



Development of Local Wisdom-Based "Sandal Wayang" Game Tools to Improve Physical Motor Ability of Children with Special Needs in Early Childhood Education Inclusion

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ABSTRACT

Childhood is an important period for development and an opportunity to learn and develop motor skills and physical fitness through Movement-based play. This research will develop a play tool, "sandal wayang" (*sayang*), based on wayang character, namely the "punakawan" family, to improve the physical motor skills of children with special needs in Inclusive ECE. The development method used in this study is the ADDIE (Analyze, Development, Design, Implementation, Evaluation) model, with data collection through observation, surveys, and interviews. The targets of this development research trial were teachers and students at the Kharisma Sidoarjo Kindergarten institution. The product of this research is a "sayang" game with wayang characters from the Pandawa family (*Semar, Petruk, Gareng, Bagong*) and *Gatotkaca*, as well as a guidebook on how to use the "sayang" game. The results of the material and media validation state that the "sayang" game tool that has been developed is suitable for use in learning. The implementation results show that there is an increase in balance and coordination of movements before and after playing "sayang".

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INTRODUCTION

Early Childhood Education (ECE) is a coaching effort aimed at children from birth up to six years, which is carried out through the provision of educational stimulation to help physical and spiritual growth and development. Education is a right for all citizens. The right to education is guaranteed in the 1945 Constitution of the Republic of Indonesia Article 31 Paragraph 1, which states that "Every citizen has the right to receive proper education". This forms the basis that early childhood with special needs has the right to enjoy quality and equal services in inclusive education. Inclusive education has been proclaimed through various declarations and strengthened by Law no. 20 of 2003 concerning the National Education System, which encourages all parties to realize quality education. The implementation of inclusive education must start from an early age, namely from early childhood institutions (Akrim & Harfiani, 2019; Engelbrecht et al., 2017; Karimian Shirejini & Derakhshan, 2020; Mngo & Mngo, 2018; Rasmitadila et al., 2020).

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