



DEVELOPING COOPERATIVE ATTITUDE WITH FRIEND USING A COMBINATION OF THE DREAM MODEL WITH PICTURE CARD MEDIA FOR EARLY CHILDHOOD

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Abstract

This study aims to determine the development of cooperative attitudes of children through the combination of the DREAM model with picture card media in group B of the TK Negeri Pembina Kelumpang Hilir Kotabaru. This research uses classroom action research which consists of four stages, there are planning, implementation, observation, and reflection. The subjects of this study were the children of group B of the State Kindergarten Pembina Kelumpang Hilir Kotabaru totalling 6 children in four meetings. Data collection techniques using observation, interviews, and documentation. The result of this study indicate the development of children's cooperative attitudes in the learning process using a combination of the DREAM model with picture card media. This can be seen from the increase in the percentage of children's cooperative attitude, at the first meeting by 33%, the second meeting by 67%, the third meeting by 83%, and the fourth meeting by 100%. Based on the result of the study, it was concluded that the combination of the DREAM model with picture card media could increase the activity and achievement of children's development outcomes. It is recommended to use this model as an alternative in increasing learning activities that have an impact on increasing children's developmental achievements in being cooperative with friends.

Keywords: *Cooperative Attitude with Friends, DREAM Model (Demonstration, Examples Non Examples and Make A Match) with picture card media.*

INTRODUCTION

Education is a very important factor for the improvement of quality, intelligent, and competent human resources for the creation of progress and improvement of the nation. The success and retreat of the nation are determined by the success or failure of the education carried out. Therefore, government efforts must always be there to improve the quality of education.

The role of education is very important and fundamental to producing quality human resources (Pratiwi, 2015). Education is to grow and develop with efforts that are aware of the potential of the human resources of students by encouraging and facilitating learning activities for them (Syah, 2012).

Learner are individuals who are said to have experienced a leap of development or experienced very rapid development and growth process. Early childhood is a very valuable age range compared to later ages because their intelligence is very extraordinary. This unique life phase which is in the process of development and growth, perfection and even maturation, both physically and spiritually, takes place gradually and continuously throughout his life (Mulyasa, 2012).

Early Childhood Education or commonly known as PAUD is the level of education before the basic education level contained in it is a coaching effort aimed at children from birth to the age of six (ages 0-6) years, carried out through the provision of educational stimuli whose purpose is To help the growth and physical and spiritual development of children so that they have



readiness or maturity in entering further education, PAUD is held on formal, non-formal and informal channels (Ulfah, 2015).

According to Wiyani (2014) in a child's life, there is a process that occurs continuously, namely the growth and development that takes place in children. Growth is everything related to the physical changes experienced by individual such as increasing heart size, leg growth, changes in head size and others. Physical changes in humans are permanent, increase, then decline with age. This means that there is a period of peak growth in humans. In contrast to the case with growth which emphasizes progress (from weak to strong) and physical decline (from strong back to weak) individuals. Development is a change that occurs to individuals in psychological or psychological aspects, such as cognitive, language, social-emotional, religious and moral aspects. Thus, the growth includes the dimensions of the human physical, while the development includes various dimensions of the human psyche.

Susanto (2012) states that children's social and emotional development is divided into two different aspects, but in reality, they are interrelated and complementary. The social-emotional behavior expected in children at this age are behavior that reflect kindness, such as self-confidence, independence, responsibility, honesty, fairness, cooperation, loyal friends, compassion, tolerance, and discipline. Social-emotional is the initial ability for children to interact with the wider environment because it must be developed (Rofiyarti, Fitri., & Sari, Yunita, 2017).

The ability of children to be cooperative with friends is a must for children. Being cooperative with friends will prepare children for their future lives when they are in the community, namely to encourage children to be able to learn actively when they work together and not be passive. This will motivate children to be able to achieve better academic grades, respect differences and progress in children's social abilities.

Based on the reality in the field that the researchers obtained through observation, it was found that there were obstacles during the teaching and learning process, especially for group B children in being cooperative with friends, which we're still not by the expected developmental achievements. This means that of all children only a small proportion of children have been able to show their social-emotional abilities to be able to cooperate with friends who have developed well. Then through documentation, namely checking the monthly child development assessment data available at the school. This is evidenced by the result of interviews with teachers and school principals in Group B children of the State Kindergarten of Kelumpang Hilir Kotabaru, with data obtained showing that out of 6 children only 1 child got the achievement of developing as expected (BSH) with a percentage (17 %), namely children who can cooperate with friends, Very Well Developed (BSB) with a percentage (0%) of children who can cooperate with friends, 5 children who experience the development of social-emotional abilities, MB category with a percentage (83%) children can cooperate with friends, and there are no children who are still in BB category with a percentage (0%) children can cooperate with friends.

The result of the percentage development of the ability of the social-emotional aspects of children in being cooperative with friends. This shows the child's lack of ability in the social-emotional aspect in being cooperative with friends.

While the ability of the developmental aspect can be said to be successful if the child is being cooperative with friends gets a developing value according to expectations (BSH), and a child who develops very well (BSB) gets a score. After passing the interview and documentation stage, the researcher made observations, saw the truth that was happening in the classroom, it was true that there were children who did not want to cooperate with friends during learning, it



seemed that children wanted to play together with their close friends without listening to the instructions the teacher gave to form groups, which the teacher has set up.

The above occurs because of a lack of desire to make friends with anyone in the class, children only want to play and make friends with other children who are close to themselves. This phenomenon is seen during the process of dividing groups by the teacher to the children in the class, but not all of the children follow the instructions. The problem with children in developing emotional social skills that researchers found in children is that children tend not to want to be friends with other friends because they are used to their close friends, this triggers an impact that occurs such as the lack of socialization that children get because they are only friends with that friend, just that. The second problem is that children always want to win alone, do not want to share with their friends. Then the most important problem here is that the child has not been able to cooperate with friends, which will have an impact on the social development of the child and the personality of the child who is accustomed to wanting to win alone.

The learning model that is suitable to be used in overcoming the problems above is to use a combination of one model with a fun and appropriate learning model, while the model that researchers use to overcome these problems is to use a combination of the DREAM model (Demonstration, Examples Non Examples and Make A Match). Suriansyah, et al. (2014) said that the learning model is a systematic procedure in organizing learning experiences to achieve a certain goal and as a guide for a teacher in carrying out the teaching process.

By using a combination of Demonstration models, Examples Non Examples and Make A Match, to train children's habituation in being cooperative with friends, considering it is very useful for children's lives when children grow up. Then, to complete the achievement of this combination, by using picture card media as a supporter in learning where the media is

included in graphic media. Graphic media has a length and width that is commonly called two-dimensional media. Examples of this media are photos, pictures, charts or diagrams, graphs, posters, and others. Picture card media contains images where the images can come from self-made or existing images that are used to make it easier for children during the teaching and learning process (Jannah, 2017). The process of teaching and learning activities using picture card media is very influential both to arouse children's learning enthusiasm (Rahayu, Y. T., Meilani, S. M., & Hapidin, H. (2019).

The purpose of this study was to determine the development of cooperative attitudes of children through the combination of the DREAM model with picture card media in group B of the State Kindergarten of Kelumpang Hilir Kotabaru.

METHOD

The research approach used by the researcher is a qualitative approach with the type of CAR. Classroom action research is research conducted by the teacher in the classroom through four stages, namely planning, implementation, observation and reflection. The location of the research was carried out in Group B of the State Kindergarten Pembina Kelumpang Hilir Kotabaru (children aged 5-6 years) located on Jalan Taruma Negara, Tegalrejo Village, Kelumpang Hilir District, Kotabaru Regency, South Kalimantan Province, Postal Code 72182. This research was conducted in the 2020 academic year/ 2021 semester II in 2021. The subjects of this study were the children of Group B of the State Kindergarten Pembina Kelumpang Hilir Kotabaru which consisted of 6 girls.

Based on the observations of researchers in group B of the State Kindergarten Pembina Kelumpang Hilir Kotabaru, children's social-emotional abilities, especially in the social-emotional aspects of children in developing the ability to be cooperative with friends are still low or have not been able to, that is out of 6



children only 1 child get the achievement with criteria BSH or 17%, namely children who can cooperate with friends, Very Well Developed (BSB) with a percentage (0%) of children who can cooperate with friends, 5 children who experience the development of social-emotional abilities in the category Starting Developing (MB) with a percentage (83%) children can cooperate with friends, and there are no children who are still in the Undeveloped (BB) category with a percentage (0%) children can cooperate with friends. This can be seen from the curriculum standards in the scope of social-emotional development. For this reason, the class action research plan to develop cooperative attitudes with friends uses the application of a combination of the DREAM model with Picture Card media.

This study uses qualitative data types, namely data in the form of information in the form of sentences that provide an overview of children's expressions related to the level of understanding of a field of emotional social development, views or attitudes of children towards new learning models. Teacher activities, children's activities and social-emotional development/learning outcomes based on the combination of the DREAM model with picture card media, the result of which were analyzed qualitatively.

The analysis for indicators of success in teacher activities is said to be successful if the score of teacher activity in each lesson reaches 22 with the criteria of "Very Good".

The analysis for the indicators of the success of children's activities is categorized as successful if it reaches a score on the observation sheet with a range of 16-19 and 20-24 with active and very active assessment criteria, then achieves the percentage of classical success with the assessment category of Most Active Children and All Active Children or 80%. And for the analysis of success indicators for the socio-emotional aspects of children individually, they obtained the minimum BSH criteria (developing according to expectations), then

classically obtained the BSB criteria (very well developed) or 80%.

RESULT AND DISCUSSION

Improving the quality of teacher activities began to occur since meeting 1 scored 18 percentages of 64% (good), followed by meeting 2 which scored 21 percentages of 75% (good), then at meeting 3 got a score of 23 with a percentage of 82% (very good), and finally at meeting 4, it got a score of 26 with a percentage of 93% (very good). The improvement that occurs is an improvement made by the teacher at each meeting by looking at the shortcomings that occur during the learning process, so that by seeing these shortcomings the teacher makes improvements for improvement and in the end, the teacher can achieve the expected result, namely by achieving a very good category. at meetings 3 and 4.

Children's activities when participating in learning develop cooperative attitudes with friends at the 1st meeting of children's activities get 33% in the less active category, with a description of 0% less active, 67% active enough, 33% active and 0% very active. At the second meeting, 67% of activities were found to be in the active criteria, with a description of 0% less active, moderately active 33%, active 67% and very active 0%. Then at meeting 3, 83% were in the very active category with a description of 0% less active, 17% active enough, 50% active and 33% very active. Finally, at meeting 4, the maximum percentage was 100% in the very active category with a description of 0% less active, 0% active enough, 33% active and 67% very active. Children's activities are said to be successful if the success achieved by children reaches 82%-100%. It can be concluded that children's activities in participating in learning using a combination of the DREAM model (Demonstration, Example Non-Example and Make a Match) with Picture Card Media were declared successful as seen in the table or graph above.



The result of the development of children's cooperative attitudes have increased, namely at the first meeting, 4 children received MB with a percentage of 67%, and 2 children received BSH with a percentage of 33%. So that at the 1st meeting, the completeness of children reached 33%, which only amounted to 2 children, while those who had not achieved completeness were 67%, which amounted to 4 children. Then at meeting 2, 2 children received MB with a percentage of 33% and 4 children received BSH with a percentage of 67%. So that at the 2nd meeting the completeness of the children reached 67%, totalling 4 children, while those who had not achieved completeness were 33%, which amounted to 2 children.

Then at meeting 3, there was 1 child getting MB with a percentage of 17%, 3 children were getting BSH with a percentage of 50% and 2 children were getting BSB with a percentage of 33%. So that at the 3rd meeting, there was 83% completeness which amounted to 5 children while those who had not achieved completeness were 1 person with a percentage of 17%. In the last meeting 4, 2 children received BSH with a percentage of 33% and as many as 4 children received BSB with a percentage of 67%. So that at the 4th meeting, the children's completeness managed to develop 100% which amounted to 6 children. Meanwhile, the 1st meeting, 2nd meeting, and 3rd meeting were said to have not been successful because they had not reached the indicators of success and at the 4th meeting were said to be successful because they had achieved BSB success. It can be concluded that the combination of the DREAM model (Demonstration, Example Non-Example and Make a Match) with the Picture Card Media was declared successful.

It can be seen from the trend of the three factors studied can be seen in the following graph:

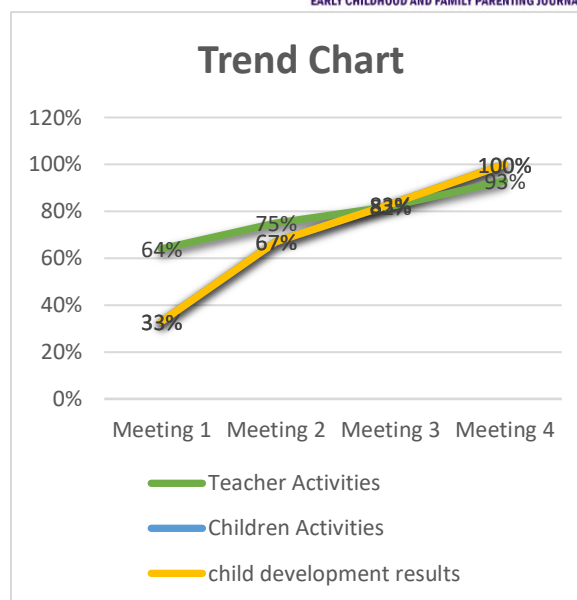


Figure 1. The result of teacher activity, children activity and development result in M1, M2, M3, M4

Based on the graph, it can be seen that all aspects studied, namely teacher activities, children's activities and the result of children's social emotional development have increased.

This can be seen from the increase in success at each meeting. It can be seen from the teacher's activity in the 1st meeting getting a score of 18 percentage of 64% (good), meeting 2 increasing the score of 21 percentages of 75% (good), then meeting 3 increasing to 23 percentages of 82% (very good) and meeting 4 increasing again to 26 with a percentage 93% (very good). It is also seen that the activity of children in meeting 1 gets a percentage of 33% (less active), meeting 2 gets a percentage of 67% (active), then meeting 3 increases again to 83% (very active), and meeting 4 increases to 100% (very active). In addition, it can be seen that the socio-emotional development of meeting 1 obtained a percentage of 33% (not yet developed), meeting 2 increased to 67% (developed as expected), then meeting 3 obtained a score of 83% (developed very well), and meeting 4 got a percentage of 100% (very well developed).

The teacher's activity at each meeting tends to increase, this is because the learning carried out by the teacher in each meeting is getting better than before so that it gets the



expected result. This also happens to children's activities at each meeting that always increases, this is because during the learning process carried out at each meeting the teacher can make children more active and enthusiastic and enthusiastic in every meeting that is held. Therefore, the impact of increased teacher activities and children's activities will also increase the result of emotional social development in children in each meeting. From the result of the trend, it can be seen that in each meeting there was an increase. It can be concluded that every aspect, namely the aspects of teacher activities, children's activities and children's learning outcomes are related to each other.

This can be said because if the teacher's activity increases then it will affect the child's activity and the result of its development as well.

Based on the result of the analysis of the tendencies above, it can be concluded that the research hypothesis reads: "If in learning to develop a cooperative attitude with friends using a combination of the DREAM model with Picture Card media, then the emotional social skills in being cooperative with friends in group B children of the State Kindergarten Pembina Kelumpang Hilir Kotabaru will develop" is acceptable.

Based on the result of classroom action research conducted, the use of the combination of the DREAM model (Demonstration, Example Non Example and Make A Match) with Picture Card Media has successfully improved learning in the Pembina State Kindergarten in group B well. This can be seen from the development of learning carried out in each meeting. This can be seen from meeting 1 the teacher only got a score of 18 (good), then meeting 2 got a score of 21 (good), followed by meeting 3 the teacher's score increased to 23 (very good) and finally got a score of 26 (very good) at meeting 4.

From the learning activities carried out by the teacher 4 times in developing the social emotional aspects of children in developing cooperative attitudes with

friends, it can be concluded that at the 4th meeting the teacher's activities in the implementation of learning activities have achieved optimal result. This happens because in every meeting the teacher always makes reflections so that the result of the reflection the teacher know the shortcomings that must be overcome at the next meeting, besides that the teacher also masters the combination of learning models that have been planned so that the learning carried out runs optimally and better.

Learning is a change in attitude or behaviour that occurs relatively permanently and can also be said to be the result of repeated practice (Thobrani, 2015). The learning that was carried out also did not escape from how the teacher gave the subject matter to the children. The role of the teacher is in terms of assisting children in gaining communication skills, solving a problem and also resolving a conflict (Suriansyah, 2011).

The success of learning in PAUD is carried out by teachers/educators in organizing and managing to learn such as the implementation of teaching and learning/learning, coaching and procurement of experts, utilizing the environment used as a source for learning and development and also policy compliance. This can be seen from the utilization of the environment, both physically and socially as well as providing adequate facilities and infrastructure for the benefit of children's learning and playing (Mulyasa, 2012). Educators should be able to create the latest learning atmosphere so that children are not easily bored and bored when receiving learning.

When viewed from the research I did by combining models and media, namely the combination of the DREAM model (Demonstration, Example Non Example and Make A Match) with Picture Card Media on the social emotional aspect in developing a cooperative attitude with friends meeting 1, I got a score of 18 (good) and at the end of the meeting, 4 got a score of 26 (very good) meaning more progress than before.



The role of the teacher as a person who manages a pleasant learning environment for children can affect the creation of a learning environment to support the effectiveness and efficiency of children's learning. The teacher plays a direct role as an element or is involved in teaching and learning/learning processes with children, must also know effectively/correctly the tasks or jobs that must be mastered in managing a teaching and learning environment that is already available in the school environment (Zein, 2016).

Parents and educators must understand the development of children to strive for the development of children, especially their potential as optimally as possible. Knowledge of development in children can assist them to develop themselves and solve a problem that is being faced and can be anticipated with various efforts to facilitate this development both in the family, school and community environment (Yusuf, 2012).

Based on research conducted at each meeting there was an increase in children's activity, 1 child meeting got a percentage of 33% (less active). At the second meeting, children's activities increased by getting a percentage of 67% (active). At meeting 3 the increase in children's activities got better by getting 83% (very active). And at meeting 4 the increase in children's activity occurred as expected by obtaining a percentage of 100% (very active). This is because the teacher has carried out learning optimally and learned from the shortcomings that existed at the previous meeting so that what was expected at meeting 4 was successfully carried out, namely by achieving a percentage of success.

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 and Sugandhi, 2013). Early childhood is a very important golden age to provide a stimulus for child development.

Musbikin (2006) states that every child certainly has a creative potential and a potential which must be developed as well as possible. Children have a very unique soul that is not the same from each other as adults. There are so many people outside who think that creativity is just a talent in an art or music field, that view is incomplete.

This creativity covers various fields including scientific discovery, imagination, experimentation, exploration, and discovery (Marwiyati & Istiningsih, 2021).

The world of children in the world of play, because by playing children can learn many things, and without realizing it and without being burdened. Through playing, children can recognize the rules, socialize, place themselves, manage emotions, tolerance, cooperation, succumb, sportsmanship and other positive attitudes. In addition, children can develop children's mental, language, and motor intelligence although sometimes their selfish nature arises when playing (Mulyasa, 2012).

Curiosity and a strong enthusiastic attitude of children towards everything are prominent characteristics in early childhood, especially children aged 4-6 years, as stated by Fadlillah (2013) that curiosity is an attitude and action that always seeks to find out more. deep and extends from something he has learned, seen and heard (Fadlillah, 2016).

Children have a very strong adventurous attitude as children will pay a lot of attention, talk or ask about various things that they have seen or heard. Teachers should be able to provide a learning model that provides broad opportunities for children to be active and creative both physically and mentally as is the case in the DREAM model (Demonstration, Non Example and Make A Match) with Picture Card Media. In the combination of the model and the media, children's motivation in learning will appear because the media/learning resources that are presented are very attractive to children in the learning process.



Based on the result of the research on the socio-emotional development of children at the first meeting as many as 67% of children with MB criteria and as many as 2 children with BSH criteria. There was an increase at meeting 4 as many as 100% of children with BSH and BSB criteria with a total of 6 children. With the result at meeting 4, this means that the result of the child's social emotional development have reached an indicator of success, namely 80%.

The increase in the result of children's social emotional development is because in the learning process the teacher applies child-centred learning both from the use of the DREAM model (Demonstration, Example Non Example and Make A Match) with Picture Card Media and the combination of these models is very helpful for children to build knowledge and own understanding based on what is learned.

This is in line with the opinion of Sujiono and Yuliani in their book which suggests that 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 thinking, the child. Sujiono also revealed that children can build and create their knowledge and direct involvement with children is very important (Sujiono & Yuliani, 2012).

In this study, researchers tried to examine the result of social emotional development in children using a combination of the DREAM model (Demonstration, Example Non Example and Make A Match) with Picture Card Media on the material of being cooperative with friends. With this combination, it turns out that the result of children's social emotional development increase as described by (Aisyah, 2010), emotional social development in early childhood aims to make children confident, able to also socialize with others, restrain the emotions contained in themselves if they are in a situation. in a situation according to his ability and level of development. This is of

course the involvement of teachers and children's parents to be able to invite children to make friends/associate with other people and teachers provide opportunities for children to express their opinions or ideas and here children will learn that the teacher wants to respect their ideas or opinions.

This is in line with several relevant studies that use a combination of the DREAM model (Demonstration, Example Non Example and Make A Match) with Picture Card Media (Hidayat, A., & Hadi, S., 2019; Bahfen, M., Khaerunnisa, M. S. H., Madyawati, L., & Sulistyaningtyas, R. E. (2020) found that Demonstration, Make a Match Models can improve children development. Then, Fitriani, et al (2017) with research result showing that children's social emotional skills increase by playing make a match in finding card pairs. Aliputri (2018) obtained data with an increase in student learning outcomes by applying the Make A Match learning model with the help of picture cards to improve children's learning outcomes.

Wahyuni (2020) obtained research with the result that picture cards can develop the social skills of children aged 4-5 years. Pramestya, et al (2015) with research result showing that the application of the Example Non Example learning model with the help of Image Media can improve children's cognitive development. Mujiyono, M. (2020) Example Non Example learning model can improve student development.

Wulan (2014) with research result showed that there was an increase in learning achievement result in cognitive development in recognizing number symbols for children in the second semester of group B2 after using the panel board media by 44.2%. This can be seen from the increase in the average percentage of cognitive development achievements in recognizing children's number symbols in the first cycle of 40.2%, to 84.4% in the second cycle which is in the high category.



CONCLUSION

Based on the result of classroom action research conducted on children in group B of the State Kindergarten Pembina Kelumpang Hilir Kotabaru, it showed an increase in the success of teacher activities, children's activities, and achievement of developmental outcomes because they were by predetermined success indicators, with the result of teacher activities being carried out well. at each meeting so that in the end they get a very good category, then the children's activities are carried out well so that they get very active criteria/categories, and the use of a combination of the DREAM model (Demonstration, Examples Non Examples and Make A Match) with Picture Card Media for children in group B Kindergarten The State of Kelumpang Hilir Kotabaru can develop children's social and emotional aspects in showing a cooperative attitude with friends. The combination of these models can be used as input and become suggestions for improving the quality of learning and improving children's learning outcomes in schools with various and varied models and learning media to improve the quality of education in early childhood.

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