A 2010–2018 systematic literature review found that educational game tools aid early childhood learning.

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Abstrak Kemahiran guru dalam menggunakan teknik pengajaran berdampak pada kapasitas mereka untuk memanfaatkan strategi pembelajaran secara efektif. Pengajaran geometri secara efektif bergantung pada guru yang menggunakan taktik pembelajaran yang tepat dan selaras dengan sifat unik siswa. Guru selalu memilih materi pembelajaran yang disesuaikan dengan indikator-indikatornya, sehingga berkontribusi terhadap tercapainya keberhasilan dalam proses pembelajaran. Guru akan memastikan media dan teknik pembelajaran yang sesuai. Sarana dan prasarana mempunyai peranan yang sangat penting dalam menunjang keberhasilan proses pembelajaran. Penelitian ini bertujuan untuk mengetahui keunggulan alat permainan edukatif dan memudahkan peningkatan tumbuh kembang anak sekaligus menyederhanakan pemberian rangsangan pada anak usia dini kepada guru. Hal ini didasarkan pada alat permainan edukatif yang sesuai, yang dapat memfasilitasi terciptanya suasana belajar yang menyenangkan dan efisien bagi anak kecil. Memanfaatkan teknologi permainan edukatif ini akan memungkinkan pengajaran konten pendidikan anak usia dini bagi para guru. Metodologi penelitian yang digunakan dalam penelitian ini adalah pendekatan penelitian kepustakaan. Studi kepustakaan atau literatur dapat diartikan sebagai suatu upaya menyeluruh yang melibatkan pengumpulan data perpustakaan, membaca dan mendokumentasikan bahan penelitian, serta menganalisis data yang dikumpulkan. Oleh karena itu, hasil penelitian ini menunjukkan bahwa alat permainan edukatif dapat menjadi bahan dan media pembelajaran yang bermanfaat bagi anak usia dini. Mereka mendorong perkembangan kognitif, sosial, emosional, dan motorik anak-anak melalui kegiatan pendidikan yang menyenangkan dan menarik.

Kata kunci: *Anak Usia Dini, Strategi Pembelajaran, Permainan Educatif, Pengajaran Konten.*

Abstract The teacher's proficiency in employing instructional techniques impacts their capacity to utilise learning strategies effectively. Teaching geometry effectively relies on teachers using appropriate learning tactics that align with the unique traits of pupils. The teacher always selects learning materials tailored to the indicators, which contributes to achieving success in the learning process. The teacher will ascertain the suitable learning medium and techniques. Facilities and infrastructure play a crucial role in fostering success in the learning process. This study aims to determine the advantages of educational game tools and facilitate the enhancement of children's development while simultaneously simplifying the provision of stimuli to young children for teachers. This is founded on suitable educational game tools, which can facilitate the establishment of a favourable and efficient learning atmosphere for young children. Utilising this educational gaming technology will enable the instruction of early childhood educational content for teachers. The research methodology employed in this study is a library research approach. Literature or literary studies can be defined as a comprehensive endeavour involving gathering library data, reading and documenting research materials, and analysing the collected data. According to this, the results of this study indicate that educational game tools serve as beneficial learning materials and media for young children. They promote children's cognitive, social, emotional, and motor development through enjoyable and engaging educational activities.

Keywords: Early Childhood, Learning Strategies, Educative Games, Content Teaching.

Introduction

Indonesia offers a range of formal education levels, which encompass Kindergarten. Kindergarten is a stage of early childhood education that often follows preschool (Budiarti & Darmayanti, 2018a; Sugianto et al., 2017). Kindergarten, also known as TK, is an early childhood education institution that offers formal instruction to children between the ages of 4 and 6. Kindergarten education is crucial and foundational as it has a key role in shaping a child's subsequent development through early stimulation. The early stages of a child's life provide an opportune time to provide targeted stimulation that promotes optimal growth. This initial phase is called the golden age, during which the child undergoes rapid growth. The brain plays a crucial role in the development of children's intelligence. This era encompasses when the fetus is in the womb until the child reaches the age of 6 years. During this stage, the growth and development of the child's brain achieve 79.98% of its full maturity (Budiarti & Darmayanti, 2018b; Vidyastuti et al., 2018).

The brain undergoes significant and swift growth during this exceptional period, which only happens once in a person's lifetime. Thus, it is crucial to initiate holistic growth in numerous areas, including cognitive capacity, from a young age. Mental capacities refer to the brain-derived capabilities required to carry out tasks of varying levels of complexity (Berlin et al., 2011; Tlougan, 2010). During early childhood, there is a rapid acceleration in cognitive development. Youngsters possess a heightened capacity to perceive and retain observable phenomena rapidly. Therefore, it is crucial to cultivate this aptitude to enable youngsters to navigate their everyday routines effectively (Budiarti & Darmayanti, 2019).

One effective method for enhancing children's cognitive ability is to utilise the geometric shapes present in their surroundings, such as cupboards, tables, books, balls, and other objects. Commonly used items are often employed to meet the daily demands of children. Children discover these items in their domestic and educational surroundings, specifically in kindergarten. Ogg et al. (2016) define early childhood form geometry as the cognitive capacity of a child to identify, indicate, label, and gather items in their surroundings based on their geometric attributes.

Form geometry is the visual representation of an object or object in two or three-dimensional shapes. Geometry is a mathematical discipline that explores the characteristics, dimensions, and interconnections of shapes, spaces, compositions, qualities, sizes, and interactions. It bridges mathematics and the physical or natural world (Levin & Aram, 2012; Ozernov-Palchik et al., 2018). Hence, educating youngsters about geometric entities is imperative since they bridge a child's cognitive development and everyday experiences in the real world.

The teacher's instructional tactics expertise influences learning strategy deployment (Kol & Renkens, 2011; Lever, 2011; Warfield, 1894). Effective geometry instruction requires teachers to use pedagogical tactics suited to student characteristics. The teacher consistently chooses resources that match the indicators to ensure learning success. The teacher will choose learning mediums and methods. Learning success requires proper facilities and infrastructure (Dumitrache & Almăşan, 2014; Kah & Lakhouaja, 2018; Widayanti, 2017). Linguistic analysis defines play as an activity the kid can do directly or through encounters with others. Children enjoy this game and use their brilliant imagination, bodies, and five senses (Evans, 2014; Lee, 2000). Freud's psychoanalytic theory correlates play with imagination or daydreaming, according to Khadija and Armanilla's "Play and Game Child Age Early." According to Freud, play helps children solve

problems and develop emotionally. Piaget also claimed that people enjoy playing and do it often. Vygotsky believed that playing affected children's growth (Ulehlova & Espinoza, 2011).

Play is voluntary and undemanding. Children play throughout vital development. Kids play voluntarily without coercion or demands. Children want to do it at a good period. Play is essential from birth to death. Initially, behaviour play was disputed, but it was eventually used to build learning and establish metrics.

Many modern instructors fail to understand the value of a child, resulting in insufficient explanations of their teachings. However, media and summaries are essential teaching aids that convey important information. Multimedia and interactive presentations help teachers maximise children's potential. Teachers can also help students by using simple language from instructional resources. How does "This is What Benefit Tool Game Educative" convey its benefits for early childhood education? Educational games improve young children's cognitive and developmental capacities when facilitated by a teacher throughout infancy.

Specialised media tool Tool For *Game Educational teaches practically*. It can optimise kid' development by responding to their age and stage. Several forms of media satisfy children's natural drive to play. Educational gaming tools combine material, educational activities, instructional methods, and student groups in a systematic and synergistic process (Solano et al., 2018). Tool instructional games are educationally created (McFeetors & Palfy, 2018) Some argue that educational games comprise old, annoying games with educational and informative content. Games that teach or foster unity and collaboration are considered educational since they are interesting and effective (Revuelta, 2004). So, any media or things developed for amusement are considered "educational play equipment," as they have educational value and can improve cognitive development across multiple domains (Abraham & Jayemanne, 2017; Naik, 2014).

The word "media," from Latin, means intermediary or medium. Mediapply has restrictions. According to Asmedia, the American Association of Educational Communications and Technology, media are platforms and formats that share information. Media is communication (Ge, 2018). Gagné defines "media" as any educational elements that stimulate students to learn (Souza, 2018). According to the description, "media learning" is educators using an intermediary to share knowledge with students and encourage them to learn (Torrente, 2014). Media education also helps kids absorb teacher instruction (Backlund, 2010; Czauderna, 2019).

Learning resources can be regarded broadly or narrowly. Source Study can only produce books, magazines, and bulletins due to its limited scope. Each is a visual instructional tool. Hardware, radio, and TV are examples (Barr, 2018; Fagrell, 2012). (Rahimian, 2014) defines learning resources as high-quality sources that can be used directly or indirectly for advanced teaching and learning. Learning resources include people, things, events, places, and methods that help students learn information, skills, and attitudes (Harvey, 2014).

Most educational game tools teach arithmetic topics using numbers. Children leap over number boxes in an instructive number game to improve all components and thinking skills. Teacher gaming tools are made with non-hazardous materials to protect children. Banners, cloth, flannel, scissors, and glue are needed. According to (Miller, 2016), Setatak's game has been improved to promote interest and enjoyment. These action games are also playable indoors or outdoors. Children can improve their motor skills, creativity, focus, colour awareness, and geometric shape understanding with the Next Block Educational Game (Kowal, 2018). As (Tsai, 2015) noted, the Puzzle Educational Game Tool might be seen

as disassembly. The English-Indonesian dictionary defines "jigsaw" as a puzzle. According to Dina Indiana, puzzles assemble all components to produce an image or text. Indiana notes that puzzles use a variety of colours to engage children in learning and improve their comprehension. AR is Augmented Reality. Radja believed puzzles may boost pupils' inventiveness and tendency towards hands-on activities. According to (Gielis, 2019), reassembling model components through puzzles may improve students' critical thinking and anticipation. Sandbox Educational Game Equipment: Sandbox play develops children's imagination and cognition. Congklak educational games can improve children's motor skills and environmental awareness (Juan, 2015; Katsaounidou, 2019). Congklak play improves children's cognitive, strategic, and logical skills (Shaw & Friesem, 2016a, 2016b). Plasticine, a flexible educational medium, fosters imagination and classification learning. It can be shaped into animals, plants, and objects (Kanthan, 2011; Peskin, 2015).

Educators and older people should choose high-quality play, learning materials, and equipment for children's creative activities. The design is straightforward. Basic graphics should aid children's art (Hijriati, 2017). The information must apply to children, partners, and adults. Fascinating. Choose toys and games that let kids play autonomously without instructions (Guslinda & Kurnia, 2018). Children will handle huge creative tools better. While not all machinery is expensive, it often takes time. Equipment size depends on the child's needs and quantity. Safe means no harm to children, dangerous drugs, or unsafe situations. It facilitates cooperative play between kids—an essential tool for encouraging children's collaborative play and imagination. Customisable equipment lets kids experiment and use their imagination, encouraging creativity. Parents and instructors favour commercially manufactured play equipment because originality is more important than pre-assembled goods. Materials are cheap and easily available.

According to Suryadi, excessive tool use in games has educational benefits: Fine motor tasks like picking up toys, typing, and holding objects with all five fingers stimulate motors. Moving, throwing, lifting, and playing with toys stimulate gross motor skills in children. This educational game helps kids develop their concentration skills. Kids should focus on the image or form rather than moving when building a puzzle. This improves concentration. Insufficient focus yields poor results (Dickinson, 2011). Children understand simple things. They understand cause and effect better because they can penetrate larger objects.

However, smaller things cannot contain larger ones. This shows a strong understanding of cause-and-effect relationships, verbal and intuitive growth, and the efficacy of game education, especially with a story. This advanced language will also extend kids' horizons. Educational toys can teach kids about colours and forms. Objects can be round, square, blue, red, or green (Carenys, 2016). The educational game tool aims to create a positive learning environment for children, foster positive behaviour and skill development, boost self-confidence and self-image, allow children to enjoy themselves with their peers, and help form cognitive, physical-motor, moral, religious, socio-emotional, linguistic, and ae.

Children need educational toys for strategic reasons, such as helping them focus. Younger children have lower attention spans. Adults have limited talents (Dietrich, 2018). Due to time constraints, instruct more quickly, especially if it is too long. Capable of circumventing time constraints and the irretrievability of the past; Spatial constraints caused by regional divisions often hamper news transmission; Can overcome children's language comprehension limitations; Images, which evoke strong emotions, are more effective than words alone in conveying news; Educational aids can improve understanding. Utilisation will refresh students, make learning fun, and boost motivation.

The preoperational period prepares the child for organising tasks and developing intuitive thinking (Heintz, 2018; Yildiz, 2018). This crucial period marks a child's cognitive growth from tangible to abstract and logical thinking. Between 18 months and six years old, children learn by employing symbols or signals in their environment (Huizenga, 2019; Tsatsou, 2019). Geometric shapes and objects can be used in children's games. These games aim to improve children's cognitive development. Teachers' learning strategies are influenced by children's characteristics, expected essential competencies, teaching materials, time allocation, learning facilities and infrastructure, and their ability to use them (Abbott, 2019). Teachers' devoted efforts and good instructional strategies adapted to their pupils' specific qualities are crucial to successfully introducing geometry in education. Bahri believes teachers must grasp their students' growth stage, abilities, flaws, strengths, challenges, and influential factors (Budiarti & Darmayanti, 2018a; Sugianto et al., 2017; Whitton, 2012). Teacher selection of learning materials is always suited to indicators, which contributes to learning success. The teacher will determine learning media and methods. Learning achievement depends on facilities and infrastructure. Schools must use instructional facilities and infrastructure efficiently. All school stakeholders are responsible for these amenities and infrastructure. Teachers must diligently maintain school resources and infrastructure. This includes properly storing them, supervising students using them, and cleaning up afterwards. Kindergarten teachers must grasp the basic geometric resources to use and teach students.

Method

This study utilises the systematic literature review (SLR) methodology to identify, evaluate, and analyse all relevant research to address research inquiries using the 7P technique (Budiarti & Darmayanti, 2018b). Figure 1 illustrates the sequential phases of the Systematic Literature Review (SLR) study using the 7P approach.

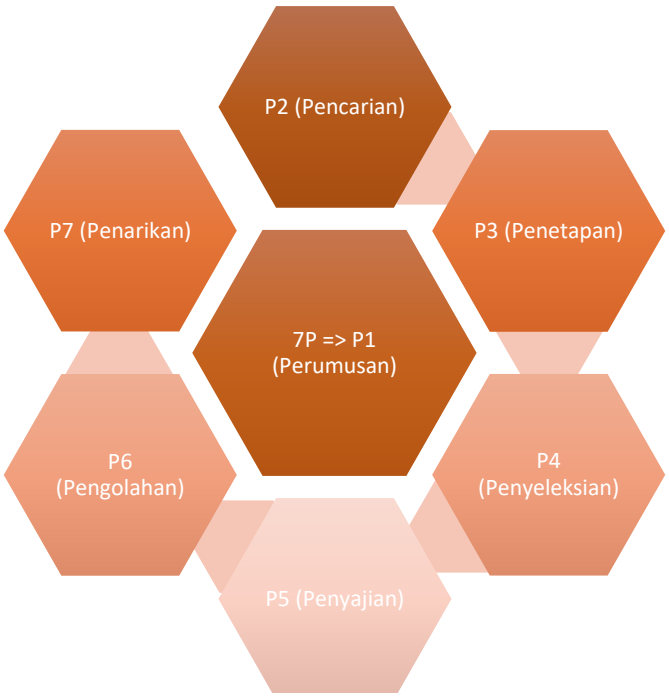

Figure 1. SLR Method using 7P Technik

Figure 1 illustrates the step-by-step procedure of the 7P approach in a Systematic Literature Review (SLR) (Budiarti & Darmayanti, 2018b). The term "P1" refers to the stage of formulation. The formulation is to establish the precise research inquiries to be undertaken. The subsequent stage is called "P2", commonly known as Search. Searching entails actively seeking solutions from the literature, explicitly emphasising step "P1". In the third phase, precise criteria are established. The determination of "P3" relies on utilising inclusion and exclusion criteria. Step "P4" involves identifying and selecting pertinent resources, whereas step "P5", known as data presentation, focuses on presenting the gathered data. Step "P6" consists of the processing and analysis of data, whereas Step "P7" is dedicated explicitly to concluding the information that was processed.

Initially (P1), the inquiry centres on persons who have employed *Game education to teach practical* Learning for instructional intentions. (Q1) What are the benefits of *game educational teaching as an educational tool* for teaching early childhood literacy skills? Question 2/Q1: What are the adverse consequences or hindrances to utilising *Game Educational teaches practically* as an educational tool for teaching early childhood literacy skills? (Question 3/Question 1). Subsequently, a comprehensive literature search (P2) was conducted on the Google Scholar database utilising the Publish or Perish tool. The designated keywords are " *Game Educational," "teaches practically,*" "early childhood literacy skills," and "media educative," with restrictions on submissions submitted between 2010 and 2019.

The objective is to identify literature studies that explicitly investigate the utilisation of *Game Educational practically* for instructing early childhood literacy skills to students and teachers. Only consider research results published in reputable scholarly journals, available in open access, and provided as complete PDFs, including articles, theses, dissertations, and dissertation proposals. Include relevant bibliographies with at least 20 citations and articles presented at national seminar sessions. Furthermore, the acquired literature underwent meticulous selection and evaluation, adhering to suitable criteria for inclusion and exclusion. Eight hundred thirteen articles were gathered, with a particular emphasis on keywords. The articles were chosen according to specific criteria for inclusion and exclusion. To accomplish this, one must merge the terms "early childhood literacy skills" and " *Game Educational teaches practically* " and subsequently input "media educative" into the search field. Consequently, a total of ten articles were chosen. The subsequent phase entails documenting the objects inside a tabular framework. Subsequently, perform a thorough evaluation and study of the document, emphasising the segment that displays the research outcomes. After concluding the investigation, compare the data and present a definitive and decisive conclusion.

Results and Discussion

This study utilises the systematic literature review (SLR) methodology, which aims to identify, evaluate, and analyse all relevant research to address research inquiries using the 7P strategy (Vidyastuti et al., 2018). The first stage, P1 Fourth (P4), entails selecting and analysing content according to predefined criteria. One must search for English articles on a publishing platform or website using the keyword Google Scholar database and the Publish or Perish tool. The designated keywords are " *Game Educational," "teaches practically,*" "early childhood literacy skills," and "media educative," as illustrated in Figure 2.

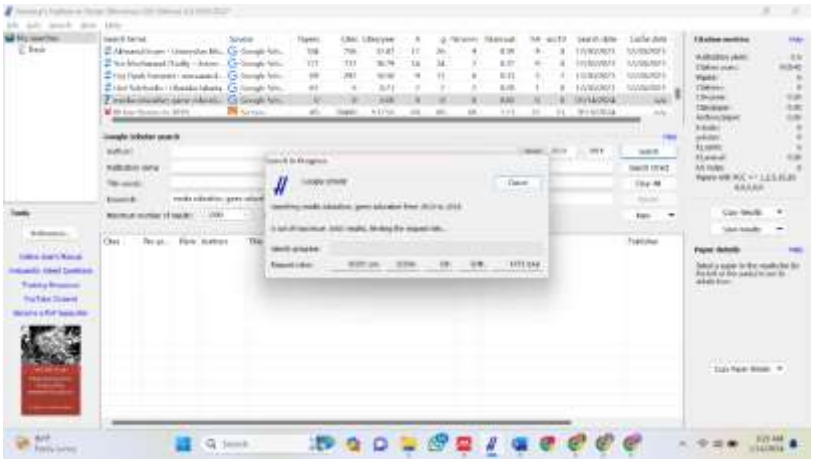

Figure 2. First Stage P1 Selecting and analysing content

Step 4 is equivalent to Figure 2. utilising 813 articles gathered, with a specific emphasis on keywords-related data. The articles were selected based on precise criteria for inclusion and exclusion. This entailed using the keywords " early childhood literacy skills " and "game education," subsequently combining " media educative " and " game tutoring " with "media innovation" and, ultimately, with " childhood. " The application of these criteria led to the selection of ten articles, which will be further examined in the subsequent section.

1. Types of Games as an Educative Tool in Game Systems

This Number Game System Game Tool has the potential for additional enhancement and progress. Furthermore, it can improve children's cognitive abilities and foster their inquisitiveness about numerical concepts, enabling them to identify number symbols. Number games are planned activities with specified rules that aim to develop children's physical talents and improve their social interactions with classmates (Budiarti & Darmayanti, 2018b). Numbers involve the mental processes of counting, assigning numerical values to objects, and making comparisons. Recognising numbers requires the development of cognitive abilities in children, which serve as a measure of their progress in growth and learning. Suppose a youngster has not yet developed this ability. In that case, an educator must provide support and appropriate stimuli to help the child develop and nurture their intellectual abilities (Budiarti & Darmayanti, 2019b). Toddlers, often around 2 to 3 years old, start to acquire the skill of numeral recognition. Furthermore, your child has recently started recognising single-digit numerals from 1 to 9. Furthermore, he can list items with a maximum restriction of five. Understanding numerical symbols is essential for cognitive development, as these symbols serve as the fundamental building blocks of mathematics (Vidyastuti et al., 2018b). Promoting the early introduction of numerical symbols is crucial since young infants can assimilate information. Mathematics is a fundamental field of study that is crucial for the life of humanity. Through scrutiny, it becomes apparent that mathematics embraces every single activity without any exceptions. Therefore, teaching young children mathematical concepts through the educational tool game number technique is essential.

2. Utilising Games as an Educational Instrument Game of blocks

Utilising games as an instructional instrument: Block Game This game possesses the capacity to augment a child's cognitive faculties. Moreover, it can augment the child's ability to notice and distinguish structure, form, and size. This game possesses the capacity to augment the educational development of children (Budiarti & Darmayanti, 2019c). Blocks can facilitate children's growth, encompassing cognitive, physical motor, linguistic, NAM (non-aggressive behaviour management), social, emotional, and artistic domains. Hence, ensuring that the educational games offered are appropriate for these objectives is imperative. Consistently participating in activities and stimuli, such as solving puzzles, manipulating blocks, inserting objects into matching holes, drawing lines, and folding paper, can efficiently cultivate and enhance fine motor neurons. Facilitate the advancement of physical-motor capabilities, with a specific emphasis on honing fine motor skills. When arranging the bricks, your youngster must manipulate, move, and stack the blocks. Engaging in block play improves the coordination between visual perception and manual dexterity, resulting in multiple benefits. Block games are educational tools that use wooden blocks of different colours. The primary objective of this block game is to improve children's problem-solving abilities through manipulating and reconfiguring blocks, hence nurturing their creativity and originality. Blocks are ideal for children to engage in dramatic play. (Araújo, 2016) states that blocks can provide valuable educational activities that aid children in understanding fundamental principles in mathematics, physics, geometry, social studies, and other disciplines. Uno Stack is a widely recognised game that involves stacking blocks. It is designed to be played by 2 to 10 players. Therefore, the Tool Block game falls under the category of educational games. Engaging in educational game genres can bolster a child's cognitive capabilities, providing an advantage for instructional games. Moreover, it can augment the child's ability to recognise patterns, forms, and dimensions and perform searches based on size.

3. Types Game Educative is a Tool game that simulates breaking plates.

Classifications Game Educative is a gamified tool that doubles as a game featuring a broken plate. This activity promotes the advancement of children's gross motor abilities. Furthermore, the plate-breaking game aims to improve children's aptitude in throwing precision and sprinting velocity (Mago, 2017). Preschool children, specifically, have a regular level of high energy. Therefore, most play equipment is specifically designed to improve the coordination of main muscle movements. They provide apparatus for exercising extensive muscle motions, such as climbing stairs, sliding, performing acrobatics, scaling heights, swinging, and utilising a balance board. Children can improve their motor skills by participating in diverse physical activities. Participating in sports such as running, jumping, throwing, catching, and kicking significantly impacts physical growth and the advancement of cognitive function. Participating in ball games involves many activities, such as throwing, catching, kicking, and rolling, which enhance children's gross motor skills. Young individuals must employ their primary muscle groups to do these actions when participating in ball games. Participate in physical activities involving game tactics, such as jumping, climbing, and high speed. The development of children enhances their capacity to move freely without limitations. Participating in outdoor activities is strongly advised as it efficiently enhances muscle development and fortification.

4. Types Game Educative is a tool used in a game resembling a stick-shaped letter.

A game implement that bears resemblance to a stick-shaped letter. The ethnic group in question is considered to be extinct. Recreational pursuit or athletic endeavour: This improves a child's linguistic abilities. Furthermore, the game aims to improve one's perceptiveness towards the structure and sound of letters and the ability to identify them. Language development aids include any materials and technology that might elicit mental representations of auditory stimuli, such as the sound of wind rustling, the noise of automobiles, and other sounds that children can directly sense. Expressive language development involves integrating various components, including tangible and intangible things, verbs, adjectives, and contextual circumstances. This concerns acquiring proficient interpersonal communication skills, which can be accomplished by participating in activities such as sociodrama or role-playing. Peabody has developed instructional gaming technologies that improve language proficiency (Rais, 2018). The Elizabeth Peabody sisters created an educational game device consisting of two hand puppets that act as mediators. This doll is equipped with a magnetic board, photos, a vinyl record that plays music and stories, and a clever pocket. This work provides a comprehensive educational programme that specifically targets vocabulary development in young children as a key aspect of language learning.

Based on the explanation above, it can be inferred that educational gaming tools are beneficial for children since they serve as instruments that facilitate children's growth and development. Specifically, these tools aid in the enhancement of children's development, such as the Tool. Game System Number is a video game. This has the potential to evolve. Children's cognitive capacities might enhance their curiosity about numbers, enabling them to recognise numerical symbols. Block game tools are a means to enhance children's cognitive ability (Sharma, 2019). Additionally, it can enhance children's capacity to identify the configuration of shapes and sizes and conduct searches based on size. The game tool facilitates the addition of missing letters and syllables, thus enhancing the child's linguistic skills. In addition, this game seeks to enhance awareness of the composition of letters and words, as well as the capacity to identify letters. The breaking game tool is designed to enhance a child's gross motor skills. Damaged dish Additionally, it has the objective of Enhancing children's proficiency in throwing accuracy and running speed. A sewing game tool, this game promotes fine motor abilities and seeks to stimulate the child's agility and flexibility of movement fine motor skills (Manuel, 2019). This game is a tool for developing artistic agility through collage. Additionally, game collages strive to enhance children's capacity to generate various creations utilising multimedia. Educational game tools serve as valuable learning resources and media for young children. They promote children's cognitive, social, emotional, and motor development through enjoyable and interactive educational experiences. Utilise educational game technologies that foster a constructive and efficient learning atmosphere for young children.

Conclusion

Educational gaming tools help children learn and develop, as explained above. These instruments, like the Tool, help youngsters develop. Game System Number is a game. This could change. Cognitive abilities may increase children's curiosity about numbers and help

them recognise numerical symbols. Block games improve kids' cognitive abilities. It can also help kids recognise shapes and sizes and search by size. Add missing letters and syllables with the gaming tool to improve the child's language skills. This game also promotes letter recognition and word composition knowledge. The breaking game tool improves kids' gross motor skills. The game. Dish damaged. It also improves kids' throwing accuracy and sprinting speed. This stitching game encourages children's agility and suppleness in fine motor skills. This collage game improves artistic agility. Game collages also encourage children to create multimedia works. Educational games help young children learn. They encourage cognitive, social, emotional, and motor development in children through fun and engaging learning. Use educational game technologies to help kids learn effectively.

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