

THE EFFECT OF PLAY LEARNING METHOD ON SCHOOL MATURITY IN THE CONTROL AND EXPERIMENT CLASS OF RAUDHATUL ATFHAL, GUNUNGSITOLI CITY

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Abstract: The purpose of this study was to investigate the impact of play and creativity learning methods on school maturity in Raudhatul Atfhal children in Gunungsitoli City. This study employed a quasi-experimental methodology. This method was chosen because the treatment class included both the learning class using the play method and the learning class using the formal method and the characteristics of the children being controlled were creativity, using Population and Research Samples. The study's *findings* indicate that learning methods have a positive and significant influence on children's school maturity. This can be seen in the difference in average school maturity test results of children taught by the play learning method as a whole, both in the group of children with high creativity and low creativity, which is higher than the difference in average school maturity test results of children taught by formal learning methods. Thus, to increase the maturity of children's schools, the method of learning through play is more effectively applied in learning at Raudhatul Atfhal.

Keywords: Creativity; Play Method; School Maturity.

INTRODUCTION

Early childhood refers to children aged 0 to 8 years. The baby's age is 0-1 years; toddlers' age is 1-3 years (three-year-old baby); Raudhatul Athfal's age is 4-6 years; and elementary school in the early grades are 7-8 years (Rahman, 2005). Because early childhood education is the foundation for the child's personality, it plays a very important and decisive role in the history of subsequent child development.

Appropriate educational treatment from the environment will have an impact on children's development in all areas, including physical, cognitive, social, and emotional development. Inadequate treatment, on the other hand, will hurt their development. Children who receive guidance from a young age, according to Rahman, will be able to improve their physical and mental health and well-being, which will have an impact on their learning achievement, work ethic, productivity, and creativity (Rahman, 2005).

Yohan Armos Comenius pioneered efforts to provide proper early childhood education in the 17th century. He was the first to see students as individuals with distinct characteristics that set them apart from adults. His concern for early childhood education, particularly for Raudhatul Athfal's children, persisted until the next century, as evidenced by the establishment of the first Kindergarten in 1782 by Friederich Wilhelm Froebel. In carrying out the educational process

through the use of the learning while playing method, educational programs that are tailored to the nature of child development, and involving children in the learning process (Ahmadi, 2000).

The importance of early childhood education appears to be gaining public and government attention in Indonesia. The growing number of formal education programs (Raudhatul Athfal) for children aged 3-6 years attests to this. Various types of children's educational institutions began to emerge, each with its unique characteristics. However, Melanie's research in five Indonesian cities discovered that many early childhood institutions are still managed less professionally. The appearance of schools and classrooms in these institutions reflects this condition; learning tools are still lacking, discipline is enforced, and the teachers hired do not meet professional standards (Meilanie, 2016).

The goal of early childhood programs is to facilitate children's optimal and comprehensive growth and development following the adopted life norms and values. Children will be able to develop all of their potentials through well-designed educational programs, including cognitive, language, physical, motor, social-emotional, religious, and artistic aspects.

However, not all experts on the use of playing methods are the same. For example, in 1860, Elizabeth Peabody disagreed with Froebel on the concept of playing while learning. He is more concerned with subjects and teachers than with the nature and characteristics of Raudhatul Athfal's children. However, until he finally accepted Froebel's opinion and changed his teaching method to a playing method, his system was not successful (Meilanie, 2016).

The phenomenon of parents and teachers ignoring the importance of playing for Raudhatul Athfal's children persists in Indonesia. Some parents believe that playing is useless and a waste of time. According to them, learning is only accomplished by comprehending as many textbooks as possible; there is a sense of pride if their children can read at a young age; or the desire of parents so that their children are better prepared when they enter elementary school (Sobur, 2008).

This is also demonstrated by the researcher's initial interview with one of the Raudhatul Athfal teachers in Gunungsitoli City, who stated that there is a conflict between the importance and whether or not the playing method is used in Raudhatul Athfal. Many parents want their children to be able to read and write after they graduate. This is due to parental demands that their children be able to read and write so that they can easily enter elementary school. According to parents, there are many favorite elementary schools in Gunungsitoli City that require children to be able to read and write. As a result of these pressures, many Raudhatul Athfal is focused on academic success. They have taught their students to read, write, and count as if they were in first grade. Children will be burdened with such demands from the start of their education, namely education at Raudhatul Athfal.

METHOD

This study employed a quasi-experimental methodology. This method was chosen because the treatment class included both the learning class using the play method and the learning class using the formal method and the characteristics of the children being controlled were creativity, using Population and Research Samples. The research population consisted of all Raudhaatul Athfal children from two classes in Gunungsitoli City. The characteristics of the children of Raudhaatul Athfal in Gunungsitoli City who are distributed into the two classes are not grouped according to the ranking and grouping of superior classes but are distributed randomly when placing children in their respective class groups. As for the sample, cluster random sampling was used to determine the sample. This technique was chosen because the population was sampled based on the number of classes (2 classes) rather than the number of children. The samples were divided into two groups, one where learning was done through play and the other where learning was done through the formal method.

DISCUSSION

The Evolution of Learning

In the context of education, learning is viewed as a continuous and ongoing process. There is a learning process in every stage of life. Learning is also important in the world of education so that educational success is always marked by high learning outcomes, changes in behavior to be more positive, and an increase in one's ability in his skills. Learning is a process of changing behavior through experiences; it can be defined as a process of bringing about changes in the way a person responds to the outcomes of information about the surrounding environment (Arifin, 2009).

According to Mardianto, learning is an effort, which means an act that is carried out seriously, systematically, and by utilizing all of one's potential, both physically and mentally (Mardianto, 2016). Meanwhile, Djamarah defines learning as a series of mental and physical activities that result in a change in behavior as a result of individual experiences in interactions with their environment, including cognitive, affective, and psychomotor activities (Djamarah, 2016).

Raudhatul Athfal's Teaching Methods

Linguistically, the term "method" is derived from the words "meta" (behind or behind) and "hodos" (through or through). It means "al-tariqah" or "the way" in Arabic. As a result, the method refers to the path that must be taken to achieve the desired result. Siregar and Nara, if the

word method is linked with the word "logos," which means knowledge. Thus, methodology refers to the science of the methods or paths that must be followed to achieve goals (Eveline, 2010).

Learning is a multifaceted activity that includes both learning and teaching. Learning activities are carried out following a systematic plan that includes learning objectives, learning materials, learning methods, learning media, and learning evaluations. It is necessary to pay attention to the characteristics of the children being taught when carrying out the learning process. In terms of attitudes, interests, attention, and learning ability, early childhood is distinct. As a result, when carrying out the learning process at Raudhatul Athfal, children's growth and development must be prioritized.

The learning objectives can be met if the teacher employs a variety of methods during the teaching process. According to Seel and Richey, a learning method is the specification of the selection and sequencing of activities in a specific lesson teaching (Seels, 1994).

In this case, the learning strategy serves as a general component of a set of teaching materials and procedures used in conjunction with these materials to achieve the set teaching objectives.

According to Hamalik, a learning method is a method, technique, or set of steps that will be used in the teaching and learning process (Hamalik, 2003). Furthermore, Suparman defined the learning method as a combination of (1) the sequence of instructional activities, (2) how to organize teaching materials and learning participants, (3) equipment and materials, and (4) time spent in the instructional process, to achieve effective, efficient, and appealing results, with the learning method determined by the characteristics of the subject matter and teaching participants (Suparman, 2012).

Based on the explanation above, the learning method can be interpreted as the method used by the teacher to present teaching materials to students. The methods used are the most effective, efficient, and interesting ways to achieve learning objectives.

The essence of the playing while learning method

Childhood is a crucial time in a person's life because it is both a golden age and a sensitive period for learning. The foundations of children's intelligence, personality, morals, and attitudes begin to form at this age. As a result, for early childhood to be a generation that develops optimally, teachers must be able to select appropriate learning strategies and methods.

The method is a method that, in its function, is a tool for achieving the activity's objectives (Moeslicatoen, 2004). The application of learning methods will have a significant impact on the child's learning process (Ahmadi, 2008). In this case, the method is the most effective way to achieve a goal. Another point of view is that the method is a procedure for achieving a goal. As a

result, the method is a good and systematic way with specific procedures and processes to achieve the desired learning objectives.

The Characteristics of Creativity

Each person has varying degrees of creative potential. The efforts made to cultivate the potential of existing talents are directly proportional to the development of creativity. Creativity is a common expression in the world of preschoolers because preschoolers are always trying to create something based on their imagination. Preschool children's creativity can be seen in the form of pictures, storytelling, role-playing, and motor activities such as dance movements.

Creativity is defined as a person's ability to give birth to something new, both in the form of ideas and actual works that differ significantly from what came before (Supriyadi, 2008). This viewpoint is consistent with Munandar's, who believes that creativity is the ability to create new combinations based on existing data, information, or elements and that this ability operationally reflects fluency, flexibility, originality in thinking, and the ability to elaborate, namely enriching, detailing (Munandar, 2009).

To be considered creative, the work produced must be novel; in this case, the work is innovative, unprecedented, strange, and intriguing. Furthermore, it must be efficient; in this case, it is more practical, facilitates, expedites, reduces obstacles, overcomes difficulties, and produces better results. Then it is understandable; in this case, the same outcome is understandable and can be achieved at a later time (Campbell, 2006).

The Characteristics of School Maturity

Mangunsong explained that in Indonesia, the maturity of children entering elementary school is usually determined by their age; children aged 7 years are required to enter elementary school based on government regulations regarding compulsory education, whereas children who sit at Raudhatul Atfhal are usually ready to enter elementary school at the age of 6 years because they are considered to have had a sufficient level of school maturity (Mangunsong, 2003: 92).

Such an opinion is frequently correct, but it is also frequently incorrect. Sometimes children of this age have been unable to attend school, but children of a younger age, for example, aged 5, 6 years, have been able to attend school. A deeper assessment is required to determine whether a child is ready for school, which can be done through psychological analysis, because being able to fulfill the task of learning in elementary school requires maturity, both physically and psychologically.

Learning Methods' Influence on Children's School Maturity

Play is a requirement and a characteristic of preschool-aged children. At this age, all children's activities must include some element of play. Children gain a variety of knowledge, learn to solve problems, and train their various potentials in fun ways through play.

Playing games while learning can be done with or without the use of game tools. These learning activities are more concerned with each child's abilities, desires, and needs, with the hope that with the various stimuli provided, they will be able to develop their thinking intelligence, physical motor skills, and personality.

The Raudhatul Atfhal playing method is a technique or method used by Raudhatul Atfhal teachers to achieve learning goals through learning activities while playing, where there is no coercion and children are free to choose the activities they like so that children are not aware that they are being processed to learn.

The provided material and learning activities are integrated and interconnected. When delivering learning materials, the teacher considers the children's needs, interests, and abilities. Students are encouraged to take an active role in their learning activities.

Children at Raudhatul Atfhal can satisfy their needs for motoric development, cognitive development, creativity, language, emotional, social, values, and attitudes toward life in a more relaxed, relaxed, and fun way because they are given in a play environment so that learning objectives can be achieved and they can form the perception that school and learning are fun. With this attitude, the child will be more prepared and mature to learn after completing his studies at Raudhatul Atfhal.

The Influence of Creativity on School Maturity in Children

Children's development differs naturally in terms of intelligence, creativity, talent, interests, personality, physical condition, and social condition. This difference in development is visible during the learning process.

An experienced Raudhatul Atfhal teacher will be able to tell the difference between the various characteristics that exist in his students. Some children understand the lessons quickly, children who are slow to learn, and children who appear creative in expressing their ideas orally or in the form of certain works.

Creativity is a potential that each individual possesses in varying degrees. During its development, the environment and the innate will work together to maximize this potential. Of course, children with high or low creativity will emerge during the learning process.

Children with strong creative abilities can be valuable assets to the country; it is hoped that in the future, they will be able to reform science as well as find and create new works that will improve the lives of many people. Even though this creative talent is a potential that has been

present since birth, parents, educators, and the community are obligated to help this potential growth.

The Effects of Learning Methods and Creativity on School Maturity in Children

Raudhatul Atfhal is a place where children get their first taste of being away from home. As a result, Raudhatul Atfhal serves as a link between home and school. Children learn to accept authority figures other than their parents, as well as to socialize with previously unknown peers from various cultural backgrounds.

The first time a child enters a new environment, namely Raudhatul Atfhal, it is generally a frightening experience. Children will carry their opinions about whether the school is a fun place or not with them until they reach the next stage of their lives. As a result, Raudhatul Atfhal educational institutions should be able to instill a positive influence in the child's soul, preparing children to accept learning assignments at the next level.

Children must have reached the level of school maturity to adapt to fulfill Raudhatul Atfhal's learning tasks. School maturity refers to children who have sufficient physical and spiritual abilities, including cognitive, psychomotor, emotional, and social aspects, to attend and receive lessons.

School maturity can also be used to predict the achievements that children will achieve during the learning process. As a result, Raudhatul Atfhal must employ the proper strategy to lay a solid foundation for maturity.

The importance of play in the lives of Raudhatul Atfhal's children cannot be overstated. This relates to the characteristics of children, specifically playing time. Children can learn a variety of things by playing; with this activity, children are free to express, explore, experiment, and try to solve problems on their own, allowing them to develop creative abilities and the maturity of the child's soul.

Individuals all can be creative. Everyone is born with different levels of creative potential, but the actualization and development of that potential are dependent on the experiences that each individual has had, so in reality, there are children with high creativity as well as children with low creativity.

Early childhood children are creative, as evidenced by their eagerness to explore and try new things; they require opportunities and means to maximize their creative potential. However, due to the attitudes of parents and teachers who do not provide opportunities for optimal and maximum development of children's creativity, this potential may face obstacles in its development.

The playing method at Raudhatul Atfhal is a technique or method used to achieve educational goals, namely developing motoric, cognitive, creativity, language, emotional, and

social skills, which are required to fulfill learning tasks through various play activities, in which the teaching process is carried out without coercion, the activities are flexible (not rigid), and children are free to choose the activities they like.

It is hoped that by using this playing method, children with high and low creative abilities will be able to follow the learning process well and have fun because by using this playing method, children have unconsciously learned about various things without feeling pressured. Children who play and constantly try to solve their problems will develop an attitude that does not give up easily and is not easily discouraged; this attitude is very beneficial in developing a positive and creative personality so that they are more mature for school.

RESEARCH METHOD

This study employed a quasi-experimental methodology. This method was chosen because the treatment class is good for learning classes with the play method and learning classes with previously formed formal methods, and the characteristics of the children being controlled are creativity. This study employed a 2 x 2 factorial research design with a population and research sample. The research population consisted of all Raudhaatul Athfal children from two classes in Gunungsitoli City. The characteristics of the children of Raudhaatul Athfal in Gunungsitoli City who are distributed into the two classes are not grouped according to the ranking and grouping of superior classes but are distributed randomly when placing children in their respective class groups. While cluster random sampling is used for the sample. This technique was chosen because the population was sampled based on the number of classes (2 classes) rather than the number of children. The samples were divided into two groups, one where learning was done through play and the other where learning was done through the formal method. Activities to determine samples, teachers who teach, and treatment materials/materials are all part of the research procedures and treatments. Cluster sampling is used to select the sample.

RESULT AND ANALYSIS

Data Description

The data presented is described in terms of school maturity test scores for Raudhaatul Athfal's children who are taught using the play learning method and school maturity test scores taught using formal learning methods, which are divided into high creativity and low creativity.

The data is used to calculate the mean, mode, median, variance, standard deviation, maximum and minimum scores, as well as a frequency distribution table and histogram graph.

Results of School Maturity Tests for Children Taught by the Play Method

The mean value \bar{Q} = 57.32 was obtained from data on the results of school maturity tests for Raudhatul Atfhal, Gunungsitoli City children who were taught using the play learning method; mode = 57; median = 57; variance = 210.26; standard deviation = 14.5; highest score = 89; and lowest score = 30.

Furthermore, as shown in Table 4.1 below, a table for the frequency distribution of scores from the school maturity test results for Raudhatul Atfhal in Gunungsitoli City is presented, which is taught using the play method:

Table 4.1 Description of Children's School Maturity Test Result Data Those Who Are Taught By The Play Method

Interval Class	absolute	f_{relative}
30 – 39	5	12,82
40 – 49	7	17,95
50 – 59	10	25,64
60 – 69	9	23,08
70 – 79	5	12,82
80 – 89	3	7,69
Totals	39	100

School Maturity Test Results for Children Taught Using Formal Methods

The data from the school maturity test results for Raudhatul Atfhal in Gunungsitoli City who were taught using the formal learning method showed the mean value \bar{Q} = 55.73; mode = 57; median = 57; variance = 271.39; standard deviation = 16.47; highest score = 80; and the lowest score = 34.

Furthermore, a table of the frequency distribution of scores on the results of the school maturity test of Raudhatul Atfhal in Gunungsitoli City is presented, which is taught using the formal method as shown in Table 4.2 below:

Table 4.2 Description of School Maturity Test Result Data Children Taught By Formal Methods

Interval Class	f_{absolute}	f_{relative}
35 – 42	2	5,13
43 – 50	10	25,64
51 – 58	11	28,20
59 – 66	13	33,33
67 – 74	2	5,13
75 – 82	1	2,57
Totals	39	100

The data is further grouped into 3 categories, namely average ability, above-average ability, and below-average ability. Based on this categorization, children who are in the average ability category of 55, 73 are in the 51-58 interval as many as 11 children or 28.20% and the ability category is above the average as many as 16 children or 41.03% and the ability category is below the average as many as 12 children or 30.77%.

Maturity Test Results of Children With High Creativity

The mean \bar{X} = 65.23; mode = 63.875; median = 64.4; variance = 96.65; standard deviation = 9.83; highest score = 89; and lowest score = 46 were obtained from data on learning outcomes of school maturity tests for Raudhatul Atfhal children in Gunungsitoli City with high creativity who were taught using play learning methods and formal learning methods.

Furthermore, as shown in Table 4.3, a table for the frequency distribution of scores from school maturity test results for Raudhatul Atfhal, Gunungsitoli City, with high creativity is presented, which is taught using play learning methods and formal learning methods.

Table 4.3 Description of Children's School Maturity Test Result Data
With High Creativity

Interval Class	f_{absolute}	f_{relative}
46 – 52	4	10,27
53 – 59	5	12,82
60 – 66	15	38,46
67 – 73	9	23,08
74 – 80	3	7,69
81 – 87	2	5,12
88 – 94	1	2,56
Totals	39	100

The data can then be divided into three categories: average ability, above-average ability, and below-average ability. According to this classification, the school maturity level of children with high creativity in the average ability category is 65.23, 15 children are in the 60-66 interval class or 38.46 percent, and the ability is greater than the average of 15 children or 38.46 percent. As many as 9 children, or 23.08 percent, have abilities that are below the national average.

Results of School Maturity Tests for Children with Low Creativity

The mean value \bar{X} = 49; mode = 51.55; median = 49.7; variance = 57.01; standard deviation = 7.55; highest score = 60; and lowest score = 30 were obtained from data on learning outcomes of school maturity tests for children of Raudhatul Atfhal, Gunungsitoli City with low creativity who are taught using play learning methods and formal learning methods.

Table 4.4 also shows the frequency distribution of scores for school maturity test results for Raudhatul Atfhal, Gunungsitoli City, children with low creativity who are taught through playing learning methods and formal learning methods.

Table 4.4 Description of Children's School Maturity Test Result Data
With Low Creativity

Interval Class	fabsolute	frelative
30 – 34	3	7,69
35 – 39	4	10,26
40 – 44	5	12,82
45 – 49	7	17,95
50 – 54	12	30,77
55 – 59	5	12,82
60 – 64	3	7,69
Totals	39	100

According to the data above, Raudhatul Atfhal's school maturity is in the average ability category, which is 49 in the 45-49 interval class with 7 children or 17.95 percent and the ability category above the average as many as 20 children or 51.28 percent and the ability category below the average as many as 12 children or 30.77 percent. Furthermore, a histogram graph of the school maturity test results for Raudhatul Atfhal, Gunungsitoli City children with low creativity who are taught through play and formal learning methods.

School Maturity Test Results for Children Taught With High Creativity Playing Method

The mean value (\bar{X}) = 69.15; mode = 59.3; median = 61.47; variance = 79.81; standard deviation = 8.93; highest score = 89; and lowest score = 56 were obtained from the school maturity test results for Raudhatul Atfhal, Gunungsitoli City, children who were taught using the play learning method and high creativity.

Furthermore, the frequency distribution table is presented as shown in Table 4.5 below:

Table 4.5: Data on Children's School Maturity Test Results Who Were Taught Using The Playing Method With High Creativity

Interval Class	fabsolute	frelative
56 – 62	5	25
63 – 69	7	35
70 – 76	4	20

77 – 83	2	10
84 – 90	2	10
Jumlah	20	100

The information is divided into three categories: average ability, above-average ability, and below-average ability. Based on these categories, the results of the school maturity test of children taught using the play learning method with high creativity in the average ability category, namely 69, are in the interval class 63 - 69 as many as 7 children or 35% and the ability category is above the average as many as 8 children or 40% and the ability category is below the average as many as 5 children or 25%.

Results of School Maturity Tests for Children Taught Using the Low Creativity Play Method

The mean value (\bar{X}) = 46.40 for Raudhatul Atfhal children in Gunungsitoli City who were taught using the play learning method with low creativity; mode = 45,10; median = 46; variance = 68.21; standard deviation = 8.25; highest score = 60; and lowest score = 30.

A table of the frequency distribution of scores on the results of the Raudhatul Atfhal school maturity test in Gunungsitoli City, which is taught using the play learning method with low creativity, is also presented.

School Maturity Test Results of Formal Methods Taught Children with High Creativity

The mean value (\bar{X}) = 61.15; mode = 63.14; median = 62,3; variance = 59.02; standard deviation = 7.68; highest score = 80; and lowest score = 46 were obtained from data on the results of the school maturity test for Raudhatul Atfhal, Gunungsitoli City children who were taught using formal learning methods and high creativity.

Table 4.7 shows the frequency distribution table for the results of school maturity tests for children who are taught using formal learning methods and have high creativity:

Table 4.7 Description of Children's School Ability Test Results Data
Those Taught With Formal Learning Methods
And High Creativity

Interval Class	fabsolute	frelative
46 – 52	4	21,05
53 – 59	1	5,26
60 – 66	11	57,89
67 – 73	2	10,54
74 – 80	1	5,26
Totals	19	100

The data is then divided into three categories: average ability, above-average ability, and below-average ability. Based on this classification, the results of the school maturity test of

children who are taught using formal learning methods and high creativity are in the 60-66 interval class as many as 11 children or 57.89 percent, the ability category is above the average as many as 3 children or 15.8 percent, and the ability category is below the average as many as 5 children or 26.31 percent.

School Maturity Test Results of Children Taught With Formal Methods And Low Creativity

Data analysis of the school maturity test results for Raudhatul Atfhal, Gunungsitoli City children who were taught using formal learning methods and had low creativity yielded the mean value \bar{Q} = 47.60; mode = 49.86; median = 50.28; variance = 153.03; standard deviation = 12.03; highest score = 60; and lowest score = 35.

Table 4.8 depicts the frequency distribution table for school maturity test scores for Raudhatul Atfhal, Gunungsitoli City, children who are taught using formal learning methods and have low creativity.

Table 4.8 Description of Children's School Maturity Test Result Data
Those Taught With Formal Learning Methods
And Low Creativity

Interval Class	fabsolute	frelative
35 – 40	1	5
41 – 46	2	10
47 – 52	12	60
53 – 58	4	20
59 – 64	1	5
Totals	20	100

RESULT AND ANALYSIS

Overall, the average school maturity test results for Raudhatul Atfhal children taught using the play learning method in Gunungsitoli City (= 58.07) was higher than the average school maturity test results for Raudhatul Atfhal children taught using formal learning methods in Gunungsitoli City (= 54,20). This demonstrates that the play learning method is effective in increasing the school maturity of Raudhatul Atfhal's children in Gunungsitoli City as a whole, both for groups of children with high and low creativity.

This is understandable because learning while playing can encourage Raudhatul Atfhal's children in Gunungsitoli City to actively learn because children can learn a skill through activities carried out while playing. As a result, the role of the teaching staff at Raudhatul Atfhal in Gunungsitoli City in learning to play is that of a facilitator, directing children to discover and construct their knowledge and facilitating their learning needs so that the knowledge they gain is more meaningful and enjoyable for them.

These findings suggest that learning while playing learning methods are preferable to formal learning methods when teaching materials to children in Raudhatul Atfhal. This is supported by Mulyadi's explanation that playing is an essential need for a child in early childhood, and thus all children's activities cannot be separated from the element of play (Mulyadi, 2007: 7). Children learn through play, children develop all of their potentials through play, and children's creativity can be trained through play. Children experience a wide range of emotions while playing, including happiness, sadness, excitement, disappointment, pride, and anger. Children can improve their emotional and social development by playing and understanding the relationship between themselves and their social environment.

It should also be noted that in the play learning method, the average school maturity test results for Raudhatul Atfhal's children with high creativity (= 69) are higher than the results of school maturity tests for children with low creativity (= 46.40). Meanwhile, in the formal learning method, the average school maturity test results for Raudhatul Atfhal in Gunungsitoli City children with high creativity (= 61.15) were higher than the results for children with low creativity (= 47.60). This demonstrates that learning methods and creativity are important in distinguishing school maturity in children, with school maturity children with high creativity being taught by both the play learning method and children with low creativity being taught better by formal learning methods.

Furthermore, the results of additional testing with the Scheffe test show that of the six combinations contained in the test, four-show significant results, and two show insignificant results with details:

1. The average school maturity test results for children taught using the high creativity play method (= 69) were higher than the average school maturity test results for children taught using the formal method with high creativity (= 61.15).
2. The average school maturity test results of children taught using the play method and high creativity (= 69) were higher than the average school maturity test results of children taught using the play method and low creativity (= 46.40).
3. The average school maturity test of children taught using the high creativity play method (= 69) was higher than the average school maturity test of children taught using the low creativity formal method (= 47.60).
4. The average school maturity test of students taught using the formal method with high creativity (= 61.15) was higher than the average school maturity test of children taught using the low creativity play method (= 46.40).
4. The average school maturity test results of children taught using formal methods who were creative (= 61.15) were higher than the average school maturity test results of children taught using formal methods who were not creative (= 47.60).

5. The average maturity test result of children taught by the play method and with low creativity (= 46.40) is lower than the average school maturity test result of children taught by the formal method and with low creativity (= 47.60).

CONCLUSION

Based on the findings of the research, it is possible to conclude that learning methods have a positive and significant effect on children's school maturity. This can be seen in the difference in average school maturity test results of children taught by the play learning method as a whole, both in the group of children with high creativity and low creativity, which is higher than the difference in average school maturity test results of children taught by formal learning methods. Thus, to increase the maturity of children's schools, the method of learning through play is more effectively applied in learning at Raudhatul Atfhal.

Creativity has a positive and significant impact on children's school maturity. The average school maturity test results for children with high creativity overall, both those taught with play learning strategies and those taught with formal learning methods, are higher than the average school maturity test results for children with low creativity.

Similarly, the impact of teaching methods and creativity on children's school maturity. This is demonstrated by the results of the analysis of variance calculation, which show that there is an interaction between learning methods and creativity, where the average maturity test results of children with high creativity are better taught using the play learning method compared to formal learning methods, whereas children with lower creativity are better taught using formal learning methods compared to playing learning methods.

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