



**JOURNAL OF CONTEMPORARY  
ISLAMIC PRIMARY EDUCATION**

Vol. 2, No. 1, 2023 Page 116-120

<https://zia-research.com/index.php/jcipe>

## **Congklak Game to Develop Cognitive and Motor Skills in Early Childhood**

**Abdul Rahman**

Institut Agama Islam Negeri Kendari, Indonesia

Email : [abdulrahman@iainkendari.ac.id](mailto:abdulrahman@iainkendari.ac.id)

### ARTICLE INFO

#### Article history

Received 11 June 2023

Revised 19 July 2023

Accepted 27 August 2023

#### Keywords

Early Childhood

Congklak Game

### ABSTRACT

*This research aims to describe the congklak game in developing cognitive and motor skills in young children. This research uses a qualitative approach with a literature study method. From the research results, the aim of the congklak game is that teachers can develop cognitive and motor skills in children. Thus, the game of congklak not only includes traditional games but also games that can develop cognitive and motor skills in children. If the teacher wants to develop children's cognitive and motor skills, the teacher can use congklak games as a method in developing children's cognitive and motor skills.*

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan permainan congklak dalam mengembangkan kognitif dan motorik anak usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan. Dari hasil penelitian adapun tujuan permainan congklak yaitu guru dapat mengembangkan kognitif dan motorik pada anak. Dengan demikian, permainan congklak bukan saja termasuk permainan tradisional namun juga permainan yang dapat mengembangkan kognitif dan motorik pada anak. Jika guru ingin mengembangkan kognitif dan motorik anak, guru dapat menggunakan permainan congklak sebagai metode dalam mengembangkan kognitif dan motorik anak.

### INTRODUCTION

In an educational institution the role of teachers is very important for children's growth, teachers are expected to be able to develop the abilities of children. There are several abilities, but the author only discusses two abilities, namely children's cognitive and motor skills. Teachers must be good at developing strategies in teaching, so that each child's abilities can develop according to their age (Khoiruzzadi, *et.al.*, 2020).

Cognitive ability is a process and product of the mind to gain knowledge in the form of mental activity within every human being, one of which is remembering, symbolizing, categorizing, solving problems, creating and fantasizing. Not only that, cognitive can be interpreted as the ability to learn, think, and intelligence, which is the ability to be able to learn the skills one has. With the congklak game provided at school, children can develop their cognitive abilities. Cognitive abilities are very necessary for children and must be developed in every child in order to equip children for their future (Mu'min, 2013).

Motor skills in children are also no less important to develop in each child, so that children can develop and develop according to their age. Motor skills involve the body, teachers are very good at developing motor skills in children by using congklak game media, not only

modern games can develop motor skills in children, traditional games can also develop motor skills in children (Arini, *et.al.*, 2019).

In developing each child's cognitive and motor skills, teachers and parents must play an active role in every development experienced by the child. One of the efforts that teachers and parents can give to children is by giving children congklak toys, in the congklak game children can develop two abilities at once, such as cognitive and motor skills (Putra, 2017). From the discussion that the author describes, there are studies that can be discussed, namely: (1) the meaning of congklak game, (2) cognitive understanding, (3) motor understanding, (4) games that develop children's cognitive and motor skills.

## METHOD

This research uses a qualitative approach with the method of literature study. The focus of this research is to examine the congklak game in an effort to develop cognitive and motor skills in early childhood. Data collection was obtained from relevant credible sources, including Google Scholar and SINTA. As for the data taken by citation from books, scientific articles, proceedings and final assignment (thesis, thesis or dissertation) (Assingkiy, 2021).

## FINDINGS AND DISCUSSION

### FINDINGS

Based on the results of the research that has been done, there is a traditional congklak game where one or two people can play this game. It is known that most of the average children are good at playing the congklak game, it can be seen that the children are very enthusiastic in playing the congklak game. So the results of the author's research can be described as follows:

Table 1. Early Childhood Congklak Game

No	Assessment of Children's Ability to Play Congklak		
	Criteria	F	%
1	Clever	11	90
2	Not Smart	5	10
	Total	16	100

Overall, early childhood is good at playing the congklak game even though there are some children who are not good at playing congklak, but this can be overcome by the teacher by focusing more on honing their abilities in playing. Children who are already good at playing the congklak game, the teacher must be able to maintain the child's abilities and hone the abilities that the child already has. Therefore, there must be records of teacher assessments of students because teachers can see the child's development with assessment notes (Miswara, *et.al.*, 2018).

So that when the child enters a more advanced school the child will have good cognitive and motor development. When early childhood development is appropriate to their age stage, children will not be inferior to their peers, so teachers must be more extra and more focused on children who are late in development. In fact, there are no stupid children, it's just that their development is late, children are unique, so we as teachers should not discriminate between children (Alvi, *et.al.*, 2022).

It's not just by playing congklak that teachers can develop children's cognitive and motor skills, there are lots of media that teachers can use to develop children's cognitive and motor skills. As a teacher, you must be good at creating media that can be fun for children so that children don't feel bored when learning.

## DISCUSSION

### Definition of Congklak Game

The congklak game is a folk game that has been developing for quite a long time in the Malay area with different names. The congklak game is an ancient traditional game of playing

Congkak, starting with making depressions as containers or places to store the seeds to be collected. Children make these depressions in the ground. In its development, the Congkak game finally has its own game tool, no longer making depressions in the ground (Aghnaita, 2017).

The game tool is in the form of a board made of metal, both iron and brass, of course with several depressions according to the original pattern. Then the metal board also changed with the changing times, namely using wood material. Subsequent developments replaced wood materials with plastic materials, which are lighter, more practical, and of course much cheaper (Budianti, *et.al.*, 2021).

The congklak game can educate the players, especially women, to always remain calm, because in the performance it is rare for the players to make many movements. Each player faces a row of arrogant hollows. The closeness of the distance between these players can be a bridge for the emotional closeness of the two players. This game also provides a way for the players to get to know each other, identify and grow closeness (Lestari & Prima, 2018).

In the past, the game of congklak was only a game to control the emotions and closeness of the players, but over time this game has become a game that can develop cognitive and motor skills. There are positive values in the congklak game, namely: the value of obedience, a child can learn to obey the rules contained in this game, because in the congkak game there are several rules that must be fulfilled. This can be the start of cultivating the habit of being disciplined, obedient, and realizing that everything a child wants can be obtained from regularity.

Not only that, playing congklak can also train children's numeracy skills. Numeracy skills or what is often known as logical mathematics intelligence is a fairly dominant value in this game. This is because children are trained to use their arithmetic skills in choosing the seeds to collect so that they can fill the hollows of their ovaries in large quantities and quickly. And the positive value of playing congklak can train thinking skills. Practicing thinking skills or managing strategies is an inseparable part of a game, especially competitive games.

### ***Cognitive Understanding***

Cognitive development is the stages of change that occur in the span of human life, namely to understand, process information, solve problems and know something. Jean Piaget is one of the cognitive figures who researches cognitive development and suggests the stages of cognitive development. These stages are sensory-motor (0-2 years), pre-operational (2-7 years), concrete operational (7-11 years) and formal operational (11-15 years). In understanding the world actively, children use schemas, assimilation, accommodation, organization and equilibration. Children's knowledge is formed gradually in line with age, experience of the information encountered.

Children undergo a definite sequence of stages of cognitive development. At each stage that the child goes through, both the quantity and quality of the child's ability shows the improvement he is experiencing. The efforts of teachers and parents in developing children's cognitive, teachers and parents can develop these abilities by using traditional games, namely congklak games, not just congklak games, there are modern games that can develop cognitive development in children, it all depends on the upbringing of teachers and parents. parents in developing cognitive and motor skills in children.

### ***Motoric Definition***

Harlock said that motor development can be interpreted as the development of elements of maturity, control of body movements and the brain as the center of movement. Motor skills are divided into older parts, namely gross motor and fine motor. Motor development is a change in motor skills from birth to five years of age which involves various aspects of behavior and motor skills.

Gross motor skills are body movement abilities that use large muscles, most or all of the body's gross motor skills are needed so that children can sit, kick, run, go up and down stairs and so on. The development of gross motor skills in children is earlier than fine motor skills, for

example children will hold large objects first rather than small ones. Because the child has not been able to control the movement of his fingers for his fine motor skills, such as cutting, cutting and others. Activities that use large muscles include non-locomotor skill movements, locomotor movements, and manipulative movements.

Fine motor skills are movements that only involve certain body parts that are carried out by small muscles. Therefore fine motor movements do not require extra energy but require careful and thorough coordination. Motor development in children is a maturational process related to differential aspects of form or function including social emotional changes. The motor process is a movement that directly involves muscles to move and is a process that requires children to be able to move their body parts such as their hands, feet and limbs.

In choosing a method to develop children's motor skills, teachers need to adapt it to the characteristics of young children who are always moving, have difficulty staying still, have a strong curiosity, like to experiment and test, are able to express themselves creatively, have imagination and like to talk.

### ***Games that develop children's cognitive and motor skills***

Not only congklak games that can develop children's cognitive and motor skills, there are many other games that can develop children's cognitive and motor skills, for example the following games, the first is a puzzle game, with puzzle games children can develop their cognitive abilities. Children can also develop their intelligence by using interesting and varied puzzle games, so that children can play while learning in a fun atmosphere. Second, science games, the mind is part of the brain's thinking process, is used for the recognition process, looking for causes and effects, the process of knowing, and understanding something that exists in the child's environment, so that the child's knowledge will increase in knowing the environment.

If cognitive abilities are fast and good, then the child's abilities will be more optimal in life in line with the child's growth and development. Third, block games, block games are one of the educational games that use pieces of wood in the form of geometry which can make children express their abstract imagination into something concrete and develop cognitive abilities and gain an understanding of important concepts in problem solving, mathematical concepts. and geometry.

Those are games that can also develop cognitive development in children besides congklak games, there are also games that can develop children's gross motor skills, namely: (1) sidewalk games, sidewalk chalk games provide opportunities for children who don't want to be involved in group games, so the teacher can find them the role of setting up alternative games such as sidewalk chalk, bubbles, hula hoops, which can be used by children as they see fit. (2) jump rope game, jump rope game can train children's gross motor skills. In this game children will learn good jumping methods or techniques, good landing methods, measuring jump height and so on.

Games that develop children's fine motor skills are: (1) cutting activities, cutting activities require skills in moving hand muscles and fingers to coordinate in cutting activities so that children can cut paper, cloth or other things according to what the child wants. (2) sand playing activities, by playing with sand children can imagine forming something they want to make from sand, such as making mountains from sand and other pictures.

Teachers and parents must be consistent in developing abilities in children, there must be repetition. If the development of the child's cognitive abilities has developed, the child can carry out three orders at once, for example: son, please take mother's money from the drawer, then buy mother a kilo of rice, then return it for you to snack on. When the child's cognitive development has developed, the child can carry out these three commands. Physical-motor abilities must also be developed by teachers and parents for each child, where motor skills affect children who are good at writing, drawing, and so on. This development is no less important to

develop so that when school children go to the next level, children are good at writing and drawing. This will not make children feel inferior to their friends.

## CONCLUSION

Based on the results of the analysis of results and discussion of the problems that have been described. So it can be concluded from the research that the congklak game is not only a traditional game but also a game that can develop cognitive and motor skills in children. If teachers want to develop children's cognitive and motor skills, teachers can use congklak games as a method for developing children's cognitive and motor skills.

## REFERENCES

- Aghnaita, A. (2017). "Perkembangan Fisik-Motorik Anak 4-5 Tahun pada Permendikbud No. 137 Tahun 2014 (Kajian Konsep Perkembangan Anak)" *Al-Athfal: Jurnal Pendidikan Anak*, 3(2), 219-234. <http://ejournal.uin-suka.ac.id/tarbiyah/alathfal/article/view/1583>.
- Alvi, R. R., Zalfa, G., Ayub, D., Maria, I., Perdani, U., & Anggoro, A. (2022). "Meningkatkan Jujur Anak Melalui Permainan Rakyat Congklak" *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5). <https://obsesi.or.id/index.php/obsesi/article/view/2973>.
- Arini, D., Mayasari, A. C., & Rustam, M. Z. A. (2019). "Gangguan Perkembangan Motorik dan Kognitif pada Anak Toodler yang Mengalami Stunting di Wilayah Pesisir Surabaya" *Journal of Health Science and Prevention*, 3(2), 122-128. <http://jurnalfpk.uinsby.ac.id/index.php/jhsp/article/view/231>.
- Assingkiy, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Budianti, Y., Pulungan, E. N., & Nuraini, I. (2021). "Pengaruh Permainan Congklak dan Gatheng Terhadap Kecerdasan Logika Matematika Anak Usia Dini di RA Khairu Ummah" *Jurnal Raudhah*, 9(1). <http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah/article/view/945>.
- Khoiruzzadi, M., Barokah, M., & Kamila, A. (2020). "Upaya Guru dalam Memaksimalkan Perkembangan Kognitif, Sosial, dan Motorik Anak Usia Dini" *JECED: Journal of Early Childhood Education and Development*, 2(1), 40-51. <https://core.ac.uk/download/pdf/324181575.pdf>.
- Lestari, P. I., & Prima, E. (2018). "Permainan Congklak dalam Meningkatkan Perkembangan Kognitif Anak Usia 5-6 Tahun" *Seminar Ilmiah Nasional Teknologi, Sains, dan Sosial Humaniora (Sintesa)*, 1(1). <https://jurnal.undhirabali.ac.id/index.php/sintesa/article/view/525>.
- Miswara, A., Wiyono, J., & Ariani, N. L. (2018). "Pengaruh Permainan Congklak Terhadap Peningkatan Kemampuan Berhitung Anak Usia 4-6 Tahun di TK Dharma Wanita Persatuan 02 Malang" *Nursing News: Jurnal Ilmiah Keperawatan*, 3(1). <https://publikasi.unitri.ac.id/index.php/fikes/article/view/841>.
- Mu'min, S. A. (2013). "Teori Perkembangan Kognitif Jean Piaget" *Al-Ta'dib: Jurnal Kajian Ilmu Kependidikan*, 6(1), 89-99. <https://ejournal.iainkendari.ac.id/index.php/al-tadib/article/view/292/282>.
- Putra, W. A. (2017). "Perbandingan Alat Bermain Motorik Kasar dan Media Motorik Halus Terhadap Perkembangan Kognitif Anak Usia 5-6 Tahun PAUD Labschool Jember" *Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal)*, 2(1). <http://103.79.91.18/index.php/indria/article/view/451/0>.