



**THE EFFECT OF MAZE GAMES ON STORY TELLING ABILITY CHILDREN
AGED 5-6 YEARS AT NURUL FADHILAH KINDERGARTEN, KAB. GOWA**

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh permainan *Maze* terhadap kemampuan bercerita anak usia 5 - 6 tahun di TK Nurul Fadhillah Kabupaten Gowa. Penelitian ini menggunakan metode kuantitatif dengan menggunakan metode quasi experimental design. Penelitian ini menargetkan populasi anak kelompok B usia 5-6 tahun di TK Nurul Fadhillah Kabupaten Gowa. Penelitian ini menggunakan purposive sampling sebagai metode pengambilan sampel. Sampel penelitian ini berjumlah 24 anak dimana 12 anak dari kelompok B3 sebagai kelompok eksperimen dan 12 anak dari kelompok B1 sebagai kelompok kontrol. Hasil penelitian menunjukkan bahwa kemampuan bercerita anak yang mendapat perlakuan permainan *Maze* di kelas eksperimen unggul dibandingkan dengan kelas kontrol. Data analisis menunjukkan bahwa skor rata-rata kelompok eksperimen adalah 19,42, dibandingkan dengan 17,42 pada kelompok kontrol. Hasil uji menunjukkan (2-tailed) $0,000 < 0,05$, maka H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa anak usia 5 sampai 6 tahun TK Nurul Fadhillah Kabupaten Gowa menunjukkan peningkatan kemampuan bercerita yang signifikan setelah bermain permainan *Maze*.

Kata Kunci: Permainan *Maze*, Kemampuan Bercerita

Abstract

The purpose of this study was to determine the effect of Maze game on the storytelling ability of children aged 5-6 years at Nurul Fadhillah Kindergarten, Gowa Regency. This research uses quantitative methods using quasi experimental design methods. This study targets the population of group B children aged 5-6 years at Nurul Fadhillah Kindergarten, Gowa Regency. This study used purposive sampling as a sampling method. The sample of this study amounted to 24 children where 12 children from group B3 as the experimental group and 12 children from group B1 as the control group. The results showed that the storytelling ability of children who received Maze game treatment in the experimental class was superior compared to the control class. Data analysis showed that the average score of the experimental group was 19.42, compared to 17.42 in the control group. The test result shows (2-tailed) $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Thus, it can be concluded that children aged 5 to 6 years at Nurul Fadhillah Kindergarten, Gowa Regency showed a significant increase in storytelling ability after playing the Maze game.

Keywords: Maze Game, Storytelling Ability

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INTRODUCTION

Early childhood education is a form of education that provides appropriate physical and spiritual educational stimuli to support the growth and development of preschool-age children (Hajerah et al., 2019). Early childhood education aims to stimulate, guide, nurture, and provide learning activities that can develop children's abilities and skills. (Amal, et al., 2019). According to Herman & Rusmayadi (2018) recommend pre-school education for children aged 0-6 years, so that early learners have direct experience of what they experience. The same is stated by (Syamsuardi, 2018) that preschool institutions take the lead in stimulating children from 0-6 years of age.

The development and growth of children is an important cycle because during this time the basic growth of children can determine and influence the development of children to the next stage (Rusmayadi 2018). One of the most important areas of this development is language. Each child goes through different stages of development, where successfully completing developmental tasks at one stage can have a significant impact on the smooth transition to the next stage of development. Language development is an important aspect of overall child development that should be encouraged. Language development is a fundamental aspect of a child's education, as it allows them to communicate their ideas, thoughts and feelings to others.

"The goal of language development is for children to be able to express their thoughts and ideas orally" (Asti & Syamsuardi 2021). "The development of language skills often requires storytelling activities. Storytelling is a method of

acquiring knowledge in early childhood education." (Qalbi & Putera, 2020). Developing storytelling skills in early childhood is very important in preparing children for future life. Through storytelling, children can express their desires, ideas, and feelings based on their experiences, feelings, observations, and reading. In childhood, storytelling activities using interesting and fun props are often used to develop and improve children's storytelling skills. (Dewi & Fitria 2019).

Indicators of early childhood storytelling ability according to Rahma (2018) such as: (a) can say approximately 2500 vocabulary words (b) can retell the contents of a simple story (c) can express ideas with appropriate word choices when communicating and feelings. Sandra (2021) explains the indicators of storytelling ability for children aged 5-6 years, namely (a) orally able to communicate, have vocabulary, (b) can express their feelings (c) can understand stories. Based on the above opinion, it can be concluded that indicators of children's ability to tell stories such as: (a) can orally communicate, have vocabulary, (b) able to express their feelings, ideas with appropriate word choices (c) able to understand the content of the story.

Preschool children's poor storytelling ability in storytelling activities is caused by several factors, including: lack of storytelling ideas, limited vocabulary to express ideas, lack of opportunities to tell stories, and lack of interesting learning methods that can motivate children to tell stories. According to Tadkiroatun (2008:129), an interesting story requires preparation that includes location, props, and story presentation. (Lisnawati and Syamsuardi, 2019). As a facilitator, the

teacher's role is to provide a learning environment that allows children to communicate story ideas to others during storytelling activities. The teacher also acts as a mediator to guide children in creating stories and developing imagination. Various educational game tools and media can be included in the storytelling activities. The maze game is an educational game that can be used with children in storytelling activities to develop their storytelling skills.

Based on observations made by researchers from Nurul Fadhilah Kindergarten, Kab. Gowa, it was found that the storytelling skills of children aged 5 to 6 years in group B3 had not developed optimally. Only 4/16 children were able to tell stories well, and 12 children did not develop well, this shows that in storytelling activities children cannot retell the contents of the story, children cannot express story ideas and are unable to answer questions correctly, and the teacher tells stories using the media in the classroom. This makes children quickly bored because the materials available for storytelling activities are less fun. So it does not attract children's attention to bring up story ideas through storytelling activities. The solution provided is to use appropriate, interesting and effective teaching materials in language development, especially storytelling skills for children, especially maze games.

Relevant research has been conducted by Qalbi, et al., (2020) on children aged 5 to 6 years at TK Negeri 1 Padang Baru explaining that maze activities are used in storytelling lessons that attract children's attention in developing children's imagination and thinking skills. The results of research conducted by Kurnia et al (2020) on children aged 5 to 6 years in kindergarten explain that there is a

significant effect of maze on the literacy skills of children aged 5-6 years can be seen from the child's ability to show familiar letter symbols, voice the final letter and initial letter of the name of the surrounding objects, and unite objects that have the same sound.

Kuswanto and Suyadi (2020) The use of Maze games can help children develop. involving children and helping them understand what they are doing while playing makes the game more active. potentially affecting every aspect of child labor. Maze games can affect every aspect of child labor. affect every aspect of child labor. It is expected that children will be more eager to learn about stories and be able to articulate story ideas when Maze games are available. With the Maze game, children are expected to be more eager to learn about stories and be able to articulate story ideas. With the Maze game, children are expected to be more eager to learn about stories and be able to articulate story ideas.

METHODS

This study used a pseudo-experimental type of research. The study population was Nurul Fadhilah Kindergarten students, Gowa Regency, which amounted to 50 children. The research technique was purposive sampling with a research sample of 24 children, 12 class B1 for the control class and 12 class B3 for the experimental class. Data analysis techniques are descriptive statistical analysis and parametric analysis, namely the Paired Sample t-Test test.

RESULT AND DISCUSSION

The distribution of storytelling ability categorization in the Experiment group using maze game is presented in the table:

Table 1 Children's Storytelling Ability in the Experimental class

N o.	Interval	Frequency	Kategori	%
1	6 – 10	-	BB (Belum Berkembang)	0%
2	11 – 15	2	MB (Mulai Berkembang)	16%
3	16 – 20	5	BSH (Berkembang Sesuai Harapan)	42%
4	21 – 25	5	BSB(Berkembang Sangat Baik)	42%
total		12		100%

It can be seen in table 1 that out of 12 children in the experimental class, there are 0 children with a percentage of 0% who have not been able to ask questions well, children have not been able to answer questions well, children have not been able to tell stories with the selected pictures, children have not been able to tell stories with expressions, children have not been able to continue some of the contents of the story and children have not been able to retell the contents of the story even though the teacher helps, therefore the child is classified into the BB (Not Developing) category with a score of 6-10.

There are two children representing a percentage of 16% who are able to ask questions well, children are also able to answer questions well, children can tell stories using the selected pictures, children are able to tell stories with expressions, children are able to continue some of the contents of the story and children can retell and are not assisted by the teacher, so they are classified as MB (Starting to Develop) scores 11-15.

Five children are at a percentage of 42% who can ask the right questions, children can answer questions correctly, children are able to tell stories with selected pictures, children are able to tell stories with

expressions, children are able to continue some of the contents of the story and children are able to retell and not assisted by the teacher, so they are classified in the BSH (Developing As Expected) category score 16-20.

Five children are at a percentage of 42% who can ask the right questions, children can answer questions well, children can tell stories with the selected pictures, children can also tell stories with expressions, children can continue some of the contents of the story and children can retell the contents of the story without the help of the teacher and can help their friends, therefore it is included in the BSB (Developing Very Well) category with a score of 21-25.

The distribution of the categorization of children's storytelling ability of the control group through the series picture media can be seen in the following table:

Table 2 Frequency Distribution of Children's Storytelling Ability in the Control Group

N o.	Interval	Frekuensi	Kategori	%
1	6 – 10	-	BB (Belum Berkembang)	0%
2	11 – 15	4	MB (Mulai Berkembang)	34%
3	16 – 20	6	BSH (Berkembang Sesuai Harapan)	50%
4	21 – 25	2	BSB(Berkembang Sangat Baik)	16%
Jumlah		12		100%

In table 2 above, it can be seen that out of 12 children in the Control class, there are 0 children whose percentage is 0% who have not been able to ask questions correctly, children have not been able to answer questions properly, children have not been able to tell stories with the selected

pictures, children have not been able to tell stories with expressions, children have not been able to continue some of the contents of the story and children have not been able to retell the contents of the story even though they are assisted by the teacher, so they are in the BB (Underdeveloped) category with a score of 6-10.

There are 4 children with a percentage of 34% who are able to ask questions well, children are able to answer questions well, children are able to tell stories with selected pictures, children are able to tell stories with expressions, children are able to continue some of the contents of the story and children are able to retell the contents of the story with the help of the teacher, so they fall into the MB (Starting to Develop) category with a score of 11-15.

There are 6 children whose percentage is 50% able to ask questions well, children are able to answer questions well, children are able to tell stories with selected pictures, children are able to tell stories with expression, children are able to continue some of the contents of the story and Ananda can retell the contents of the story without receiving teacher assistance, so it is included in the BSH category with a score of 16-20.

There are 2 children whose percentage is 16% able to ask questions well, children are able to answer questions well, children are able to tell stories with selected pictures, children are able to tell stories with expressions, children are able to continue part of the story and children can retell stories without using teacher assistance and also helping their friends, so they are included in BSB with a score of 21-25.

Based on the data above, we can know that children's storytelling ability to the

BSB category is 5 children in the experimental class and 2 children in the control class. For the BSH category, there were 5 children in the experimental class and 6 children in the control class. For the MB category, there are 2 children in the experimental class and 4 children in the control class. And in the BB category, there were 0 children in the experimental class and 0 children in the control class.

For the average storytelling ability of children in the experimental group before and after being given treatment, namely maze game activities, it can be seen in the following table:

Table 3 Data Analysis of Pretest and Post-test of Children's Storytelling Ability in the Experimental Group

Descriptive Statistics					
	N	Mini mum	Maxi mum	Mean	Std. Deviatio n
Pre-testEksperime n	12	6	13	9.17	2.918
Post-testEksperime n	12	12	24	19.42	4.100
Valid N (listwise)	12				

In Table 3, the mean score of the experimental group before treatment was 9.17 and the mean score after treatment was 19.42. So in conclusion, there is an increase in the mean in the experimental class by 10.25. Therefore, it can be concluded that the Maze game activity has an effect on children's storytelling ability in the experimental group. While the mean of children's storytelling ability in the control class before and after being given the maze game treatment can be noted as follows:

Table 4 Data Analysis of Pretest and Post test of Children's Storytelling Ability in Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Kontrol	12	6	13	9.75	2.958
Post-test Kontrol	12	12	24	17.42	4.337
Valid N (listwise)	12				

In Table 4, the mean value of the control group before treatment was 9.75 and the mean value after treatment was 17.42. Thus, in the control group there was an average increase of 7.67. Therefore, it can be concluded that the visual media of serial images has an effect on the storytelling ability of children in the control group.

Based on the results of the pre- and post-tests of the experimental group and the control group, it is known that the average value after the test of the experimental group is 19.42 while the average value of the control group is 17.42 so that it can be concluded that the ability to tell stories in the experimental class after being given the treatment of maze games is higher than the control group who was not given the treatment of maze games. given the treatment of maze games.

Table 5 Paired Sample t-Test Results

		Paired Samples Test					
		Paired Differences					
		95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Lower Bound	Upper Bound	t	Sig. (2-tailed)
Pre-test	Eksp	-	-	-	-	-	-
Post-test	Eksp	10.2	1.865	11.435	9.065	19.0	.000
	Kontrol	50		35	5	41	

P	Pre-test	-	-	-	-	-	-	-
a	Kontrol	7.66	2.640	.762	9.344	5.989	10.60	.000
ir	Post-test	7						
2	Kontrol							

Based on the output above, the Sig. (2-tailed) of 0.000 which is less than the alpha value of 0.05, means that the Paired Sample t-Test H_0 test is rejected and the Paired Sample t-Test H_a is accepted, so there is an effect of maze games on the storytelling ability of experimental group children.

The paired sample t-test conducted using the SPSS program was statistically significant (2-tailed) when both signs and errors were given, as appropriate. is evidence that maze games relate to 5-6 year old children practicing reading aloud. that the experimental group was more advanced than the control group. As a result, it is clear that the experimental group is greater than the control group. games that can be played as a means to improve children's learning capacity. Maze games are educational games that can be played to improve the skills of early childhood of different races. games that can be played to improve the skills of early childhood of different races. Maze games are activities that can improve children's storytelling ability. Children can generate story ideas by looking at the pictures in the maze. They can express their thoughts and communicate the script orally clearly and concisely. In addition, the study also found other benefits of playing Maze, such as improving children's cognitive abilities when telling stories and triggering the emergence of new ideas when looking at the pictures in the Maze. The motor aspect of the game also contributes to children's physical development as they

walk along a predetermined path and describe their own unique stories.

Maze games are educational games that can be played by children to develop various abilities in early childhood, both language, cognitive, motor, and social emotional abilities. According to Rosidah (2014) explains that maze games are educational puzzle games consisting of complicated branching paths. Children can develop eye and hand coordination by finding the right route to reach the destination. Maze games are versatile games that can be modified to achieve various goals. Thus, this game has the potential to develop various aspects of children's potential. According to Muttaqien and Aisyah (2021) describe maze games as simple games that aim to determine the right path and achieve certain goals. Maze games are educational exercises that help children learn new skills through repetition. The game teaches children about letters, syllables, and words in a fun and interesting way, as described in Kurnia, et al (2022). According to Hidayati (2021), maze games are games that involve finding an exit through a winding path. This game can be modified to develop all aspects of early childhood, including children's motor, cognitive, language, creativity, emotional, and social development. Putriana (2022) states that by playing maze children can solve problems, remember goals, learn to read maps, recognize the characteristics of an object and be able to improve fine motor skills.

The maze game has a positive effect or influence on children because through this game it can help improve children's storytelling skills because children can tell the pictures of the maze game with the appropriate version. The maze game not

only improves children's storytelling skills, but also stimulates children's motor skills because while telling stories, Ananda moves her feet to follow the path in the maze game, and can improve her recognition. Children's sense of storytelling can generate new ideas by looking at the pictures in the maze and improve their social-emotional skills by telling stories, they can confidently express their feelings.

CONCLUSIONS

From the results of the study it can be concluded that there is a difference in storytelling ability in children before and after being treated with maze games seen from the average value of the experimental group before intervention was 9.17 and the average value after treatment was 19.42. While the average value of the control group before treatment was 9.75 and the average value after intervention was 17.42. So it can be seen that there is a significant effect on maze games on the storytelling ability of children aged 5-6 years at Nurul Fadhilah Kindergarten, Gowa Regency.

For the next researcher in examining aspects of development in children can be done by learning to use maze game activities.

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