

Artikel 3 Indria gamify

by Muhib Fadhi

Submission date: 13-Dec-2020 05:04AM (UTC+0700)

Submission ID: 1473309826

File name: 824-3604-1-PB.pdf (1.38M)

Word count: 1958

Character count: 10598



JURNAL INDRIA

Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal
(Scientific Journal of Preschool and Early School Education)

JIN Volume III, Number 1, March 2018, Pg.43-49

<http://journal.umpo.ac.id/index.php/indria/index>



GAMIFICATION FOR EARLY CHILDHOOD USING 'LINGOKIDS' APPLICATION

Muhibuddin Fadhli

Muhammadiyah University Of Ponorogo

Article History:

Submitted:
December 2017
Approved:
January 2018
Published
March 2018

Keywords:

*Gamification, Early
Childhood, Lingokids*

Abstrak

Pengenalan bahasa bisa dimulai sejak usia dini, meskipun Bahasa Inggris bukan merupakan Bahasa yang wajib dikuasai di Negara Indonesia. Namun, tidak ada salahnya bagi kita untuk mengenalkan bahasa ini untuk anak usia dini. Artikel ini membahas secara detail pemanfaatan aplikasi Lingokids di berbagai negara. Data yang didapatkan dengan analisis dokumen dan literatur. Data yang didapatkan kemudian dianalisis menggunakan kualitatif naratif-deskriptif. Hasil dari studi dokumen dan literatur mengungkapkan bahwa di beberapa negara yang bukan native english, aplikasi ini sudah menjadi salah satu aplikasi yang digunakan dalam pengenalan Bahasa Inggris.

Abstract

The introduction of language can start at an early age, although English is not a language that must be mastered in Indonesia. However, introducing this language for early childhood will not be an incorrect choice. This article discusses the application of Lingokids thoroughly in various countries. Data obtained by document analysis and literature were then analyzed using qualitative narrative-descriptive method. There are some results from document and literature studies in some non-English countries. This application has become one of the applications used in English introduction

© 2018 Muhammadiyah University of Ponorogo

✉ Correspondence Address:

E-mail: muhibuddin.fadhli@gmail.com

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

INTRODUCTION

In this fast-paced world, there is one crisis that is crucial and very necessary to find the root of the problem. The crisis in question is a crisis of concentration. Children in the digital age that Mark McCrindle calls the Alfa "A" generation have entered a zone where all the technology blends into one (McCrindle, n.d.). When children go out they have been spoiled for choice to play *play stations*, play with their smartphones, play with tablets, watch television or movies or other activities that drain their energy and attention. Of course this will be very different from the activities of children 100 years ago that centered on one or two activities only, so children tended to be able to focus on a thing.

There is a disorder called ADHD (Attention Deficit Hyperactivity Disorder) in which a child with this disorder is very difficult to focus on a concern. In a Journal of Attention Disorder showed that "Four hundred and five children, or 5.4%, of our sample were reported to have been diagnosed with ADHD. The results showed that ADHD-diagnosed

children were perceived on average by parents, teachers, and themselves to be doing less well in both reading and math "(Eisenberg & Schneider, 2007).

The journal also mentioned that children who had ADHD tendency would be difficult to focus their attention, even when stimulated with a single focus of attention only.

For early childhood, some diversions like gadgets and smartphones should be used wisely. When they use the tool then as a parent or teacher must have a clear limit on when and where the gadget can be used. When children play games available in the gadget is certainly very interesting their attention, so that children will only focus on one attention only, the game. In the game, there are features that make the kids as if anesthetized to continue playing the game in such long periods of time.

Initial ideas about the concept of gamification stems from the existing games in computers, gadgets and other technologies. The idea is how a user can be stunned to finish round by round until they get rewards that can be exchanged for a

bonus, either in the form of points to proceed to the next stage or a bonus in the form of money or google play rewards.

The above exposes mention some of the symptoms of concentration that become "problems" in some countries. As a parent we must be wise to determine whether the child's playmate matches his age. Indeed, on the one hand, the use of gadgets for an early age for some experts is not recommended, as the results of research conducted by Fadhli about the effects of exposure from television shows. Fadhli states that "although television shows can be one of the addictions that impede the process of child development, *parental* involvement can be one way for children not to be exposed to television (Fadhli, 2017)". However, if you look at the recent situation and condition, it is impossible to avoid or even not to introduce a gadget at all to our children. The process of introducing game contexts to situations that are not games (learning) according to some experts is called Gamification.

Gamification is "the use of game design elements in non-game

contexts (Deterding, Khaled, Nacke, & Dixon, 2011)". Deterding in his paper conveys a social phenomenon in which the use of elements of games such as rewards, bonuses, challenge can be used as one of the learning process. This article discusses how Lingokids application using the elements of games is implemented to introduce English for early childhood.

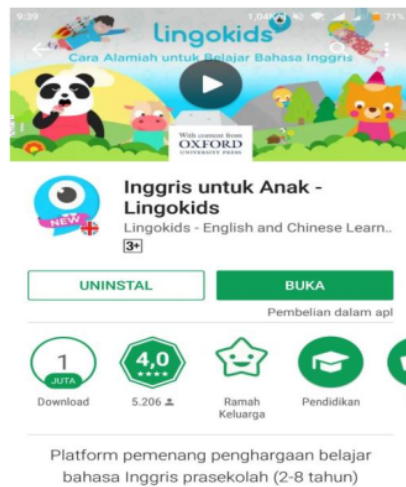
LITERATURE REVIEW

Talking about the use of gadgets for early childhood learning, we are faced with a phenomenon already rooted in society. The phenomenon include downloading and removing applications from google playstore. It offers thousands and even millions of ready-made applications. Out of the millions of applications, there are certainly some applications that are suitable for child growth and there are applications that are not intended for children.

One application that can be used for learning English is 'Lingokids'. This is an application with educational background and all its contents are taken from books

published by Oxford University Press like the book "Jump in" and "Mouse and Me" (Özge Karaoğlu Ergen, 2018). This application aims to help the parents in accompanying their children learn English with menus and interface which are very friendly for kids. This application has been downloaded for more than 1 million times.

'Lingokids' has become one of the applications of favorite educational genre and obtained a good rating on the playstore. This demonstrates the enthusiasm of the community in using this application. Children are very natural learners. They can search for and absorb all knowledge gained from wherever, whenever and wherever.



Picture 1. 'Lingokids' in Playstore

Utilization of applications to stimulate the mastery of English becomes one of the trends that may be one of the alternative learning in early childhood, primarily the introduction of English.

Some references indicate that learning with this gamification method has already begun to be widely used in some countries, namely in the United States, the use of games for learning becomes one of the aspects included in their curriculum, "Research firm Gartner predicted that by 2014, over 70% of Fortune Global 2000 organizations would have adopted gamification in some way "(Laurence Goasduff & Christy Pettey, 2011). Gartner has predicted that more than 70% of global institutions/organizations applied gamification in 2014. Therefore, we can see that in 2014 gamification utilization was almost 70%, and likely to be 90% by 2018.

METHOD

As stated earlier, this study applied qualitative method. The method used in this article was the analysis of documents and literature, and therefore the obtained data

would be analyzed applying narrative-descriptive method.

RESULTS

From the search of data conducted by the author, it was found that 'Lingokids' application refers to an application that can be obtained for free in the playstore. The application developed by hello which are based in the USA is implementing the content of textbooks published by Oxford University Press. This application by default turns the display screen into landscape with the aim that the displayed menus can be easily operated.

A 'user-friendly' initial view can be seen from this application. There is even a special menu of parents who make this application more complete.



Picture 2. The Initial View of 'Lingokids'

The application also offers several menus such as, learning english with audio, learning animal pictures and plants, and equipped with video songs that can be played at any time. This makes it easier for us to guide children as they learn.



Picture 3. Video view in 'Lingokids'

In addition to offering several menus above, the author also found the ease of accessing the menu that when children try to play these games they will easily shuffle items in the games, such as in the introduction of tools which is behind the house. This game provides images of forks, hoes, gloves and other tools.



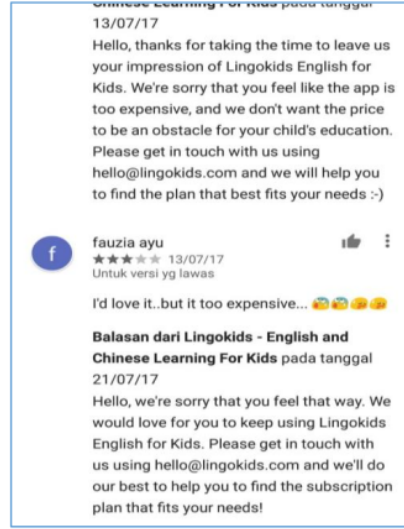
Picture 4. The Games of Introducing Household Chores.

DISCUSSION

This article was based on a qualitative paradigm where the process of data collection was done purposively and delivered descriptively by using narration in order to make the readers understand the flow of the article. Thus, important points and pictures were made

This 'Lingokids' app is a free-paid app. That is, in general this app is free to download, but there are some paid content. Even so, the free content offered is interesting enough to serve as a medium to introduce English through the singing and interactive visual appearance.

However, there are some shortcomings that the author obtained. The disadvantages encountered were in the form of free content offered could only be accessed online, if we were offline then this application could not be used. In addition, paid content was perceived as too expensive for some people. This could be seen from the evident of some ratings which indicated that this game has limited and inaccessible content.



Picture 5. Negative comments on 'Lingokids' application

CONCLUSION

In a good writing, there must be the essence obtained, so that the writings are made to have accurate and useful information. The important points are summarized as follows:

1. Gamification with 'Lingokids' can be an alternative to teaching English for Early Childhood.
2. Parental guidance is a critical determinant of the success of a lesson.
3. Parents should be wise in using applications in their gadgets, for growth and development of children to run optimally.

REFERENCES

- Deterding, S., Khaled, R., Nacke, L., & Dixon, D. (2011). Gamification: toward a definition. In *Chi 2011* (pp. 12–15). Canada. <https://doi.org/978-1-4503-0268-5/11/0>
- Eisenberg, D., & Schneider, H. (2007). Perceptions of Academic Skills of Children Diagnosed With ADHD. *Journal of Attention Disorders*, 10(4), 390–397. <https://doi.org/10.1177/1087054706292105>
- Fadhli, M. (2017). Brain Television : A Research of Visual Effects for Early Years, 58, 325–329.
- Laurence Goasduff & Christy Pettey. (2011). Gartner Says By 2015, More Than 50 Percent of Organizations That Manage Innovation Processes Will Gamify Those Processes. Retrieved January 16, 2018, from <https://www.gartner.com/newsroom/id/1629214>
- McCrinkle, M. (n.d.). Beyond Z: Meet Generation Alpha. *An except from the ABC of XYZ*. Retrieved from http://mccrinkle.com.au/resources/whitepapers/McCrinkle-Research_ABC-10_Beyond-Z_Meet-Generation-Alpha_Mark-McCrinkle.pdf
- Özge Karaoğlu Ergen. (2018). 10 ways home learning apps can boost children's English learning. Retrieved January 16, 2018, from <https://oupeltglobalblog.com/2018/01/11/10-ways-use-apps-english-learning/>