



DEVELOPING COGNITIVE DEVELOPMENT OF CHILDREN USING COMBINATION OF RECTION MODEL OF GROUP B1 AT ISLAMIC BAKTI 1 BANJARMASIN

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Abstract

The problem of this research is the low cognitive ability of children in classifying objects based on colour, shape and size. The research aims to describe teacher activities, children's activities and analyze the results of children's cognitive development. The research approach uses qualitative research with Classroom Action Research in four meetings. The results showed that the teacher's activity at the last meeting got a maximum score of 32 with a percentage of 100% with very good criteria. Children's activities at the first meeting reached the category of a small number of active children, the second meeting reached the category of some active children, the third meeting reached the category of most active children and the fourth meeting reached the category of all active children. The classical achievement of children's development at the first meeting reached 20%, the second meeting reached 60%, the third meeting reached 80% and the fourth meeting reached 100%. Based on the results of the study, it was concluded that the combination of the Rection Riasantri model could increase the activity and developmental outcomes of children. It is suggested that the Rection Riasantri model can improve children's abilities in the cognitive aspect.

Keywords: *Cognitive, classifying objects based on colour, shape and size, Rection Riasantri.*

INTRODUCTION

Early childhood service program such as PAUD are a form of the organization engaged in education that focuses on laying the foundation for growth and development, both in fine and gross motor coordination, emotional intelligence, plural intelligence or spiritual intelligence. This is by the unique growth of early childhood, PAUD has organized according to the stages of development that the child itself goes through (Suyadi, 2013).

PAUD in its various implementation has quite a lot of meaning and benefits. A concept of education carried out by most people aimed at early childhood before basic education is a very extraordinary thing. Therefore, efforts must continue to be the attention of all parties, especially the government (Latif, 2016).

Early childhood education (AUD) also has a form of organization that focuses on intelligence (thinking power, the way children behave and in religion), language and children's communication that is in line with the uniqueness and stages of development that the child itself goes through (Maimunah, 2009).

Program development in learning is an important thing in the learning process. The development of learning programs in question is the efforts made in optimizing the development of early childhood which includes planning, approaches, strategies and assessments in structured learning. Therefore, development in learning programs has a very important part in the educational process, especially in early childhood education. A well-designed learning program can be aimed at developing all the potential that exists in children in various ways with the growth



and development of children but must always pay attention to the existing culture and national character through PAKEM (Kemendiknas, 2010).

Children's cognitive abilities are one of the fields that are also very important in children's basic abilities. Cognitive development is closely related to logical-mathematical and naturalist intelligence. Stimulation given in several bits of intelligence such as mathematical logic can encourage cognitive development in children, as well as in the ability to think logically, the ability to make informed, the child's capacity to think, memorization, reasoning, concept acquisition, classification, problem-solving, and concentration in attention (Takdiroatun, 2012).

Cognitive abilities are very important in human life. Cognitive function is not only defined as the ability to count, but it turns out to be more than that, which is to function in developing various aspects of development in children. The results of the study (Putri, S. A., 2021; Novitawati, 2021; Purwanti, R., Suriansyah, A., Aslamiah, A., & Dalle, J., 2018) state that the cognitive aspect is an important aspect to be developed for early childhood. Cognitive development is closely related to children's intelligence which can be shown through the child's ability to remember, recognize and understand various objects.

These abilities are very important as a provision for children in determining the type of personal and social adjustment of children. The understanding and understanding that exists in the child must be good enough in terms of people, events and objects so that the child will be easy to adjust himself personally and his social environment. The problem of classifying objects based on colour, shape and size must be carried out correctly, because it will affect the development of children's thinking in the future or the future, especially in children's cognitive development.

The fact that happened was found in group B1 children the cognitive development of children in classifying objects based on colour, shape and size was still quite low. Based on the results of interviews and observations carried out in group B1 TK Islam Bakti 1 Banjarmasin, of all 5 children, the results of the assessment of cognitive abilities in classifying objects based on colour, shape and size were obtained as follow; 1 child (20%) developed very well (BSB), 1 child (20%) developed as expected (BSH), and 3 children (60%) began to develop (MB). So, from the observations and results of the assessment of children's learning, it can be said that it has not been successful because there are 3 children (60%) of the total number of children who are still starting to develop.

This is because the learning presented by the teacher is less interesting, the media is less varied which makes children bored and the teacher's language is difficult for children to understand. If the problem continues to be left alone, then the achievement indicators of children's cognitive development in classifying objects will not develop optimally and the curiosity that exists in children is less developed. One of the solutions to develop the cognitive aspects of the child which the researcher considers the most effective is to use the Riasantri Rection model (Direct Instruction model, Task Giving method and Geometry Board media).

The Direct Instruction model is a model that emphasizes that children must master concepts and behaviour changes that prioritize a deductive approach, which is displayed with characteristics; direct transformation and skills, goal-oriented learning, structured learning materials and environments, and all structured by the teacher.

The assignment method is a way of presenting lesson material by giving certain tasks so that children can carry out learning activities, and the learning outcomes that have been carried out are reported to the



teacher (Abimayu, 2009). This method is a method that might make children develop their abilities, especially in receptive language, the ability to hear and capture meaning, develop children's cognitive language, children's ability to observe and willingness to work to completion (Isjoni, 2014).

Geometry board media is a media that researchers use to support the learning process in children. Children will be more interested in the presence of this geometry board and enthusiastic in participating in learning. With this geometry board, children's learning will be more concrete to make it easier for children to receive an understanding of how the shapes of an object are. Geometry board media is a visual tool for teachers in learning and serves to provide direct experience to children. The results of the study (Dini, 2019) found that geometric board media can improve children's cognitive abilities.

The Direct Instruction model can make the child's independent attitude develop in finding problems, especially in classifying objects, besides that the teacher can also control the sequence and can guess to what extent the child has mastered the learning material conveyed by the teacher. The method of assigning tasks can be felt and useful for children and will be remembered longer, it is very important in children's cognitive development. If the assignment is carried out continuously and periodically to teach children a positive attitude in learning, it will motivate children to learn on their own and be responsible. Meanwhile, using geometric board media can support the learning process in children in children's cognitive development, especially in classifying objects.

This study aims to describe the activities of teachers, children and analyze the results of children's cognitive development through a combination of Riasantri Rection models.

METHOD

The qualitative approach is the approach used in this study. This approach is data regarding interest or atmosphere in the classroom and data related to the activities of a teacher in teaching in the classroom (Arikunto, 2010).

Qualitative research is an approach that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people both individually and in groups (Sukmadinata, 2012). This research is also a study that can produce descriptive data relating to spoken or written words, as well as behaviour that can be seen from several people studied (Suyanto, 2013:166).

The action research model with different arrangements, but in general, four stages can be passed, there are planning, implementation, observation (observation), and reflection (Arikunto, 2010). Classroom Action Research is a type of research that raises certain actions to improve the teaching and learning process in the classroom. According to Sanjaya (2013), that CAR is an application of various facts found in formulating problems with social situations to be able to increase the quality of actions that have been made by involving the collaboration of researchers and are practical.

CAR is research carried out by teachers in the classroom carried out in ways such as making plans, implementing, and making reflection actions with cooperation and participation so that teacher performance can be improved at school, and in the end, children's learning outcomes can increase. The problem in classroom action research should start with the teachers themselves who want to be able to improve and improve the quality of learning in schools and have been selected to improve the quality of education in schools.

Analysis of data in the form of qualitative data such as information in the form of sentences containing descriptions of children's expressions which are closely



related to a child's level of understanding of a field of cognitive development, views and attitudes of children towards new learning models.

Analysis of teacher activities is carried out by observing teacher activities during the teaching and learning process. Children's activities were analyzed by looking at the number of indicators that were met from the items of children's activities. Then described based on the criteria of less active, quite active, active and very active. While the criteria for developing children's abilities are successful if in learning to classify objects, they get at least the criteria for Developing According to Expectations (BSH).

The indicator of success in this CAR are: 1) Teacher activities are said to be successful if they can develop cognitive abilities reaching a score of 26-32 with very good assessment criteria. 2) Children's activities are said to be successful if the development of cognitive abilities if each aspect of the child's activity is viewed individually, obtaining a score of 10-12 with active criteria and a score of 13-16 with very active criteria. While overall 80% of children with the category of most active children. 3) The development of abilities in the cognitive field of children is said to be successful if individually the child gets at least classically reaches 80%.

RESULT AND DISCUSSION

The results of the research findings that have been carried out for 4 meetings, discussions were carried out which included comparisons of research results at meetings 1, 2, 3 and meeting 4:

1) Teacher Activities

Based on the results of research conducted four 4 times the study can be described as follow;

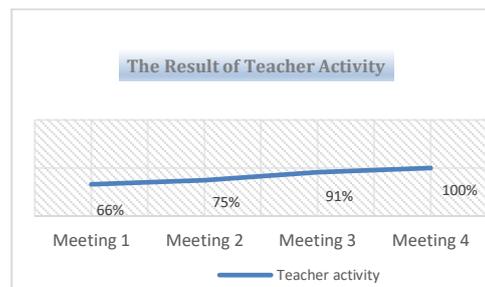


Figure 1. The result of Teacher Activity

The graph shows that in meetings held there is always an increase in teacher activity scores, starting at the first meeting a score of 21 percentages of 66% is in a good category. The second meeting with a score of 24 percentage 75% good category. The third meeting got a score of 29 with a percentage of 91% in the very good category, and the last meeting got a maximum score of 32 with a percentage of 100% with very good criteria.

The increase depicted in the graph shows a disposition to increase the quality of teacher activity in each lesson. The improvement that occurs is an improvement made by the teacher at each meeting by looking at the various errors that occur in carrying out learning so that by seeing these shortcomings the teacher makes improvements and, in the end, the teacher can achieve the expected results.

A good teacher is a teacher whose ability to carry out all the tasks contained in the learning process activities. Teachers have a role in creating a fun and fun learning atmosphere for children, which is the goal of improving teachers in the teaching and learning process in the classroom.

Learning activities carried out in the classroom are interpreted by the existence of activities to manage in the classroom, how to use various media and learning resources as well as the use of models and strategies in learning in the classroom. Teachers are required to carry out their abilities in carrying out all these activities (Rusman, 2011).

In line with research conducted by (Ermiyanti, 2015) his research using the Direct Instruction learning model to develop



children's gross motor skills, there is an increase in development. This is also in line with research conducted by (Ratreni, 2013) who developed fine motor skills using the method of assigning tasks to children.

The learning that is carried out is also inseparable from how the teacher provides subject matter to children. The teacher's role in helping children acquire communication skills, solve problems and resolve conflicts (Suriansyah, 2011).

The success of a teacher learning system is determined by the ability of the teacher to manage his class. This success is largely determined by the quality and ability of teachers in the classroom (Nuraeni, 2014). This is in line with an expert opinion, the success of learning in early childhood education is based on the implementation carried out by teachers in organizing and regulating learning, for example, such as implementing learning, coaching and procuring experts, utilizing the environment as a source of learning and development. This can be seen from the utilization in the environment, both physical and social as well as providing good facilities and infrastructure for learning and playing children at school (Mulyasa, 2012).

1) Kids Activities

Based on the classroom action research conducted during four meetings, it can be seen in the comparison data of children's activities as follow:

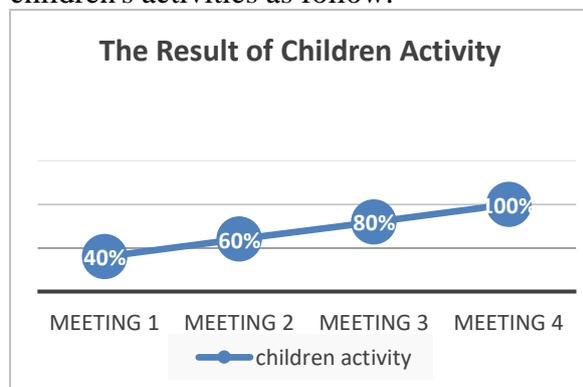


Figure 2. The result of Children's Activity

Children's activities at the 1st meeting got 40% of the criteria for a small number of active children. The second meeting of children's activities with a

percentage of 60% is in the criteria of some active children. Then the 3rd meeting got 80% in the category of most active children and at the 4th meeting, it got a percentage of 100% which was in the criteria of all active children. So it can be concluded that the children's activities in following the lesson using a combination of the Direct Instruction model, the Assignment Method and the Geometry Board Media were declared successful.

Several experts in their study concluded that children's education from an early age can improve achievement and can increase work productivity in adulthood (Yusuf, 2013). AUD is a golden age that is important to provide a stimulus to children's development. Childhood is the most appropriate period in laying the initial foundation, in the development of children's abilities both in physical-motor, cognitive, language, social-emotional, self-concept, discipline, art, morals and religious values. Therefore, stimulation is needed according to the needs that exist in the child so that the child's growth and development is achieved properly and optimally (Yus, 2012).

The world of children in the world of play, because through playing, children can learn many things, without us realizing it and without being burdened. Children can recognize the rules in socializing, placing themselves, improving emotions, tolerance, cooperation, being relentless, sportsmanship and other positive attitudes through playing.

Children can also develop intelligence both mentally, language, and motoric although sometimes children's selfish nature arises when they are playing (Mulyasa, 2012).

In the learning process, various ways can be used so that children are interested and not bored while learning. Teachers greatly affect children's learning achievement therefore teachers can use methods, methods, steps and use tools such as media to increase children's activities in learning (Sumantri, 2018).



1) Children's Cognitive Development

Through classroom action research conducted at meeting 1 to meeting 4, it can be seen the results of children's cognitive development as follow:

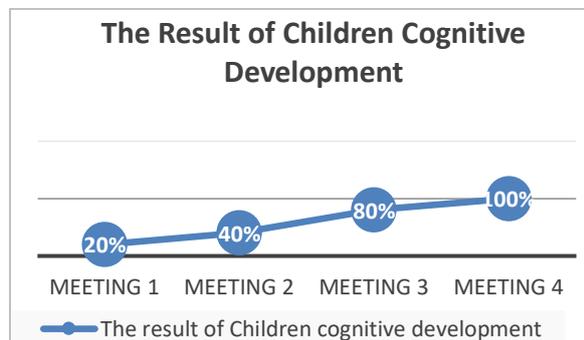


Figure 3. The result of Children cognitive development

The graph clearly shows that in the four meetings conducted by the teacher during class action research (CAR) there was a significant increase in each meeting.

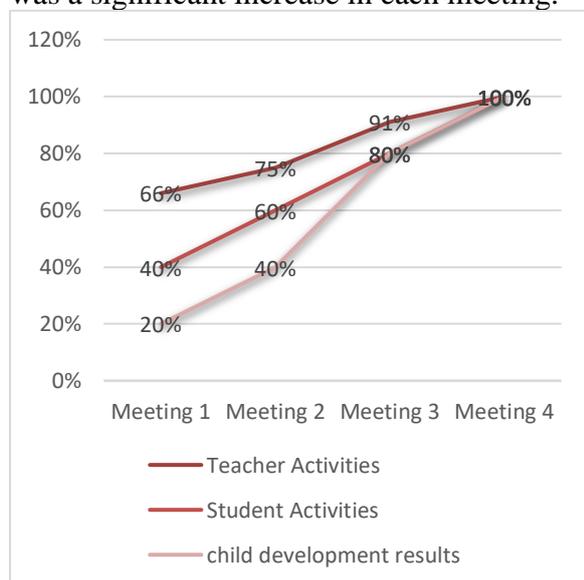


Figure 4. The result of M1, M2, M3 and M4

The graph of the tendency shows that during the 4 meetings that were conducted, the learning succeeded in increasing, this was said because at the 4 meetings the learning activities carried out achieved the expected success indicators.

Based on the graph, it can be seen that there is a correlation between teacher activities, children's activities and children's cognitive development, the increasing quality of teacher activities in implementing

learning models, the quality of children's activities will also increase and will also affect children's cognitive development.

The teacher plays a role in managing the child's learning environment in a way that can make children happy and can influence a learning environment that can support the effectiveness and efficiency of children's learning. Teachers are people who are directly involved in the learning process and must understand well and effectively how tasks can be done to manage the learning environment in schools (Mariyana, 2013).

Every educator must have ideals that can be used to improve achievement in learning and the learning they guide. Therefore, educators must correlate with children so that they can pass through the stages of learning and teaching. The main development in the stages of increasing child development teaching is obtained on how far the results of learning are obtained by the child.

Parents and educators must understand the development of children to strive for the development of children, especially their potential as optimally as possible. The ability to understand is very important for various reasons such as childhood is a period of very rapid development and there are various changes in aspects of growth and development.

Children who have experiences in their childhood have a very big influence on their further development. Knowledge about child development can help children in their development and can solve problems that are bothering them and can be treated with various efforts to be able to facilitate this development in families, schools and communities (Yusuf, 2013: 12).

Active learning is learning that is applied to early childhood which is done by asking questions to children and then allowing children to think or ask themselves so that the learning outcomes obtained are constructions of the child's thinking. Sujiono (2009) explained that children can build and create their knowledge and their



direct involvement is a very important thing. The results of Darmiyati's research (2020) found that the Direct Instruction Model Combination Task Giving Model was able to improve the results of children's cognitive development.

CONCLUSION

It can be concluded that the teacher's activities in carrying out the development of the cognitive field are carried out with very good criteria and by predetermined success indicators. Children's activities in participating in learning are carried out with very active criteria so that they reach the established indicators of success. Then the results of children's cognitive development in classifying objects based on colour, shape and size using the Direct Instruction model, Giving Tasks and Geometry Board Media in group B1 TK Islam Bakti 1 Banjarmasin successfully developed. The results of this study are expected to be an alternative in contributing to school progress in choosing learning activities with varied models or methods and media that can attract children's interest in learning.

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