

OPTIMIZING THE KINDERGARTEN PLAYING ACTIVITIES DURING PANDEMIC OF COVID -19 THROUGH DRIVE-THRU SERVICES FOR CHILDREN 5-6 YEARS OLD

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Published: 08 August 2022

To cite this article (APA): Ardini, P. P., Antara, P. A., Gunarti, W., Windiarti, R., & Pupala, B. (2022). Optimizing the Kindergarten Playing Activities During Pandemic of COVID -19 Through Drive-Thru Services for Children 5-6 years old. *Jurnal Pendidikan Awal Kanak-Kanak Kebangsaan*, 11, 73-88. <https://doi.org/10.37134/jpak.vol11.sp.7.2022>

To link to this article: <https://doi.org/10.37134/jpak.vol11.sp.7.2022>

ABSTRACT

This research was conducted to increase play activities through a drive-thru service model for children aged 5-6 years in Gorontalo as a learning innovation during the COVID-19 pandemic and also the new normal. This study uses the Action research method. The data analysis technique used in this study used mixed qualitative and quantitative data analysis. Previously, preliminary research or field studies were carried out to obtain initial data regarding the learning process of children aged 5-6 years during the pandemic. Next, do the treatment for later in the reflection. This research was conducted in two cycles consisting of three meetings in one cycle: planning, implementation, observation, and reflection. This research lasted for 3 months. Data were collected through interviews with teachers, observations of children's play activities, and documentation of drive-thru service activities. The results showed that with the drive-thru service there was a pleasant learning atmosphere, the learning process went according to the health protocol so that children could still come to school but with time restrictions and restrictions on the number of children, from the results of the cycle I to Cycle II there was an increase, performance indicators were achieved. namely 75% of children's playing activities with details in the first cycle of each indicator, including children playing 23%, involvement of children playing 38%, and involvement of children completing playing tasks 38%. In the second cycle, each indicator has reached 76%. It is concluded that the drive-thru service can increase the playing activities of children aged 5-6 years.

Keywords: 5-6 years old, drive-thru, service model

INTRODUCTION

REFLECTION ON PAST TEACHING AND LEARNING

It's been a year since the COVID-19 pandemic has hit Indonesia. Within a year, several policies have been issued by the government, especially in the field of education, namely online/distance learning to provide a meaningful learning experience without being burdened by the demands of completing all curriculum achievements for grade promotion and graduation, secondly, can be focused on life skills education, including other things regarding the Covid-19 pandemic, thirdly, learning activities and assignments may vary between students according to their respective interests and conditions, including considering the gap in access/study facilities at home. (The Ministry of Education and Culture,2020).

Efforts made by various authorities to optimize learning have not been able to stimulate children's interest in learning. Especially early childhood whose stages of cognitive development are still pre-concrete operational. Children can optimally understand a concept through direct learning experiences.

Some parents in several regions in Indonesia, still have difficulty having a smartphone for online activities. The internet network in some areas is still far from being smooth enough to be able to do zoom meetings or send documents for children's activities. Based on initial observation data from 13 students in one class, only 3 children actively participate in playing activities at home via zoom or 23%. Of the 13 children, only 5 people sent documentation of playing activities at home that had been designed by the teacher or 38%. Meanwhile, 10 other children occasionally attend zoom meetings and send documentation of playing activities at home.

Parents have run out of ways to motivate young children to participate in online learning. Children who are unique and active can not be more than 5 minutes just sitting still focused on one media only. Children who tend to be active will move a lot and don't like just sitting around watching a computer or laptop screen or even a small smartphone screen. Another obstacle is that not all areas are covered by the internet and not all families have gadgets. In the end, children are just left alone and lose the best time to get developmental stimulation (golden age).

Learning innovations to be able to optimize the provision of stimulation during the covid pandemic while still paying attention to health protocols are very necessary amid the confusion of parents who currently also have to act as teachers at home. Likewise, the confusion of the teachers in varying various activities so that children remain enthusiastic about learning at home. This learning model can not only be done during a pandemic but also during the new normal and also when other disasters occur. Learning activities do not require classrooms but only large areas that can be arranged in such a way as activity circuit posts. Children take turns visiting the post one by one to do activities. Children can also do activities on a vehicle (car or motorbike) such as drive-thru services. Children can still meet face to face with teachers and friends from a safe distance. The drive-thru service is a service that enables people to have access without leaving their cars and respecting physical distancing measures (<https://en.unesco.org/news/covid-19-book-drive-thru-wonju>). Considering the current conditions, children still get direct learning experiences with teachers while maintaining a safe distance.

Drive-thru in learning has been carried out but only in distributing activities or collecting children's work to school. Drive-thru activities have not fully carried out learning activities. Thus, researchers are interested in researching the development of a drive-thru learning model for children aged 5-6 years. The age of 5-6 years is the focus of research because this age is the final age of pre-school to the elementary school level. This age stage is crucial for children's school readiness. This period is the transition period from pre-school to elementary school (UUSISDIKNAS number 20, 2003).

RESEARCH FOCUS

Based on the reflection of previous learning, the focus of the study in this research is how to increase the play activities of children aged 5-6 years through drive-thru services? Researchers studied the increase in children's play activities during the covid-19 pandemic by looking at the activities of children involved in playing activities at home that had been designed by the teacher in the lesson plan.

RESEARCH OBJECTIVE

The objective of this study is to examine children's activities in playing activities that have been designed by the teacher in the lesson plan. Researchers measure based on indicators: 1) the presence of children, 2) the involvement of children in playing and 3) the involvement of children in completing tasks.

General Objective

The treatment in this study is a drive-thru service. The drive-thru learning model is a face-to-face learning model between teachers and children/students without having to get out of the vehicle. Alternately each group meets 3-4 vehicles that take turns doing activities in each vehicle. Activities in each vehicle are carried out for approximately 15 minutes. This learning model can not only be done during a pandemic but also in the new normal period and also when other disasters occur according to the situation and conditions. Drive-thru learning activities do not require classrooms but only large areas that can be arranged in such a way as activity circuit posts. Children take turns visiting the post one by one to do activities. Children can also do activities on a vehicle (car or motorbike) such as drive-thru services. Children can still meet face to face with teachers and friends from a safe distance.

Particular Objectives

Playing Activitie

Learning in early childhood can be referred to as a play activity program. Because in early childhood learning is done while playing. As Sutton-Smith points out:

while play can be educational in the school sense, we should never forget that its much more vital role in learning has to do with child culture, not with adult culture, and it has a festive role to perform that is often the very antithesis of our educational concerns (Forst, Wortham, dan Reifil, 2012: 246).

Sometimes it is still neglected that learning for early childhood is done through play. Because the real world of children is playing (Forst, Wortham, and Reifil, 2012: 246). According to Hurlock, play is any activity carried out for the pleasure it generates without considering the result (Hurlock, 2001: 321). According to Eliason and Jenkins (2008: 25), play is "an active form of learning that unites the mind, body, and spirit". Play is an important activity for children because through playing children explore their world (Fleer, 2010: 101). According to Sudono, play is an activity carried out with or without tools that produce understanding or provide information, give pleasure and develop imagination in children (Sudono, 2000: 1).

According to Hughes, playing is "personal of choice, personal enjoyment, the focus is on activity itself rather than its outcomes" (Hughes, 2003: 21). Play is a choice, a pleasure for oneself, and the focus is on the activity itself not on the outcome. According to Canning, playing is "freely chosen, personally directed, and intrinsically motivated" (Canning, 2011:9). According to Goldstein, play is "as any activity freely chosen, intrinsically motivated, and personally directed, play is not a specific behaviour but any activity undertaken with a playful frame of mind" (Goldstein, 2011:5). Play is any activity that is freely chosen, based on intrinsic motivation, and based on its desires, playing is not a specific behaviour but every activity based on the frame of mind of playing. Thus, playing is an active form of fun learning, providing information, developing children's imaginations by uniting children's minds, bodies and spirits to explore their world.

Vygotsky believes that play has a direct role in the development of children's cognition. This happens when children play symbolic. Children learn about abstract thinking through this symbolic play activity, namely when pretending to make a horse as a riding horse. According to Vygotsky in Crain, play begins when a child is in the zone of proximal development (ZPD). ZPD is a range of tasks that are too difficult for children to master independently. Play is a self-help tool that can be learned with the guidance and assistance of adults or peers who are more skilled, called scaffolding. When playing, children can create scaffolding independently both in self-control, language use, memory, and cooperation with other friends (Tedjasaputra, 2001:10). During the COVID-19 pandemic, collaborative activities can be carried out with siblings or cousins who live in the same house.

Play activities are children's involvement in play activities where children interact with their playing activities and other people or other friends around them (Hughes, 2010: 198). In early childhood education, playing activities are a process, not the result of these play activities. In this process, children's activity is very much needed when playing. Activities carried out by children will form knowledge and skills. Aspects of child development will be simulated. Thus, it can be concluded that playing activities are all forms of activities to carry out the playing process, which is due to the COVID-19 pandemic being carried out at home. Indicators of play activities include 1) the presence of children, 2) the involvement of children playing and 3) the involvement of children in completing play tasks.

Drive-thru service model

Drive-thru was first introduced by a fast food restaurant in America, namely McDonald's. Drive-Thru is a service for consumers to stay in the vehicle. Consumers order through several windows to be able to complete the entire buying process (Han, 2020: 4). According to Hill, Qiao, Azimi and Yu, a drive-thru is a fast food restaurant service where the food order remains in the vehicle and the engine remains on (Hill, Qiao, Azimi, and Yu, 2016).

The drive-thru learning model is a face-to-face learning model between teachers and children/students without having to get out of the vehicle. Alternately each group meets 3-4 vehicles that take turns doing activities in each vehicle. Activities in each vehicle are carried out for approximately 15 minutes. This learning model can be done during a pandemic and in the new normal period and when other disasters occur according to the situation and conditions. Drive-thru learning activities do not require classrooms but only large areas that can be arranged in such a way as activity circuit posts. Children take turns visiting the post one by one to do activities. Children can also do activities on a vehicle (car or motorbike) such as drive-thru services. Children can still meet face to face with teachers and friends from a safe distance.

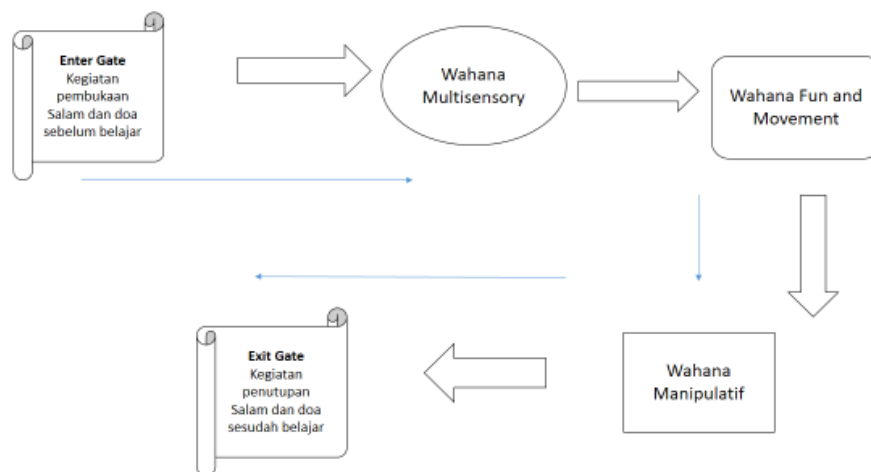


Figure 1. Drive-thru learning model activity flow

The drive-thru learning activity begins with entering the entrance gate. The activities carried out at the entrance gate are opening activities starting with the teacher on duty at the entrance gate guiding a group of vehicles (3-4 vehicles) saying greetings and prayers before learning. Furthermore, the vehicle will stop at each vehicle and carry out activities that have been previously designed by the teacher in each vehicle. In one day of the meeting, there are at least three rides that will be opened. This vehicle is adjusted to the number of teachers in the school. The three rides include multisensory, fun and movement, and manipulative rides. Multisensory rides are vehicles for activities that involve the five senses of children, such as art and science. Fun and movement rides are vehicles for activities that involve movement, songs and role-playing. A manipulative vehicle is a vehicle for design and technology activities.

Development of children (5-6 years old)

The term growth and development of children includes two events that are different but are interrelated and difficult to separate. Growth is a process of changing the shape and size of the body or limbs, for example increasing height, gaining weight, and increasing head circumference. Or often called physical growth. This process runs well if the child's body condition is healthy and gets the appropriate nutrition for the child's needs. While development (development) is a complex process by increasing the perfection of psychological functions. Development is the result of the process of differential maturation of the function of cells, tissues and organ systems of the body, for example by increasing skills, as well as as a result of a person's interaction with his environment, such as emotional, intellectual, socialization and

communication behaviour. The process of growth and development of children has a unique nature. This means that every child has a pattern of physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), social-emotional, language and communication by the level of growth and development that is being passed by the child. the child, but the speed differs from one child to another.

Factors that affect the growth and development of children are a) Internal factors: Genetics plus the process since pregnancy, b) External factors: nutrition/nutrition intake, disease, physical activity, parenting patterns and interactions with the environment. Early detection and treatment are very important with the aim of monitoring, analyzing and taking necessary actions so that the growth and development needs of children can be met and stimulated optimally.

To optimize the growth and development of children, the basic needs that must be met are a) Physical-biological needs (*ASUH*): Nutrition and nutrition from the time of the womb, health, hygiene, adequate physical activity/play according to the needs of the child. b) Emotional/affectionate needs (*ASIH*) since in the womb: A close, intimate, harmonious relationship between parents, especially mothers/substitute mothers and children. c) The need for mental stimulation (*ASAH*): is the forerunner in the learning process in children to develop intelligence, skills, independence, creativity, religion, personality, moral ethics, and child productivity. Stimulation is a stimulus that comes from the environment outside the child. Children who get a lot of stimulation will develop faster than children who get less or even no stimulation. Stimulation can function as a reinforcement (reinforcement). Stimulation can be given according to the child's developmental age (Wolfolk, 2007:210).

Most parents regard early childhood as a troubled or difficult age. With the advent of childhood, behavioural problems are often more difficult than the physical care problems of infancy. The reason behaviour problems are more common in early childhood is that young people are in a process of developing a unique personality that demands freedom that is generally less successful. On the other hand, they are often stubborn, stubborn, non-negativistic, and rebellious. Often angry for no reason. At night disturbed by nightmares and during the day there is an irrational fear, and feeling jealousy.

Some parents consider early childhood as an age that contains problems or difficult ages, parents also consider early childhood as the age of toys, because most of their time is spent with toys. The term used Educators refer to the early years of childhood as preschool age, namely the age range of 3-5 years. At this age children enter the period of learning the basics of social behaviour as preparation for higher social life which is needed for adjustment when they enter first grade. Because the major developments that occur during early childhood revolve around environmental control and control, many psychologists label early childhood the age of exploration, meaning that children want to know about their environment, how it works, how it feels and how it can act. become part of the environment. One way is to ask. So this period is often referred to as the age of asking. Another thing that stands out the most is imitating the speech and actions of others. So it is known as the age of imitation. However, a tendency that goes beyond imitation is to show creativity in play compared to other times in his life. For this reason, experts also call it the creative age.

During early childhood, physical growth is slow, compared to the rate of growth during infancy. This slow physical growth lasts until the signs of puberty begin, which is about 2 years

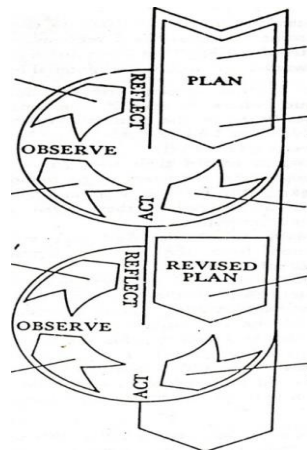
before children are sexually mature and physical growth returns to rapid growth. Although during childhood physical growth slows down, gross and fine motor skills develop rapidly. Children aged 3-5 years no longer have baby fat and appear leaner and leaner and improve motor coordination, and make it easier for children to more confidently participate in movement activities that are very important in this stage of growth and development.

RESEARCH METHODOLOGY

Research Design

The method of the study carried out is classroom action research. The reference used in Classroom Action Research is "The Action" model by Kemmis and Taggart, the steps are reflected in "Self-reflection" Action Research, namely "reconnaissance, plan, action, observation, reflection" (McNiff: 1992: 27). Like the following picture:

Figure 2: *The Action Research Kemmis and Taggart*



Research Participants

This study involved 7 PAUD Damhil UNG teachers, 1 security guard and 13 children from Group B1. The teacher acts as a provider of activity activities in each drive-thru service and the children of group B1 as research subjects.

Data Collection

The data of this study were obtained by using observation, documentation, interviews, and photos of activities accompanied by video recordings. Observation is used to collect data on children's play activities and the implementation of drive-thru services. Interviews and documentation are used to strengthen direct observation data from sources, both children and teachers. Photos can be studied subjectively and analyzed inductively to produce descriptive data. While the video is used to record playing activities so that it can be seen the children's playing activities during the drive-thru service.

Research Analysis:

Data analysis was carried out on each data collected, both quantitative data and qualitative data. Quantitative data were analyzed using a simple quantitative method, namely by percentage (%) and qualitative data were analyzed by making qualitative assessments (categories). According to Hopkins (1993:5-6), in analyzing action research data, several stages are needed, namely data categories, data validation, data interpretation, and further action plans.

Validity and reliability:

Instruments of playing activities and service models were assessed by people who have a background in education (experts), then the researcher asked five panellists who met the qualifications of judgement, in this case, were lecturers and teachers, who had PAUD and Educational Technology backgrounds. The assessment uses a five scale, namely a score of 5 if very relevant, a score of 4 relevant, a score of 3 quite relevant, a score of 2 less relevant, and a score of 1 if not relevant. The panelists consist of (1) Dr. Setyo Utoyo, M.Pd, (2) Dr. Rustam I. Husain, M.Pd, (3) Sri Wahyuningsi Laiya, S.Pd, M. Pd, (4) Hasni Mohamad, S. Pd, M.Pd.Kons (Principal), and (5) Hanifa Hako , S.Pd, M.Pd (Teacher).

RESEARCH IMPLEMENTATION

Problem Overview

Some parents in several regions in Indonesia, still have difficulty having a smartphone for online activities. The internet network in some areas is still far from being smooth enough to be able to do zoom meetings or send documents for children's activities. Based on initial observation data from 13 students in one class, only 3 children actively participate in playing activities at home via zoom or 23%. Of the 13 children, only 5 people sent documentation of playing activities at home that had been designed by the teacher or 38%. Meanwhile, 10 other children occasionally attend zoom meetings and send documentation of playing activities at home. The data is in table 1 below:

Tabel 1. Initial observation data

No	The Aspects Observed	Achievements							
		Not Good		enough		good		Very good	
		total	%	total	%	total	%	total	%
1	The presence of children on zoom	2	15%	4	30%	2	15%	3	23%
2	Involvement of children playing at home (based on the documentation sent by parents)	1	7%	6	46%	1	7%	5	38%
3	Children's involvement in completing play tasks	1	7%	6	46%	1	7%	5	38%

	(based on documentation submitted by parents)								
total		4	29%	16	122 %	4	29%	13	100 %

Parents have run out of ways to motivate young children to participate in online learning. Children who are unique and active can not be more than 5 minutes just sitting still focused on one media only. Children who tend to be active will move a lot and don't like just sitting around watching a computer or laptop screen or even a small smartphone screen. Another obstacle is that not all areas are covered by the internet and not all families have gadgets. In the end, the child is just left alone and loses the best time to get stimulation.

Problem Review Analysis

When talking about development in early childhood, it will never be separated from the concepts of playing while learning which is a form of development itself. The essence of learning is a process of interaction. According to Gordon as quoted by Smith and Ragan, states that learning is a process of interaction between teachers, students, and learning resources in a learning environment (Smith and Ragan, 2006: 150). While Glaser in Anderson, states that learning is a bridge that connects the learning objectives and individual characteristics of students in schools. The main purpose of learning is to design certain conditions that can help students achieve the learning objectives/competencies set by the school. The two most important tools in creating these conditions are time and learning materials (Andersen, 1989: 39). In this case, the research was conducted by providing an action in the form of a drive-thru service to increase the playing activities of children aged 5-6 years.

In addition, learning is also defined as a process that produces relatively permanent changes in a person's behaviour and potential behaviour (Hadis, 1996: 52). Behaviour change is the result of personal experience or the result of practice obtained from the learning process. For example, a child will not be able to wear his clothes if he is not told how to wear clothes, the child can be asked to pay attention to how the mother dresses, after that the child will practice it. To launch our efforts so that children can wear their clothes, we need to create conditions and an environment that helps children to do so.

According to Suparman, a good learning process is a learning process that allows active learners to involve themselves in the whole process both mentally and physically (Suparman, 1997:40). So if we connect it with an example so that children can wear their clothes, besides motivating children to want to wear their clothes, we also design an environment to make it easier for them to learn to wear their clothes. In this drive-thru service, on one meeting day, there are at least three rides that will be opened. This vehicle is adjusted to the number of teachers in the school. The three rides include multisensory, fun and movement, and manipulative rides. Multisensory rides are vehicles for activities that involve the five senses of children, such as art and science. Fun and movement rides are vehicles for activities that involve movement, songs and role-playing. A manipulative vehicle is a vehicle for design and technology activities.

Therefore, in the learning process, children should be empowered to be willing and able to do to enrich their learning experience (learning to do) by increasing interaction with the physical, social and cultural environment, so that they can build their understanding and knowledge of the surrounding world (learning to know). It is expected that the results of interaction with the environment can build knowledge and self-confidence (learning to be). The opportunity to interact with various individuals or groups that vary (learning to live together) will shape his personality to understand pluralism and give birth to positive attitudes and tolerance for diversity and differences in life (Budimansyah, 2002: 4). In early childhood education, the learning process and activities take place with the assistance of teachers, both as facilitators, motivators, and inspirations for students (Sudjana, 2000: 96).

In this study, drive-thru services are not carried out every day. The service is carried out once a month, namely during the "peak of theme" event considering the Covid-19 pandemic condition which requires us to limit activities to avoid Covid-19 infection, especially children. The effectiveness of the designed learning strategies will facilitate the learning process. The learning process will run smoothly if the components involved in learning activities such as teachers and students interact with each other according to the rules and objectives to be achieved. The formulation of objectives contains changes in the potential multidimensional behaviour of students. Learning is supported by the selection and method, appropriate media, lesson content and evaluation by the objectives. Thus learning is a system that has learning components that interact with each other and begin and lead to a goal. Learning will not be effective without using strategies. Creating meaningful learning requires the application of appropriate strategies.

Actions Taken

Implementation of Action Research is carried out in collaboration with classroom teachers and researchers acting as collaborators so that the implementation of the action can run properly. This action research procedure consists of 3 times, namely 1x observation, 2 cycles. The steps for the activities to be carried out are as follows:

1. Step 1: Prepare the location of the drive-thru, learning media as well as tools and activity materials at each vehicle
2. Step 2: arrange the playing environment in each vehicle.
3. Step 3: Prepare the environment around the drive according to the health protocol
4. Step 4: coordinate with school security to share tasks with several teachers to stand by at the rides and also monitor the drive-thru traffic
5. Step 5: the implementation of drive-thru learning begins by entering the entrance gate. The activities carried out at the entrance gate are opening activities starting with the teacher on duty at the entrance gate guiding a group of vehicles (3-4 vehicles) saying greetings and prayers before learning. Furthermore, the vehicle will stop at each vehicle and carry out activities that have been previously designed by the teacher in each vehicle. The three rides include multisensory, fun and movement, and manipulative rides. Multisensory rides are vehicles for activities that involve the five senses of children, such as art and science. Fun and movement rides are vehicles for activities that involve movement, songs and role-playing. A manipulative vehicle is a vehicle for design and technology activities.

Finding Research

Cycle I

1) Research Phase

Before the research is carried out, it is necessary to make initial preparations, especially regarding the plan that allows the research to be managed properly. The preparatory steps taken are:

- a. The teacher makes initial observations of the research subjects.
- b. Collaborate with partner teachers in carrying out research activities so that they run smoothly.
- c. Develop a lesson preparation schedule.
- d. Prepare tools and equipment needed in the learning process.
- e. Prepare observation sheets about children's play activities.

2) Implementation Phase

In the observation of cycle 1, the learning activities carried out were the teacher on duty at the initial gate introducing various rides and directing the drivers to the routes to be passed, then inviting children to pray before carrying out activities. After praying the teacher tells about the peak of today's theme. Things that need to be prepared are as follows:

a.	Setting goals and the peak of themes Theme: Natural Disaster Sub-theme: Covid-19 Sub-sub-themes: Steps to Protect Yourself During the Covid-19 Pandemic
b	prepare tools and materials that will be used in each ride The rides consist of 3 posts including multisensory, fun and movement, and manipulative rides
c	Define drive-thru plans and steps ①. Adjust the position of the rides to suit the duration of time and the appropriate distance for the vehicle. Each child gets a maximum duration of 15 minutes on each activity ②. Opening activities The teacher on duty at the initial gate is in charge of leading the prayer and telling the peak of the theme ③. Core activities The teacher on duty in the multisensory vehicle guides activities that involve the five senses in this case making the coronavirus from various loose part materials provided The teacher in charge of the fun and movement ride plays music about how to wash children's hands following the movement and the song The teacher on duty in the manipulative vehicle provides a block arena, in this case, the activities of arranging blocks and arranging leggo ④. Closing activities The teacher on duty at the final gate helps guide the children to pray before going home ⑤. Cleaning service immediately cleans the environment around the rides before the next car arrives.

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3) Monitoring and Evaluation Phase

Based on the results of observations of cycle 1 activities regarding efforts to increase children's play activities through the drive-thru services, only some children began to be active in playing activities, this was seen in various aspects observed. In the aspect of children's presence when playing is already in the good category, the aspect of the involvement of children playing is already in the good category, the aspect of the involvement of children completing the task of playing is already in the good category. The results of observing the activities of cycle 1 can be seen in Table 2 below:

Table 2 cycle I

No	The Aspects Observed	Achievements							
		Not Good		Enough		Good		Very good	
		total	%	total	%	total	%	total	%
1	The presence of children playing	-	0	3	23%	6	46%	3	23%
2	Involvement of children playing	-	0	1	7%	7	53%	5	38%
3	Children's involvement in completing play tasks	-	0	5	38%	3	23%	5	38%
Total		-	%	9	68%	16	122%	13	100%

Based on the observations in cycle 1, it can be concluded as follows: the aspect of the presence of children playing is in the less category there are 3 children or 23%, the good category is 6 children or 46%, the very good category is 3 children or 23%. For the aspect of children's involvement playing enough category 1 child or 7%, good category 7 children or 53%, very good 5 children or 38%. In the aspect of the involvement of children completing the task of playing enough 5 children or 38%, good category 3 children or 23 %, very good category 5 children or 38%.

After carrying out the learning action process in cycle 1, there is a reflection on all the activities that have been carried out. The results of these reflections are:

1. Teacher activities in the learning process in cycle 1 are good, but the process of drive-thru service activities is still not smooth because there is an accumulation of one vehicle besides that there are children who do not have a vehicle but want to attend the activity
2. The activity of children in the implementation of cycle 1
 - a. Children's play activities are assessed from various aspects, some are able but the expected achievement indicators have not been achieved.
 - b. For children's playing activities to increase, the researchers again conducted a briefing and provided 2 motorcycle-wagon for children who did not have a vehicle
3. Starting from the results of the description in cycle 1, it can be said that children's play activities are in a good category.

Cycle II

1) Preparation Phase

Cycle II is carried out more optimally, the initial preparations are carried out, especially regarding plans that allow classroom action research to be managed properly, including the following:

- a. facing the school management and teachers about the results of the first cycle evaluation which have not been maximized and asking for permission to return to the second cycle of learning activities.
- b. Planning a schedule for implementing learning.
- c. Prepare supporting facilities, especially lesson plans, research formats.
- d. Prepare observation sheets about children's play activities.

2) Implementation Phase.

In the implementation of this second cycle, in addition to preparing a vehicle, the researcher also prepared a vehicle for children who did not have a vehicle in the form of a motorized vehicle, then prepared the following things:

a.	Determining the highlight of Theme 2 And Goals Theme: Natural Disaster Sub-theme: Covid-19 Sub-theme: maintaining immunity during covid-19
b	prepare tools and materials that will be used in each ride The rides consist of 3 posts including multisensory, fun and movement, and manipulative rides provide 2 motorcycle wagons for children who do not have a vehicle
c	Define drive-thru plans and steps Adjust the position of the rides to suit the duration of time and the appropriate distance for the vehicle. Each child gets a maximum duration of 15 minutes on each centre <ol style="list-style-type: none"> ①. Opening activities The teacher on duty at the initial gate is in charge of leading the prayer and telling the peak of the theme ②. Core activities The teacher in charge of the multisensory vehicle guides activities that involve the five senses in this case making chocolate ball cakes from biscuits sweetened condensed milk and choco chips. The teacher in charge of the fun and movement pantomime ride on a clean bath The teacher in charge of the manipulative ride plays a blocks game ③. Closing activities The teacher on duty at the final gate helps guide the children to pray before going home ④. Cleaning service immediately cleans the environment around the rides before the next car arrives

3) Monitoring and Evaluation Phase

Based on the results of observations of the activities of cycle II on children's playing activities, it can be concluded that most of the children are active in playing activities. This can be observed. In the following table

Table 3 Cycle II

No	The Aspects Observed	Achievements							
		Not Good		Enough		Good		Not Good	
		Total	%	Total	%	Total	%	Total	%
1	The presence of children playing	-	0	1	8%	2	16%	10	76%
2	Involvement of children playing	-	0	1	8%	2	16%	10	76%
3	Children's involvement in completing play tasks	-	0	1	8%	2	16%	10	76%
Total		-	%	3	24%	6	48%	30	228%

Based on the results of observations in cycle II, it can be concluded as follows: the aspect of the presence of children playing for the sufficient category is 1 child or 8%, the good category is 2 children or 16% and the Very Good category is 10 children or 76%, the aspect of the involvement of children playing for the sufficient category is 1 child or 8% good category 2 people or 16% and Very Good category 10 children or 76%, the aspect of the involvement of children completing playing tasks is enough category 1 child or 8% good category 4 children or 16% and Very Good category 8 children or 61%.

From the results obtained in cycle II, it can be seen that there has been an expected increase, the weaknesses implemented in cycle 1 is not visible, what appears is that children's play activities have increased. After making the above observations, the next drive-thru service action was held to reflect on all the activities that had been carried out in the activities in cycle II. The results of the reflection are:

- 1) The teacher's activities in the drive-thru service process in cycle II have gotten better, where the teacher has understood the flow of the vehicle direction and is quick to respond if there is an accumulation of one vehicle. Teachers have been able to be consistent with time so that service activities run smoothly.
- 2) Children's activity in cycle II
 - a. Most of the children have been active in playing activities and completed their play tasks very well but still pay attention to health protocols.
 - b. There is 1 child who is still in the category of being quite involved in children's play activities, so the teacher gives motivation and attention to children.

RESEARCH REFLECTIONS

This study concludes that there is an increase in children's playing activity which is reflected in the following indicators: (1) the presence of children playing, (2) the involvement of children playing, (3) the involvement of children in completing the task of playing. Performance indicators have been achieved, namely 75% of children's playing activities with details in the first cycle of each indicator including the presence of children playing 23%, involvement of

children playing 38% and involvement of children completing playing tasks 38%. In cycle II, each indicator has reached 76%. Thus the action research hypothesis states that using the drive-thru services to increase children's play activities is acceptable

SUGGESTED NEXT RESEARCH

Teacher

As a teacher, you should realize that transferring knowledge to children requires an effective method so that learning objectives are achieved. Teachers need to continue to develop innovation. Every child is different, so in the learning process, the teacher should use a different approach individually, so that this can also be a basis for consideration so that children can remain involved in playing activities.

Children

It is hoped that children will continue to be involved in playing activities, through activities through drive-thru services.

School

Schools, especially leaders, are expected to encourage teachers to innovate in the learning process using effective and fun learning media and involve children's activities. Principals also need to give awards to teachers who have achievements and support teacher activities in carrying out these learning innovations.

For Researchers

Researchers should use effective learning methods to increase children's play activities in learning to achieve the development of optimal aspects of development, especially during the covid-19 pandemic.

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