

Agus Suprijono, Dkk

**KESIAPAN DUNIA PENDIDIKAN
MENGHADAPI ERA NEW NORMAL**



Kesiapan Dunia Pendidikan Menghadapi Era New Normal

Penulis:

Agus Suprijono, Dkk

Editor:

Rizal Mubit

Layout:

Agus Panjuwinata

Desain:

Mentari Prima

Copyright © 2020

Hak cipta dilindungi undang-undang pada penulis

Cetakan Pertama, Agustus 2020

viii +319 halaman; 14,8 x 21 cm

ISBN: 9786236622100

Diterbitkan oleh:

IAIN Parepare Nusantara Press

Sanksi Pelanggaran Pasal 113

Undang-undang Nomor 28 Tahun 2014

tentang Hak Cipta

- 1) Setiap orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam pasal 9 ayat (1) huruf i untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan atau pidana denda paling banyak Rp 100.000.000.00 (seratus juta rupiah).
- 2) Setiap orang yang dengan tanpa hak dan atau tanpa izin pencipta atau pemegang hak cipta melakukan pelanggaran hak ekonomi pencipta sebagaimana dimaksud dalam pasal 9 ayat (1) huruf c, huruf d, huruf f, dan atau huruf h, untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan atau pidana denda paling banyak Rp 500.000.000.00 (lima ratus juta rupiah).
- 3) Setiap orang yang dengan tanpa hak dan atau tanpa izin pencipta atau pemegang hak melakukan pelanggaran ekonomi pencipta sebagaimana dimaksud dalam pasal 9 ayat (1) huruf a, huruf b, huruf e, dan atau huruf g, untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan atau dipidana denda paling banyak Rp 1.000.000.000.00 (satu miliar rupiah).
- 4) Setiap orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan atau pidana denda paling banyak Rp 4.000.000.000.00 (empat miliar rupiah)

KATA PENGANTAR

Pendidikan sejatinya merupakan modal dasar bagi generasi muda untuk hidup mandiri dan meneruskan keberlangsungan Bangsa dan Negara Indonesia. Pandemi covid-19 bukanlah suatu penghalang untuk melangsungkan pendidikan, berbagai inovasi harus dilakukan untuk tetap memberikan pelayanan pendidikan yang memadai kepada peserta didik. Berlangsungnya pendidikan dengan apa adanya pada awal pandemi, menimbulkan berbagai masalah, terutama masih adanya beberapa sekolah dan peserta didik yang belum memiliki sarana dan prasarana yang memadai untuk melangsungkan pembelajaran daring. Di sisi lain pembelajaran harus mematuhi aturan *social distancing* dan belum adanya kepastian kapan bisa melangsungkan pembelajaran secara luring. Kurang lebih dua bulan berada pada masa pandemi dengan tetap tinggal di rumah, nyatanya tidak bisa berlangsung lama karena roda perputaran ekonomi-sosial harus tetap dijalankan. *Era New Normal* menjadi suatu solusi yang diterapkan oleh pemerintah untuk hidup berdampingan dengan pandemi, agar kegiatan ekonomi-sosial bisa tetap berlangsung dengan mematuhi aturan protokol kesehatan.

Hubungan sosial-emosional yang menjadi salah satu substansi pembelajaran kini sudah mulai terkikis karena tuntutan pembelajaran daring. Hidup berdampingan dengan teknologi sejatinya tidak mampu menggantikan peranan guru sepenuhnya, bagaimanapun guru tetap menjadi fasilitator untuk menanamkan nilai-nilai sosial kepada peserta didik agar mereka menjadi pribadi yang peduli dengan masyarakat dan lingkungan sekitarnya. Masih adanya beberapa kendala yang dialami dalam proses pembelajaran di *era new normal* mimbulkan suatu keresahan dan memotivasi untuk mencari sumber-sumber informasi dari para praktisi

maupun pemerhati pendidikan terkait dengan solusi yang bisa diterapkan. Kehadiran buku “Kesiapan Dunia Pendidikan Mneghadapi *Era New Normal*” merupakan suatu kompilasi dari berbagai pemikiran prkatisi pendidikan pada beberapa bidang kajian yang berbeda untuk tetap menghidupkan suasana pembelajaran di masa pandemi.

Kontibusi pemikiran penulis yang tidak hanya dari civitas akademika Fakultas Tarbiyah IAIN Parepare, tapi juga dari berbagai universitas mulai sabang sampai marauke setidaknya memberikan gambaran kepada para pembaca terkait dengan pola-pola penyelenggaraan pendidikan yang bisa dilakukan selama *Era New Normal*. Hasil-hasil penelitian yang telah dilakukan memberikan gambaran tentang keberhasilan suatu model dan bisa menjadi suatu sumber informasi bagi para pelaksana pendidikan.

Ucapan terima kasih kami haturkan kepada semua pihak yang telah mendukung terbitnya buku ini terutama bagi semua penulis yang bersedia berkolaborasi dengan kami untuk menyatukan hasil pemikirannya dalam sebuah buku kompilasi ini. Semoga kolaborasi kita untuk pengembangan duni pendidikan terus terjalin, karena keberlangsungan pendidikan adalah tugas kita bersama untuk generasi penerus dan keberlangsungan Negara Indonesia.

Parepare, Agustus 2020

Dekan Fakultas Tarbiyah

Dr. Saepudin, M.Pd

DAFTAR ISI

Cover Dalam	i
Kata Pengantar	iii
Daftar Isi	v

***New Normal* sebagai Stimulus Penguatan Pendidikan
Karakter melalui Penerapan Model Pembelajaran
Heutagogi**

<i>Agus Suprijono</i>	<i>1</i>
-----------------------------	----------

Sekolah dalam Menghadapi *New Normal*

<i>Muhammad Mukhtar S.....</i>	<i>20</i>
--------------------------------	-----------

**Nilai Edukasi Ritual *Bereque* Lombok pada Masa Pandemi
Covid-19: Sebuah Kajian Etnografi**

<i>Lalu Nasrulloh.....</i>	<i>33</i>
----------------------------	-----------

**Kebijakan Strategis Perguruan Tinggi Swasta Menyambut
Era *New Normal***

<i>Febri Giantara.....</i>	<i>47</i>
----------------------------	-----------

***New Reality* Sebagai Akibat Pandemi Global dan Tantangan
Di Era *New Normal***

<i>Rustan Efendy, Nurleli Ramli, Andi Muhammad Rismal, Amal Tasbi.....</i>	<i>63</i>
--	-----------

Pendidikan Era <i>New Normal</i> Berbasis Masalah <i>Sudirman</i>	81
Penggunaan Metode <i>Blended Learning</i> di Perguruan Tinggi Menuju <i>New Normal</i> <i>Junaidi dan M. Martindo Merta</i>	97
Implementasi <i>Mutual Adaptation</i> dan <i>Enactment Perspective</i> di Masa Pandemi dan Era <i>New Normal</i> <i>Hasmiah Herawaty</i>	114
Peran Perguruan Tinggi Menyikapi <i>New Normal</i> yang Diaplikasikan Ke Lahan Pertanian Padi di Karo Sumatera Utara <i>Amelia Zuliyanti Siregar, Zuah Eko Mursyid Bangun</i>	133
Upaya Manajemen Pendidikan dalam Pengembangan Pendidikan di Era <i>New Normal</i> <i>Hidayat</i>	160
Tantangan Lembaga Pendidikan Tinggi Islam Pasca Pandemi Covid 19 <i>Suriadi</i>	176
Hadapi <i>New Normal</i>, Pendidikan Karakter Melalui Transformasi Digital di Masa <i>New Normal</i> <i>Ratnasari</i>	195
Era Kenormalan Baru dan Pendidikan Perguruan Tinggi di Indonesia: Tantangan dan Peluang <i>Magdahalena Tjalla</i>	207

Penerapan Model Asig pada <i>New Normal</i> di Tengah Pandemi Covid-19	
<i>Syarifah Halifah</i>	222
<i>Facing The New Normal: Teaching English Vocabulary For Kids Using Indonesian Tradisional And Storytelling</i>	
<i>Niswatin Nurul Hidayati</i>	236
Mengkonstruksi Kesadaran Kritis dalam Pendidikan di Era <i>New Normal</i>: Telaah Perspektif Pedagogi Kritis	
<i>Ali Imron</i>	251
<i>Asertif Training dan Spiritual Connecting</i> Sebagai Resiliensi Menjalani <i>New Normal</i> di Bidang Pendidikan	
<i>Muhammad Rezza Septian</i>	262
Resiliensi Matematika Siswa Sekolah Dasar Melalui Edukasi VBA di Masa <i>New Norma</i>	
<i>Linda, Nelly Fitriani, Martin Bernard</i>	275
Laboratorium Virtual Sebagai Alternatif Implementasi Pembelajaran Praktikum IPA Pada Masa Pandemi Covid-19	
<i>Muhammad Arsyad</i>	292
Kontributor Buku	312



FACING THE NEW NORMAL: TEACHING ENGLISH VOCABULARY FOR KIDS USING INDONESIAN TRADITIONAL GAMES AND STORYTELLING

Niswatin Nurul Hidayati

Institut Agama Islam Al Hikmah Tuban, East Java, Indonesia
niswatinnh@gmail.com

INTRODUCTION

There is a discourse from the government to implement New Normal, so that activities that were previously carried out at home, will continue at the school again by implementing the Health protocol. With the continued learning process at school, including foreign language learning, it will continue. In relation to the learning process of English as a foreign language, the learning process should start from an early age. One of the media that can be used in the learning process is to use Indonesian traditional games and storytelling. Some opinions say that the first four years of a child's age are the golden ages. This period should be maximized so that later in the next period the child's development becomes better. The world of children is the world of play, therefore the media used

should also be media for games so that children are attracted to listen and be able to absorb what is conveyed by the teacher.

Team Leader Expert Team for the Acceleration of Covid-19 Handling Wiku Adisasmita said, new normal is a change in behavior to continue carrying out normal activities but by adding a health protocol to prevent Covid-19 transmission.¹ Then, quoting from the page tirto.id states that the definition of new normal is a scenario to accelerate the handling of Covid-19 in health and socio-economic aspects. The Indonesian government has announced plans to implement the new normal scenario taking into account epidemiological studies and regional readiness.²

With the implementation of New Normal, the activity will resume while continuing to implement the Health protocol proposed by the government. So, later the learning process will run offline. In relation to the learning process of English as a foreign language, the learning process should start from an early age. Children are unique individuals. This was stated by Mulyasa who stated that early childhood is a different individual, unique and has its own characteristics in accordance with the stage of his age.³ In the process of child development, we know that there are golden ages, where the child's brain is able to absorb many things, like a sponge that can absorb a lot of water. So, at this age there needs to be special attention from both teachers and parents, including maximizing language input or vocabulary taught to children, including teaching a second language or a foreign language. Some opinions say that the first four years of a child's age are the golden ages. In connection with this, Baker said that for children to have

¹ Dandy Bayu Bramasta. "Mengenal Apa Itu New Normal di Tengah Pandemi Corona" Accessed from Kompas <https://www.kompas.com/tren/read/2020/05/20/063100865/mengenal-apa-itu-new-normal-di-tengah-pandemi-corona> dated on June 6, 2020.

² Dipna Videlia Putsanra. "Apa Itu New Normal dan Bagaimana Penerapannya Saat Pandemi Corona?" Accessed from tirto.id <https://tirto.id/fCSg> dated on June 6, 2020.

³ Mulyasa. *Manajemen PAUD*. (Bandung: Remaja Rosdakarya, 2012), 20.

bilingual abilities children must get a lot of input and practice through listening and speaking activities from the two languages learned, with strategies that consider the quality and quantity in introducing the language to be learned, so that results can be obtained evident in the development of bilingualism.⁴

DISCUSSION

Language Development on Children

Before children are able to speak fluently or think about more complex things, children learn language from words or conversations conducted by adults around them. This thing is commonly called motherese or baby language. Motherese refers to the child's first chatter with the nurse. Usually babies say repeated syllables, for example ma-ma-ma-ma or ba-ba-ba-ba and so forth. This kind of syllable will usually be interpreted as a call to their parents, mama or papa, although basically the chatter actually has no meaning. This first chatter will later become the child's first language, or in other terms we are familiar with the mother tongue or first language.⁵

In the process of acquiring and learning languages, the term language acquisition is known. An American linguist, Noam Chomsky mentions the existence of a Language Acquisition Device (LAD). But in 1986, the theory about LAD was replaced with the concept of Universal Grammar (UG). Universal Grammar is explained as....*This involves some basic linguistic principles, that children are born with pre-ordained options and that they check the*

⁴ Rismareni Fransiska. "Kajian Program Bilingual Terhadap Perkembangan Kognitif Anak Usia Dini". *EDUKASI: Jurnal Pendidikan*. 10(2), 168, 2018

⁵ Niswatin Nurul Hidayati. "Bilingualisme Dan Multilingualisme: Pro Dan Kontra Pada Perkembangan Bahasa Dan Kognitif Anak" *Al Hikmah: Jurnal Studi Keislaman*. 10(1). 2020.

possibilities against what they “hear around them in order to set the parameters’ of their internal grammars”⁶

In the process of language development in children, for example for children who speak English, are as follows: 1) At the age of 6 weeks the child is at the cooing stage, 2) At the age of 6 months at the babbling stage, 3) At the age of 8 months at the stage of intonation pattern, 4) At 12-15 months are two-word utterances, 5) At 18 months are two-word utterances, 6) At 21 months are three-word + utterance, 7) 18 months are simple negative, 8) 18 months are simple questions, 9) 2 years are inflections (word endings), 10) 3 years are adult-type negatives, 11) 3 years are adult-type questions. 12) 3.5 years are adult-type questions, and 13) 10 years are adult-type grammar.⁷

Other experts say that the ability to distinguish basic sounds from children's language is present even in newborn children.⁸ Fenson Lary et. al. in his writings mentioned that the acquisition of words experienced by children differ depending on the individual, however, there can be generalized that the average child can produce 10 words at the age of 13-14 months, 50 words at the age of 17-18 months, and 200-300 words on their second birthday, even though the number of words they understand is much higher, even reaching 100 words at 14 months.⁹ Children who learn more than one language from an early age will have a unified language system, but later they will be able to separate it at a certain age. Albert & Obler mentioned that *they will start to sort out the two*

⁶ D.F. Siwoku-Awi. "Psychological Processes in Child Multilingualism and Their Implication for French Study in Nigeria" *International Journal of Education and Research*. 4(12), December 2016, 44.

⁷ D.F. Siwoku-Awi. "Psychological Processes in Child Multilingualism and Their Implication for French Study in Nigeria" *International Journal of Education and Research*. 4(12), December 2016, 45-46

⁸ P.K. Kuhl. "Early Language Acquisition: Cracking the Speech Code". *Nature Reviews Neuroscience*, 5(11), 831-843. doi:10.1038/nrn1533

⁹ Fenson Larry, Dale, P. S., Reznick, J. S., Bates Elizabeth, A., Thal, D. J., & Pethick, S. J. (1994). Variability in early communicative development. *Monographs of the Society for Research in Child Development*, 59(5), 173; discussion 174. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/7845413>

*separate languages at the age of 3 and the clear separation of the two languages may occur around the age of 7.*¹⁰

Teaching English Vocabulary

Vocabulary is a very essential part in learning languages because when a child has rich vocabulary, he will later be easy to learn other abilities in English, for example the ability to listen, speak, write, also read. In the development of children, we know of the existence of golden ages, where the child's brain is able to absorb many things. This is where the opportunity for parents and teachers to provide stimulation so that the development of language skills can develop properly. We know that children tend to imitate what they hear or see around them.¹¹

Vocabulary has a very important role in the process of language acquisition in children. This is because the vocabulary is a provision for mastering language skills, both speaking, listening, reading, and writing abilities. The same thing was also mentioned by some experts, for example Schmit who stated that no matter how much grammatical knowledge or other linguistic knowledge is given, because communication will not succeed without mediation from the vocabulary. Vocabulary has a very important role in communication which is supported by other linguistic dimensions.¹² Fan also mentioned that vocabulary can have the largest portion of the meaning of any language and is also the most difficult problem for learners. Decarrico as quoted by Salih also mentioned the importance of vocabulary by stating that one of the important components of communicative competence is lexical competence.¹³

¹⁰ M. L. Albert, & L. K. Obler. *The bilingual Brain: Neuropsychological and Neurolinguistic Aspects of Bilingualism*. (Orlando, Fla.: Academic Press, 1978), 42

¹¹ Niswatin Nurul Hidayati. "Rethinking The Quality Of Children's Bilingual Story Books". AL-ASASIYYA: Journal Of Basic Education, 4(1), 2020.

¹² N. Schmitt. *Vocabulary in Language Teaching*. (Cambridge, United Kingdom: Cambridge University Press, 2000)

¹³ Kawa Mirza Salih. The Importance of Teaching and Learning English Words. *International Journal of Advancements in Research & Technology*, 4(3), 2015, 14.

There are several studies that have been conducted relating to the learning process of vocabulary to children. For example, what Liyana and Kurniawan did, which examined the Speaking Pyramid used for vocabulary learning in children. The result shows that speaking pyramid is "appropriate" with some improvements by the material expert and "very appropriate" by the media expert. Therefore, speaking pyramid can be used as an English vocabulary learning media to the next trial stage. However, revisions are required.¹⁴

Indonesian Traditional Games

Dharmamulya states that there are three types of traditional games. This category is based on the pattern of the game, which is playing and singing or dialogue, playing and thinking, and playing and competing. He also added that there are several benefits of this game, namely (1) practicing proficiency in counting; (2) practice thinking skills; (3) not whiny, practicing courage; (4) train to be honest and sporty.¹⁵ A similar thin was also mentioned by Misbach which states that there are several aspect of child development that can be stimulated by traditional games, namely (a) the motoric aspect of training endurance, flexural, sensorimotoric, gross motoric, fine motoric; (b) cognitive aspects that develop imagination, creativity, problem solving, strategy, anticipatory, contextual understanding; (c) emotional aspects of emotional catharsis, honing empathy, self-control; (d) aspects of language understanding of the concept of value concepts; (e) social aspects of establishing relationships, cooperation, training social maturity with peers and laying the foundation to practice socialization skills practicing roles with older people

¹⁴ Astien Liyana dan Mozes Kurniawan. Speaking Pyramid Sebagai Media Pembelajaran Kosakata Bahasa Inggris Anak Usia 5-6 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 3(1). 2019, 225.

¹⁵ Sukirman Dharmamulya, dkk. *Permainan Tradisional*. (Purwangan: KEPTEL PRESS, 2005)

or the community; (f) the spiritual aspect of realizing connection with something that is great; (g) the ecological aspect of the wise understanding of the use of surrounding natural elements; (h) aspects of moral values living the values inherited from previous generations to later generations.¹⁶

Rogers & Sawyer's mentioned that there are several important values in play for children, consisting of:¹⁷

- a. Improve the ability of problem solving in children
- b. Stimulates language development and verbal ability
- c. Develop social skills
- d. Is a container of expression of emotions

In addition, in Best Play states that the role of play in children has an impact on a number of areas of children's lives, as follows:¹⁸

- a. Playing has an important role in learning. In this case, playing can complement children's school activities, which can provide opportunities for children to understand, absorb, and give meaning to what they learn in formal education settings. Specifically, play becomes important, which helps children to get "not specific information, but a general mindset in problem solving".
- b. Playing can support physical development and good mental health. Play facilitates children in physical activities, including sports activities,
- c. which allows for increased coordination and balance of the body, as well as developing skills in child growth. The contribution to mental health is to help children to build and develop resilience (resistance) to stresses in life.

¹⁶ Ifa H. Misbach. *Peran Permainan Tradisional Yang Bermuatan Edukatif Dalam Menyumbang Karakter Dan Identitas Bangsa. Research Report*. (Bandung: Universitas Pendidikan Indonesia, 2006)

¹⁷ C.S. Rogers dan JK. Sawyers. *Play in the Lives of Children: American Series in Mathematical and Management Sciences*. (Washington DC: Natl Assn For the Education: 1995)

¹⁸ Iswinarti. *Nilai Nilai Terapiutik Permainan Tradisional Engklek untuk Anak Usia Sekolah Dasar*. 2010. Naskah Publikasi.

d. Playing gives an opportunity to test the child in facing challenges and dangers.

Misbach in his research shows that traditional games can stimulate various aspects of child development which can include the following:¹⁹

- a. Motor aspects by training endurance, flexural power, motor sensory, gross motor, and fine motor skills.
- b. Cognitive aspects by developing imagination, creativity, problem solving, strategies, anticipatory abilities, and contextual understanding.
- c. Emotional aspects by becoming emotional cathartic media, can hone empathy and self-control.
- d. Aspects of language in the form of understanding the concepts of value.
- e. Social aspects by conditioning children to be able to establish relationships, work together, train social maturity with peers and lay the foundation to practice socialization skills by practicing roles with older people and society in general.
- f. Spiritual aspects, traditional games can bring children to realize the connection with something that is Supreme (transcendental).
- g. Ecological aspects by facilitating children to be able to understand the wise use of surrounding natural elements.
- h. Aspects of values/morals by facilitating children to be able to live up to the moral values passed on from the previous generation to the next generation.

Anne mentioned that there were several influencers or benefits from doing traditional games on children's mental development, consisting of:²⁰

¹⁹ Ifa H. Misbach. Peran Permainan Tradisional Yang Bemuatan Edukatif Dalam Menyumbang Karakter Dan Identitas Bangsa. *Research Report*. Bandung: Universitas Pendidikan Indonesia, 2006.

- a. Become more creative. Traditional games are usually made directly by the players. They use items or even plants that are around the players. This encourages them to be more creative in creating game tools
- b. Can be used as therapy for children. When playing children will release their emotions. They shouted, laughed and moved. This kind of activity can be used as therapy for children who need the condition.
- c. Developing multiple intelligences of children
- d. Developing children's natural intelligence
- e. Developing children's spatial intelligence
- f. Developing children's musical intelligence
- g. Developing children's spiritual

Storytelling

Storytelling is one method that can be the choice of teachers or parents to improve children's language skills, both at the level of early childhood or at the age of basic education.²¹ Storytelling can be interpreted as a way of telling and telling a story or giving an explanation orally. The contents of the story sought related to: a) The world of children's lives full of joy, which requires the contents of the story to have elements that can provide feelings of joy, funny, interesting, and exciting for children; b) adjusted to the interests of children who are usually concerned with animals, plants, vehicles, dolls, robots, planets, etc. c) the level of age, needs and abilities of children to capture the story is different. It is hoped that it must be concise or short in the child's attention span; d) opens opportunities for children to ask questions and respond after the teacher has finished telling the story.²²

²⁰ Tuti Andriani. Permainan Tradisional dalam Membentuk Karakter Anak Usia Dini. *Jurnal Sosial Budaya*. 9(1). 2012.121-136.

²¹ Niswatin Nurul Hidayati. "Rethinking The Quality Of Children's Bilingual Story Books". *AL-ASASIYYA: Journal Of Basic Education*. 4(1). 2020. 46.

²² Muktar Latif, dkk. *Orientasi Baru Pendidikan Anak Usia Dini*. (Jakarta: Kencana, 2014), 111

Storytelling is widely used in various fields, not only in the field of Education, but also in the fields of military, medicine, law, and so on. There are four types of stories, consisting of:

a. Case-based instruction

Cases are stories that have occurred in the past. They are widely used in contexts such as medical, law, and business schools. Case-based instruction fixes the problem and solution, but the learner is placed outside the story context (Barnes, Christensen, & Hansen, 1994). The learner must discover the key facts and events as they occurred; hence case studies have a historical nature. Because they are historical, cases do not allow a learner to alter their outcome or processes. Rather, the student must apply critical thinking and theories to the existing facts to be able to form hypotheses about why the facts of the case occurred as they did. A major advantage of cases when compared to the other three types of stories is that they are imbued with authority which comes from the actual facts of the stories (Abbot, 1992).²³

b. Narrative-based instruction

Narrative-based instruction fixes the problem, the solution, and the learner all within the context that the story frames (Cobley, 2001). The storyteller or narrator controls all of the information received by the learner. Narratives can be either fictional or non-fictional. They seek to emotionally immerse the learner in the narrative's situation; probably more deeply than any of the other three story types. For this reason, narratives often are told for entertainment's sake, often without pursuing an instructional objective. A narrative seeks to express a series of events;

²³ Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 4-5

however it does not necessarily have to tell the events in a chronological sequence.²⁴

c. Scenario-based instruction

Scenarios state fixed solution criteria, but not necessarily fixed solutions. The learner is positioned in a place that allows them to interact with the scenario and produce different outcomes depending on their decisions and actions. They can be fictional or non-fictional. However, for purposes of instruction they often come from history (Salas, Wilson, Priest, & Guthrie, 2006). Scenarios are heavily used in operational training such as the nuclear power industry and the military because they require active interaction by the learner and can be given operational characteristics. While many scenarios are drawn from actual cases, they can be altered (sometimes significantly) to suit the purpose of instruction and evaluation measurement. This ability to accurately measure learner responses in a scenariodrive simulation, simulator, or instructional game makes scenarios effective places to try out new theories, approaches, and procedures for solving operational problems. Learners can gain valuable lessons from the experience. The main goal of scenario-driven instruction is to improve performance.²⁵

d. Problem-based instruction

The final story type is especially suited for teaching learners about how to best solve ill structured problems that do not have optimal solution criteria or parameters (Hmelo-Silver, 2004; Savery, 2006). Problem-based instruction requires, or at least allows, the learner to take charge of their own learning process and activities. This uses the problem (fictional or non-fictional) as a mechanism for conveying knowledge to the learner. The

²⁴ Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 5

²⁵ Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 5

learning is usually done in a team setting, where each team member must provide collaborative help in finding a solution (Boud & Feletti, 1997). A key is that while a teacher might help the learning, each learner and the learning team must take responsibility for defining a path to solving the problem and then applying facts and skills to reach a solution (Savery, 1998).²⁶

CONCLUSION

The use of Indonesian traditional games and storytelling can be selected to be applied in the language learning process in children. That is because both of them are fun media to do since the world of children is the world of play. In addition, Indonesian traditional games and storytelling can also help in the process of moral cultivation in children. This is because traditional games are a legacy of our ancestors that is full of noble meaning and philosophy. The same thing also applies to the storytelling process, where by telling various kinds of fairy tales, or stories about certain characters, both teachers and parents are expected to be able to convey the noble values contained therein.

REFERENCES

- Albert, M. L. & Obler, L. K. *The bilingual Brain: Neuropsychological and Neurolinguistic Aspects of Bilingualism*. (Orlando, Fla.: Academic Press, 1978), 42
- Andrews, Dee H. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H

²⁶ Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 5-6

Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 4-5

Andriani, Tuti. Permainan Tradisional dalam Membentuk Karakter Anak Usia Dini. *Jurnal Sosial Budaya*. 9(1), 2012.121-136.

Bramasta, Dandy Bayu. "Mengenal Apa Itu New Normal di Tengah Pandemi Corona" Accessed from Kompas <https://www.kompas.com/tren/read/2020/05/20/063100865/mengenal-apa-itu-new-normal-di-tengah-pandemi-corona-dated-on-june-6>, 2020.

Dharmamulya, Sukirman. dkk. *Permainan Tradisional*. (Purwangan: KEPEL PRESS, 2005)

Fan, M. Y. Frequency of Use, Perceived Usefulness, and Actual Usefulness of Second Language Vocabulary Strategies: A study of Hong Kong Learners. *The Modern Language Journal*, 87(2), 2003. 222-241.

Hidayati, Niswatin Nurul. "Bilingualisme Dan Multilingualisme: Pro Dan Kontra Pada Perkembangan Bahasa Dan Kognitif Anak" *Al Hikmah: Jurnal Studi Keislaman*. 10(1). 2020,

Hidayati, Niswatin Nurul. "Rethinking The Quality Of Children's Bilingual Story Books". *AL-ASASIYYA: Journal Of Basic Education*. 4(1). 2020,

Ifa H. Misbach. *Peran Permainan Tradisional Yang Bemuatan Edukatif Dalam Menyumbang Karakter Dan Identitas Bangsa. Research Report*. (Bandung: Universitas Pendidikan Indonesia, 2006)

Iswinarti. Nilai Nilai Terapiutik Permainan Tradisional Engklek untuk Anak Usia Sekolah Dasar. 2010. Naskah Publikasi.

Kuhl, P.K. "Early Language Acquisition: Cracking the Speech Code". *Nature Reviews Neuroscience*, 5(11), 831-843. doi: 10.1038/nrn1533

Larry, Fenson, P. S., Dale, J. S., Reznick, Bates Elizabeth, A., Thal, D. J., & Pethick, S. J. (1994). Variability in early communicative development. *Monographs of the Society for Research in Child Development*, 59(5), 173; discussion 174. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/7845413>

Latif, Muktar. dkk. *Orientasi Baru Pendidikan Anak Usia Dini*. (Jakarta: Kencana, 2014), 111

Liyana, Astien., and Kurniawan, Mozes. Speaking Pyramid Sebagai Media Pembelajaran Kosakata Bahasa Inggris Anak Usia 5-6 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. 3(1). 2019, 225.

Misbach, Ifa H. Peran Permainan Tradisional Yang Bemuatan Edukatif Dalam Menyumbang Karakter Dan Identitas Bangsa. *Research Report*. Bandung: Universitas Pendidikan Indonesia, 2006.

Mulyasa. *Manajemen PAUD*. (Bandung: Remaja Rosdakarya, 2012), 20.

Pransiska, Rismareni. "Kajian Program Bilingual Terhadap Perkembangan Kognitif Anak Usia Dini". *EDUKASI: Jurnal Pendidikan*. 10(2), 168, 2018

Putsanra, Dipna Videlia. "Apa Itu New Normal dan Bagaimana Penerapannya Saat Pandemi Corona?" Accessed from tirto.id <https://tirto.id/fCSg> dated on June 6, 2020.

Rogers, C.S. and Sawyers, JK. *Play in the Lives of Children: American Series in Mathematical and Management Sciences*. (Washington DC: Natl Assn For the Education: 1995)

Salih, Kawa Mirza. The Importance of Teaching and Learning English Words. *International Journal of Advancements in Research & Technology*, 4(3), 2015, 14.

Schmitt, N. *Vocabulary in Language Teaching*. (Cambridge, United Kingdom: Cambridge University Press, 2000)

Siwoku-Awi, O.F. "Psychological Processes in Child Multilingualism and Their Implication for French Study in Nigeria" *International Journal of Education and Research*. 4(12), December 2016, 45-46