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## Capilarization Game Foster Childrens's Cognitive and Language Abilities

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### ABSTRACT

The purpose of the study was to analyze effect of capillary games foster childrens's cognitive and language abilities. The research was conducted using a quasi-experimental design with a quantitative approach. The experimental design used was a nonequivalent control group design. The research study was situated in an Indonesian early childhood education institution with a total of 30 children in the experimental group and 30 children in the control group. The data analysis technique in this study uses parametric statistics independent t test. The results showed that (1) there was an effect of capillary game foster childrens's cognitive abilities, statistically the value of  $t = -4.382$  with a significant level of  $p = 0.000$  less than 5%; (2) there is an effect of the capillary game on childrens's language abilities, statistically the value of  $t = -4.617$  with a significant level of 0.000 less than 5%. Based on the results of the research and discussion, it can be concluded that capillary games foster childrens's cognitive and language abilities in an Indonesian early childhood education institution. Through from capillary games makes the childrens was recognize many color so the cognitive abilities can be foster. Another ability, capillary games make the childrens fluent to be telling stories so the language abilities can be foster. The practical implication in this research is that capillary games can be the foster childrens's cognitive and language abilities.

## INTRODUCTION

Childhood education is an education that provides the most important basic for children's education in the future. Early childhood education is a sensitive period for children or an effective period to develop various aspects of child development, including the development of physical-motor skills, cognitive, language, social-emotional, arts, moral, and religious values. Early childhood, efforts to develop the full potential of children must be implemented so that the child's growth and development are optimally achieved (Aisyah, 2017a). Group of early childhood into three groups, namely children from infants up to 2 years, children aged 3-5 years, and children aged 6-8 years (Susanto, 2017). The division of children by age can influence the rules in implementing curriculum in education and child care.

Early childhood has different characteristics in each individual, but in general argues that early childhood has characteristics namely each child is unique, children learn through play and trying, the child's attention span is short, children see and understand the world from a different perspective from adults, children are egocentric, children need love and acceptance and exploration, activity and expression (Hanum, 2017). Children can think creatively through objects that are around them. Children at an early age are the most effective learning periods, children learn through playing both with peers and with objects that are around it (Fisher, 2014). Children tend to be egocentric

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