

DEVELOP SOCIAL EMOTIONAL IN RECOGNIZING COLORS USING EXPERIMENTAL METHODS WITH EXTRATION MODELS IN GROUP B

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Abstract

The problem in this study is that children are not independent and impatient in learning group B at TK Aisyiyah Busthanul Athafal 36 Banjarmasin. Learning activities are a factor that greatly determines the success of the learning process carried out through teaching activities. Teacher activity is a major factor in various achievements, especially in children's learning activities, which affect the success of children's developmental outcomes. However, the results of effort and development are still relatively low. Therefore, the purpose of data collection is to determine the increase in activity and developmental outcomes of children using a combination of extraction models. The type of research used is Classroom Action Research (CAR) which is carried out with 4 meetings. The subjects of the study were Group B children of TK Aisyiyah Busthanul Athfal 36 Banjarmasin for the 2021/2022 school year. The results showed that the teacher's activity at the first meeting was quite good, the second and third meetings were in a good category, and the fourth meeting was very good. Student activity at the first meeting met the criteria of being less active, the second meeting met the criteria of being quite active, the third meeting met the criteria of being active, and the fourth meeting met the criteria of being very active. The classical completeness of child development outcomes was 30% at the first meeting, 50% at the second meeting, 90% at the third meeting, and 100% at the fourth meeting. Based on these results, it can be concluded that a combination of explicit instruction and demonstration models can improve children's activity and development outcomes. It is recommended to use this model as an alternative to strengthen teacher and child activities that have an impact on improving child development outcomes.

Keywords: *Social Emotional, Color, Experiment, Explicit Instruction, Demonstration*

INTRODUCTION

Education is a conscious and systematic effort of children in the form of knowledge, skills, and habits aimed at achieving or achieving a better standard of living so that children do not experience difficulties in the future. Early Childhood Education (PAUD) is education for early childhood (0-6 years) that provides various incentives to support their physical and intellectual growth and development in preparing themselves to enter the next level of education.

Early childhood education shows that at the age of three, four and five they

are social creatures. At the age of three, Seifelt and A. Wasek explain that a child's physical development involves independent movements and curiosity about the environment and people around him. Three years, between concern for the environment and symbiosis, but as a parallel game (Suryono, 2018).

The goal of early childhood education is to prepare children for life from an early age, develop diverse potential and enable them to adapt to their environment. Helping to think and learn, children are sensitive to different tones and sounds and appreciate creativity.



All aspects of child development are important, including social and emotional aspects. Social development is the level of interaction of children with others, ranging from parents, siblings and playmates to society as a whole. Emotional development is the flow of a child's emotions through interaction with others.

Social-emotional development is the child's acceptance to understand the emotions of others while interacting in everyday life. Based on the above understanding. On the other hand, any discussion about social development should include the child's emotions because the two are integrated or inseparable from each other. The emotional development of a child begins at birth (Lubis, 2019). The importance of social-emotional development for children (mujahaddah et al., 2021).

The problems of social-emotional development have to do with self-confidence, which indicates that it indicates that it shows that he can adapt to situations, that the child must be able to train at a certain level of cognition, how to experiment well and that the child can work . With friends, talking well, can explain what he does, but the child does not even want to talk to friends when asked, and often gets angry when bullied.

Researchers raised this title because schools have problems with children who can't control their anger, children who can't be patient while studying, and children who still can't control their anger.

Independent in learning, according to researchers, these problems can be corrected by using handling through explicit instruction and demonstration models using experimental methods. From this learning model, children participate directly in practising how to experiment patiently without children having to be angry or cry as taught by their teacher through stages that are

carried out routinely or continuously. And also of the problems encountered in the field, therefore researchers are very interested in raising this title in research.

Based on expert opinions and reality in the field, the researchers here provide solutions in the form of learning with a combination of models and methods, namely with the Explicit instrument model and demonstration with experimental methods. The Explicit Instruction Learning Model is a direct learning model specifically designed to develop student learning about procedural knowledge and declarative knowledge that can be taught in a step-by-step pattern. The experimental method is a way of presenting learning material where students conduct experiments by conducting experiments to prove themselves against the question or hypothesis being studied. An experimental method is a form of teaching where students conduct experiments on something, observe the process and record the results of the experiment, then the results of these observations are reported to the class and evaluated by the teacher (Padmawati, 2021). The results found that through the Explicit Instruction Learning Model and experimental methods, child development can increase (Faizah & Wahyudi, 2021; Fatimah et al., 2021; Faudina, G, 2022; Beautiful & Purwanti, 2022; Rahmawati & Sari, 2022).

This research was conducted at TK Asyiyah Busthanul Athfal 36 Banjarmasin. The reason the researcher chose the kindergarten to carry out research was because at the beginning this kindergarten wanted to develop the abilities possessed by children about social emotional, so that it would make it easier for children to learn patiently without having to release anger or cry. Based on the problems found by researchers in schools, researchers are



very interested in choosing the school as a place of research.

METHOD

The data collection process in this study used. A qualitative approach is an approach used as a direct source of data, using direct researchers as resource persons. Qualitative research is research that aims to understand holistically the phenomena experienced by research subjects, such as behavior, perception, motivation, action, and others. In pedagogical research, qualitative research can be carried out to understand the differences in the behavioral phenomena of teachers, students in the process of education and training (Wahidmurni, 2017).

This study used Classroom Action Research (CAR). Action research in the classroom is an observation made by the parties involved (teachers, students, school leaders) using the reflection method with the aim of making improvements to different aspects of learning.

In other words, CAR is an observation made by teachers in the classroom, through self-reflection, with the aim of improving the process as a teacher so that student learning outcomes continue to improve. CAR is an action research whose implementation can be seen, felt and experienced, so the question arises whether the learning practices carried out so far are very effective. He is studying

Classroom Action (CAR) can bridge the gap between educational theory and practice. This is because activities take place alone, within the classroom itself, by involving the students themselves, through actions that are planned, implemented, evaluated and reflected. This way you get systematic feedback on what has been done in teaching and learning activities to apply it correctly in the classroom (Susilowati, 2018).

The design phase of the researcher produces teaching aids, RPPH, observation sheets and evaluation rubrics. At the implementation stage, researchers carry out learning activities by the established RPPH concept. The observation stage makes observations about the Classroom Action Research conducted. Finally, in the reflection phase, researchers make improvements to the aspects that have been identified for the next meeting.

The setting of this research was conducted at TK Busthanul Athfal 36 Banjarmasin. The subjects of this study were group B children of TK Busthanul Athfal 36 Banjarmasin consisting of 10 children, consisting of 5 girls and 5 boys.

Data analysis techniques are obtained based on teacher activities, children's activities and children's learning motivation during teaching and learning activities, by looking at the many indicators achieved by teacher activities. Meanwhile, data on the achievement of children's social-emotional development are obtained from the process of activity and the results of children's work in experimenting with colours.

RESULTS AND DISCUSSION

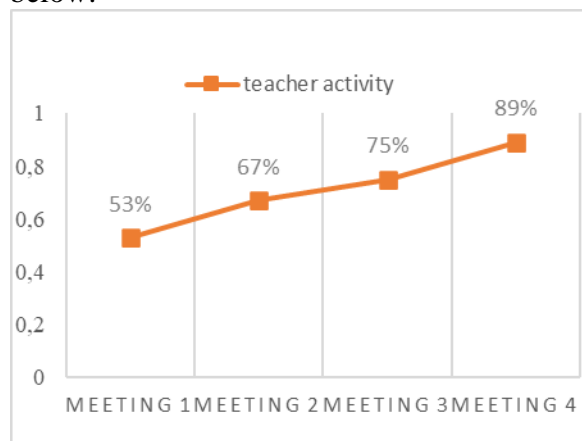
Based on the analysis of this research data, the learning process using a combination of explicit learning models and demonstrations with colour experiments in group B of TK Busthanul Athfal 36 Banjarmasin was carried out for 4 meetings.

At each meeting, both teacher activity and child activity increased, as did the results of children's social-emotional development resulting from independent experiments and ordination experiments.

Improving teacher learning activities using experimental methods with a combination of explicit learning models and demonstrations in group B children at TK Busthanul Athfal 36



Banjarmasin can be seen in the graph below:



Graph1. Results of Teacher Meeting Activities 1,2,3, and 4

Based on the picture above, the performance of teacher activities in the learning process in sessions 1-15 with a percentage of 53% in the "good enough" category. In the second meeting, there was an increase, reaching 19 with a percentage of 67% in the "good" category. At the 3rd meeting there was another increase of 21 with a percentage of 75% included in the "good" category and at the 4th meeting the children's activities had increased more optimally with a percentage of 89% achieving a score of 25 in the "very good" category.

Based on the results of observations of teacher activities with explicit combinations of instruction and demonstration with experimental methods of mixing colours and rain colours, teacher activity increased from meeting 1 with a score of 15 with a fairly good category, in match 2 with a score of 19 with a good category, in meeting 3 with a score of 21 with a good category and at the meeting 4 with a score of 25 with a very good category, the implementation of teacher activities with the quality of teacher activities reaches very good criteria.

Based on the image of teacher activity performance, teacher activity at the first meeting received a score with a percentage of 53%. This shows that

teacher learning activities are classified as "good". This is because there are still many shortcomings on the part of the teacher who has difficulty concentrating because they have not memorized all the names of children so they cannot say the child's name, this can be seen when the teacher is unable to do the questions and answers well. With children, not freely interacting with children, and not explaining well how to play. Teachers still need to correct deficiencies in teaching and learning activities so that teacher activity scores increase on the combination of explicit models of instruction and demonstration.

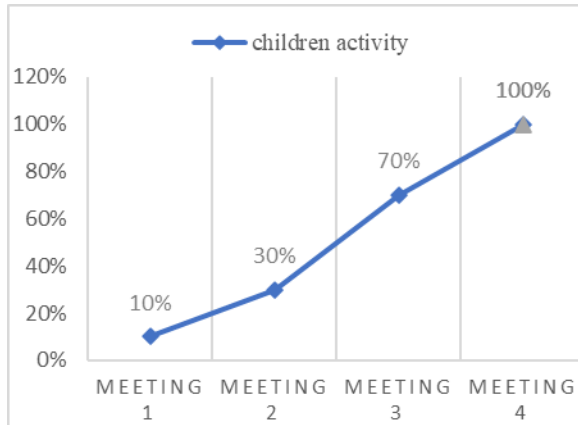
In the second meeting, teacher activity increased with a score of 19 with an average of 67%. This shows that teacher learning activities are classified as "good". This is because the teacher begins to focus on the child. After all, he begins to remember the child's name so that he can call him, but the teacher fails to explain how to play rain of colours smoothly and clearly and does not encourage the child to dare to describe the experiment and answer questions. Researchers did it again by continuing the 3rd meeting that had been scheduled before, to get even better results.

At meeting 3, teacher activity increased again with a score of 21 with a percentage of 75%. This shows that the teacher's learning activities are classified as "very good". This is because the teacher can already convey learning fluently and coherently, but the teacher still does not stimulate children to dare to describe pictures. Again, the teacher plans improvements in the next lesson.

At the 4th meeting, teacher activity in learning activities reached a score of 25 with a percentage of 89%. This shows that teacher activity is optimally encouraged in learning and is classified as "very good". This is because in carrying out learning it is in accordance with the learning stages and in accordance with RPPH.



Improving children's learning activities using experimental methods with a combination of explicit learning models and demonstrations in group B children at TK Busthanul Athfal 36 Banjarmasin can be seen in the graph below:



Graph 2. Results of Children's Meeting Activities 1,2,3, and 4

Based on the figure above, children's activity in the learning process at meeting 1 was 10% with the category "least active". In the second game, there was an increase of 30% score with the "quite active" category. At the 3rd meeting there was another increase of 70% in the "active" category and at the 4th meeting the children's activities increased more optimally and reached a score of 100% in the "very active" category.

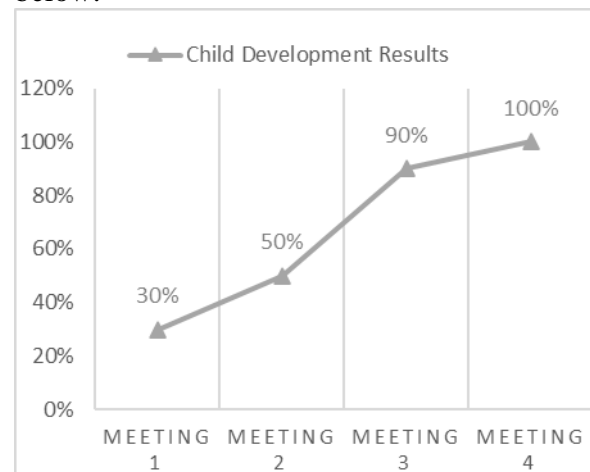
Based on children's activities in the learning process at meeting 1, a traditional 10% score was obtained with the criterion of "less active". There is still a lack of teachers and low grades that affect children's activities. Because the criteria are less active, it is necessary to make corrections because only a few children can mix colours without the help of the teacher, to answer the question there are still many children who cannot display it. This is because the child does not dare to go further. Therefore, it is still necessary to increase the activity of the child for the next meeting.

At meeting 2 there was an increase of 30% score with the criterion "quite active". There is still a shortage of teachers and grades that have not been maximized. Although it has not increased, the percentage is still below the criteria set for the success rate of children's activities.

At meeting 3 the child's activity increased again and achieved a score of 70% on the "active" criterion. There was an increase in children's achievement from the established success criteria, which was 80%. This means that the child's activity is successful because it has not reached the 80% success indicator with the criterion of "very active".

At the 4th meeting, the child's activity optimally increases to 100% classical. This percentage is included in the criterion of the success rate of children's activities, that is, meeting the criterion of "very active". This corresponds to the child's activity that increased significantly at the previous meeting.

Improving children's development in learning using experimental methods with a combination of explicit models of instruction and demonstration in group B children at TK Busthanul Athfal 36 Banjarmasin can be seen in the graph below:



Graph 3. Child Development Results Meetings 1,2,3, and 4



On the graph it can be seen that the results of classical children's social-emotional development at the first meeting begin to develop up to 30%. At meeting 2 there was a 50% increase that began to develop. At the 3rd meeting there was an increase of 90% and success indicators were achieved, and at the 4th meeting there was an optimal increase of 100%.

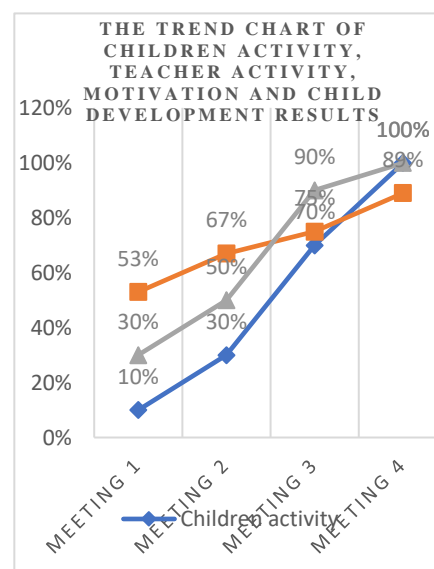
It can be said that the results of socio-emotional development of children at meeting 1 are in the classical percentage of underdeveloped children, due to the impact of teacher and child activities and low motivation to learn. And this shows that the results of children's social-emotional development at meeting 1 are classically 30% not classified as developing because many do not reach 80% of individual development indicators, so it needs to be improved and improved.

At meeting 2 the results of social emotional development can be interpreted as the results of the classical percentage of children still increased by 50% on success indicators, this is due to the impact of teacher activities, children and increased learning. motivation. This shows that the results of the social-emotional development of Encounter 2 children are still classified as indicators of no achievement. So according to him, improvements and refinements must be made at the next meeting.

At meeting 3 the results of children's social-emotional development can be expressed in the results of the classical percentage of children who are 90% developing as expected, this is due to the impact of teacher activities on children and increased learning motivation because the teacher is consistent in experimenting well and children have started to experiment consecutively well and neatly. This shows that the results of children's social-

emotional development increase to achieve individual development indicators that are 80% that children must master. But improvements still need to be made at the next meeting for maximum results.

At meeting 4 it was concluded that the results of children's language development were in the criteria of Very Good Development (BSB) or obtained success in language development because classical scores get 100%.



Graph 3. Teacher activity, children activity and child Development Result Meetings 1,2,3, and 4

In line with the research shows that group A children in Aisyiyah Bustanul Athfal 1 North Banjarmasin Kindergarten using an explicit education model combined with a talking stick model and paper-based can develop fine motor aspects of group A children in Aisyiyah Bustanul Kindergarten. Athfal 1, North Banjarmasin, age (4-5 years). (Faizah & Wahyudi, 2021).



This research concluded that teacher activities in the implementation of learning develop fine motor aspects in imitating shapes with explicit learning models, puzzle games and folding activities at TK Aisyiyah Bustanul Athfal 43 Banjarmasin carried out in accordance with predetermined steps with very good criteria (Aslamiah, 2021).

Children's activities when participating in learning activities the development of fine motor aspects in shape simulation increases by meeting the criteria of all activities, as well as children's creativity when participating in learning activities increases with the achievement of all criteria of creativity so that the results of the development of fine motor aspects develop with all criteria. The results of this study can alternatively be used in the selection of models for the development of fine motor cognitive skills in children (Mujahaddah, 2021)

Activities and child development outcomes using a combination of demonstrations, Number Head Together (NHT) models and traditional games can develop the social emotional aspects of children following the rules that have been set in Group A2 children's games at TK Pertiwi DWP SETDA South Kalimantan Province with excellent development criteria (BSB).

The combination of these models can be used as input to improve the quality of learning by improving the learning process and learning outcomes of children in schools with different learning models and games to improve the quality of early childhood education.

In general, based on the results of research and discussion above, it can be concluded that the use of storytelling methods, direct practice and play can improve the quality of learning. Teacher and student activities increased and the results of social-emotional development showed a positive spirit in playing competitive games in Group A children of

Tunas Bangsa Kindergarten, Anjir Muara District, Barito Kuala Regency (Novitawati & Khadijah, 2018).

Based on the results of classroom action research on group B children of Pembina Hilir Kotabaru Kindergarten, there was an increase in the success of teacher activities, children's activities and results (Ardiyansyah & Metroyadi, 2021)

Development results because they are consistent with predetermined success indicators, with the results of teacher activities performing well. at each meeting so that it ends with a very good category, then the child's activities are carried out well so that they get very active criteria/categories and the combination of the Demonstrasi, Non-Example Examples and Make A Make with Group B Card Media for Children by TK Negeri Kelumpang Hilir Kotabaru can develop the social and emotional aspects of children by showing a cooperative attitude with friends. The combination of these models can be input and suggestions for improving the quality of learning and improving children's learning outcomes in schools with different and diverse learning models and resources to improve the quality of early childhood education.

CONCLUSION

In collecting this data, it was concluded that teacher activities, children's activities and children's development results in the use of experimental methods with a combination of explicit instruction models and demonstration group B of TK Busthanul Athfal 36 Banjarmasin increased. Suggestions as input and consideration in determining or choosing a learning model in the classroom using a combination of explicit instruction and demonstration models there are group A children of TK Aisyiyah Busthanul Athfal 36 Banjarmasin on the development of children's social emotional in recognizing colors.



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