



Research in Early Childhood Education and Parenting



Journal homepage: <https://ejournal.upi.edu/index.php/RECEP>

PRETEND PLAY BASED IMAGE GUESS AS A SOLUTION TO INCREASE REMEMBER OF EARLY CHILDHOOD

Aan Yuliyanto*, **Iis Listiani Rustina****, and **Rosiyana*****

* Pendidikan Dasar, Sekolah Pascasarjana, Universitas Pendidikan Indonesia

** Kampus Universitas Pendidikan Indonesia di Purwakarta

*** SDS Islam Ibnu Hajar, Jakarta, Indonesia

Email : aanyulianto@upi.edu

Article History:

Submitted/Received 29 Jan 2021

First Revised 13 Feb 2021

Accepted 25 Apr 2021

Publication Date 31 May 2021

Kata Kunci :

Guess the Image Game

Pretend Play

Memory

Early childhood

ABSTRACT

At the age of 0-6 years, the child is unable to remember for a long time. This is due to the many activities they do that cause fatigue so quickly and make them forget any previously obtained information. This indicates that the child has a weak memory. However, if the child receives information through meaningful experiences the child will easily remember what he did. Therefore, AUD learning must be integrated with games to make learning fun. This study aims to determine the relationship between-based image guessing games Pretend Play to improve children's memory and to find out the advantages of Pretend Play on memory. Based on a study conducted based image guessing games pretend play can be used as an alternative to improve early childhood memory.

ABSTRAK

Pada usia 0-6 tahun anak tidak mampu mengingat dalam jangka waktu lama. Hal tersebut diakibatkan karena banyak aktivitas yang mereka lakukan sehingga menimbulkan lelah begitu cepat dan membuat mereka melupakan suatu informasi yang didapatkan sebelumnya. Hal ini menandakan anak memiliki daya ingat yang lemah. Namun apabila anak menerima informasi melalui pengalaman bermakna anak akan mudah mengingat kembali apa yang dilakukannya. Oleh karena itu, pembelajaran AUD harus diintegrasikan dengan permainan agar belajar menjadi menyenangkan. Kajian ini bertujuan untuk mengetahui hubungan permainan tebak gambar berbasis *Pretend Play* terhadap peningkatan daya ingat anak dan mengetahui kelebihan *Pretend Play* terhadap daya ingat. Berdasarkan kajian yang dilakukan permainan tebak gambar berbasis *Pretend Play* dapat dijadikan alternatif untuk meningkatkan daya ingat anak usia dini.

INTRODUCTION

Education according to the National Education System Law No. 20 of 2003 is interpreted as a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and the necessary skills. himself (Depdiknas, 2003). Also, the National Education System Law Chapter II Article 3 states that National education aims to develop the potential of students to become human beings who believe and have devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become citizens who are democratic, and responsible (Hendriana, 2017, p. 6). One of the lowest levels of education that can be used as a foundation for the success of these educational goals is at the Early Childhood Education (PAUD) level. National Education System Law No. 20 of 2003 clearly states that PAUD is a coaching effort aimed at children from birth to the age of six which is carried out by providing educational stimuli to assist physical and spiritual growth and development so that children have the readiness to enter further education.

According to the Kindergarten Curriculum in 2010, two objectives must be developed, namely the formation of behavior and the formation of basic abilities. The formation of behavior includes religious and moral values, social-emotional, while the formation of basic abilities includes: language, cognitive, and physical. These activities are carried out through playing while learning, gradually, continuously, and habitually. All aspects of child development must be stimulated in a balanced manner so that the growth and development of the child are achieved optimally Syamsiyatun (2012, p. 1). According to Fadillah (2016, p. 1), he states that any learning activity for children is always done by playing. For early childhood, playing has become one of the basic needs that must be fulfilled. Meeting the needs for play will indirectly affect children's growth and development.

Based on the results of observations and interviews that have been conducted on teachers and some parents of kindergarten students at the Nurul Falah Foundation, Sirnamanah Village, Darangdan District, Purwakarta Regency, it can be explained that sometimes children are unable to remember a subject for a long time, due to too much activity they do. do so to cause excessive fatigue which can make them able to forget information that has been previously obtained. In line with this, Musbikin (2012) argues that children can only know life in the present because their memories are not strong enough to store events in the past. So that the child's ability to recognize a concept requires a mature understanding. This ability will develop well if children are taught through understanding that is combined with daily activities.

Based on research conducted by Suminar in 1997 on preschool children, shows an increase in language development and social maturity after an experiment using Pretend Play within one month (Suminar 2009). Even the pretend play method can be used as a medium in developing the character/character of children so that later they become individuals who have good personalities (Amri & Intisari, 2019). Children involved in Pretend Play will treat one object to another, exemplifying its symbolic nature (Fein, 1987). Pretend Play will improve linguistic, cognitive, and social skills in preschool children with language disorders, as well as provide a solid foundation for later success in academic and social skills, it is proposed that assessment and intervention in this context should be a priority (Lederer, 2002). Pretend Play can provide a strong response for children to remember their knowledge.

They will be stimulated to be imagined and therapeutic on specific issues (Nawang Sari, 2017).

In overcoming these memory problems, this article is intended to determine the relationship between Pretend Play-based image guessing games on early childhood memory and the advantages of Pretend Play to improving early childhood memory. This scientific writing is also an effort to create more varied, creative, and innovative learning by utilizing the ability to imagine which will invite imaginative understanding.

LITERATURE REVIEW

Early Childhood

According to the NAEYC (National Association for The Education of Young Children) (in Rahayu, 2016, p. 8) the limitations regarding early childhood include children aged 0-8 who are covered in educational programs in child care parks, family child care home, private and public preschool education, kindergarten and elementary school. Based on the Law on National Education System in 2003 (in Samsiyatun, 2012, p. 8) that early childhood is a child who is vulnerable to the age of 0-6 years.

According to Beichler and Snowman (in Veranita, 2012, p. 7) explains that early childhood is a child between 3-6 years old. From these opinions, it can be concluded that early childhood is children who are aged 0-6 years. Mansur (in Samsiyatun, 2012, p. 8) argues that early childhood is a group of children who are in a unique process of growth and development. They have a specific growth and development pattern according to the rate of growth and development.

According to Syaodih (in Rahayu, 2016, p. 8), kindergarten children are individuals who are in the process of developing various aspects, namely physical, intellectual, social, emotional, and language aspects. Sujiono in Rahayu, 2016, p. 8) argues that early childhood has an egocentric nature, is naturally curious, is a social creature, is unique and rich in fantasy, has a short attention span, and is the most potential period for learning.

Memory

Patanjali (in Rahayu, 2014, p. 10) argues that memory is information that is stored in the mind through experience. Meanwhile, according to Cicero (in Rahayu, 2014, p. 10) memory is a valuable treasury and stores everything. Memory is a function involved in reminiscing or experiencing past experiences (Chaplin, 2006). From the explanation above, it can be concluded that memory is storing, reminiscing, or experiencing everything through experience.

According to Atkinson, Atkinson, and Hilgard (1983) the human memory system is divided into 3 parts, namely sensory memory, short-term memory, and long-term memory. Memory sensory records information or stimuli that enter through one or a combination of the five senses, namely visually through the eyes, hearing through the ears, smells through the nose, taste through the tongue, and touch through the skin. If the information or stimuli are not paid attention to, it will immediately be forgotten, but if it is paid attention, the information is transferred to the short-term memory system. The short-term memory system stores information or stimuli for ± 30 seconds, and only about seven chunks of information (chunks) can be preserved and stored in the short-term memory system at any one time. Once in the short-term memory system, the information can be transferred again through the rehearsal process to the long-term memory system for storage, or the information can be lost or forgotten because it is replaced by the addition of new pieces of information (Solso, 1988). In short-term memory, individuals retain information for 15 to 30 seconds, assuming there are no exercises or repetitions. This short-term memory is often measured in a memory span,

which is the number of items that can be repeated exactly after a single presentation. The material used is a series of sequences that are not related to one another, in the form of numbers, letters, or Chaplin symbols (in Desmita, 2013, p. 135).

Matlin (in Desmita, 2013, p. 135) argues that compared to older children or adults, younger children are more likely to store visual material in their short-term memory. In early childhood, children need to be trained to memorize or remember effectively and efficiently in several subjects. According to Gie (1984), there are 3 such exercises, namely, Recall, educated children can remember subject matter by heart. Recognition children are educated to be able to recognize what has been learned after seeing or hearing it. Relearning educated children can relearn what they learn easily. Of the three things, the best is that children can say something by rote. That is the opinion according to Matlin (in Desmita, 2013, p. 136) states that in general young children can recognize memory, an awareness that an object, person, or event is familiar to them, or has been studied in the past but is lacking. able to recall the process of calling or recalling something that has been learned.

Guess the Picture Game

According to Fadillah (2016, p. 6) states that playing is a series of activities or activities for children to have fun. Piaget (in Fadillah, 2016, p. 7) argues that playing is an activity that is repeated and creates pleasure or satisfaction for oneself. Another opinion about playing according to Parten (in Fadillah, 2016, p. 8) is an activity as a means of socializing and can provide opportunities for children to explore, discover, express feelings, be creative, and learn in a fun way. Meanwhile, Sudono (in Rinayanti, 2016, p. 3) said that playing is an activity carried out with or without using tools that generate understanding or provide information, provide pleasure or develop imagination in children. Dockett and Flear (Sujiono, 2009, p. 134) argue that play is a necessity for children because through playing children will gain knowledge that can develop their abilities. From some of these opinions, it can be concluded that playing is a fun activity carried out with or without using intermediary media to convey information that can lead to personal satisfaction.

Daeng (in Rinayanti, 2016, p. 3) states that play is an absolute part of a child's life and play is an integral part of the process of forming a child's personality. Playing can be defined into two parts. First, playing is defined as play, which is a fun activity without seeking to win or lose. Second, playing is defined as a game, which is a fun activity that requires winning or losing. Playing in the first sense is defined as just looking for fun without caring about the results to be obtained. But the second meaning is interpreted in addition to having fun playing, also paying attention to the results obtained by Ismail (in Fadillah, 2016, p. 7).

In testimony of experimental work (Hughes & Hughes, 2015) states that an image shown to children after a certain interval they reproduce what they have heard and seen. Based on the Big Indonesian Dictionary (in Rinayanti, 2016, p. 3) pictures are imitations of things (people, animals, plants, etc.). Image is a two-dimensional visual media on a non-transparent plane. Combining the above understanding, it can be concluded that the picture guessing game is a fun playing activity using image media in the form of imitations of goods (people, animals, plants, etc.) which are written on paper, playing predictably. Not all pictures are shown but with the top and bottom closed, so it is called a picture guessing game or an unknown picture.

Pretend Play

Pretend Play is one type of active play that is done pretend that used to be done by many children. Pretend Play is very useful for developing aspects of children's cognition and affection. Children who play can empathize and be tolerant of their playmates, and live as people they play with. Children can also understand messages through verbal words conveyed by their playmates. The understanding of these messages has touched the cognitive aspects of children (Purwandari, 2005, p. 34).

Cohen and Fein (in Purwandari, 2005, p. 35) argue that Pretend Play can function as a bridge for social relations between friends at school. Children will understand how they feel about others, this can be influenced by their empathy for others. According to Mawadatin (2015, p. 40) explains that Imaginative Pretend Play is a game that occurs in children. Young children enjoy pretending to be someone else or a popular character. According to Kathrin David and Geldrad (2012) added, in imaginative Pretend Play children are involved in playing characters in imaginative situations. Children become full actors. Imaginative pretend play allows young children to act like other people in the game. As a result, they develop insight into the motives and behavior of themselves or others.

Suminar (2009, p. 2) Pretend Play is a form of play that contains elements of pretend. This game is different from role play, because in Pretend Play, in addition to several rules, certain equipment is used to support the game. Belsky and Most (in Suminar, 2009) stated that Pretend Play is a game that improves children's skills, especially in cognitive abilities. Singer and Ellis (in Suminar 2009, p. 4) still in the same book state that the function of Pretend Play is to accelerate the development of self-confidence and be self-regulating, as well as relieve boredom Kusumastuti (2016, p. 33) says Pretend Play or games pretend is an active game that involves playing instruments and symbols. In this game, of course, stages are needed in carrying it out. Based on the explanation above, it can be concluded that Pretend Play is a game that is played by pretending and utilizing items or objects around the player.

DISCUSSION

Implementation of Pretend Play-Based Image Guessing Games

The idea that children learn and develop through play was initiated by Froebel. Since its time, most Early Childhood Education (PAUD) programs have included games in their curriculum. Montessori sees the active participation of children in the material and environment that has been prepared as their main means of acquiring knowledge and learning. John Dewey believed that children learn through play and should have the opportunity to participate in games related to everyday life. Piaget believes that games increase cognitive knowledge and are a means to shape children's knowledge about their world (Morrison, 2012).

Vygotsky (in Morrison, 2012) believes that social interactions that occur in games are important for children's development. He believes that children learn social skills such as cooperation and collaboration that support and enhance their cognitive development through social interactions with others. Allowing children to choose between a variety of well-planned learning activities increases the likelihood that they will learn through play.

Landreth, Ray, and Bratton (2009) state that Pretend Play or pretend play is a form of play using a set of real toys and involves several activities to pretend to tell a real object. Playing using Pretend Play will be different from the various types of games commonly played by children and have a different impact on children's development.

Pretend play is a type of active game played by preschoolers along with other children. Pretend play involves language as a mediator to explain a child's imagination and fantasies. This game can practice children's language skills which are believed to have an important

meaning in the child's development process. Fithriya (2013) suggests that mock play training is an intervention provided by psychologists to mothers by training four playing skills with children, namely composing games, listening to children empathetically, following children's imaginations, and setting rules.

The implementation of Pretend Play for early childhood learning can create more varied learning by utilizing the ability to imagine that will invite imaginative understanding, where a teacher provides opportunities for children to express the results of their imagination in written and oral form.

Suminar (2009, pp. 2-7) describes Pretend Play, including the benefits of Pretend Play which can be seen in the fields of clinical psychology and developmental psychology. Vygotsky (in Suminar, 2009, p. 2) states that this type of game allows children to give meaning to objects and behavior so that symbolic representations will develop, that is, children can provide symbols for what Paterson sees and plays (in Suminar, 2009, p.3) states that Pretend Play is more creative, children's verbal will appear well, be flexible and improve children's skills. Piaget (in Suminar, 2009, p. 4) states that the function of Pretend Play is to teach several roles that are combined in one game. Bruner (in Sumiar, 2009, p. 5) strengthens that if the child plays Pretend Play optimally, the child will feel comfortable, relaxed, and safe during play. The pretend-to-play function that is no less important according to Smilanky, Singer, and Lieberman (in Suminar, 2009. p. 6) is to develop children's creativity and flexible thinking. According to Hendrick (1991), the settings in Pretend Play have been grouped into certain game groups. Each game group consists of equipment and activities that are usually carried out. The game groups are as follows:

1. House game: this form of play is done by forming two large boxes like a housing. It is hoped that in this situation the child will carry out social interaction between the two groups of children.
2. Market games: children buy and sell artificial food or vegetables by playing counterfeit money and using empty bags. Thus the child will enjoy being both a seller and a buyer. This game can also be played simultaneously with house games.
3. Camping: this game uses a tent or a cloth that is arranged like a tent and also camping equipment such as a drinking area, firewood, or a sleeping bag which will make the children happy as a whole. If you add a flashlight, it will make your child happier because of the light it gives off.
4. Hospital games: Children are often interested in participating in these activities. The tools used are stethoscopes, imitation medicines, doctor's clothes, doctor's bags, and their equipment. Children will love to play it over and over again.
5. Office games: the equipment used in this game is such as calculators, used stamps, envelopes, folders, telephones and paper clips, and other equipment related to activities in the office.
6. Bathing the baby: the game for bathing the baby is done simultaneously with playing with water. This game is very fun for children, especially boys who are very interested in this activity. In this game, there are values based on the experience of developing the role of parenting. The utensils used are towels, soap, powder, and diapers to make it closer to reality.
7. Birthday party games: the equipment used is an invitation card, gifts can be with the contents or not, then fake birthday bread. Children can freely play games at the artificial birthday party and are free to express their wishes. This is because if there is a real

birthday, it is the parents who play a big role, and often children are asked to be "cute" and polite children.

8. Travel game: children are free to organize small suitcases. This game includes the sale of airplane tickets, the use of maps, magazines, peanuts for food, and a small hat used by the pilot, co-pilot, and crew. Among the children, there will be a discussion about the goals and the possible outcomes. Thus the child learns to think and plan a trip.

One of the developmental stages of early childhood or children aged 2-7 years according to Piaget (in Fadillah, 2016, p. 44), occurs at a stage called preoperational (symbolic play). At this stage, the child can play fantasy and pretend, ask lots of questions and try new things and understand certain symbols. The game tools that are suitable for children of this age are those that can stimulate the development of a child's imagination, such as drawing, blocks/Legos, and puzzles. However, the nature of play for children of this age is simpler than concrete operations.

Also, Bergen (in Santrock, 2011, p. 307) states that one of the many types of children's games that are learned is mock/symbolic games. This play occurs when a child changes the physical environment into a symbol. Many play experts argue that the preschool years are the golden age of symbolic play that has a dramatic or sociodramatic nature. This type of mock play often appears around 18 months of age and peaks at 4 to 5 years of age, then gradually declines.

So that Pretend Play is suitable for early childhood who are already in the preoperational development stage (symbolic play). Pretend Play can also be used as a technique in guessing pictures so that the learning process is creative and innovative. According to McCune-Nicolich (Suminar, 2009, pp. 4-5), there are several stages of development in Pretend Play. The stages are as follows:

1. Stage 0: Presymbolic Pattern, not doing Pretend Play. Children demonstrate an understanding of the use of objects and object forms. The nature of the child is considered more of a serious stimulus than a means of play
2. Stage 1: Symbolic Patterns for Self. In doing Pretend Play, children can see the direct relationship between toys and themselves. The child is ready to play and shows an awareness that the game is only pretending.
3. Stage 2: Single-Patterned Symbolic Play. Children develop games in conditions outside of their activities, where children begin to play roles or activities of other people or objects.
4. Stage 3: The Symbolic Combination Game. In this condition the child can do a single combination pattern, namely playing a Pretend Play that is associated with several actors. Children can also play various combination patterns, namely several roles that are related to one another and exist in a series.
5. Stage 4: Planned Symbolic Play. Children show verbal and non-verbal behavior patterns, interact well with the roles and activities of other children.

In implementing Pretend Play, according to Suminar (2009, pp. 5-6) that parents, teachers, and caregivers must pay attention to the following things:

1. Do not use a high voice but accompany the child gently, so that the child will be happy to ask questions and correct his attitude if his attitude is felt to be wrong.
2. Communicate with appropriate body language so that children will know which words were wrong or not. The child is learning to speak, so in playing in which there is an element of preteens, the child will say a lot of words. In this case, correcting the words that the children say while playing will be more effective.

3. Understand the uniqueness of the child. Children will explore themselves with the existing strengths and limitations. When children play, each child's uniqueness will appear, so it is necessary to understand the existing potential

According to Fithriya and Lestari (2014), among them are the material giving stage, the simulation stage and group feedback, the role-playing stage and individual feedback, and the practice stage playing together. The steps will be described as follows:

1. Stage of providing material

Pretend Play begins with providing material to mentally retarded children who will participate in the game. The material is in the form of role division, equipment used, regulations in Pretend Play.

2. The simulation stage and group feedback

This stage is in the form of a simulation of how Pretend Play will be carried out, how the conversation between characters, then the group provides feedback.

3. Individual role-playing and feedback stage

At this stage, the child begins to play a character that has been previously shared. The child pretends to be the character and uses the equipment used by the character played, and gives feedback individually to other individuals.

4. The practice stage of playing together

In this stage, the children play together pretending to play the role that has been given using supporting equipment.

Some examples of implementing pretend play and simple steps (Liz, 2015):

1. Play keeps the shop

Have your child pull out a cash register for toys and play money. Then ask him to sell whatever item they want. You can pretend to buy while teaching simple maths.

2. Playing doctor

You can pretend to be complaining of pain and ask your child to check with the toy doctor's tool.

3. Playing police

Let your child have fun pretending to control the traffic, while you pretend to drive and ask for help.

4. Play as a chef

Your child will like to cook. Order a menu and see how your little one is creative.

5. Play caring for babies

This game is a girl's favourite. You can also help your child take care of her crying baby doll.

6. Playing make-up or face painting

This will be a very funny and fun game if you give your child a face for make-up. And, after make-up, You can act according to his make-up, for example being a cat.

7. Pretend to enter a singing contest

You can act as a judge and a singing child. Then, switch roles and get ready to laugh at each other!

8. Pretend to be a gardener

You can help your little one plant plastic flowers in a pot filled with Styrofoam and then pretend to water and fertilize them.

9. Pretend to save Teddy Bear

Put your child's favourite Teddy Bear somewhere, create some obstacles, and encourage your little one to find the doll.

10. Playing schools

Prepare stationery and toy whiteboards. You can act as a teacher and your child as a student or vice versa. This game will certainly foster a child's enthusiasm for school.

Kusumastuti (2016, pp. 34-38) explains the advantages and disadvantages of Pretend Play, including Pretend Play is an active game played by children. Pretend Play brings children to be able to play by pretending to be doctors, police, teachers, and others together with their friends. Thus, Pretend Play can bring children to socialize, communicate with friends in the game. According to Purwandari and Suharmini (in Kusumastuti, 2016, p. 36) Pretend Play is a game that provides a fun and brings children as if they are facing the real world according to the role played so that children can solve problems if they are in the same situation.

Based on this, the implementation of Pretend Play to improve the ability to recognize traffic signs is expected that mild mentally retarded children during the learning process will feel happy, and can bring children as if they are playing a role in the real world. Through the feeling of pleasure that is felt by children when playing, it will lead to the repetition of this activity. Repetition of playing activities will make it easier for mentally retarded children to remember and receive messages and information contained in the game, in this case regarding the introduction of traffic signs. Messages, information, or learning materials will be absorbed and remembered more easily when the child is conditioned to play that is like the real world and is done repeatedly.

The advantages of Pretend Play that are directly related to children in Huda (in Suminar, 2016, p. 37) include the following: a) it gives a strong and long-lasting impression of learning in students' memories, b) becomes a learning experience that is hard to forget, c) makes the class is more dynamic and enthusiastic, d) students can play a role that is discussed in the learning process. Some of the advantages of Pretend Play that are directly related to children during the learning process illustrate that Pretend Play makes children interested and impressed to remember that the world of children contains play activities so that the learning process of implementing Pretend Play becomes a learning process that has a strong and long-lasting impression on students' memories. Based on some of the advantages above, it can be concluded that the advantages of Pretend Play in learning, namely Pretend Play, cause and create feelings of pleasure in children during learning, this is because the child's world is a world of play. This feeling of pleasure makes children impressed with learning, making students' memories strong and durable, making the class enthusiastic and dynamic. Pretend Play in the learning process certainly has advantages and disadvantages in its implementation. The drawbacks or weaknesses of Pretend Play consist of various factors. According to Huda (in Suminar, 2016, 38) weaknesses or shortcomings of Pretend Play include a lot of time needed, difficulty in dividing and assigning certain roles to students if not trained properly, not all material can be delivered with Pretend Play, difficult to apply if the class not conducive. Deficiencies in Pretend Play are not only influenced by class conditions, student conditions, but also regarding the equipment used in implementing Pretend Play considering that this game emphasizes the equipment used.

Based on several explanations regarding the shortcomings of Pretend Play, it can be concluded that these deficiencies come from the time of the Pretend Play which takes a long time, the equipment used is often difficult to obtain and requires relatively expensive costs, not all materials can be applied to Pretend Play, it is difficult to apply in classes that do not conducive, and difficulties in the division of roles and tasks that are played in Pretend Play if the child is not properly trained.

CONCLUSION

Early childhood is children aged from 0 to 6 years. At this age, in learning children cannot keep the information they receive for too long. However, children will easily remember the learning process if the learning is received by children through fun activities. Playing is a fun activity carried out with or without using intermediary media to convey information that can lead to personal satisfaction. One of the games that can be used is a Pretend Play-based image guessing game. Pretend Play is a game that is played by pretending and using items or objects around the player. With a combination of guessing games, children will learn while playing. So that the learning process can be fun. When the child has felt a pleasant atmosphere, the child will receive lessons easily in their memory. Also, through pictures, the child will find it easier to remember an object that is being studied. The reason is that images are a visual medium that utilizes the sense of sight, where the sense of sight is one part of the human memory system, namely sensory memory. After going through the sensory memory stage, the memory will reach the short-term memory system stage. The system only stores information for 15 to 30 seconds, assuming no practice or repetition. However, by carrying out learning activities through pretend Play-based image guessing games, children will experience repetition of activities because they have been doing fun activities. So that children will more easily store learning information in their memory and memory about children's activities will arrive at the stage of the long-term memory system, which will be useful for children's memory in the future.

REFERENCES

- Amri, N. A., & Intisari, I. (2019). Pretend Play Sebagai Dasar Pengembangan Karakter Anak Usia Dini. *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran*, 3(1), 36. <https://doi.org/10.26858/pembelajar.v3i1.6864>
- Atkinson, R.L.; Atkinson, R.C.; & Hilgard, E.R. (1983). *Introduction to Psychology*. San Diego: Harcourt Brace Jovanovich Inc
- Chaplin, J. P. (2006). *Kamus Lengkap Psikologi Kartini Kartono (Penerjemah)*. Jakarta: PT. Raja Grafindo Persada.
- Depdiknas RI. (2003). *Undang-undang No 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Depdiknas.
- Desmita. (2013). *Psikologi Perkembangan*. Bandung: PT Remaja Rosdakarya.
- Fein, G. G. (1987). *Pretend play: Creativity and consciousness*. In D. Gorlitz, & J. F. Wohlwill (Eds.), *Curiosity, imagination, and play: On the development of spontaneous cognitive motivational processes* (pp. 281–304). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Fadillah, M. (2016). *Bermain dan Permainan Anak Usia Dini*. Jakarta: Kencana.
- Fithriya, S. (2013). *Peningkatan Interaksi Ibu dan Anak Retardasi Mental Melalui Pelatihan Bermain Pura-Pura Bersama Anak*. 2-3.
- Gie, T.L. (1984). *Kemajuan Studi*. Yogyakarta: Yayasan Studi Ilmu dan Teknologi
- Hendrick, J. (1991). *Total learning: Developmental curriculum for the young child*. New York: Macmillan.
- Hughes, A. G., & Hughes, E. H. (2015). *Psikologi Pembelajaran Teori dan Terapan*. Bandung: Penerbit Nuansa Cendekia.
- Kathryn, David. & Geldrad (2012). *Konseling Anak-anak*. Indeks. Jakarta.

- Kusumastuti, W. E. (2016). *Peningkatan Kemampuan Mengenal Rambu Lalu Lintas melalui Penerapan Pretend Play Pada Anak Tunagrahita Ringan Kelas III SDLB di SILB Muhammadiyah Dekso Kulonprogo*. Universitas Negeri Yogyakarta.
- Landreth, G. L., Ray, D. C., & Bratton, S. C. (2009). Play therapy in elementary school. *Developmental basis for using play therapy*, 46(3), 281-289.
- Lederer, S. H. (2002). Collaborative pretend play: From theory to therapy. *Child Language Teaching and Therapy*, 18(3), 233–255. <https://doi.org/10.1191/0265659002ct237oa>
- Liz. (2015). *20 Fun Ideas to Ignite Pretend Play*. Retrieved April 22, 2021, from Kids Activities.com website: <https://kidsactivitiesblog.com/29256/pretend-play>
- Mawadatin, P. F. (2015). Pengaruh Imaginative Pretend Play dengan Media Video Animasi: Pengetahuan dan Sikap Perilaku Hidup Bersih Sehat. *The Sun*, 38-46.
- Morrison, G. S. (2012). *Dasar-Dasar Pendidikan Anak Usia Dini (PAUD)*. Jakarta Barat: PT Indeks.
- Musbikin, I. (2012). *Pintar Mengatasi Masalah Tumbuh Kembang Anak*. Yogyakarta: FlashBooks.
- Nawang Sari, I. P. (2017). Penerapan Teknik Imaginative Pretend Play Terhadap Penanganan Masalah Perilaku Agresif Anak Korban Kekerasan Seksual di Bandung. *Pekerjaan Sosial*, 16(1). <https://doi.org/10.31595/peksos.v16i1.99>
- Nurhibatullah. (2015, Desember 29). Dunia Referensi Penelitian. Retrieved Agustus 02, 2017, from <http://nurhibatullah.blogspot.co.id>
- Rahayu, R. T. (2014). *Meningkatkan Daya Ingat Melalui Penggunaan Media Mind Mapping pada Anak Kelompok B1 TK LKMD Singosaren Banguntapan*. Yogyakarta.
- Rinayanti. (2013). Upaya Guru dalam Melatih Kemampuan Berpikir Kritis Anak Usia Dini melalui Permainan Tebak Gambar di TK Mekarsari Kecamatan Rasau Jaya Pontianak. *Jurnal Pendidikan dan Pembelajaran*.
- Santrock, J. W. (2011). *Perkembangan Masa-Hidup*. Jakarta: Erlangga.
- Solso, R.L. 1988. *Cognitive Psychology*. (2nd. Ed.). Boston: Allyn and Bacon, Inc
- Suminar, D. R. (2009). Membangun Karakter Anak Melalui Pretend Play (Building Child Character Through Pretend Play). *Jurnal Psikologi Indonesia*, 1-11.
- Suminar, D. R. (2016). Studi Meta-Analisis Pretend Play dan Perkembangan Kognitif. *Insan*, 8(1).
- Syamsiyatun, A. (2012). *Upaya Meningkatkan Kemampuan Bicara Anak Melalui Penggunaan Gambar Karya Anak di TK Kartika IV-38 Depok Sleman*. Universitas Negeri Yogyakarta.
- Veranita, N. (2012). *Pengembangan Kemampuan Membilang Melalui Kegiatan Bermain dengan Benda-benda Konkrit pada Anak-anak Kelompok A TK Lembaga Tama III Sutrana Sabdodadi Bantul Tahun Pelajaran 2011/2012*. Universitas Negeri Yogyakarta.

