LEARNING INNOVATION IN INTRODUCING NUMBER SYMBOL (ENGLISH) FOR CHILDREN

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Abstract
The problem in this research is motivated by the low activity and results of the development of language aspects in prounounce English numeral symbols. The causes of the problems are one-way learning, lack of child response and lack of variations in learning models. The solution is to use Pattern Model (Problem based learning model, mAke a match model, and Think, Talk, write and mEdia numbeR box). This study used a qualitative approach using Classroom Action Research (CAR) with 3 meetings, research settings in group B children at TK Aisyiyah Busthanul Athfal 36 Banjarmasin, totaling 18 children. The data collection technique is observation. Data analysis used descriptive analysis using tables and graphs. The results of this study concluded that the teacher's activities at meetings I and II achieved good criteria and at meeting III achieved very good criteria. The child's activity at meeting I reached the criteria of being inactive, meetings II and III reached the criteria of being very active. Classical completeness of child development results at meeting I reached 11%, meeting II reached 78% and meeting III reached 100%. It is recommended that teachers, school principals and further researchers be able to provide input and information for selecting learning models.
Keyword: Learning Innovation, English, Pronounce Number Symbols, English, Problem based learning model, mAke a match model, and Think, Talk, write and mEdia numbeR box

INTRODUCTION

Early Childhood Education (PAUD) is the level of education before children enter the basic education level and aims to nurture children from birth to six years old. ECCE provides education for the physical, mental, and spiritual development of children so that children are ready to enter the next level of education, which can be given formally, informally, or informally.

Early childhood education is packed with fun learning by noting that early childhood is an individual who likes to play and is in the future Golden Age (golden age) where in this age range the pattern of development and growth of children develops in terms of physicalmotor aspects, cognitive aspects, social emotional aspects, children's creativity, children's language development and communication. And it can be concluded that children aged 0-6 years are in a period of growth and development physically and mentally (Main et al, 2022).

Introduction in English is a must that is taught in early childhood, because in the era of globalization

English is an international language that is widely used in communicating globally and globally. Introduction to English as early as possible in children can develop children's communication. English recognition can be started in simple ways such as children listening to songs, videos using English that are interesting to children that can make it easier for children to learn simple vocabulary such as number recognition, animal names, and color recognition (Na'imah, 2022).

Language development is the development of children's communication in their ability to interact, children's language development can be influenced by the interaction patterns of society and the surrounding environment. This is included in children's communication skills, namely the child's ability to use in communicating and understanding language skills. The role of community interaction around him is one of the most important roles for children's language development which is one way for children to express themselves in daily communication.

The most language-sensitive period in a person's life is between the ages of 2 and 7. All kinds of aspects of language should be introduced to the child before this sensitive period ends. In this sensitive period, it is very important to introduce good and correct language methods, because this skill is very useful for communicating with the environment. The language used by children is a language that has been owned from the results of processing and has developed. In addition, children's language development is also influenced by the community environment in which they live. This means that the process of personality formation resulting from association with society will give a special characteristic in the use of language. Along with their lives in the wider community, children follow the learning process at school. The latest second language acquisition theory states that the earlier children learn a foreign language, the faster they master it for reasons of better short and long term memory skills. Less psychological distress and intense interaction factors are highly recommended to help children learn foreign languages. On the one hand, English learning in early childhood is very encouraging, but on the other hand there are also concerns because there are still many shortcomings in terms of appropriate methods and materials. The success of the English learning process in early childhood is certainly influenced by many factors, including: qualified teachers, teachers who can liven up the process of teaching and learning activities, adequate and qualified learning resources and facilities, a good, simple, and interesting curriculum.

Teachers should use everyday words, manners, and examples of good behavior as examples of good behavior (Irma, Asniwati, Ratna Purwanti, 2023; Rizka Amalia, Metroyadi, Akhmad Riandy Agusta, 2023; Sitti Sarah, Darmiyati, 2023).

In addition, the learning method is also very important in the process of learning English. The objectives of the learning method should be in line with

the objectives of language recognition in general. The goal is that children can understand how to speak well and correctly, dare to express ideas or opinions and can communicate with their environment (Susfenti, 2021).

English begins to be introduced to children as early as possible. Its learning requires a process that must be done in stages. The selection of material that is appropriate for the child's age and also effective for the cognitive development of children's language and pleasant learning situations must be the main concern in the success of a learning process. The stages in learning English for children include listening In addition to hearing us speak, children can also hear by reading storybooks in English, hearing simple singing or watching videos in English. But for initial knowledge, as educators we must choose words that are few and simple, speaking after the child often hears in English, the child can be encouraged to speak in simple sentences. For example, by applying 30 minutes a day as family time to speak in English. Like toddlers who are just starting to speak, children also start speaking in English even with one word such as book (book) when he saw his brother carrying a book. Then develop it into short sentences such as, She Brings Book, Reading (Reading) There are two common methods of teaching children to learn to read: Whole language approach. This method places more emphasis on the meaning of a word. For example, when looking at words paint (cat) The child is immediately told that it reads ket and that means cat. Children learn to read

with a remembering system (memorize) In words that have been mentioned, Phonic is a method of learning to read through letters by spelling them one by one, this is the most difficult stage in learning English. As educators, we should not rush to teach grammar or writing if the child has not mastered the previous three stages. Teaching a child to write should be done several stages. For example, when speaking, children should start by writing one word, then one short sentence, then one long sentence, then one paragraph and so on. Maybe later without us realizing it suddenly the child can write a book in English (Triyanto &; Astuti, 2021).

English also is important to introduce for children, early age is the period when laying the first foundation for developing one's abilities child development such as language skills, especially in English (Aslamiah, A., Purwanti, R., Ngadimun, N., Noorhapizah, N., Suriansyah, A., & Amelia, R., 2020; Novitawati, N., Purwanti, R., Prastitasari, H., Vitriati, N., & Olfah, K.,2020; Purwanti, R., 2020; Purwanti, R., & Suhaimi, S., 2020; Purwanti, R., 2021; Purwanti, R., Suriansyah, A., Aslamiah, A., & Dalle, J., 2018).

The problem of children's language development is related to the development of numbers in children that children should be able to do such as matching symbols that he knows with writing. Nowadays when children are asked about writing numbers one to ten in English, children just stay silent and shake. This child's inability is because he only memorizes it in the

form of a song so that when asked the writing of one of the number symbols, the child cannot answer it. And children are not actively involved in learning, children are too cool to play because they are bored, children are not interested and not focused on following learning.

Therefore, it is important for us as educators to introduce the number symbol with concrete English writing through an interesting media so that it makes it easier for children to learn and children do not feel bored while learning. This learning media greatly supports children's language development, especially in matching symbols with English words, as we know the characteristics of early childhood are learning while playing. So that the media used can make it easier for children to more quickly capture what is taught by the teacher. Media number boxes can be used or taught to children with this media making it easier for children to learn and children are more focused on paying attention to what the teacher teaches.

Based on the opinions of experts and reality in the field, to overcome the problems that occur, researchers provide solutions in the form of learning with Pattern Model (Problem based learning model, mAke a match model, and Think, Talk, write and mEdia numbeR box). A pattern is a regular pattern or arrangement consisting of elements that are repeated regularly or randomly. It is hoped that with this model children will be able to say words in English regularly and repeatedly.

Learning model Problem Based Learning is a model with active learning based on simple problems (problem solving) that exist in the environment around children in classroom learning. Key characteristics of the learning model Problem Based Learning namely child-centered learning while the teacher is only a facilitator. This learning model provides opportunities for children to form a group in which there is language development when children discuss with other children (Agusta &; Suriansyah, 2020).

Learning model Think Talk Write (TTW) is a cooperative learning model to train students' skills in writing. Think talk write emphasizing the need for learners to communicate the results of their thoughts. Think It means to think, which means to use reason to consider and decide something. Talk Alone means to speak. And finally Write which means writing. Not only speaking, children need other skills such as writing, with this can solve the problem of prounounce letters and describing a picture where in this model children are told to think, speak and write (Agusta &; Suriansyah, 2020; Kuntala et al, 2021).

Media number box is a media in the form of a box containing a stick number, each child gets one stick, after that the child inserts the stick into the appropriate place they get in the number box. Number box itself can train children's concentration, develop children's language skills in saying number symbols in English.

One of the developments that must be achieved at the age of group B

children aged 5-6 years is the ability to pronounce number symbols in English. But in fact, in the field in group B children of Aisyiyah Busthanul Athfal 36 Kindergarten, children's language development ability in prounounce number symbols in English is still not able because children are not actively involved in learning, children are busy playing alone and do not pay attention to learning, children are not interested and do not focus on children's low ability to say number symbols. It can be said that because evidence from previous child development assessments with analysis shows that 18 children, namely 8 boys and 10 girls, 6 children or 33% of children's language development skills have not been able to say number symbols in English with the Undeveloped (BB) category, 5 children or 28% of children's language development skills can already say number symbols in English with the category Starting to Develop (MB), 4 children or 22% of children's language skills can pronounce number symbols in English well with the category Develop According to Expectations (BSH), 3 children or 17% of children's language skills can pronounce number symbols in English well with the category of Very Good Developed (BSH).

METHOD

Qualitative research is research that is descriptive and tends to use analysis with an inductive approach. Types of Research Classroom action research with the aim of improving the teaching and learning process with the aim of improving or improving learning practices to be more effective in line with it also suggests one of the strategic ways for teachers to improve or improve educational services for teachers in the context of classroom learning, through classroom action research this discussion uses the term classroom action research which is actually a Action research is planning, action, observation and reflection.

The data subject of this Classroom Action Research was carried out at Aisyiyah Busthanul Athfal Kindergarten 36 Banjarmasin, West Banjarmasin District, which was carried out in 2023, semester 2 of the 2022-2023 academic year. The data collection method consists of 3 components, namely: The results of observations of teacher activities, the results of observations of children's activities and the results of observations on the development of children's language skills in prounounce English number symbols using the Pattern Model (Problem based learning model, mAke a match model, and Think, Talk, write and mEdia numbeR box).

The data that has been collected from the observation sheets that have been provided is then analyzed, namely interpretation so that the data provides meaningful information in the process of improving the quality of learning. Data analysis in this study was carried out using two qualitative and quantitative data analyses in the study. Qualitative data analysis is used to determine the improvement of the learning process, especially various actions taken by teachers, while quantitative data analysis is used to determine the improvement of child

development outcomes as an influence of the teacher's attitude. Data analysis techniques are carried out to describe teacher activities, analyze children's activities and analyze the results of the development of children's language aspects in prounounce English number symbols.

To determine the success and effectiveness of this, performance indicators can be formulated that are used as a reference for success in development, namely: teacher activity obtained a score with criteria 34 -44 with a very good category; children's activities individually and classically obtained scores with score criteria of 13-16 or with a percentage of 76%- 100%; Children's language development achieved a Develop According to Expectations (BSH) criterion score and classically reached ≥76%.

RESULTS AND DISCUSSION

Based on research data, the use of the Pattern Model (Problem based learning model, mAke a match model, and Think, Talk, write and mEdia numbeR box) has succeeded in increasing children's activities and developmental outcomes in group B children of Aisyiyah Busthanul Athfal 36 Kindergarten Banjarmasin. It can be seen from the score that continues to increase and meeting 3 reaches a score of 38 with a very good category. Related to language development material in prounounce English number symbols, it can be concluded that at meeting 3 teacher activities in the implementation of learning activities have obtained optimal results.

In the teaching and learning process, between teachers and students is very closely related to one another. Without teachers or students, activities in the teaching and learning process cannot take place. Students as an element that is taught or who receives while the teacher is an element of teachers or who give lessons. To carry out their duties properly effectively and efficiently, before teaching, teachers must make preparations first by mastering the material to be taught before dealing with students in front of the class, then teachers must prepare teaching materials and of course teachers must make learning plans first. Learning planning is a very important step before the implementation of learning. Careful planning is needed so that the implementation of learning runs effectively. Learning planning is poured into the Weekly Activity Plan (RKM) and Daily Activity Plan (RKH) or several other terms such as learning design, learning scenarios and so on. RKM and RKH contain the level of developmental achievement, indicators to be achieved, material to be learned, learning methods, learning steps, learning media, and learning resources and assessments (Srinadi, 2019).

According to Fitriana &; Novitawati (2021) by using the model Make a Match Learning can increase teacher activity as seen from the results of research that has been done The role of the teacher is very important in the learning process. In learning to match numbers with number symbols, teachers are facilitators for learning activities to take place more meaningful, fun and effective by

guiding to motivate children so that children are able to discover their own abilities.

As for other research conducted by Sa'ida et al. (2017) Problem based learning is a great way to introduce the concept of measurement. Through the problems presented, the child will identify the problem and develop strategies to solve the problem. Problem based learning to introduction early childhood using steps to give problems to children. The child is presented with a problem. Next, the child diagnoses the problem, formulates alternative strategies by conducting trials, determining and implementing choice strategies. The final step is to communicate the results. The results of measurements made by children are one aspect that will be assessed.

According to other research that uses models Make a Match can develop teacher activities in each meeting (Afrida et al., 2022; Anisa &; Faqihatuddiniyah, 2022; Nisa &; Rachman, 2022; Norjanah, 2021).

Based on observations, children's activities following learning at meeting 3 reached a percentage of 100% with the category of all active children. The increase in children's activities at each meeting is due to Pattern Model not only focusing on LKPD but children can be directly involved in learning activities.

Good learning means the involvement of good teachers and children in it actively in the learning process. Both have a good role in the learning process. The success of teachers in teaching cannot be separated from good child involvement which is determined by children's learning activities.

As for some previous studies that strengthen the results of this study, namely research by Novita, (2023) Concluding each meeting in the angle of children's activity in recognizing letters has increased and development.

As for other studies conducted by Poerwati et al., (2021) Learning model Problem Based Learning can be applied to train the child's ability to think and solve problems by asking questions to solve. The PBL model is able to motivate children to be more enthusiastic in learning science by directly involving learning objects and challenging experimental practices can help children find answers to the problems posed. Pattern Model processes as well as children's creativity are honed through children's ability to follow the experimental stage. Science concepts are learned by children through challenging, fun and meaningful activities. Children can build their own knowledge of science and relate it to phenomena and problems that occur in the environment and everyday life.

The learning outcomes carried out at meeting 3 were around 0% with the Undeveloped category, 0% with the Starting to Develop category, 72% with the Developing as Expected category and 28% with the Very Good Developing category. This means that it has reached the expected indicator.

This research is reinforced by previous research Poerwati et al., (2021) Learning model Problem Based Learning Can be applied to train

children's ability to think and solve problems by asking questions to solve. The PBL model is able to motivate children to be more enthusiastic in learning science by directly involving learning objects and challenging experimental practices can help children find answers to the problems posed. Pattern Model processes as well as children's creativity are honed through children's ability to follow the experimental stage. Science concepts are learned by children through challenging, fun and meaningful activities. Children can build their own knowledge of science and relate it to phenomena and problems that occur in the environment and everyday life.

And research conducted by Agustina, (2023) Development of cognitive aspects in recognizing number symbols using a combination of models Make a Match with the number card media is known that teacher activities have been carried out in accordance with the model steps so that they get very good criteria.

Based on the results of research at meetings 1, 2, and 3 of the observation of teacher activities, children's activities and child development outcomes are depicted in the trend graph below:
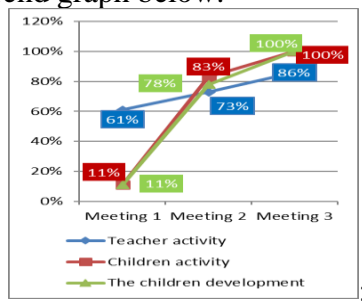
Picture 1: Trend chart

The graph of the trend of children's language development results shows an increase in each meeting, be it teacher activity, child activity, and child development results. This indicates that the teacher's ability to carry out learning using the model Pattern Model (Problem based learning model, mAke a match model, and Think, Talk, write and mEdia numbeR box) at TK Aisyiyah Busthanul Athfal 36 Banjarmasin, it was carried out according to the steps that had been set, achieving results in accordance with success indicators (Harahap et al., 2022; Kuntala et al., 2021; Poerwati et al., 2021; Sakerani, Prastitasari, 2022).

CONCLUSION

Based on the results of research and discussion, it can be concluded that teacher activities in carrying out learning to develop language aspects using the Pattern Model (Problem based learning model, mAke a match model, and Think, Talk, write and mEdia numbeR box) in Group B of TK Aisyiyah Busthanul Athfal 36 Banjarmasin are carried out according to the steps that have been determined with very good categories. Children's activities when participating in learning have increased by reaching the category of all active children so that the results of developing children's language aspects have succeeded in getting the BSB and BSH categories.

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