

EFFORTS TO IMPROVE CHILDREN'S CIVNITIVE CHILDREN'S ABILITY IN KNOWNING THE NUMBERS THROUGH THE MEDIA IMAGE IN KB ABIYASA

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ABSTRACT

The formulation of problem in this research is how to improve cognitive ability of early child in recognizing symbol of number through media of image in KB Abiyasa. The goal is to improve the cognitive abilities of children in recognizing the symbol of numbers through the media images. Cognitive is a process of thinking, namely the ability of individuals to connect, assess and consider an event with events. Cognitive ability in recognizing the symbol of the number of children should be developed as early as possible. Symbols of numbers (0, 1, 2, 3, ... and so on.). The introduction of number symbols can use the image media. This is done because the child is still in the stage of pre-operational development of learning to use symbols. The use of image media for the introduction of the number symbol in KB Abiyasa with the aim of improving cognitive ability of students. This research is a classroom action research. The research procedures used include planning, implementation, observation and reflection, carried out in two cycles, each consisting of three daily activity plans with 15 child research subjects.

The result of this research is the improvement of cognitive ability of children in KB Abiyasa from initial condition 13,7% to 26,7% in cycle I and 80% in cycle II.

Keywords: cognitive, symbol number, image media

1 INTRODUCTION

In Law No. 20 of 2003 on the Education Article 1 Paragraph (14) states that early childhood education is an effort directed to children from birth up to the age of six years which is done through the provision of educational stimuli to assist the growth and development of body and spiritual so that children have readiness in entering further education. In early childhood education is divided into two namely formal education (Kindergarten, RA) and non-formal education (KB, SPS, TPA).

In the implementation in KB Abiyasa develop aspects of motor development, religious and moral values, cognitive, language, and social emotional. This aspect of developmental groups is interdependent. In order for all aspects of child development can develop well and optimal then the child needs to be stimulated by using the right media. One aspect of development is that the child's cognitive development needs to be concentrated as well as the material in the introduction of the symbol of numbers.

Based on observations in learning activities and KB Abiyasa found obstacles, among others, children have not been able to recognize the symbol of numbers,

although it is able to mention so that the expected learning outcomes are not optimal yet. This is due to the lack of concentration of the child when the teacher explains the activities.

2 METHOD

The purpose of this study is to improve the cognitive abilities of children in recognizing the symbol of numbers, and to know the various difficulties experienced by children.

The implementation of class action in this research consists of four stages: planning, implementation, observation and reflection.

1. Cycle I RKH 3

Day / Date : Wednesday, April 5, 2017

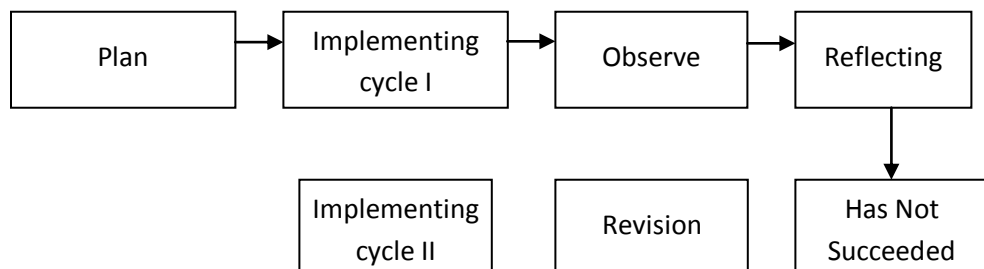
Theme : Vehicle on land

- a. Implementation plan
- b. PTK implementation procedure

1) Implementation Procedure PTK Cycle I

Chart 1.

Implementation Procedure PTK Cycle I



3 DISCUSSION

RESEARCH SCENARIOS

Improvement Objectives : Improve the cognitive abilities of children in recognizing the symbol of numbers through the media images.

Cycle : II

Day / Date : Wednesday / April 12, 2017

Things to improve / improve:

1) Observation Activity I (Opening)

- a) Activity title: Poet
- b) Class management:

- (1) Spatial arrangement: there is an empty area in the room for a circular stand
 - (2) Organizing a child: the child is standing in a circle and the teacher is in a circle.
- c) Steps
- (1) Master read the poem as a whole.
 - (2) The teacher reads poetry line by line.
 - (3) Master invites children to mimic poetry line by line. .
 - (4) Teachers and children together utter a poem
 - (5) Teacher gives the child a chance to self-criticize.

2) Development Activity II (Core)

- a) Activity title: Connect the line to the image and number symbols according to the number.
- b) Class management:
- (1) Spatial arrangement: children's tables and chairs arranged neatly.
 - (2) Organizing: the children's seats sit in chairs according to their respective group tables.
- c) Repair steps:
- (1) The teacher explains the activities and shows the child worksheet.
 - (2) The teacher gives an example of how to do the activities.
 - (3) Teacher distributes LKA
 - (4) The teacher gives the child a chance to do the activity.

3) Development Activity III (Closing)

- a) Activity title: Discussion of activities today
- b) Class management:
- (1) Spatial arrangement: children's tables and chairs arranged neatly.
 - (2) Organizing: the position of the child sitting in a chair according to the table of each group.
- c) Repair Steps:
- (1) The teacher asked the activity today.
 - (2) The teacher gives the child an opportunity to answer and express an opinion.
 - (3) Teachers provide feedback and reinforcement

a. Observation

Based on the observation of the meeting during cycle II obtained the following observations:

Table 1.

Results of the Cognitive Ability of Children Cycle II

Evaluation of Developments	RKH4	RKH5	RKH6
BB (*)	6.7%	6.7%	0%
MB (**)	20.0%	13.3%	6.7%
BSH (***)	26.6%	26.6%	13.3%
BSB (****)	46.7%	53.4%	80.0%

In the implementation of cycle II all students 3-4 years age group in KB Abiyasa want to do activities, there is only one child who still need guidance in conducting activities.

b. Cycle Reflection II

1) Cycle Strength II

In the implementation of cycle II involving educators, supervisors 2 and students who utilize the media images in recognizing the number symbol to improve cognitive abilities is one of the appropriate media that can be applied.

2) Weakness of Cycle II

In the implementation of improvement cycle II is still found one child whose cognitive ability in recognizing the new number symbols began to develop and still need guidance and motivation again.

Comparison of Improved Learning Outcomes

Data obtained from preliminary data before the improvement of learning, improvement of learning cycle I and cycle II can be concluded that the results of observation improvement of learning shows an increase. The amount of cognitive enhancement can be seen in the table below

Table 2

Comparison of Improved Learning Outcomes of Child's Cognitive Ability
KB Abiyasa Botokan Group 3-4 Years

No.	Assessment	Before Repair	Cycle I	Cycle II
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	Category						
		Number of children	Prosen-tase	Num ber of childr en	Prosen-tase	Num ber of childr en	Prosen-tase
1.	BB (★)	5	33,3%	2	13,3%	0	0%
2.	MB (★★)	6	40,0%	4	26,7%	1	6,7%
3.	BSH (★★★)	2	13,3%	5	33,3%	2	13,3%
4.	BSB (★★★★)	2	13,3%	4	26,7%	12	80,0%

Information:

BB: Not yet Growing

MB: Start Developing

BSH: Expanding according to Expectations

BSB: Growing Very Good

4 CONCLUSION

The use of image media in learning the recognition of the symbol of numbers helps children to memorize the symbols of numbers and children can also easily remember to mention numbers, children eager to learn. From the description of the implementation of the improvement of learning in KB Abiyasa concluded that there is an increase from the initial condition 13.7% to 26.7% in the first cycle and 80% in Cycle II.

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