

Improving Children's Cognitive Development Using Image Media In Class B In IT Kindergarten Bunda RAhma Taratak Bukareh

¹Yeni Rahmawati, ²Zulmi Aryani, ³Nurhamidah Nst
^{1,2,3} STKIP Widayaswara Indonesia

Article Info	ABSTRACT
Corresponding Author: Name of Corresponding : Yeni Rahmawati E-mail: infostkip.wi@gmail.com	<p>The cognitive development of children in number recognition material is still slow, this is caused by the media used which is less creative and the methods used are not appropriate so that children quickly feel bored and no longer want to take part in learning. This can result in low cognitive development of children in number recognition material through image media. The type of this research is that PTK was carried out in group B IT Kindergarten Bunda Rahma Taratak Bukareh with 10 children. This research was conducted in 2 cycles with 2 meetings in each cycle. This research can be said to be successful if the success indicator reaches 75%. From analysis I cycle II, there has been an increase in children's cognitive development from each assessment indicator that the author carried out, so that in cycle II children's cognitive development has achieved more indicators of success, namely 75%, in each indicator the percentage of assessment of child development is already 90%, namely BSH 70% and BSB 20%. This means that the author has succeeded in improving children's cognitive development in number recognition material through image media in class B IT Kindergarten Bunda Rahma Taratak Bukareh</p> <p>Keywords: Cognitive Development, Recognizing Numbers, Picture Media</p>

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INTRODUCTION

Law Number 20 of 2003 concerning the National Education System states that Bunda Rahma IT Kindergarten is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness. in entering further education. There are five aspects of child development that are developed in Early Childhood Education, namely aspects of religious and moral values, physical/motor aspects, cognitive aspects, language aspects, and social-emotional aspects. These five aspects were developed through learning designs prepared by the teacher (Sudjana, 2009).

Providing educational stimulation that concerns all aspects of child development including religious and moral values, physical/motor, cognitive, language, and social-emotional is very important to prepare children to enter further levels of education. One important aspect to be developed in Early Childhood Education (PAUD) is the aspect of cognitive development although other aspects are equally important to develop (Supardi, 2016).

The development of cognitive abilities will make it easier to master broader general knowledge, so that children are able to carry out their functions properly in their interactions with society and the everyday environment. The statement above can be interpreted that the child's cognitive ability is the child's ability to think according to the stage of his development.

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The development of cognitive aspects related to the ability of other aspects must be in accordance with the characteristics of the child's age stages. However, currently there are many cases in schools where children are forced to be able to read, write and count since they are still in Early Childhood Education (PAUD) (Syahab, 2012).

The impression generated in efforts to develop children's cognitive abilities in Early Childhood Education (PAUD) is that the teacher only introduces calistung (reading, writing, counting) without paying attention to the level of children's cognitive development. In fact, to be able to read, write and count, children should be introduced to the concept of numbers and letters as a basic ability for children to be able to read, write and count well (Sadiman et al, 2010)

Cognitive abilities are very important to develop, especially the ability to recognize numbers. Developing children's ability to recognize numbers can improve children's thinking skills, so that children have the foundation to be able to think critically and systematically. The child's ability to recognize numbers is still lacking, the stimulation provided is not in accordance with the stage of development. Therefore, in order to develop a child's ability to recognize numbers, it must be precise and adapted to the child's developmental stage. If a child misunderstands a concept, it will affect other understandings so that the child's ability does not develop properly (Sadiman, 2012).

Based on observations made by researchers while teaching class B at TK IT Bunda Rahma Taratak Bukareh, it can be seen that children's cognitive development is still low. This can be seen from the way children answer questions when shown numbers, children often give answers that are not in accordance with the questions given by the teacher, besides that, it is also seen that children are not able to recognize numbers, for example children can only say numbers 1-10 in sequence but when saying, the child can't do it right. This is because children are less interested in counting, because teachers rarely use interesting media, such as the teacher's lack of creativity in making media, it can be seen when there are children who are confused when shown numbers, the main cause is the use of finished media.

Furthermore, the learning method used by the teacher is less precise, such as using the storytelling method so that children feel bored and bored so that learning objectives are not achieved perfectly. Based on the background of the problems above, the purpose of this study is to improve children's cognitive development by using media images in class B TK IT Bunda Rahma Taratak Bukareh.

METHODS

This type of research is Classroom Action Research (CAR). Classroom action research is essentially to improve the quality, process and results of learning in class, teachers can find solutions to problems that arise in class. Data collection was carried out through observation, interviews and documentation. This research is a Classroom Action Research (PTK) which uses two cycles and has four stages, namely planning, implementing, observing and reflecting.

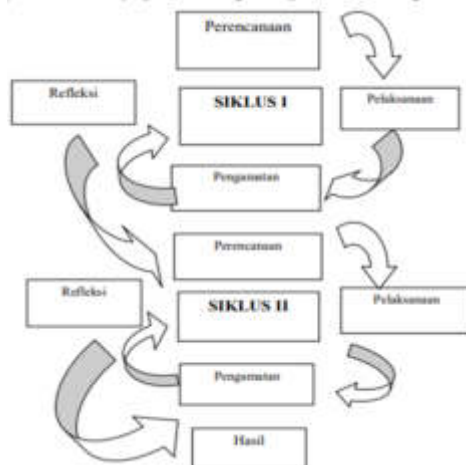


Figure 1. Research Flow

RESULTS AND DISCUSSION

Classroom action research was carried out in class B IT Kindergarten Bunda Rahma Taratak Bukareh consisting of 6 boys and 4 girls. This research was conducted in two cycles, each cycle held 2 meetings, namely the 1st meeting was held on Tuesday 29 November 2022 and the 2nd meeting was held on Thursday 1 December 2022.1)

Based on the research that the researchers conducted on the learning process about number recognition through the media of images starting from cycle I with 2 meetings and cycle II with 2 meetings, it can be concluded that there has been an increase in children's cognitive development both individually and classically. The increase in children's cognitive development classically from cycle I to cycle II can be seen in the graph below:

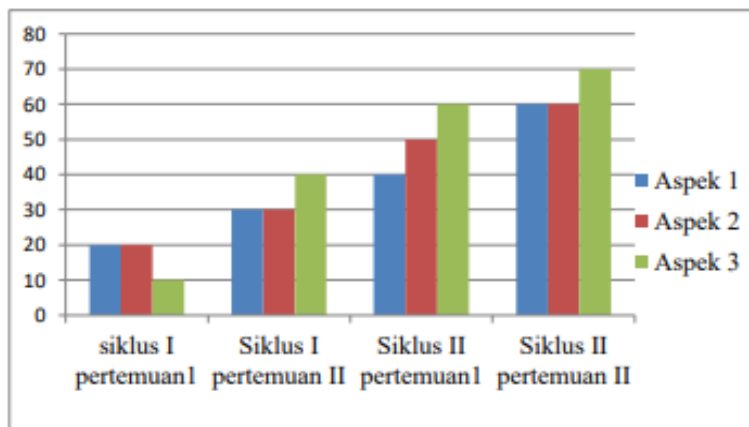


Figure 2 Bar Graph of Children's Cognitive Development Results Using Picture Media Cycle I and Cycle II

In the bar graph above, it can be seen that there is an increase from each meeting, namely in the indicator 1 meeting 1 cycle 1 the child's cognitive development is 20% increasing to 30% at meeting 2. In cycle II meeting 1 the child's cognitive development is 40% increasing to 60% at the meeting 2nd.

In indicator 2 meeting 1 cycle I children's cognitive development was 20% increasing to 30% in meeting 2. In cycle II meeting 1 children's cognitive development was 50% cognitive development increasing 60% in meeting 2.

In the indicator 3 meeting 1 cycle 1 the child's cognitive development was 10% and the child's cognitive development increased 40% in the 2nd meeting. In the 2nd cycle meeting 1 the child's cognitive development was 60% increasing to 70% in the 2nd meeting.

From the 3 assessment indicators that the researcher held from cycle 1 to cycle II meeting 2, the authors saw that there were still children whose cognitive development was rather slow, namely ARG and GRN. According to the author's observations on indicator 1 the development of ARG is still slow in speaking or communicating, ARG has problems whereas in indicators 2 and 3 the development of ARG is still slow also this is due to a lack of supporting media for learning about numbers at home ARG, but in holding ARG image media (physical motor) has developed well but from cycle 1 to cycle 2 the cognitive development of ARG has progressed even though it has not yet developed according to indicators of success.

The development of the GRN from these 3 indicators has not yet developed properly, caused by a lack of communication with friends or the environment because speech is still stuttering, and learning media related to numbers is not yet available at home, parents are busy so there is little time with children and lack of parental attention to child development.

Besides that, there are 4 children whose cognitive development is fast, namely: VN, VK, RS, NR. Based on the description above, the cognitive development of children with 4 people is fast due to sufficient support and attention from parents for children as well as learning support

media related to sufficient numbers at home which can stimulate children's cognitive development.

In connection with the description above, it can be seen that in cycle II meeting 2 the percentage of each aspect has reached an indicator of success, namely 75%, therefore the authors stopped this research because the expected percentage of completeness had been achieved.

CONCLUSION

Image media can improve children's cognitive development in recognizing numbers in class B IT TK Bunda Rahma Taratak Bukareh. The low cognitive development of children in group B of TK IT Bunda Rahma is caused by a lack of interesting media and games in the learning process. Image media can not only develop children's cognitive but can develop all aspects of children's development such as religious, social, language, cognitive and physical-motor aspects. This research has been successful, because classically the cognitive development of children in the use of media images has increased. Because each aspect of the assessment has reached 75% or the child is included in the classification of Developing According to Expectations (BSH) and Very Well Developing (BSB). This can be seen in indicator 1, the percentage of children with BSH and BSB is 75%, in indicator 2, the percentage of children with BSH and BSB is 75% and in indicator 3, the percentage of children with BSH and BSB is 75%.

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