

Application of Example Non Example Learning Model in Improving Symbolic Thinking Ability in Group B1 Children at Dewi Kunti II Dalung Kindergarten

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ABSTRACT

It is important for educators to be creative and innovative in implementing the learning process in order to support aspects of children's development. One of them is the ability to think symbolically. The symbolic thinking ability of early childhood needs to get the right stimulation so that it can develop optimally. This study aims to determine the symbolic thinking ability before and after the application of the Example Non-Example learning model in improving children's symbolic thinking ability. This learning method prioritizes the use of concrete and non-concrete examples to help children understand symbolic concepts better. The type of research used is Classroom Action Research by implementing 2 cycles and each cycle consists of 4 stages of planning, implementation, observation, and reflection. Data collection techniques use observation and documentation methods. Analysis of the results of symbolic thinking abilities is carried out quantitatively. The results of the analysis show that the percentage of completeness of children's symbolic thinking abilities in the initial observation was 41.67% in Cycle I reaching 70.83% and Cycle II increasing to 91.7% These results indicate that the application of the Example Non Example learning model can improve symbolic thinking abilities in children in Group B1 of Dewi Kunti II Dalung Kindergarten.

Keywords: Early childhood, symbolic thinking ability, Example_Non_Example learning model.

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INTRODUCTION

Early Childhood Education (PAUD) is a coaching effort for children from birth to six years through providing educational stimulus to support physical and spiritual development, so that children are ready to enter further education (Indrawan, 2020) .

A conducive environment is essential for a child's growth. Providing stimulation at an early age can be effective through educational institutions that provide play facilities. Good stimulus will support optimal development in various aspects, including behavior, language, cognitive, social emotional, independence, and physical motor (Dacholfany, 2020) .

Early childhood experiences rapid development in physical, cognitive, socio-emotional, and language aspects. This period is considered a golden period because children's brains are able to absorb information and experiences that affect their growth in the future (Muzdalifah & Faqihatuddiniya 2023) .

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The golden period of early childhood is characterized by the rapid development of children's potential through exploration, identification, play, and early stage development (Akbar, 2021).

Early childhood is at a critical period that cannot be repeated, so optimal stimulation is very important to develop their potential (Wardani and Suryana 2021).

Children's cognitive abilities need to be developed early on through experiences that are seen, heard and felt. This is important because children's brains develop rapidly, and good cognitive skills will form the basis of future learning. Children with good thinking skills are better prepared to face academic challenges. Cognitive development helps children become individuals who can think critically, creatively and independently. Cognitive ability is the ability to think complexly to solve problems. Reasoning, creativity, language, and memory skills help children master broader knowledge for everyday life. Symbolic thinking ability (Nursyamsiah et al. 2019) is the ability of children to use symbols such as numbers and letters, and represent objects and imagination. This aspect is important in children's cognitive development (Sufa; et al. 2020).

Symbolic thinking ability is the ability to use symbols to represent something that is not in front. The symbolic stage is the process of learning to recognize symbols or symbols (Wardani & Suryana, 2021). The ability to think symbolically is one of the aspects included in cognitive development is an important aspect that must be owned by children (Khadijah & Amelia, 2020).

The results of the initial observation of the symbolic thinking ability of Dewi Kunti II kindergarten children show that 1 child (4.17%) is in the high category, 9 children (37.50%) are in the medium category, 7 children (29.17%) are in the low category, and 7 children (29.17%) are in the very low category. There were no children in the very high category. The problem of symbolic thinking ability in group B1 children at Dewi Kunti II Kindergarten includes difficulty recognizing number concepts and solving simple problems. Some of the problem points found are: 1) children have not been able to mention number symbols 1-20 in order, 2) difficulty using number symbols in counting, 3) low ability to do simple addition, and 4) difficulty matching numbers with number symbols. Learning in early childhood is often less interesting, thus inhibiting their involvement. Children are only given worksheet assignments, so a learning model is needed that can increase their interest in learning. The Example Non Example learning model can improve children's symbolic thinking skills through the use of pictures. This is an interesting cooperative model for children. Children are directed to identify problems and find effective solutions through picture examples, to encourage critical thinking in solving problems (Krisno, 2016).

The Example Non Example learning model is a learning model that can stimulate children's creativity in thinking and being active in learning activities (Kasnan, 2020). The Example Non Example learning model stimulates children's creativity and involvement in learning (Kasnan, 2020). Activities in its application include mentioning number symbols, sorting numbers 1-20, simple addition, and matching numbers with symbols.

Imelda's research (2023) entitled "Application of Example Non Example Learning Model to Improve Creative Thinking Ability of Class B Children in Sukaharjo Kindergarten" used the Classroom Action Research (PTK) method. The results showed that the use of the Examples Non Examples model can improve the creative thinking skills of Group B children in Sukoharjo Kindergarten. The average value of children's creative thinking ability tests increased from 53.65 in Cycle I to 71.30. In Cycle II, there was an increase in children's creative thinking skills from an average value of 53.65 in Cycle I to 71, meeting the target set. The application of the Example Non Example learning model proved to be effective. In Cycle II, there was an increase of 87.30, meeting the target set (Widianita, 2023). Title: considers it important to conduct classroom action research (PTK), entitled "Application of Example Non Example Learning Model in Improving Early Childhood Symbolic Thinking Ability in Group B1 at Dewi Kunti II Kindergarten.

METHODS

The type of research used is Classroom Action Research (PTK). The classroom action research design was chosen because the problem to be solved comes from the teaching and learning process, and involves researchers directly in the research process from the beginning to the reporting of the results, *classroom* action research (CAR) is a form of research to improve the teaching and learning process in order to improve learning outcomes better than before, improve professional performance because teachers are able to assess self-reflect and be able to improve the learning they manage (Belawai, 2019).

Learning activities with 4 stages that begin with planning, implementation, observation, and reflection (Warso 2021). As shown in Figure 3.1, this study aims to improve children's symbolic thinking ability through the *Example Non Example* learning model for Group B1 children at Dewi Kunti II Dalung Kindergarten.

The subjects of this study were children of Group B1 Dewi Kunti II Dalung Kindergarten in the academic year 2024/2025 with a total of 24 children consisting of 12 boys and 12 girls. The object of this research is the application of the *Example Non Example* learning model in improving symbolic thinking skills in children of Group B1 Dewi Kunti II Kindergarten. The research location was held at Dewi Kunti II Kindergarten which is located at Jalan, Sari Raya Blok P3 No. 51 North Kuta, Badung Regency. The research implementation time was carried out in the odd semester of the 2025 academic year.

A research variable is an attribute or trait or value of people, such as objects or activities that have certain variations set by researchers to study and then draw conclusions. (Indra, I.M. and Cahyaningrum 2019). The variable measured in this study is the Application of the *Example Non Example* Learning Model in improving the ability to Think Symbolically in Children. Group B1 Dewi Kunti II Dalung Kindergarten.

RESULTS AND DISCUSSION

RESULTS

Cycle I

The implementation of Classroom Action in Cycle I was carried out in stages consisting of planning, implementation, observation, and reflection on action. The following are the stages of implementation, as follows:

1. Planning

The planning stage is carried out to prepare the learning process in Cycle I by applying image media. The preparations made are: making learning media, making teaching modules for three days of activities, learning scenarios, Children's Worksheets, observation sheets, and assessment rubrics for the symbolic thinking ability of children in Group B1 Dewi Kunti II Kindergarten.

2. Implementation

The implementation stage of Classroom Action in Cycle I was carried out in the 4th week of Semester II of the 2025 Academic Year, namely January 23-24, 2025. Cycle I was carried out in accordance with the learning scenario that had been designed, namely by applying image media. The implementation of Cycle I Classroom Action was carried out by researchers by involving the class teacher of Group B1 Dewi Kunti II Kindergarten, Ni Putu Krispi Suhartiwi, SH, S.Pd as an observer in this study. The details of the implementation of Cycle I Action are as shown in Figure 1 as follows:

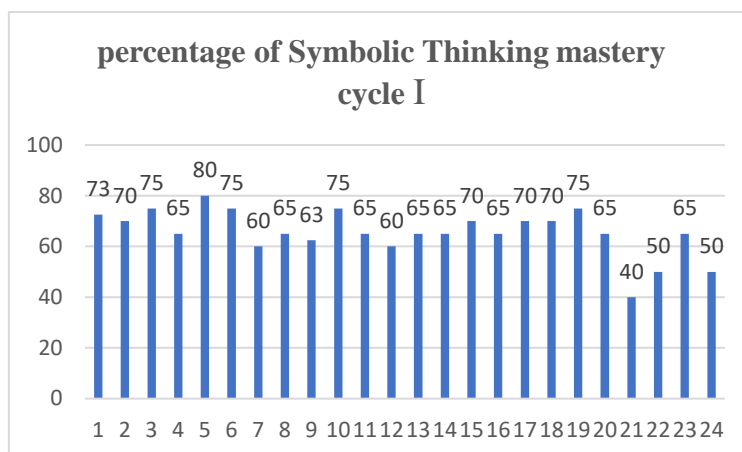


Figure 1. Percentage Chart of Mastery of the application of the Example Non Example learning model in improving symbolic thinking skills in children Group B1 Dewi kunti II Dalung Kindergarten at the Cycle Stage

Based on Figure 1 above, it can be seen that the symbolic thinking ability of children in Group B1 Dewi Kunti II Dalung Kindergarten in Cycle I has increased compared to the initial observation, children who obtained a very low category were 3 children (12.50%), low category were 4 children (12.50%), medium category were 17 children (70.83%), high category were 1 child (4.17%) and there were no children who obtained a very high category.

Cycle II

The implementation of classroom action at the Cycle II stage was also carried out in stages consisting of planning, implementation, observation, and reflection on the actions that had been carried out. The stages of implementing Cycle II are as follows:

1. Planning

In the planning stage, researchers prepare various needs used in the learning process at the Cycle II stage by applying the Example Non Example learning model in improving children's symbolic thinking skills. These needs include teaching modules and learning scenarios for 3 days, learning media, and assessment rubrics and observation sheets for Group B1 symbolic thinking skills at Dewi Kunti II Kindergarten.

2. Implementation

The implementation stage of the Cycle II class action was carried out in the 4th week of Semester II of the 2025 academic year, namely on January 30-31, 2025. Cycle II was carried out in accordance with the draft learning scenario that had been made by applying the Example Non Example learning model. The researcher involved the class teacher of Group B1 Dewi Kunti II Dalung Kindergarten, namely Ni Putu Krispi Suhartiwi, SH, S.Pd as an observer. In this study there are details of the implementation of cycle II class action in the following figure.

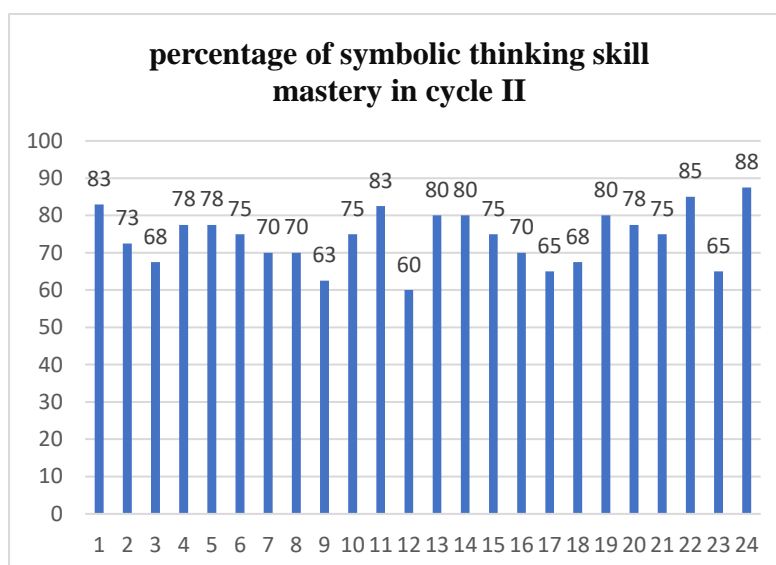


Figure 2. Graph of Percentage of Mastery of Symbolic Thinking Ability of Children Group B1 Dewi Kunti II Dalung Stage Cycle II

Based on the data in the Cycle II results graph above, it can be seen that the completeness in the symbolic thinking ability of early childhood through the Example Non Example learning model in Group B1 Dewi Kunti II Dalung Kindergarten at the Cycle II stage has increased compared to the initial observation stage. The categories included in the completeness criteria are the low category as many as 2 children (8.33%), in the high category as many as 7 children (29.17%), and the medium category as many as 15 children (62.50%), there are no children who get very low and very high categories. The percentage of completeness of symbolic thinking ability of children in Cycle II showed an increase compared to initial observations and Cycle I.

DISCUSSION

The results of completion of the application of the Example Non Example learning model in improving the ability to think symbolically in Dewi Kunti II Dalung kindergarten children, obtained results that exceeded the minimum completion score of 80%, namely with a score of 91.7%. The implementation of class action research can be carried out well thanks to the help, support, and cooperation of the principal who has given permission to conduct research, group B1 class teachers, and support from the family environment.

During the implementation of Classroom Action Research using picture media, children learn by forming 4 groups, each group consisting of 6 people. So that children are more flexible in using the media during learning activities. Learning activities during the implementation of Classroom Action Research are different every day, so that children's understanding continues to increase, especially in terms of symbolic thinking skills. In addition, children's worksheets also support learning activities in this study.

Based on the data obtained from the results of completeness at the initial observation stage, Cycle I stage to Cycle II stage, it can be seen that there is an increase in the symbolic thinking ability of Group B1 children through the Example Non Example learning model at Dewi Kunti II Dalung Kindergarten. The completeness of symbolic thinking ability at the initial observation stage only reached 10 children 41.67% and 14 children (58.34%) were not completed. The details are, very low category there are 7 children (29.17%), low category does not exist, medium category as many as 9 children (37.50%), high category 1 child (4.17) and very high does not exist. In Cycle I the completeness of children's symbolic thinking skills increased, children who got the complete category were 17 children (70.83%), while children who got the unfinished category were 7 children (29.17%). The details are, the very low category has 3 children

(12.50%), the low category has 6 children (25.00%), the medium category has 11 children (45.83%), while the high category has 4 children (16.67%) and the very high category does not exist. In the data of the Cycle II stage, the ability to think symbolically through the Example Non Example learning model has an increase in completeness of 41.67.

Based on the results of research observations, the improvement of children's symbolic thinking skills through the Example Non Example learning model in Group B1 Dewi Kunti II Kindergarten occurs gradually. At the Cycle I stage, children seemed unable to think symbolically and were not familiar with the media and learning activities carried out in the classroom. However, along with Classroom Action Research conducted for 2 days in Cycle I, children are accustomed to and have no difficulty in carrying out learning activities in the classroom until the Cycle II stage.

Cycle II stage of the completeness of the symbolic thinking ability of Group B1 children also experienced an increase which can be compared to the initial observation stage and the previous Cycle I stage. The completeness in Cycle II increased to 91.7% while the incomplete decreased to 8.33%. The details are, very low category (0.00%), low category there are 2 children (8.33%), medium category there are 15 children (62.50%), high category there are 7 children (29.17), and there are no children who reach the very high category. Based on the data from the Cycle II stage, the symbolic thinking ability of children through the Example Non Example learning model has increased to 91.7% completeness.

Children are able to sort the number symbols 1-20 correctly. Indicator III gets the lowest average score because children still have difficulty in doing simple addition. The same Cognitive ability of children has not yet reached an adequate stage of cognitive development to understand the relationship between pictures and numbers. Based on Piaget's theory of the development of children's cognitive abilities, at the Sensorimotor Stage children learn and interact with the surrounding environment through the senses of sight and touch. Children begin to associate objects with their experiences. In the Preoperative Stage (2-7 years) children tend to think concretely and literally. Children are not yet able to think abstractly.

The improvement of symbolic thinking skills in children is influenced by the Examples Non Examples learning model. This can be seen from the characteristics and steps of the Example Non Example learning model, where children are taught to understand and analyze a concept. The concept is through examples of pictures that have been prepared by the teacher. from the example of the picture the child is asked to discuss with his group friends.

Through the Example Non Example learning model, children are also given examples of pictures according to the subject matter, each student is given a Children's Worksheet (LKA). Then the teacher asks students to present the results of their discussion to the front of the class in turn by showing the results of their group work. From these activities, it will be seen which students are active in the learning process and which are still passive, besides that, through the assignments that have been given by the teacher, it will be seen which students whose symbolic thinking skills have improved and which have not improved through the application of the Example Non Example learning model.

In the final activity the teacher together with the children make a conclusion of the learning outcomes. Then provide motivation to children to be more diligent and active in learning and most recently provide individual evaluation test questions at the end of each cycle. The test is conducted to determine the level of student mastery of the material provided. Implementation of the Example Non Example learning model in Cycle I and cycle II according to these stages and has been carried out well, and provides positive improvements in students, this can be proven based on research findings with the implementation that has been done. These students experience an increase in understanding the material being taught and can also improve the ability to think symbolically in children.

CONCLUSION

Early childhood is an individual who is in a very rapid and fast-paced growth and development process that cannot be repeated to the next period. Early childhood unique individuals have different characteristics, traits and characteristics according to their age stages. To provide the right education for early childhood is through Early Childhood Education. Early Childhood Education or often abbreviated as PAUD is a vehicle or basic education institution devoted to providing guidance to early childhood in order to help the development and growth of both physically and spiritually so that children have readiness to enter further education. If children get a good stimulus, then all aspects of child development will develop optimally. Therefore, early childhood education must be able to stimulate all aspects of child development, both behavioral, language, cognitive, socio-emotional, independence and physical motor development. Based on the analysis and discussion of data in accordance with the formulation of the problem and the objectives of the study. So in this analysis, the researcher obtained conclusions about the application of the Example Non Example learning model in improving symbolic thinking skills in Group B1 children of Dewi Kunti II Kindergarten, which are as follows: the results obtained during the research from the initial observation stage, Cycle I and up to Cycle II there was an increase in the symbolic thinking ability of Group B1 children after using Image media in learning activities. Classroom Action Research is conducted face-to-face in the classroom. This study aims to improve the application of the Example Non Example learning model in children's symbolic thinking ability through image media in Group B1 children of Dewi Kunti II Kindergarten in terms of sorting number symbols 1-20, recognizing mentioning number symbols to count, doing simple sums, and matching numbers with number symbols. The results of research on children's symbolic thinking ability in Group B1 Dewi Kunti II Kindergarten through the application of the Exampel Non Example learning model, namely at the initial observation stage the percentage of completeness reached 41.67% with a total of 24 students. In Cycle I, it has increased by 70.83%, then in Cycle II it has increased again The percentage of completeness in Cycle II has reached 91.7% which shows that this figure exceeds the minimum completeness criteria of 80% of the total number of students. Therefore, the final conclusion obtained by the researcher is the application of the Example Non Example learning model in improving symbolic thinking skills in Group B1 children at Dewi Kunti II Kindergarten.

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