (Alexander & Pono, 2019; Fadillah, 2018; Fajri, 2010; Firdaus, 2016; Hasanah, 2021; Jaelani, 2015; Setiawati, Gusti Ayu Dewi, 2018; Warmansyah, 2016; Widharningsih, 2020) . Based on review above, then cooperative learning is one form alternative from selection of learning strategies that can help and fix system learning in the classroom (Indahningrum et al., 2020) .

Activity observation conducted in Bondowoso Pancasila Kindergarten with get that data implementation of cooperative learning is rare and even No Once done by the teacher, p This implementation learning often done in a manner independent and classic course, because the teacher feels confusion in manage students on activities learning in a manner cooperatively, and students in Pancasila Kindergarten in an efficient manner general only given task in a manner individual. Activity learning like This can make student bored in Study Because implementation learning monotone in a manner conventional. achievement results Study children are also very minimal about development competence Work together, sharing and helping each other, as well as mutual feelings respect in activity socialize with member the group. So that with above phenomenon urgently need implementation of cooperative learning for children capable socialize with his friend and able float competence child in learn.

Notice characteristics child age early childhood who are still very unstable and children more like in activity play, then implementation of this cooperative learning felt difficult For applied, so in implementation of cooperative learning this really need media assistance, the most suitable media For child age early is a media game so that can interesting interest Study child and get motivating as well as focus child For always role active in learn. In accordance characteristics children age really like early with play while study, then one game that can made alternative in learning is game closest traditional with life child everyday.

Type Game Traditional will implemented in cooperative learning is type game fortress, game traditional type fortress This is game inheritance grandma ancestors in the villages even until Now Still Lots circles like child with game this (Ismoko, 2019; Kurniawan & Zawawi, 2017; Mega et al., 2018; Supriyono, 2018) . From the era ancient until Now game fortress This Already known and played generation to generation The Indonesian people, especially those in rural areas still very thick with game this. Stages implementation game This includes :

1. Player members are divided into two parts (groups)
2. Each the section (group) chooses a pole or tree as its stronghold
3. The task of each group is to defend fortress yourself and try take the enemy fort
4. Mandatory players Touch the pole / rook to renew its power.
5. For players who are caught, they will become prisoners of the enemy and imprisoned next to the opponent's fort.
6. For save players who are caught, then friends / members grop can touch it
7. The winning group / player is the player who can seize the opponent's fort by touching (Abidah et al., 2019; Anaitulloh et al., 2021; Endang Nuryasana, 2017; Hermansah, 2016; Maslukhah, Silvia Ayu and lutfi, 2014; Nurastuti et al., 2015; Pratama et al., 2016) .

Game This is one type game that can held in a manner cooperative, with notice cost Enough cheap even No There is costs (Ismoko, 2019) . Game fortress it fits perfectly For implemented to child age early, so make very active child in move and interact with member the group. Through game this, son age early can Work in a manner cooperative with Friend other. Abidah explain game fortress This played by two teams and each squad consists from four until eight children (Abidah et al., 2019) . Each squad can pick and choose the fortress, the fortress Can form pillars, trees and other stones. Every team must try captivating member team against or Can direct snatch fortress against. Game This Can started with one out member from fortress, then member team against will try catch with method touch out player the. Member out team can return Again to their respective forts for avoid touch from team against. Game traditional fortress This can practice creativity student, grow develop intelligence emotional and social, learning like This more contextual, develop values, aspects cognitive and psychomotor participant educate, as well can develop fitness and physical health child, child also will feel happy, capable Work same, each other help and each other appreciate (Supriyono, 2018) .

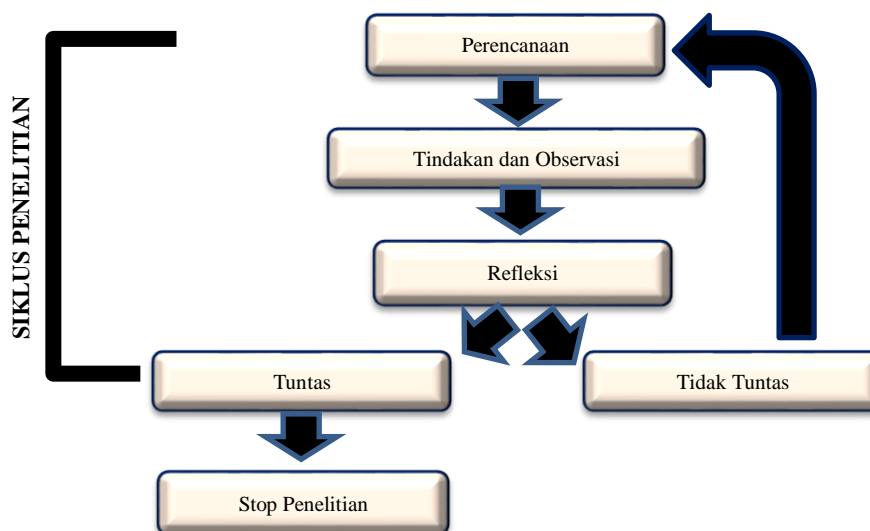
Hasanah do study about application Learning cooperative with get results that child each other positive interdependence _ appreciate and accept difference individual, create atmosphere effective and fun class, there is warm relationship between student with student nor student with teachers, children own Lots opportunity For express experience in accordance with teacher 's direction and guidance learning cooperative (Hasanah, 2021) . Abidah do study about game traditional bastion, get results activity cycle I that child experience enhancement from pre cycle to cycle I as much as 50%. Enhancement from Cycle I to Cycle II 85.71%. kindly general enhancement results implementation game traditional fortress reached 85.71% which proves that competence cooperation child always experience enhancement with criteria good (Abidah et al., 2019) .

In line with problems and alternatives learning as well as supported with one example results study earlier, so study This conducted in Bondowoso Pancasila Kindergarten with title “ Implementation Cooperative Learning assisted by Game Media Traditional in improve Learning Outcomes Student ”.

RESEARCH METHODS

Study carried out in Group B at Bondowoso Pancasila Kindergarten with amount participant educate there are 16 children year learning 2022/2023. Type his research is Classroom Action Research (CAR). Stages study This includes : 1). Planning 2). Action / Acting and Observation, 3). Reflection. Implementation classroom action research This done percycle, what when implementation study No succeed so will held revision and planning repeat on cycle next, as well If study This succeed with be marked exists enhancement result Study so study terminated. For instrument his research use sheet observation, interview and documentation results activity learning. Observation used For get data and explain activity and results Study student during activity Study teach with assisted cooperative learning game media traditional fort. W interview done to the teacher and one child after follow activity learning. Documentation collect supporting data results research. Furthermore, the data

obtained from results implementation research, then direct analyzed and written down result in a manner descriptive with compare between results accomplishments achieved with cycle before achievement, or cycle before and cycle next.



Classroom Action Research Flow (adaptation from Fajri, 2010) .

Implementation classroom action research this, started from cycle / stage 1, consisting from planning that is preparation of appropriate RPP/RPPH analysis needs and problems in the field, accordingly with characteristics participant educate, accordingly with the media and other things that can support achievement objective learning with fine and smooth including prepare one of the research instruments done sheet observation. Next step is Action and observation stage. step to three do reflection For know completeness results learn, if study complete with be marked exists enhancement results learn, then study discontinued so are on the contrary If No complete in Study so study continue in the cycle next.

RESULTS AND DISCUSSION

Study This done in Early Childhood B in Pancasila Kindergarten Bondowoso year learning 2022/2023 with amount participant educate There is 16 child. Data collection via activity observation, interview and documentation according to existing data in roomy a n.

Before carry out research or implementation learning in class, then the teacher Together with researchers Prepare adjusted RPP/RPPH with need field and appropriate with characteristics participant educate, because teacher has very important role For plan and design learning For reach objective learning in accordance with talents and interests child educate so that learning will more effective and efficient (Fajri et al., 2022; Hambali et al., 2022) . Teacher prepares learning strategies and media, one of the media used For learning child age early is cooperative learning and game media traditional media, especially game media the fort with objective order participants educate become more easy accept and understand material learning.

Atmosphere conducive class can become contribute increasing performance Study child. When child feel happy and comfortable in Study so can make son more focus follow activity Study teach. Activity Study effective teaching must There is engagement and activity student in learning. activity activity child will appear If activity learning helped or use suitable medium with favorite child age early, which is one of the game media traditional very suitable fortification For child, that is student will role active in activity cooperative follow game the. So t goal learning will achieved

and improved activity Study child as well as can increase performance results Study child.

cycle first (cycle 1) carried out on the day Tuesday November 1, 2022, carried out in group B in Pancasila Kindergarten Bondowoso with amount participant educate There is 16 child. Get results interview to teachers and students about learning cooperative aided by game media traditional : “ students feel happy and like with game the fort packed in activity Study teach ”. this etc inner teacher weapon grow develop competence child, especially in Work same, aspect affective / social- emotional and psychomotor (Elfiadi, 2016) . Game packaged traditionally in learning cooperative too guide child about method interact to his friend, so child Can each other respect each other help, and each other cooperate.

Result interview to head school, that “ implementation learning cooperative rocky media game traditional can develop physical health, understand where the enemy and friend in game, understand method save friends who are held back by enemies and ways win game. In accordance teacher's direction and guidance, so implementation game traditional This can give impact positive to child educate, however if the teacher is lacking understand method game this and less give instruction or less capable in manage game, then child only will more just focus on playing. _

In management learning cooperative aided by game media traditional really need teacher's direction and guidance, begin from designing activity learning, implementation learning and evaluation learning so appropriate target For reach expected goal. Objective desired learning achieved Can covers development aspect cognitive, spec affective and aspect psychomotor. Objective from implementation learning cooperative assisted by gaming media traditional This For help child understand importance Work same, each other respect each other help, skills play (psychomotor) and develop emotional social skills child.

Observation results activity research about implementation learning cooperative aided by game media traditional start cycle 1 to cycle 2 can describe in table 1, as following :

Table 1. Observation results implementation learning cycle 1

No.	Student learning outcomes through the implementation of cooperative learning assisted by traditional game media	Undeveloped (child can't)	Start developing (children can start but with the direction of the teacher)	Growing as expected (children can but slow in thinking / acting)	Very well developed (children can and fast in thinking / acting)	amount
		Score 1	Score 2	Score 3	Score 4	%
1	The child's ability to understand the technique of the game	4	2	7	3	16
		25.00%	12.50%	43.75%	18.75%	100%
2	The ability of children to work together with group members	2	4	7	3	16
		12.50%	25.00%	43.75%	18.75%	100%
3	The child's ability to defend his own fort and try to seize the enemy's fort	1	3	8	4	16
		6.25%	18.75%	50.00%	25.00%	100%
4	Child's ability to save caught players	3	4	6	3	16
		18.75%	25.00%	37.50%	18.75%	100%
5	The child's ability to touch the pole/rook to renew his strength.	2	3	6	5	16
		12.50%	18.75%	37.50%	31.25%	100%
6	The ability of children to save themselves from the pursuit of enemies	2	4	6	4	16
		12.50%	25.00%	37.50%	25.00%	100%
7	The ability of children to petrify their friends who are being chased by enemies	3	4	6	3	16
		18.75%	25.00%	37.50%	18.75%	100%
8	Children's ability to develop their social-emotional aspects in terms of respecting and accepting	3	4	6	3	16
		18.75%	25.00%	37.50%	18.75%	100%

No.	Student learning outcomes through the implementation of cooperative learning assisted by traditional game media	Undeveloped (child can't)	Start developing (children can start but with the direction of the teacher)	Growing as expected (children can but slow in thinking / acting)	Very well developed (children can and fast in thinking / acting)	amount
		Score 1	Score 2	Score 3	Score 4	%
	defeats/wins in games					

Observation results in table 1, can We answer in accordance analysis development child age early that child which is “ developing in accordance expectations ” and “ developing very well ” as in the table below this :

Table 2. thriving student in accordance hope and growing very well cycle 1

No.	Student learning outcomes through the implementation of cooperative learning assisted by traditional game media	Growing as expected (children can but slow in thinking / acting)	Very well developed (children can and fast in thinking / acting)	amount	Average
		Score 3	Score 4	%	
1	The child's ability to understand the technique of the game	7 43.75%	3 18.75%	10 63%	63%
2	The ability of children to work together with group members	7 43.75%	3 18.75%	10 63%	
3	The child's ability to defend his own fort and try to seize the enemy's fort	8 50.00%	4 25.00%	12 75%	
4	Child's ability to save caught players	6 37.50%	3 18.75%	9 56%	
5	The child's ability to touch the pole/rook to renew his strength.	6 37.50%	5 31.25%	11 69%	
6	The ability of children to save themselves from the pursuit of enemies	6 37.50%	4 25.00%	10 63%	
7	The ability of children to petrify their friends who are being chased by enemies	6 37.50%	3 18.75%	9 56%	
8	Children's ability to develop their social-emotional aspects in terms of respecting and accepting defeats/wins in games	6 37.50%	3 18.75%	9 56%	

Table 2 above show implementation cycle 1, students “ growing in accordance expectations ” and “ developing very well ” reach average percentage 63 % of the maximum data 100% or an average of 10.00 students of 16 students in a manner whole. Problems in study This is learning cooperative and play traditional Still new carried out, by general average child educate feel shy and scared follow activity game this. So educator must re - strategize and afford accompany student in a manner

maximum For motivating child active in learning. Based on results cycle 1, then study This continued in the 2nd cycle. Observation results cycle 2 can described in the table below this :

Table 3. Results observation implementation learning cycle 2

No.	Student learning outcomes through the implementation of cooperative learning assisted by traditional game media	Undeveloped (child can't)	Start growing (children can start but with the direction of the teacher)	Growing as expected (children can but slow in thinking / acting)	Very well developed (children can and fast in thinking / acting)	amount
		Score 1	Score 2	Score 3	Score 4	
1	The child's ability to understand the technique of the game	2	2	8	4	16
		12.50%	12.50%	50.00%	25.00%	100%
2	The ability of children to work together with group members	2	2	7	5	16
		12.50%	12.50%	43.75%	31.25%	100%
3	The child's ability to defend his own fort and try to seize the enemy's fort	1	2	8	5	16
		6.25%	12.50%	50.00%	31.25%	100%
4	Child's ability to save caught players	2	2	7	5	16
		12.50%	12.50%	43.75%	31.25%	100%
5	The child's ability to touch the pole/rook to renew his strength.	2	2	6	6	16
		12.50%	12.50%	37.50%	37.50%	100%
6	The ability of children to save themselves from the pursuit of enemies	2	3	7	4	16
		12.50%	18.75%	43.75%	25.00%	100%
7	The ability of children to petrify their friends who are being chased by enemies	2	3	7	4	16
		12.50%	18.75%	43.75%	25.00%	100%
8	Children's ability to develop their social-emotional aspects in terms of respecting and accepting defeats/wins in games	2	3	6	5	16
		12.50%	18.75%	37.50%	31.25%	100%

Table 3 di on can be analyzed about student “growing in accordance expectations” and “developing very well” as following :

Table 4. Students develop in accordance expectations and developed very well in cycle 2

No.	Student learning outcomes through the implementation of cooperative learning assisted by traditional game media	Growing as expected (children can but slow in thinking / acting)	Very well developed (children can and fast in thinking / acting)	amount	Average
		Score 3	Score 4	%	
1	The child's ability to understand the technique of the game	8	4	12	11.86
		50.00%	25.00%	75%	
2	The ability of children to work together with group members	7	5	12	
		43.75%	31.25%	75%	
3	The child's ability to defend his own fort and try to seize the enemy's fort	8	5	13	
		50.00%	31.25%	81%	
4	Child's ability to save caught players	7	5	12	
		43.75%	31.25%	75%	
5	The child's ability to touch the pole/rook to renew his strength.	6	6	12	
		37.50%	37.50%	75%	
6	The ability of children to save themselves from the pursuit of enemies	7	4		
		43.75%	25.00%		

No.	Student learning outcomes through the implementation of cooperative learning assisted by traditional game media	Growing as expected (children can but slow in thinking / acting)	Very well developed (children can and fast in thinking / acting)	amount	Average
		Score 3	Score 4	%	
7	The ability of children to petrify their friends who are being chased by enemies	7	4	11	
		43.75%	25.00%	69%	
8	Children's ability to develop their social-emotional aspects in terms of respecting and accepting defeats/wins in games	6	5	11	
		37.50%	31.25%	69%	

Activity cycle 2 research according to table 4. So explained that student “growing in accordance expectations” and “developing very well” rose to 1.86, whereas its percentage rose to 74%. So that can be concluded implementation cycle 1 to cycle 2 experienced enhancement results implementation learning. Although nevertheless, however study This still will next to cycle 3, caused enhancement cycle 2 This felt Still not enough maximum and there some constraint child educate in activity learning, that is child educate need adapt Again about learning cooperative especially with game traditionall akgar more directed. Activity results cycle 3 can answered in the table below this :

Table 5. Observation results activity learning in cycle 3

No.	Student learning outcomes through the implementation of cooperative learning assisted by traditional game media	Undeveloped (child can't)	Start developing (children can start but with the direction of the teacher)	Growing as expected (children can but slow in thinking / acting)	Very well developed (children can and fast in thinking / acting)	amount
		Score 1	Score 2	Score 3	Score 4	%
1	The child's ability to understand the technique of the game	1	1	8	6	16
		6.25%	6.25%	50.00%	37.50%	100%
2	The ability of children to work together with group members	1	1	8	6	16
		6.25%	6.25%	50.00%	37.50%	100%
3	The child's ability to defend his own fort and try to seize the enemy's fort	0	0	9	7	16
		0.00%	0.00%	56.25%	43.75%	100%
4	Child's ability to save caught players	0	2	8	6	16
		0.00%	12.50%	50.00%	37.50%	100%
5	The child's ability to touch the pole/rook to renew his strength.	1	2	6	6	15
		6.25%	12.50%	37.50%	37.50%	94%
6	The ability of children to save themselves from the pursuit of enemies	1	3	7	5	16
		6.25%	18.75%	43.75%	31.25%	100%
7	The ability of children to petrify their friends who are being chased by enemies	1	2	8	5	16
		6.25%	12.50%	50.00%	31.25%	100%
8	Children's ability to develop their social-emotional aspects in terms of respecting and accepting defeats/wins in games	1	3	5	7	16
		6.25%	18.75%	31.25%	43.75%	100%

Based on table 5 above, then can We Look Lots enhancement results study, son Already more active, more mem start, more adapt and capable do cooperation

especially use game traditional this. Activity conclusion this 3rd cycle that child " develops in accordance expectations " and " developing very well " can answered as following :

Table 6. Students develop in accordance hope and develop very well in cycle 3

No.	Student learning outcomes through the implementation of cooperative learning assisted by traditional game media	Growing as expected (children can but slow in thinking / acting)	Very well developed (children can and fast in thinking / acting)	amount	Average
		Score 3	Score 4	%	
1	The child's ability to understand the technique of the game	8	6	14	13.57
		50.00%	37.50%	88%	
2	The ability of children to work together with group members	8	6	14	
		50.00%	37.50%	88%	
3	The child's ability to defend his own fort and try to seize the enemy's fort	9	7	16	
		56.25%	43.75%	100%	
4	Child's ability to save caught players	8	6	14	
		50.00%	37.50%	88%	
5	The child's ability to touch the pole/rook to renew his strength.	6	6	12	
		37.50%	37.50%	75%	
6	The ability of children to save themselves from the pursuit of enemies	7	5		
		43.75%	31.25%		
7	The ability of children to petrify their friends who are being chased by enemies	8	5	13	
		50.00%	31.25%	81%	
8	Children's ability to develop their social-emotional aspects in terms of respecting and accepting defeats/wins in games	5	7	12	
		31.25%	43.75%	75%	

The results of table 6 above show that participant educate " capable develop in accordance hope " and able " very well developed " always multiply enhancement from cycle 1, cycle 2 and cycle 3. In cycle 3 experienced enhancement by 85% of the total 100% and the average student as many as 13.57 of a total of 16 students in a manner whole. So from that is, execution study from cycle 1, cycle 2 and cycle 3 can experience enhancement in a manner significant and research This cycle cyst 3rd because completeness Study participant educate Already achieved with maximum.

total yield achievement student " capable develop in accordance hope " and able " very well developed " from cycles 1 2 and 3 as following :

Cycle 1 gets 63% of the third total cycle 221% ie = $63/221 \times 100\% = 28\%$

Cycle 2 gets 74% of the third total cycle 221% ie = $74/221 \times 100\% = 34\%$

Cycle 3 gets 85% of the third total cycle 221% ie = $85/221 \times 100\% = 38\%$

Enhancement implementation study from cycle 1 reaches 63% or 29% of the total cycles 1 2 and 3, cycle 2 reaches 74% or 33% of the total cycles 1 2 and 3, and cycle 3 reaches 85% or 38% of the total cycles 1 2 and 3 can depicted in the diagram below this.

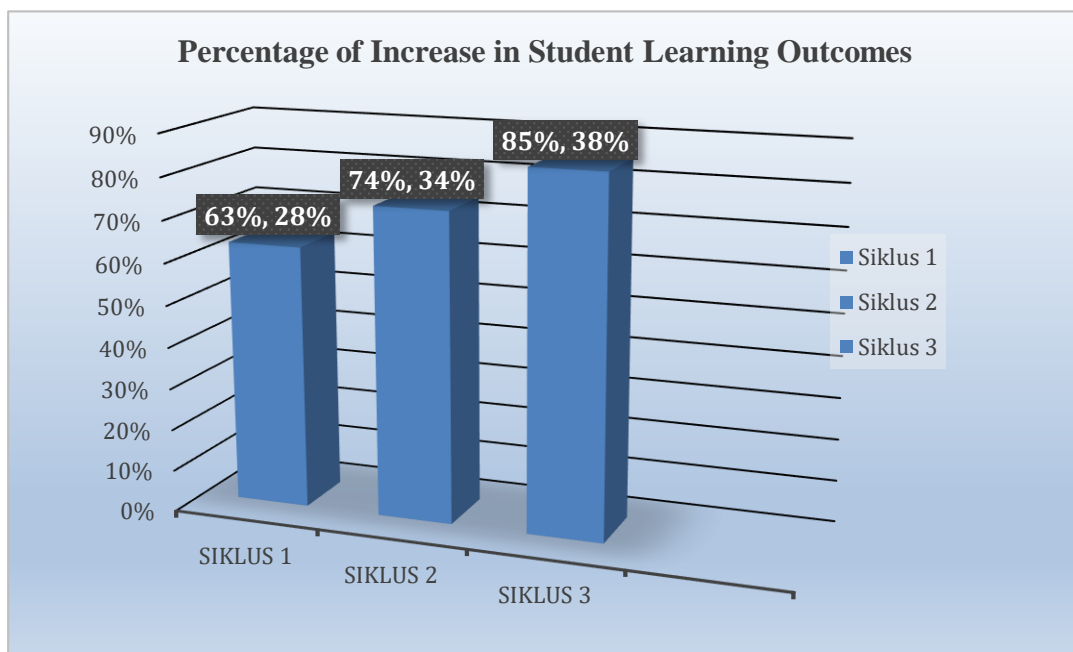


Chart 1. Percentage enhancement results Study student cycles 1, 2 and 3

CONCLUSION

Result study action class done in a manner gradually as much three cycle through a number of stages, that is stage planning, implementation and observation, as well stage reflection. The results of cycles 1, 2 and 3 can walk with fine and smooth. Implementation learning cooperative aided by game media traditional always experience enhancement results learn. Study results cycle first 63% increased on cycle second ie 74% and experienced enhancement again on cycle third by 85%. So study t action class about implementation learning cooperative aided by game media traditional for children age early in Bondowoso Pancasila Kindergarten stated it worked.

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