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EFFECTIVENESS OF TEACHER PERFORMANCE IN THE CHILDREN'S DEVELOPMENT COGNITIVE ASPECT

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Abstract
The problem in this research is the low level of children's activity and the underdeveloped cognitive development of children in group A. This research approach uses qualitative research with the type of classroom action research, carried out in 4 meetings, the research setting was with the A2 group of Insan Azkia Kindergarten Banjarmasin, totaling 12 children (8 boys and 4 girls). Data collection techniques use observation, documentation, and interviews as well as data analysis using cross tabulation. The aim of this research is to describe teacher activities and analyze children's activities as well as children's cognitive aspects of their abilities. The results of this research show that teacher activities reach the very good category, children's activities reach the very active category, and children's cognitive aspects reach the very well developed category. It is recommended for future researchers that it can be used as information material, as well as for school principals and teachers, it can be used as input to improve children's learning.
Keywords: Teacher Performance, Children Development Cognitive Aspect

INTRODUCTION

Early age is a very important and fundamental major period throughout the growth and development of human life. Early Childhood Education (PAUD) is the first institution that is the destination of children's first learning arena and is legally recognized as an educational institution with formal, informal, and non-formal dimensions. Learning in the PAUD area can start from the age of 0 years or when the child is born. Education in kindergarten is a form of early childhood education that has a very important role in developing children's personalities and preparing them to enter the level of education (Amiran, 2016)

Early childhood education is intended for children since
Born to the age of six years which is carried out to provide educational stimulus in growing or developing physically, spiritually so that children have readiness to enter further education. PAUD is important to be done as a basis for the formation of each person's personality as a whole, towards forming a character, noble ethics, intelligent, cheerful and skilled, fearful of God Almighty. (Rafianti et al., 2021)

The cognitive aspect is an important aspect to be developed in early childhood, this ahl is acknowledged that children who are intelligent in the field of cognitive aspect ability development will be able to argue and intelligent children in this field will be happy to develop their cognitive aspect abilities, especially (Novitawati & Fitriana, 2021)

The development of early childhood cognitive abilities has been stipulated in Permendikbud No. 137 of 2014. The scope of development of cognitive aspects of children aged 4-5 years is divided into 3, namely children are able to solve problems in learning, are able to think logically such as grouping objects based on function, shape, color and size, recognize the impact of cause and effect related to them, group objects of the same kind, or those paired with 2 variations, recognize patterns (for

example, AB-AB and ABC-ABC), and are able to think symbolically such as knowing the concept of numbers, knowing various aspects of children walking holistically, counting objects from one to ten. (Permendikbud, 2014)

In group A at Insan Azkia Kindergarten Banjarmasin, it was found that the cognitive aspects of children were still low and not yet developed. In the observation made by the researcher in group A, teachers still use a whiteboard as a teaching medium to introduce number symbols to children, from 12 children (8 boys) and (4 children). There are 3 children in the BB category, 5 children in the MB category, 2 children in the BSH category, 1 child in the BSB category. From this data, it can be concluded that children have difficulties, especially in recognizing number symbols, this can be seen in guri activities to introduce number symbols that are only through teaching media in the form of whiteboards.

This happens due to the lack of use of learning models and media. In learning, teachers only use whiteboard media so that children quickly feel bored, which has an impact on the aspect of children's cognitive development, especially in recognizing number symbols. If this is not overcome, of course, it will affect the cognitive aspect of children, especially in recognizing the symbol of numbers. Based on the above considerations to develop the cognitive aspect of children into an interesting and innovative activity, it is necessary to develop a learning model and learning media that is able to stimulate the cognitive aspect of children in recognizing number symbols well.

In order to obtain maximum results, the researcher combined with the Explicit Instruction model, Problem Based Learning and Flashcard media, with the combination of the model and media, children can improve their cognitive ability in mentioning number symbols. The reason for using the Explicit Instruction model is that children can be taught with the symbols of numbers one by one clearly, which is then supported by the Problem Based Learning (PBL) model is able to build knowledge collaboratively in groups and a sense of responsibility, develop independence, overcome the causes of children tend to be shy, less interactive so that it can provide opportunities for children to develop in compiling thinking skills and his own knowledge. Problem Based Learning (PBL) was chosen because it can overcome the problem of not developing knowledge and understanding of number concepts. Using flashcard media can help children in getting to know the concept of numbers such as mentioning number symbols by displaying numbers and pictures (Suriansyah et al., 2023; Aslamiah et al., 2021).

METHOD

The design of this research is to use a qualitative approach with the type of research (CAR) through four stages, namely: 1) Planning, 2) Action, 3) Observation, 4) Reflection. This research was carried out at Kindergarten Insan Azkia Banjarmasin in 2023/2024 semester II (even), namely in group A children totaling 12 children, consisting of 8 boys and 4 girls.

Data collection techniques using interviews, documentation, and observation to assess aspects of children's cognitive development The data that has been collected and then analyzed is carried out throughout the study. Teacher activity data is evaluated based on the number of scores, child activity data is observed with assessment criteria in each aspect, and data on the development of children's cognitive aspects is obtained from the accumulation of each aspect that is an assessment indicator.

The data analysis technique in this study uses cross tabulation which is used to

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explain the relationship between the variables of teacher activities, children's activities, and the results of the development of children's cognitive aspects at each meeting.

The indicators of success that have been set, teacher activities are said to be successful if the teacher obtains very good criteria, children's activities are said to be successful if children obtain an average class of ≥80% of the very active category, and cognitive development results obtain an average of ≥80% of the category (BSB).

RESULTS AND DISCUSSION

Based on the results of the research conducted during 4 meetings, the discussion of trends in meeting 1, meeting 2, meeting 3, and meeting 4 was carried out as follows:

Table 1. Teacher Activities

Meeting	Score	Category
1	16	Pretty Good
2	27	Pretty Good
3	23	Excellent
4	26	Excellent

The occurrence of an increase in teacher activities is a reflection that teachers always carry out to improve the quality of learning, which is a reference for improvement at the next meeting.

Table 2. Children's Activity

Meeting	Percentage	Category
1	33%	A small percentage of children are active
2	58%	Some Children Are Active
3	75%	Most Children Are Active
4	100%	Almost All Children Are Active

There is an increase in children's activities because teachers have carried out learning well and always improve the shortcomings in each meeting.

Table 3. Results of Children's Cognitive Development

Meeting	Percentage	Category
1	33%	MB
2	50%	MB
3	83%	BSB
4	100%	BSB

There is an increase in the results of the development of children's fine motor aspects because children's activities and children's independence always increase at each meeting.

A comparison of the achievements of the four aspects can be seen in the trend graph at meeting 1, meeting 2, meeting 3, and meeting 4 as follows:

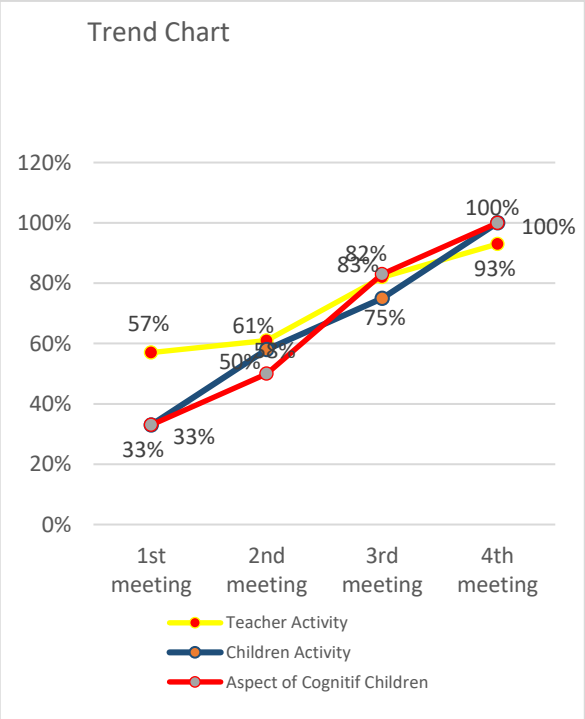

Figure 1. Trend Graph of All Aspects P1, P2, P3, and P4

Based on the graph above, it can be seen that the increase in all aspects at each meeting such as teacher activities, children's activities, and the development of children's cognitive aspects. This happens because teachers in every meeting always make improvements so that they get the expected results. From this proves that there is a relationship between these four aspects and from the graph above, it can also be concluded that the better the teacher's activity in the learning process, the more

active the child's activity is in following the learning process, then by experiencing an increase in children's activities, the results of the development of children's cognitive aspects will also increase.

Based on the results of the classroom action research that has been carried out, using a combination model of the Explicit Instruction model, Problem Based Learning through Flashcard has succeeded in improving and increasing learning in Kindergarten Insan Azkia Banjarmasin in class A well. This can be seen from the development of learning carried out at each meeting.

The supporting factors for the increase in teacher activity at the meeting are mainly reflections on the learning activities that have been carried out by teachers to assess the extent of learning success and what are the factors that cause shortcomings, then these shortcomings will be used as material for improvement in entering the next meeting. This is a success in learning because teachers always try to improve learning in every meeting.

From the learning activities carried out by teachers 4 times in developing activities and cognitive, it can be concluded that at the meeting of 4 teacher activities in the implementation of learning activities have achieved optimal results. This is because in each meeting the teacher always makes a reflection so that the results of the teacher's reflection know the shortcomings that must be overcome in the next meeting, besides that the teacher must also master the combination of learning models that have been planned so that the learning carried out runs optimally and better.

Teacher activities are activities carried out by teachers during the learning process. In the learning process, teachers have the task of providing knowledge (cognitive), attitudes and values (affective), and skills (psychomotor) to children. Teachers have the responsibility to see everything that happens during the learning process to help the child development process. The delivery of subject matter is just one of the various activities of teachers in learning as a dynamic process in all aspects of children's phases and development (Sopian, 2016)

Each teacher has a different character, as well as the performance of the teacher is also different in direct proportion to his performance. The principal should understand these differences and strive so that the teacher's performance can be said to be maximum, the teacher's performance can be maximized if the activity in the teaching and learning process has been maximized (Utami, 2019)

The role of teachers is the most important thing in providing learning materials to children. The role of teachers in learning is in helping children acquire communication skills, solve problems and resolve conflicts (Suriansyah et al., 2018)

In realizing the learning principals, teachers vary learning activities and atmospheres, develop interactions, use various learning resources, and cultivate students to be active and creative in learning. Teachers here play a role not only as a fashion; or an example for children, but also as a learning manager. Therefore, the success of the learning process is highly determined by the teacher's ability to manage learning (Suriansyah, 2014)

When viewed from the research that has been carried out by combining models and media, namely the combination of the Explicit Instruction model, Problem Based Learning through Flashcard media at meeting 1 got a score of 16 with the category "Quite Good" and at the end of the meeting it became a score of 26 with the category "Very Good", meaning that it has progressed compared to before. The role of teachers as motivators and facilitators, who manage a pleasant learning environment for children can influence the creation of a

learning environment To support the effectiveness and efficiency of learning, children must know correctly and effectively the tasks and work that they must master in managing the learning environment available in the school environment (Suka Maryana et al., 2019).

Teacher performance refers to behavior when teaching in class. Behavior is something that is very important in creating a conducive teaching and learning atmosphere (Akhmad Riandy Agusta, Darmiyati, Ali Rachman, 2024; Fawwaz, Alwan, 2024; Halimatussa'diyah et al., 2024; Hayati et al., 2024; Purwanti, Aslamiah, et al., 2024; Purwanti, Suriansyah, et al., 2024)

In stimulating all aspects of development in early childhood, teachers need a media as an intermediary tool to stimulate aspects of their development with real media, audio media, visual media, surrounding environmental media and audio visual, so that learning can run effectively (Dewi, 2017)

Learning using a combination of Explicit Instruction models, Problem Based Learning through Flashcard media has advantages that can increase teacher activities at each meeting, including the first step of the teacher, namely conveying the theme and seven, game activities, game steps (EI). In the teacher's steps in carrying out learning, the teacher begins learning by providing basic questions with themes that are relevant to the child's conditions, needs, and characteristics (Agusta et al., 2020; Anwar & Lapenia, 2019; Values & Amp; Aryani, 2017 ; Sunita et al., 2022)

Then the second step is for the teacher to prepare several small groups at random (EI). A way of approaching or a set of strategies that are specifically designed to encourage students to work together during the learning process (Aslamiah et al., 2021; Suriansyah et al., 2023 ; Abu, 2009)

The third step is to prepare the Flashcard media to be used (EI, PBL, K). The Flashcard media prepared is images (Arman, 2019; Aslamiah et al., 2021).

The fourth step is that the teacher performs skills to provide examples of steps in carrying out play activities (EI, PBL, K). In this step, in carrying out learning, the teacher demonstrates the ways and steps of play that have been prepared to be able to provide opportunities for children in the next step. In this aspect, teachers provide direct and real learning so that learning runs optimally. In this aspect, teachers can provide examples of detailed steps using the media (Khotimah & Purwanti, 2023; Suriansyah et al., 2018)

The fifth step is that the teacher asks the child to carry out play activities using media Flashcard (PBL, Flashcard). One of the products and results of movement learning is the mastery of skills. In this step, in carrying out learning, children are given the opportunity to do activities in learning using concrete objects that have been prepared (Values & AMP; Aryani, 2017;; Suriansyah et al., 2018; Khotimah & Purwanti, 2023; Novitawati & Fitriana, 2021 ; Shoimin, 2014)

The sixth step is that the teacher provides understanding and feedback (EI, PBL). Activities in carrying out learning are by guiding children when they are facing the difficulties they face (Sunita et al., 2022 ; Khotimah & Purwanti, 2023 ; Aslamiah et al., 2021).

The seventh step is that teachers give appreciation to children and provide conclusions in learning activities (EI, PBL). In learning, the teacher invites children to draw conclusions from the activities that have been carried out (Agusta et al., 2020 ; Values & Amp; Aryani, 2017; Rafianti et al., 2021 ; Novitawati & Fitriana, 2021 ; Awati, 2014)

From the description above, it can be concluded that teachers must have an effective strategy in the learning process, namely by preparing attractive models and media that can stimulate children's growth and development, one of which is using a combination of the Explicit Instruction model, Problem Based Learning through Flashcard media children will feel comfortable, active, fun, and safe, and the media used will make it easier for children to understand learning and be able to increase activities teachers in the teaching and learning process activities.

Based on the results of the research on the activities of the children studied, the results continued to increase at each meeting and achieved the expected indicators.

The first factor is the child's activeness in using Flashcard media. Children will be enthusiastic in playing and get to know numbers faster, stimulating children to know numbers faster, making children's interest stronger in mastering the concept of numbers, as well as stimulating children's intelligence and memory.(Haryani & Qalbi, 2021).

The second factor is children's courage in using the media Flashcard. The word motivation means the impulse that arises in a person consciously or unconsciously to perform an action with a certain purpose (Darmadi & Murtafi'ah, 2018).

The third factor is children's cooperation when playing games using Flashcard media. This ability to cooperate is important to be trained from an early age, because children are more likely to receive stimuli from the stimuli given. (Agusta & Hasanah, 2024; Rafianti et al., 2021)

The fourth factor is children's activity in inferring. In the concluding activity, the child will do a question and answer related to the learning activities that he has carried out and convey it in a clear voice. (Khotimah & Purwanti, 2023 ; Salsabila & Purwanti, 2023 ; Aslamiah et al., 2021)

The increase in the results of children's cognitive development is due to the learning process of teachers applying child-centered learning, both from the use of a combination of Explicit Instruction models, Problem Based Learning through modified Flashcard media. The first aspect of the child is able to show the symbol of numbers (Kemendiknas, 2014)

The second aspect of children being able to sort number symbols In the stage of understanding concepts, children understand various concepts through the experience of working and playing with concrete objects, in the transition stage the teacher can introduce the concept symbols by connecting the concrete concept with the number symbols and at the symbol stage the teacher can introduce various symbols in mathematics (Asmawati, 2014 ; Salsabila & Purwanti, 2023; Novitawati & Fitriana, 2021).

The third aspect is to count the number symbols randomly and skillfully. Counting objects at random is an indicator of the achievement of the ability to recognize the concept of numbers needed because it is the basis for children's achievement in recognizing the concept of numbers (Yus, 2011; Rafianti et al., 2021).

CONCLUSION

Based on the findings it can be concluded teachers' activities achieve the "Very Good" category. Then children's activities achieve the category of "Almost All Active Children" and the results of teachers' cognitive achievements in improving children's cognitive abilities using a combination of Explicit Instruction models, Problem Based Learning through group A Flashcard media at Insan Azkia Banjarmasin Kindergarten are in accordance with the steps of the learning model used and achieved the category of "Very Well Developed (BSB)".

It is recommended to provide guidance and direction to all teachers to further optimize the use of learning methods and models to improve the quality of learning. Through this research, it is hoped that it can improve teachers' professional ability in providing interesting, fun, innovative, creative, and independent learning activities for early childhood.

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