Development of Games Online Features Educandy to Children Aged 5-6 Years

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	Abstract
	Recognizing letters is important to be developed in early childhood for the next child's language skills. By introducing letters to children, it is hoped that children can understand letters by knowing the sounds and shapes of letters. The learning media that will be developed in this research is an online game on the educandy. The purpose of this study was to determine the development of online games on the educandy to introduce characters to children aged 5-6 years at KB Darul Falah Terbanggi Besar. Types of research and development (research and development). The development procedure according to the Borg and Gall theory consists of seven stages, namely potential and problems, data collection, product design, expert testing, product revision, product testing, and product revision. Based on the results of the study, it can be concluded that, games feature educandy to introduce script to children aged 5-6 years at KB Darul Falah Terbanggi Besar, the development of online game feature educandy children are able to name symbols of letters that are known, children are able to recognize the sound of the initial letters of the names of objects in the vicinity. The Effectiveness of Using Online Games Features Educandy to Improve Literacy Skills for Children aged 5-6 years, namely after research was conducted at the Darul Falah Family Planning Terbanggi Besar, it was proven that the literacy abilities of early childhood can be categorized as starting to develop. **Keywords** : Online Games, Educational Games, Features Educandy

INTRODUCTION

The development of information and communication technology is currently very beneficial for the community. Mobile is one of the products of this technology that has changed the behavior of human communication by penetrating space and time. People who are thousands of kilometers away can communicate with each other while looking at the interlocutor on and only by using mobile phones

(Dekinus Kogoya 2015). Mobile phones in which there are various games appear on the market. This phenomenon shows how play technology has expanded to various sectors of life. Playing can be obtained easily through applications on mobile phones and internet media (O'Connor and Andrews 2018).

Game is one of the results of technological developments. Games that were originally played in the real world by interacting with people or objects directly, can now be played in digital form using technology. Game technology has extended to various sectors of life. Currently, games can be obtained easily through applications and internet media. Various gaming technologies will experience phenomenal growth in the future. Various games with more sophisticated technology will emerge (Fadillah and Iqbal 2019).

The culture of playing has become a lifestyle that is much favored by the community, especially the younger generation at school age, both in rural and urban areas. Types of play equipment from simple models such as playing with sophisticated equipment such as smartphones, as well as Playstation consoles or the like are already recognized by today's children. Especially at this time there are many online games that have sprung up which are very popular with children. Online games are games that are connected to the internet network, and can be played with certain rules so that there are winners and losers. Online games are electronic and visual based games. Online games are played by utilizing electronic visual media (Puspitosari and Ananta 2009).

The current generation of Early Childhood is a generation where they are already very familiar with virtual activities or gadgets. For this reason, the use of technology and applications that exist in gadgets is needed to support their education. As it is well known that today's young children are more interested in applications in gadgets than reading books. So that an attractive stimulant is needed for them by engineering gaming applications into learning media that is needed at this time, namely through educational-based games. In this study, researchers used the Educandy game.

Educandy is a web-based application that is used to create quizzes. Thus, educandy games are also included in the category of educational games (Asghar, Haris, and Isyanti 2021) (Ramansyah 2016). Everyone has access to create or play this quiz. In the game there are some interesting pictures, pictures are one of the good media to be used as teaching materials in child development (Utama 2017). With the slogan 'making learning sweeter' (making learning sweeter), the educandy display is made with sweet colors so that it looks cheerful. Educandy has 3 core game features, namely words, matching pairs, and quiz questions. However, these 3 features can be created into several more types of games, such as word search, hangman, anagrams, nought & crosses, crosswords, match-up, memory, and multiple choice (Ulya, Syarif, and Jakarta 2021). Educandy games have many types of word games that can be played, making it easier for educators to create

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varied quizzes, effective for reviewing students' understanding, make practice questions more fun. The drawback of this educandy is that the quiz maker (author) cannot know the results of the quiz players and requires a stable internet network (Ulya 2021).

Through this research, researchers want to know how the Game Educandy game can develop of linguistic abilities in children aged 5-6 years at KB Darul Falah Terbanggi Besar. The media and the surrounding environment are part of the object that has a major influence on the development and growth of early childhood. The development that has a big influence is the development of children's language, where children's vocabulary will increase along with what they see and hear (Nur Tanfidiyah and Ferdian Utama 2019). Darul Falah KB is located in the center of the crowded district of Terbanggi Besar, so that the lifestyle of the children there are familiar with the world of Gadgets. Educandy games at KB Darul Falah Terbanggi Besar have never been applied in the teaching and learning process. In addition, the reason the researchers chose to develop an online game on the Educandy feature is because the majority of parents or guardians of students already have an adequate smartphone to use the Educandy feature. Modern environmental conditions force children to behave in a modern way by using digital media. So it is not difficult for Darul Falah KB students to operate various forms of features on Gadgets. However, due to limited assistance from parents, the use of digital media here has not focused on the world of learning. Most of them only use for games and watching videos. This is what underlies the researchers to develop digital media Game educandy to introduce characters to children aged 5-6 years at KB Darul Falah Terbanggi Besar.

Recognizing letters is important to be developed in early childhood for the next child's language skills. By recognizing letters in children, it is hoped that children can understand letters by knowing the sounds and shapes of letters. Basic knowledge of letters can make it easier for children to compose sentences and get information from knowledge sources, both books and other sources (Haira 2019). The stages of a child's reading development include the fantasy stage (magic stage), the self-concept stage, the picture reading stage (bridging reading stage), the reading introduction stage (take-off reader stage), and the independent reading stage. reader stage). Based on these stages, children aged 5-6 years should be able to read pictures because in Permendikbud 146 of 2014 children are able to show early literacy by showing symbolic forms (pre-writing) and can make various forms of work such as making pictures with some scribbles or writing. already in the form of letters or words (Rahayuningsih, Soesilo, and Kurniawan 2019). Talking about literacy, in basic education it is stated that literacy is the key for early childhood and is the foundation for them to learn not only reading and writing but in other academic fields. Literacy is also referred to as literacy which is

interpreted as literacy, recognizing writing, and being able to read writing (Listriani, Hapidin, and Sumadi 2020).

Early childhood can start learning to read by recognizing letters first. As has been explained the ability to read and write in the verse that was first revealed to the Prophet Muhammad in QS al-Alaq 1-5:

اِقۡرَاۡ بِاسۡمِ رَبِّكَ الَّذِىۡ خَلَقَۚ ۝ خَلَقَ الۡاِنۡسَانَ مِنۡ عَلَقٍۚ ۝ اِقۡرَاۡ وَرَبُّكَ الۡاَكۡرَمُۙ ۝ الَّذِىۡ عَلَّمَ

بِالۡقَلَمِۙ ۝ عَلَّمَ الۡاِنۡسَانَ مَا لَمۡ يَعۡلَمۡ ۝

Meaning: read by (mentioning) the name of your Lord who created, He has created man from a clot of blood. Read, and it is your Lord, the most gracious, who teaches (humans) by means of kalam. He taught man what he did not know (QS. Al-Alaq: 1-5)(Tim n.d.) .

Based on the book of Tafsir al-Misbah suggests that the word (اقرأ) is taken from the word qara'a which originally meant to gather. If you string letters or words and then you say the series, you have collected them, that is, read them. Thus, the realization of the command does not require the existence of a written text as an object of reading, nor does it have to be spoken so that it can be heard by others (Sakban Lubis 2019).

Kindergarten children in general are able to communicate orally, but for reading children still have difficulty remembering language is a complicated system and involves various elements such as letters (symbols), words, sentences and procedures for pronouncing them. To develop reading skills in children, teachers must be able to create media in the form of game tools that motivate children to learn. The media used are varied so that children do not feel bored and bored in learning (Pebriani 2012).

But the reality is that at this time many parents have not instilled a love of reading in their children. Most parents or educators feel that their children are more interested in gadgets than reading books. This of course becomes a problem for parents or educators in introducing reading to early childhood. The unstable state of education, namely Distance Learning, which requires children to learn online is also a challenge for educators and parents in organizing learning for early childhood. In this problem, educators should be able to find relevant solutions to build interest in reading in early childhood.

Based on the results of pre-survey data at KB Darul Falah Terbanggi Besar, it shows that the literacy skills of children aged 5-6 years at the school are still relatively undeveloped, there are still many children who make mistakes in writing letters and pronouncing letters. As the results of interviews with teachers in the 5-6 year age group at KB Darul Falah Terbanggi Besar who said that "children's ability to recognize letters can still be said to be not very developed, there are still

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children who mispronounce letters, and there are still many children who still write wrong letters. and sometimes the letters are reversed. In addition to the problems that exist in students, there are also problems with educators who so far have not had a bachelor's education in Early Childhood Education, so the learning methods applied to children are still conventional" (Aminah 2021). This can be proven in the following pre-survey data:

Table 1.1
Pre-Survey Data on Literacy Ability of Children aged 5-6 years
in Darul Falah Terbanggi Besar KB in 2021

No.	Name	Indicator							Note
		1	2	3	4	5	6	7	
1.	Adila Kalista Maharani	BB	BB	BB	BB	BB	BB	BB	BB
2.	Adinda Rizky Azali	MB	MB	MB	MB	MB	MB	MB	MB
3.	Ahmad Azam F.	BB	BB	BB	BB	BB	BB	BB	BB
4.	Ahmad Farizal	BB	BB	BB	BB	BB	BB	BB	BB
5.	Alfiandra Aditya	MB	MB	MB	MB	BB	BB	BB	MB
6.	Alika Shakila Prizilia	MB	MB	MB	MB	BB	MB	BB	MB
7.	Desni Laila Oktaviani	MB	MB	MB	BB	MB	MB	MB	MB
8.	Fira Tri Astika	MB	MB	MB	MB	MB	MB	MB	MB
9.	Guntur Wira Pratama	BB	MB	BB	BB	BB	BB	BB	BB
10.	Jodi Indra Saputra	BB	BB	BB	BB	BB	BB	BB	BB
11.	Khaira Alya Hafiza	BB	BB	BB	BB	BB	BB	BB	BB
12.	Muhammad Asyam A.	MB	MB	MB	BB	MB	MB	MB	MB
13.	Siska Dewi Lestari	BB	BB	BB	BB	BB	BB	BB	BB
14.	Unila Ulfa Ulfiani	BB	BB	BB	BB	BB	BB	BB	BB
15.	Vellin Falencya Nadin	MB	MB	MB	BB	MB	MB	MB	MB

Source: Documentation of Darul Falah Terbanggi Weekly Family Planning Assessment, 2nd Week, 14 July 2021

Description:

BB　　:　　Not Developed

MB　　:　　Starting to Develop

Indicators:

1. Mention known letter symbols
2. Recognize letter sounds the beginning of the names of existing objects around it
3. Name a group of pictures that have the same sound/starting letter.
4. Understanding the relationship between sounds and letter shapes

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5. Reading their own names
6. Writing their own names
7. Understanding the meaning of words in stories

Based on the table above, it can be understood that the literacy skills of children aged 5-6 years can be said to be underdeveloped children this can be seen from the 15 children, there are 8 children who are in the undeveloped category, and 7 children who are starting to develop. Then the research has a problem formulation about how to develop online games on the educandy feature to introduce characters to children aged 5-6 years at KB Darul Falah Terbanggi Besar? and how effective the use of online games in the educandy feature is to introduce characters to children aged 5-6 years at Darul Falah Terbanggi Besar KB.

METHOD

Type of research conducted is the research and development method. Research and development method is a term used to describe activities related to the creation or discovery of new methods, products or services, and using newly discovered knowledge to meet market needs or demands (Gora 2009).

There are seven popular development models to date, namely the Kemp Model, Dick and Carey System Model, Smith and Ragan Model, 4 D Model, Borg and Gall Model, RDR Model, and R2D2 Model (Anam 2021). The product developed and produced in this research is the development of an online educandy game feature in introducing characters to children aged 5-6 years using the Borg and Gall models.

The research and development procedure in this study uses the research and development procedure of the Borg and Gall model, while according to Sugiyono the scheme of use is as follows: (Aini 2013).
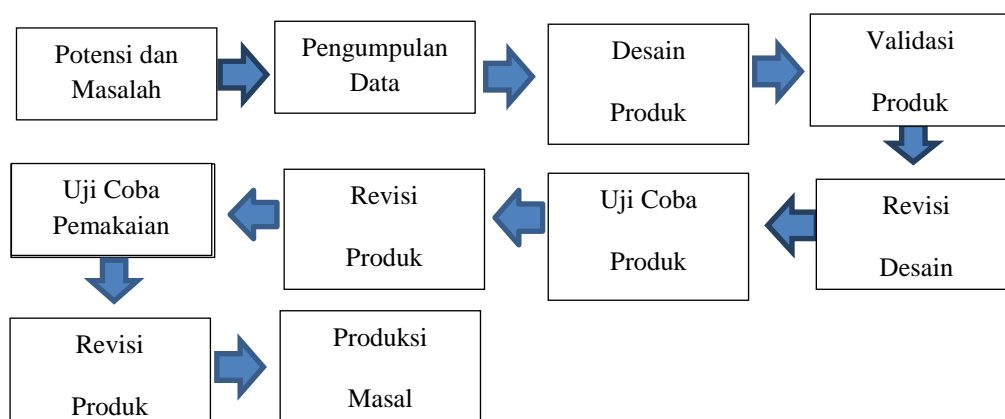

Figure 1.1
Schematic of Using Research and Development Methods

RESULT AND DISCUSSION

Based on the results of research that has been done by researchers, there is a development of children's abilities which in this case is focused on literacy development. The finished product is then validated by several experts before being tested. Validation is carried out by 2 experts, namely one material expert and one media expert who has the ability in their field.

Material expert validation is addressed to material experts who in this case are lecturers at the Ma'arif Islamic Institute (IAIM NU) Metro, who have Early Childhood Education qualifications, so that the material in the media that will be developed is in accordance with what the authors expect and has an impact to increase children's abilities. The material expert is Dr. Muhammad Yusuf, M.Pd.I. Based on the validation results from material experts, it can be seen that Online Games on Educandy Features get an average score of 3.2, so it can be said that Online Games on Educandy Features are considered feasible and do not need to be revised again.

Media expert validation is addressed to media experts who in this case are lecturers of the Ma'arif Islamic Institute (IAIM NU) Metro, who have Master of Education qualifications, so that the results of the media that will be developed are in accordance with what the authors expect and can be used by young children. early. The teaching materials experts are Masrurotul Mahmudah, M.Pd.I. Based on the validation results from media experts, it can be seen that Online Games on Educandy Features get an average score of 4, so it can be said that Online Games on Educandy Features are said to be very feasible and do not need to be revised again.

Trial

Research and product development was carried out with an initial planning stage which was carried out by observing schools at Darul Falah Terbanggi Besar KB. From the observation, it is known that KB Darul Falah Terbanggi Besar has not used the Online Game in the Educandy Feature, at KB Darul Falah Terbanggi Besar has not used magazines in learning. The initial step taken in making the Online Game on the Educandy Feature is to determine the theme to be created, then design the image. After the drawing is complete, it is then designed using the application in the Online Game feature on the Educational Feature.

a. Results of Teacher

Responses Responses to teachers were given when conducting a field trial that would assess the feasibility of using aspects of developing an Online Game on Educandy Features with the theme myself. The teacher's response in this study was the Darul Falah Terbanggi Besar KB teacher, namely Siti Aminah.

As for the results of an interview with Mrs. Siti Aminah, as a teacher in the 5-6 year age group KB Darul Falah Terbanggi Besar who said that, the Online Game on the Educandy Feature is very good in providing learning for the development of

literacy in early childhood, the Online Game on the Educandy Feature which clear and varied use is used interestingly, but in online games on the Educandy feature, children still need the supervision of teachers or parents (Aminah 2021).

b. Trial on Children

Trials in using Online Games on Educandy Features for children aged 5-6 years at KB Darul Falah Terbanggi Besar to improve literacy skills in early childhood. This trial activity is to prove the results of the validation carried out on material experts and media experts, so that their effectiveness is proven.

Basic writing and early reading skills are termed literacy skills where children are able to recognize letters, recognize letter symbols, connect letter sounds and symbols, and write their own names and simple words they know. Talking about literacy, in basic education it is stated that literacy is the key for early childhood and is the foundation for them to learn not only reading and writing but in other academic fields. Literacy is also known as literacy which is interpreted as literacy, recognizing writing, and being able to read writing.

In the development of early childhood literacy, it is necessary to have a learning media that can be applied in the development of literacy. Learning media is a tool (intermediary) in providing material to students in the learning process. The learning media used in PAUD are usually printed media (magazines, story books), educational game tools (APE), audio visuals, posters, and flannel boards, therefore in this study we will develop Online Games on Educandy Features.

The following is the daily learning implementation plan (RPPH) using the Online Game on the Educandy Feature at KB Darul Falah Terbanggi Besar, namely:

a. Theme The

Implementation of this research was carried out on Wednesday, December 22, 2021, for children aged 5-6 years at KB Darul Falah Terbanggi Besar with the theme "Myself", the sub-theme "My Body", the sub-theme "Members of the Body"

b. Material

The material contained in the theme of myself is as follows:

1) My body is created by God
2) Loving my limbs
3) Singing songs
4) body members
5) Names of my body member
6) Opening (15 minutes)

As for the opening stage, the activities carried out are as follows:

1) Greetings, prayers before the activity begins
2) Conduct student attendance activities
3) So that learning activities start with a happy and fun atmosphere, singing activities are carried out while clapping hands, memorize and move freely.
4) Then the teacher explains the theme "Myself" that will be taught.

5) The teacher and students ask questions about the theme "Myself"
6) The teacher tells about how to love the members of the body
c. Core Activities (60 minutes)
1) Preparing educandy games that have been adapted to the learning theme
2) Setting up a projector in the classroom
3) Explaining how to play educandy games for children
4) Children are asked to name the letter symbols for the names of body parts in the game. Educandy
5) Children are asked to match the names of objects with pictures of objects
6) Children are asked to play quizzes by grouping pictures that have the same initial letters.
7) After the quiz is over, children are asked to write and read their own names.
d. Rencalling (15 minutes)
   At this stage, the things that are done are as follows:
1) Tidy up learning equipment
2) Discussion about feelings from during learning activities
3) Strengthening the knowledge gained by children
4) If there is inappropriate behavior, it must be discussed with
5) Closing (15 minutes)
e. In the closing activity, the things that are done are as follows:
1) Ask and answer daily activities
2) Pray or tell stories
3) Pray after studying
f. Assessment Plan
1) Be grateful that my body was created by God
2) Say the names of the body
3) Mention the letter symbols for the names of the limbs
4) Write and read your own name

Kindergartens are generally able to communicate verbally, but for reading children still have difficulty remembering language is a complex system and involves various elements such as letters (symbols), words, sentences and procedures for pronouncing them. To develop reading skills in children, teachers must be able to create media in the form of game tools that motivate children to learn. The media used are varied so that children do not feel bored and bored in learning.

The Development of Online Games On The Educandy Feature to Introduce Characters to Children Aged 5-6 Years

In fact, at this time many parents have not instilled a love of reading in their children. Most parents or educators feel that their children are more interested in gadgets than reading books. This of course becomes a problem for parents or

educators in introducing reading to early childhood. The unstable state of education, namely Distance Learning, which requires children to learn online is also a challenge for educators and parents in organizing learning for early childhood. Therefore, the researchers conducted a trial using the Online Game on the Educandy Feature, with the following steps:

a. Setting up an educandy game that has been adapted to the learning theme

Based on the results of observations, research has previously prepared an online game on the educandy feature that has been adapted to the material on the "Myself" theme, this can be seen in the following figure:
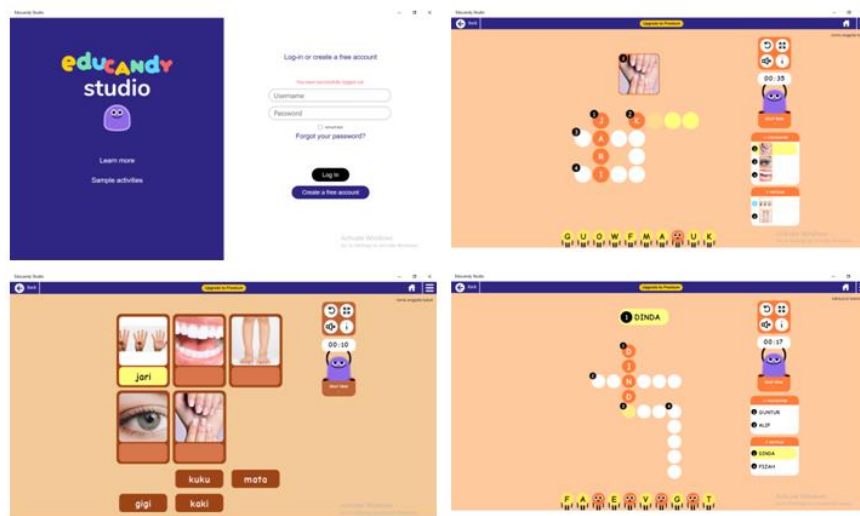

Figure 1.2 Setting up an online game on Educandy Features

Based on the picture above, it can be seen that the researcher has prepared an online game on the Educandy feature which has been arranged based on the theme. The Online Game on the Educandy Feature is the final product after being validated. This is reinforced by the results of an interview with Mrs. Siti Aminah, as a teacher in the 5-6 year age group KB Darul Falah Terbanggi Besar said that "before starting learning with Online Games on the Educandy Feature, it was seen that the teacher had prepared an Online Game on the Educandy Feature which had been consulted with the teacher. Previously, the Darul Falah Terbanggi Besar KB was done so that the material presented was in accordance with the material in the Darul Falah Terbanggi Besar KB" (Aminah 2021).

b. Setting up a projector in the classroom

Based on the results of observations, after the researcher prepared the Online Game on the Educandy Feature, the next step was the researcher prepared the projector along with other supporting tools such as laptops and sound systems. This can be seen in the following figure:

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Figure 4.3 Setting up the projector

Based on the picture above, it can be seen that the next process after setting up the Online Game in the Educandy Feature is to prepare a projector, laptop and sound system so that the image can be seen clearly and the sound can be heard clearly as well. . This is reinforced by the results of an interview with Mrs. Siti Aminah, as a teacher for the 5-6 year age group KB Darul Falah Terbanggi Besar said that "after preparing the Online Game on the Educandy Feature which has been adapted to the material on the theme, the teacher looks then all the equipment to display the Game. Online On Educandy Features on LCD projectors" (Aminah 2021).

c. Explaining how to play educandy games for children.

Based on the results of observations, the researcher will first explain the material on the theme of myself to children by using online games on the educandy feature, so that later children can play online games on the educandy feature independently.

The researcher conveys material on the theme of myself in which there is an explanation of the various body parts and their functions. This is reinforced by the results of an interview with Mrs. Siti Aminah, as a teacher in the 5-6 year age group of KB Darul Falah Terbanggi Besar who said that "in giving explanations to children, the researcher was seen patiently delivering material and repeating the delivery, this was done so that the child was sure able to capture the material presented by the researcher" (Aminah 2021).

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d. The child is asked to name the letter symbols in the educandy game.

Based on the results of the study, after the child is deemed able to understand the material that has been conveyed by the researcher, the next step is that the child is asked to name the letter symbols in the online game on the Educandy feature by advancing to front by using a ruler to point to the answer, then the researcher also acts as an operator to move the Online Game on the Educational Feature according to the child's answer.

Figure 1.4 The child mentions the letter symbols

Based on the picture above, it can be seen that the child has dared to come forward and correctly answer the questions in the Online Game on the Educandy Feature. This is reinforced by the results of an interview with Mrs. Siti Aminah, as a teacher for the 5-6 year age group KB Darul Falah Terbanggi Besar said that "after the children listened to the explanations given by the researcher, the children were very enthusiastic in playing the Online Game on the Educandy Feature and the children bravely forward to answer questions in the Online Game on the Educandy Feature" (Aminah 2021).

In this step the child performs activities by mentioning the letter symbols. Children are asked to go forward one by one by using a tool to point to the letter symbols on the screen. So that the indicator mentions the symbols of the letters that are known to be achieved.

e. Children were asked to match the names of objects with pictures of objects.

Based on the results of the study, the researchers asked to match the names of objects with pictures of objects in the Online Game on the Educandy Feature, with the help of using tools, this was done because it was easier for children to use these tools because the images were bigger, this corresponds to the following image:
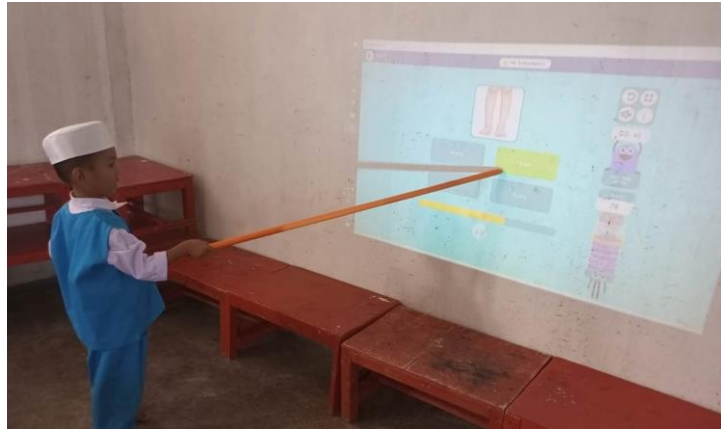
Figure 1.5 The child matches the name of the object

Based on the picture above, it can be seen that the child is showing a picture that matches the name of the picture. This is reinforced by the results of an interview with Mrs. Siti Aminah, as a teacher for the 5-6 year age group KB Darul Falah Terbanggi Besar said that "the existence of Online Games in the Educandy Feature helps children to easily understand the material that has been delivered orally, so that children can learn while playing" (Aminah 2021).

In this activity step, the child is asked to go forward one by one then the child with a tool plays an educandy game on the picture matching feature. The child directs the image according to the appropriate group of images on the projector screen. In this activity, the indicator mentions the group of pictures that have the same initial sound/letter and understands the meaning of the word has been achieved.

f. Children are asked to play quizzes by grouping pictures that have the same initial letter

Berdasarkan hasil penelitian, Peneliti meminta anak untuk bermain quiz dengan mengelompokkan gambar yang memiliki huruf awal yang sama, hal ini sesuai dengan gambar berikut ini:

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Figure 1.6 Children playing quiz

Based on the picture above, it can be seen that the child was very enthusiastic in taking the quiz given by the researcher, the researcher showed the image on the projector screen, then the children scrambled to answer it. This is reinforced by the results of an interview with Mrs. Siti Aminah, as a teacher in the 5-6 year age group of KB Darul Falah Terbanggi Besar who said that "it seems that children have been able to group pictures that have the same initial letters, children's abilities have increased by using these media than before. many children have not been able to group pictures that have the same initial letter" (Aminah 2021).

In this activity, the teacher invites children to name and group pictures that have initial letters and the sounds of the initial letters from objects that have been provided in the educandy game feature. Children are asked to name and group the pictures according to the pictures the teacher uses the tools on the projector. In this activity, the indicator of recognizing the sound of the initial letters of the names of objects in the vicinity has been achieved.

g. After the quiz is over, the children are asked to write and read their own names.

Based on the results of the research, after the quizzes are over, the children are asked to write and read their own names. The process at this stage is done by asking the child to compose his own name on the Online Game on the Educandy Feature by operating the game on a laptop and the game on the Educandy Feature can also be played using a cellphone, this is also

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intended so that children can get to know technology, this is in accordance with the following image:

Figure 1.7 The child writes his own name on the laptop

Based on the picture above, it can be seen that the child is able to compose his own name correctly. This is reinforced by the results of an interview with Mrs. Siti Aminah, as a teacher for the 5-6 year age group of KB Darul Falah Terbanggi Besar who said that "it seems that children have been able to arrange their respective names correctly, children's abilities have increased by using these media than before. many children cannot write their own names" (Aminah 2021).

In this activity step, each child is asked to play using online educandy games on the laptop that the teacher has provided. The child is asked to play the feature of filling in the blank column with the available letters, in this case the child fills the column according to the name of each child, then the child is asked to read what has been done, so that in this activity, the indicators of reading and writing own name has been reached.

Based on the steps for using Online Games on Educandy Features that have been applied to children aged 5-6 years at KB Darul Falah Terbanggi Besar and strengthened by learning steps, it can be seen that, the steps for using Online Games on Educandy Features are appropriate. with existing theory.

The Effectiveness of Using Online Games on Educandy Features to Introduce Literacy to Children aged 5-6 years

The development of literacy in children aged 5-6 years at Darul Falah Terbanggi Besar KB before the research was carried out was still in the undeveloped category, this can be seen from a total of 15 children, 8 children

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received the undeveloped category, 7 children began to develop, while no one received the developed category as expected and developed very well.

Then after a trial was conducted using the Online Game on the Educandy Feature to children aged 5-6 years in the Darul Falah Terbanggi KB, the development of children's literacy increased, it can be seen that the literacy development of children aged 5-6 years in the Darul Falah Terbanggi KB Large is classified as starting to develop, this can be seen from a total of 15 children, who received the undeveloped category and no longer existed, the category began to develop as many as 8 children, who obtained the developing category as expected as many as 6 children and 1 child developed very well. Therefore, the development of online games on the educandy feature can improve the literacy skills of children aged 5-6 years at KB Darul Falah Terbanggi Besar.

This research was conducted on children aged 5-6 years at KB Darul Falah Terbanggi Besar with the initial step being the creation of an Online Game product design on the Educandy Feature. Furthermore, the researchers validated the design to two experts, in this case, media experts and material experts. After the two experts stated that the Darul Falah Terbanggi Besar KB that the researchers developed was feasible and no revision was needed, the next step was to test the product for children aged 5-6 years at the Darul Falah Terbanggi Besar KB. After the trial was conducted, it was proven that the Online Game on the Educandy Feature can improve the literacy skills of children aged 5-6 years at the Darul Falah Terbanggi Besar KB.

CONCLUSION

The use of online games in the Educandy feature has a very decent category, this is based on the average value of media experts of 4 and material experts of 3.2, so it can be used to improve the literacy skills of children aged 5-6 years in KB Darul Falah Terbanggi Besar, this is it can be seen before using the Online Game in the Educandy Feature that the literacy skills of children aged 5-6 years at KB Darul Falah Terbanggi Besar are still relatively undeveloped, this can be seen from a total of 15 children, who received the underdeveloped category as many as 8 children, the category began to develop as many as 7 children, while no one has obtained the category of developing according to expectations and developing very well. Then after using the Online Game on the Educandy Feature, the literacy abilities of children aged 5-6 years at KB Darul Falah Terbanggi Besar are classified as starting to develop, this can be seen from a total of 15 children, who received the undeveloped category and no longer existed, the category began to develop as many as 8 children. , who obtained the category of developing as expected as many as 6 children and developing very well as many as 1 child.

Therefore, the development of online games on the educandy feature can improve the literacy skills of children aged 5-6 years at KB Darul Falah Terbanggi

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Besar. Even so, there are still shortcomings in the research that we do, it makes it a reference for future researchers to be able to improve it. The shortcomings include online games on the educandy feature that require teacher or parent supervision, this is because this media uses a foreign language so that children do not understand the meaning of the commands in the game, then have to access the internet and use a laptop or smartphone.

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