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IMPROVING COUNTING SKILLS THROUGH NUMBER BLOCK GAMES FOR GROUP B CHILDREN AT TK SEULANGA DAYA

Helnita[1], Suwaibah[2] Rossiana Br Ginting [3] Ahmad Nasriadi[4], Riza Oktariana[5]
[123345]Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

* Corresponding email: helnita93@gmail.com

ABSTRACT

This study is based on the less than optimal cognitive development in early childhood in group B of Seulanga Daya Kindergarten due to the monotonous learning process. This should make teachers provide active and creative learning materials by playing, children can think more critically and logically like what children do, namely using symbols, classifying objects and sorting objects. This study aims to improve counting skills through number block games in group B children at Seulanga Daya Kindergarten. This type of research is a qualitative Classroom Action Research. The subjects in this study were group B children as many as 20 children. Based on the results of the research that has been carried out, it shows that the Pre-Cycle obtained a value of 35%, Cycle I 70%, and Cycle II 92%. It can be interpreted that the ability to count through the game of number blocks in group B children at Seulanga Daya kindergarten has increased. So that the percentage increase in children's counting ability has reached the success indicator.

Keywords: *counting ability, number blocks, cognitive.*

INTRODUCTION

Kindergarten education is one of the early childhood education institutions contained in the formal education pathway as stated in Indonesian Law No. 20 of 2003 article 28 paragraph 3: "Early childhood education in the formal education pathway is in the form of kindergarten (TK), Raudatul Athfal (RA), or other equivalent forms". Early childhood education aims to help the development of children's potential so that they can develop both physically and psychologically such as cognitive, social, emotional, language, moral or religious values, physical or motor and art.

Counting skills are included in the cognitive development aspect. Where cognitive aspects are one of the most important aspects that must be developed in early childhood. Kindergarten children are children who are in the age range of 4-6 years. Based on the Regulation of the Minister of Education and Culture No. 146 of 2014 concerning the 2013 PAUD curriculum, at the age of 5-6 years, for counting ability children should be able to connect concrete objects with number symbols 1-10, mention numbers when shown the number symbols and mention the number of objects by counting (Permendikbud, 2014).

Learning activities in early childhood education are carried out by playing while learning. Through this play, children try to explore things that are interesting to themselves and develop their potential but in a way that is educational, fun and in accordance with the characteristics of the child. Understanding children is the beginning of success in education. The world of children is a world of play, when they play children will absorb everything that happens in the surrounding environment, "play is also an essential demand and need for early childhood, through play children will be able to satisfy the demands and needs of the development of the dimensions of motor, cognitive, creativity, language, emotions, social, values, and attitudes to life" (Hasanah, 2016).

Based on this background, on October 15, 2022 in group B of Seulanga Daya Kindergarten, Lamno Market, Jaya District, Aceh Jaya Regency, researchers conducted learning observations regarding the learning process, especially in the aspect of cognitive development and discussed with the group B class teacher. From these observations, the results obtained that the ability to count has not developed optimally, taken from the daily assessment data of learning activities. Of the 20 children in the class, there are only 8 children who are able to count in the very good category. Counting activities are carried out in a less interesting way, because the teacher gives the task to children to mention the number of numbers according to the number of pictures shown by the teacher. Counting activities begin with a small number of pictures, such as:

5 apples, 3 shirts, 7 hats, etc. In addition, the teacher still uses the drill method and paper-pencil test practices. This learning method can make children feel bored so that children's interest in learning counting activities seems to decrease. The use of learning media has not been maximally accepted by children so that it can affect children's interest in participating in the learning process. This is evident when children mention the number of numbers according to the number of pictures shown by the teacher.

Based on these existing problems, children's ability to count needs to be developed in the right way, namely by staying guided by learning while playing or playing while learning. This research applies the learning media of number blocks in learning so that children can learn actively, fun, so that children's ability to count can increase. Number blocks are one of the visual media made of wood that has a shape that can be seen and can be used to develop aspects of early childhood cognitive development. Number blocks are media created by Montessori in 1909 (Mayasari, 2016).

Number blocks learning media has not been applied to develop counting skills at Seulanga Daya Kindergarten. Therefore, this study uses number blocks as media or concrete objects that children can use when learning to count. Therefore, the researcher is interested in conducting a study entitled "Improving Counting Skills Through Number Block Games for Group B Children at Seulanga Daya Kindergarten".

METHODS

This type of research is qualitative research Classroom Action Research. The instrument used is an observation sheet, this technique is used to recognize and see everything related to the results of the action implementation process. Its function is to find out whether the actions taken have led to positive changes in group B. Documentation, in this technique, it is possible for researchers to obtain information from various kinds of written sources, where students carry out their daily activities. This strategy is to get a general description of the school, the state of the teachers, the state of the infrastructure and the state of the students. The subjects in this study were 20 children of group B at Seulanga Daya. The results of the data were analyzed descriptively using the percentage technique (Sudjana, 2002) to interpret the assessment score.

RESULTS AND DISCUSSION

Play activities provide a framework for children to develop an understanding of themselves, others and their environment. Play is the beginning of all subsequent cognitive functions, therefore play is very important for children. One of the efforts to improve counting skills that can be done is to use the method of playing with number blocks.

From the results of observations that obtained data from the results of researchers before using number blocks the development of counting skills of children in group B TK Seulanga Daya was still very lacking and after using number blocks the development of counting skills developed very well. The data obtained by researchers after making observations are as follows:

Table 1. Recapitulation of the Development of Counting Skills of Group B Children at Seulanga Daya Kindergarten through the Play Method Using Number Blocks.

Number	Cycle	Percentage %	Interpretation
1	Pre-Cycle	35%	Not yet developed
2	Cycle I	70%	Developing as expected
3	Cycle II	92%	Developing Very Well

Based on table 1, the results of 20 children in group B at the pre-cycle stage showed a percentage of 35% with the interpretation of not yet appeared, in cycle I the percentage was 70% with the interpretation of developing as expected, while the percentage of cycle II using number blocks obtained a percentage of 92%. So that there is an increase in pre-cycle research, cycle I with cycle II carried out the method of playing number blocks to group B TK Seulanga Daya. The results of the graph are as follows:

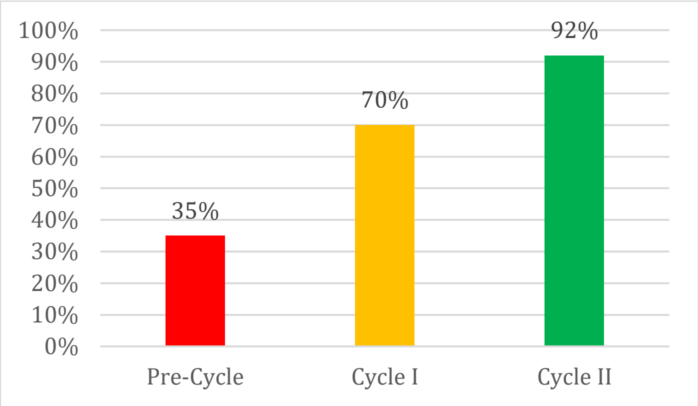

Figure 1: Graph of Recapitulation of the Development of Counting Skills of Group B Children at Seulanga Daya Kindergarten through the Play Method Using Number Blocks**.**

Based on the results of the graph, it can be seen that there is an increase from pre-cycle and cycle I to cycle II so that it can be concluded that through block play activities can improve children's counting skills in group B of Seulanga Daya Kindergarten.

Based on the results of direct observation in the classroom, it can be seen that there is an increase in the motivation of students to learn so that the learning outcomes of counting skills are increasing. The picture of the increase in learning outcomes of students' counting skills in cycle II is the result of the use of block media.

From these direct observations, it was found that using block media as a learning medium to improve children's counting skills created a lively classroom atmosphere with children's enthusiasm and activeness. This is evidenced by the number of students who are active in doing the tasks given by the teacher, both those who are able to work independently and those who still ask for teacher or friend guidance, but they want to try because the material provided is in accordance with the child's world, namely playing with props because early childhood is not yet able to count abstractly so that using props such as blocks makes it easier for students to complete the tasks given by the teacher related to counting skills.

The motivation to play for children arises from themselves, which is useful to enjoy the activity and to feel that they are capable. Thus, play plays a big role in children's lives and is the main means of developing children's creativity. By playing, creativity will emerge so that it can give birth to different ideas. Because play is very important for all phases of development in children.

The results showed that imaginative (symbolic) games can develop various abilities, including creativity, memory development, cooperation, vocabulary acceptance, friendship, and self-control. The benefits of this number block game include developing aspects of early childhood counting skills, developing children's activeness and creativity, developing children's emotional abilities, developing children's language skills, arousing children's curiosity in new things, developing children's imagination, developing children's fine motor skills.

CONCLUSION

Based on the results of classroom action research (PTK) and discussion of research results in Group B of Seulanga Daya Kindergarten in cycle I and cycle II, it can be concluded that by using block media as a learning medium to improve children's counting ability can create a lively classroom atmosphere with enthusiasm and activeness of children. Students are able to properly complete tasks in using symbols, classifying objects and sorting objects. This is evidenced by the number of students who are active in doing the tasks given by the teacher, both those who are able to work independently and those who still ask for teacher or friend guidance, but they want to try because the material provided is in accordance with the child's world, namely playing with props. The increase can be evidenced from the data from the observation of learning in each cycle. Before the action of developing numeracy skills of 35% increased in Cycle I by 70% and when continued in Cycle II increased very rapidly to 92%.

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