

Impact of Games on Motivation, Attention and Skills in Pre-school Children

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ABSTRACT

Games are an effective learning medium for pre-school children. Nevertheless, the study on the use of games on motivation, attention and skills among pre-school children is still lacking. On the other hand, the effects of game use on motivation, attention and skills are only focused on secondary and tertiary students. Therefore, this study is to examine the effects of the game on motivation, attention and skill from the pre-school teacher's view. This study is a qualitative case study using interview method. Interviews were conducted on three pre-school teachers from different schools around Batu Pahat, Johor. This data was processed through a peer review of trust authentication tasks. The result of this study showed that the use of games can increase the motivation of pre-school children. Additionally, the effects of the game can attract the attention of children and it can help to improve the pre-school children's skills. The implications of this study can be used to measure the development of games for pre-school children and not only to the secondary and tertiary level

Key words : Pre-school children, educational games, motivation and effects of games.

1. INTRODUCTION

The learning approach through playing is one of the approaches emphasized in the National Pre-School Standard Curriculum (2010). The game is able to provide a fun teaching and learning process [1]. Along with the main focus of pre-school education in Malaysia is to provide fun and meaningful learning opportunities to children aged four to six years old. Prapajit (2013) emphasizes that in order to create an effective learning, teachers need to use appropriate teaching tools in the classroom and this will make children more interested in learning with fun and non-formal elements.

Pre-school teachers are encouraged to use learning approaches through play and use games as a learning tool during lesson sessions and play in the classroom so that it is parallel to the level of development of preschool children.

This statement supported by the Secondary Teaching and Learning Standard contained in the National Pre-School Standard Curriculum (2010) [2] emphasizes that emphasis on preschool teachers to use the approaches appropriate to the level of development of children parallel with the age of the child.

According to Prapajit (2014) [3], playing with a game is an entertaining activity, where by playing one can generate excitement in oneself. It is in line with the natural nature of children who love playing activities. In addition, the use of games in learning can evoke a fun atmosphere and children will focus on teaching delivered by teachers and have positive effects on preschoolers. This statement is strongly supported by Zakiah, Azlina and Yeo (2013) [4] stating that through play during study can enhance the fun and joy of the children while in the classroom.

The game has its importance and effectiveness in the process of teaching and learning, especially in terms of motivation (Prensky, 2003; Prapajit, 2014; Jenkins, 2012) [5], attention (Prensky, 2003; Prapajit, 2014) [6], and enhance skills (Adachi and Willoughby, 2013; Hess and Gunter, 2013; Chuang and Chen, 2009) [7]-[8]. The use of games as a learning medium to preschool children has proven its effectiveness through past studies. However, based on the study, the effect of game use on motivation, attention and skills is still underway. The authorization of the study results focuses on the impact of the game on motivation, attention and skills for secondary and tertiary students. Nevertheless, the effectiveness of the game in terms of motivation, attention and skill to preschool children has not been discussed thoroughly from the perspective of preschool teachers. Therefore, the purpose of this study is to examine the impact of the game on motivation, attention and skills from the preschool teacher's view.

2. METHODOLOGY

This study is a qualitative case study using interview method. Interviews were conducted on three pre-school teachers from different schools around Batu Pahat. This data is done through a peer review of trust authentication tasks. Next, this data is

analyzed according to the theme to answer the research objectives.

2.1 Results of Findings (The Effect of Game Use on Motivation To Preschool Children.)

The interview data obtained showed that children were more motivated to learn when respondents used the game while teaching. Children are more excited and are looking forward to doing the activities available in the games used by the respondents during teaching and learning carried out such as the interview data below

R1: *Ok ... than I see when I teach, I see the kids really look motivated when I teach and use the game. They are more excited and if they have to do something they want to do it.*

R2: *What I see is that the kids really like it when learning to play games, fun stories are motivated. You must be patient in the game. But if you feel like a little boy sometimes it's hard to control that person ...*

R3: *I agree that these games can improve my student's motivation. I look excited for someone to learn. When I tell you I want to use games that people will cheer up ...*

2.2 The Effect of Game Use on Attention to Preschoolers.

Data interviews show that through the use of players in the teaching and learning process, it helps the respondents to attract the child's attention during teaching. The impression of this concern can indirectly help respondents to control the child while teaching where children will focus fully on learning. However there are also respondents who say that the attention given by the child is between the first 15 minutes.

R1: *In terms of attention, I see these kids can be attentive, but not long. Because we know that, little kids are so in terms of their attention, it can help but in a short time ..*

R2: *This kind of attention can be for the focus. On me, you can. Can help the teachers to draw the attention of the boys. Because when I teach for easy-to-play games, people seem to be very excited. It's kind of curious to learn it ...*

R3: *To me that's the kind of attention I can say ... because we know that under 7 years old is a bit difficult for long-term attention. If I used to play the game, it could be for attention but perhaps in 15 minutes like that, then it will start to be a friend ... es of the learning session.*

2.3 The effect of game use on skills to preschoolers.

Data analysis shows that through the use of games during the teaching and learning process, they can help improve language skills, math skills, teamwork skills, communication skills, social skills, thinking skills, gross motor skills and fine motor.

R1: *I know that the skills are so many, but I look and love to look like language skills, such as Malay Language,*

English and Arabic. It means kids can talk, can call a letter to a child ... You can count on it. Can calculate it can be included in mathematical skills. If this fine cozy skill is most of the children we can achieve when we use a game of learning. For example kids like to hold pencils, hold color ... eeeeeemmm others when children can play together, can share. When doing children's activities, use the thinking skills. So on I'm really complete, I want to tell you the effects of this game on kids ...

R2: *I agree very much if this game can impact on skills. I know the skills that can be achieved are in the curriculum standards. So for me when it comes to teaching games it can reach the kind of language skills, meaning the boys can talk. After that the boys can join together when playing. Can think what to do with the game when the teacher for direction. Haaaaa ... if the maths have to calculate skills, they can add a simple push when using the game. But the game there is no sophistication-sophisticated ...*

R3: *Skills that I look like to think because when I Ask what happens, someone will answer. Communication skills ... can be answered with us, some who ask questions ... can do activities in groups together. Again when learning mathematics to what ... it's really a response to ... sometimes wrong but try to..*

3. DISCUSSION

3.1 The Effect of Game Use on Motivation to Preschool Children

The findings show that game use affects the motivation of preschool children. This finding is supported by the findings of the study of Wastiau, Keaney and Berghé (2009) and Pierce (2013) that games used during the teaching and learning process can increase the motivation of preschool children. Motivation is a very important element that needs to be in the process of teaching and learning because motivation can encourage students to explore new knowledge. So it is clear that the use of games in learning against children can increase motivation.

Children are more motivated to learn when teachers are using games because children are learning fun. This finding is supported by Chuang and Chen (2009) stating that the use of games in learning has proven to excite the feeling of excitement and indirectly motivate children. Petkov and Rogers (2011) also support that stating that motivation can encourage one's behavior to act and do something that benefits. Therefore, it is clear that the use of games can improve the motivation of preschool children and to make the learning process more effective.

In addition, the children are more excited and are looking forward to doing the activities available in the game. This finding is supported by Prensky (2003) statement that the activities implemented in the game can enhance the motivation of children. therefore, the activities that must be

applied to the teaching and learning process. Hence, interesting activities should be implemented in the game in further improving the motivation of preschool children. This is because interesting activities in the game can stimulate children to learn in fun situations.

3.2 The Effect of Game Use on Attention to Preschoolers

The findings show that game use affects the attention of preschool children. This finding is supported by the findings of the study, Keaney and Berghe, (2009) that the games used during the teaching and learning process can increase the attention of preschool children. The findings of the study were to deny the statements of Zakiah, Azlina and Yeo (2013) that preschool teachers were difficult to control preschoolers when using games in the classroom.

The finding of the use of the game in the teaching and learning process can help the respondents to draw attention to the children while teaching. This finding is supported by Prensky (2003) statement that the game is a learning tool that has elements that can attract and care for children throughout the learning process of the teacher.

The impact on this attention can indirectly help respondents to control the children during teaching where children will focus fully on learning. This finding is supported by Prensky (2003) and Prapajit (2014) that the use of games in the classroom can stimulate the attention of a discourteous and not focused student to giving full attention and focus to learning in the classroom.

3.3 The Effect Of Game Use On Skills To Preschoolers

The findings show that game use affects the ability of preschool children. The findings of this study were supported by the findings of Pierce (2013) and Wastiau, Keaney and Berghe (2009) that the use of games used by teachers to preschool children can enhance the essential skills for preschoolers. Among the examples of key skills that children need to master are social, intellectual, spatio-temporal (and) focused and focused skills.

The findings of the study found that the use of games by children can help improve language skills, math skills, teamwork skills, communication skills, social skills, thinking skills, gross motor skills and fine motor skills. This finding is supported by Peirce (2013) which states that through the use of games in learning, it can build imagination and creativity skills, control skills, thinking skills, thinking skills, language skills and social skills as well as moral and divine skills. In addition, through games, children will learn to use symbols that build the foundation of a symbol system such as numerical and literal symbols in the child.

4. CONCLUSION

Based on the effects of game use on motivation, attention and skills of preschool children, it is clear that the use of games in the process of preschool teaching and learning is very important. Based on the following importance, the game can

increase the motivation of children to learn. With the feel of playing fun while learning, it encourages children to get involved directly in the game. Additionally, the effects of the game can help children to pay attention during learning on the run. Based on game usage, it can attract children at the same time to help teachers to control children while teachers are teaching in the classroom. Finally, the effects of game use can improve language skills, math skills, teamwork skills, communication skills, social skills, thinking skills, gross motor skills and even fine motor skills. These skills are very important skills for preschoolers to master them in line with the cognitive, psychomotor and emotional-social development of pre-school children.

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