

IMPROVING UNDERSTANDING OF THE CONCEPT OF NUMBER THROUGH A FISHING GAME

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Abstract : This study aims to improve understanding of children's number concepts through number fishing games at RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Kab. Pasuruan academic year 2021/2022. This research is a collaborative classroom action research using the Kemmis and Taggart models which was carried out in 2 cycles. Each cycle was carried out in 3 meetings. The subjects of this study were group A children, totaling 17 children. The object of research is understanding the concept of numbers through number fishing games. The data collection method used is observation. Data analysis technique using quantitative descriptive

The results showed that there was an increase in the understanding of the concept of children's number concept in group A through the number fishing game, namely before the action the percentage of understanding the concept of children's numbers was 49.58% with sufficient criteria and after the act of understanding the concept of children's number was carried out it increased to 82.50% with the criteria very good. Increasing the understanding of the concept of numbers is carried out by steps 1) The teacher explains to the children about the game to be carried out; 2) The teacher divides the children into groups, each group consists of 2 children; 3) The first child in one group is asked to draw numbers according to the teacher's orders; 4) Next, other children in the group are asked to fish with numbers in accordance with the numbers provoked by the first child; 5) Ask the children to take turns doing the game; 6) Invite children to compare the number of objects that have been provoked; 7) Invite the children to tell about the game that has been implemented.

Keywords: understanding the concept of numbers, number fishing game, group A . children

Abstract : This research aims to improve the understanding of the concept of child numbers through number fishing games at RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Kab. Pasuruan lesson year 2021/2022. This study is a collaborative classroom action study using Kemmis and Taggart models are implemented in 2 cycles. Each cycle is held in 3 meetings. The subjects of this study were group A children of 17 children. The object studied is the understanding of the concept of numbers through the game of fishing for numbers. The data collection method used is observation. Data analysis techniques using quantitative descriptive

The results showed an increase in the understanding of the concept of group A children's numbers through number fishing games, namely at the time before the action of the percentage understanding of the concept of child numbers was 49.58% with sufficient criteria and after the implementation of the action of understanding the concept of child numbers increased to 82.50% with very good criteria. Improved understanding of the concept of numbers is implemented by steps.

The teacher explains to the children about the game to be played; 2) The teacher divides the child into groups, each group consists of 2 children; 3) The first child in one group is asked to fish for numbers in accordance with the teacher's orders; ; 4) Furthermore, the other child in the group is asked to fish for a number with an amount according to the number lured by the first child; 5) Ask the child to take turns doing the game; 6) Invite

children to compare the number of objects that have been provoked; 7) Invite the child to tell you about the game that has been done.

Keywords: understanding of number concepts, number fishing games, group A kids

PRELIMINARY

Early childhood is a very potential golden age to train and develop their various multi-intelligence potentials children (Harun Rasyid, 2009:64). According to Imas Kurniasih (2011:11) 50% Intelligence development occurs at the age of 0-4 years and the next 30% occurs up to 8 years of age. Various potentials of early childhood intelligence need be developed through education.

Law Number 20 of 2003 concerning the National Education System states that early childhood education is an effort to develop aimed at children from birth to the age of six, This is done through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness in enter further education. Early childhood education which is a coaching effort for children from birth to six years aims to develop all the potential of the child (the whole child) so that one day he can function as a complete human being according to the philosophy of a nation (Slamet Suyanto, 2005:5). Development of potential in This can be done by giving the right stimulus. Giving stimulus for early childhood is different from giving for adults. That matter because early childhood is not a mini form of adults, children.

Early childhood has different characteristics from adults. Early childhood very active, dynamic, enthusiastic, and almost always curious about what seen and heard (Sofia Hartati, 2005: 8). The potential of early childhood that needs to be developed covers all aspects basic abilities, namely motor physical aspects, cognitive aspects, socio-emotional aspects, aspects of language as well as aspects of religious and moral values. Cognitive ability is one aspect of children's basic abilities that need to be developed through giving stimulus. Cognitive ability describes how a child's mind develop and function so that they can think (Slamet Suyanto, 2005: 53) According to Piaget in Slamet Suyanto (2005:55) children's ognitive development Kindergarten age is in the preoperational stage. At this stage the child begins to show clear thinking process and children begin to recognize symbols, signs, language and pictures. Based on this exposure, children aged 4-5 years should have begin to develop an understanding of the concept of numbers. In Permendiknas No. 58 of 2009 it is explained that children aged 4-5 years or children with RA group A should be able to recognize the concept number. The concept of number becomes very important because it is the concept of mathematics that must be mastered by children, because it will be the basis for mastery of further mathematical concepts (Sudaryanti, 2006:1). Based on the results of observations that have been made by researchers, the documentation of the results children's learning and the results of interviews conducted with classroom teachers at RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Regency Pasurun. Found problems related to understanding the concept of numbers. Children's understanding of the concept numbers are still limited to mentioning numbers, but not able to shows the number of objects and most of the children are not yet able shows the number symbol according to the number of objects.

Another problem encountered at RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Kab. Pasuruan is that learning is still teacher-centered, so that Children are less active in discovering their own experiences in learning. Learning also still emphasizes the use of LKA as a resource study. Therefore, improvements are needed in providing stimulus Improvements in providing stimulus to children are needed to optimize child development. Activities that are appropriate and in accordance with characteristics of children will increase the achievement of learning in the classroom. According to Sofia Hartati (2005:11) one of the characteristics of early childhood in. In general, it is still difficult to concentrate on an activity for a long period of time For a long time, children quickly divert attention to other activities except these activities pleasant, varied and no boring. So that, for Optimizing the understanding of number concepts in children requires activities that varied and can attract children's interest and attention Number fishing games can be used as a way to improve understanding of the concept of numbers in children. This is because Number fishing game has several advantages as stated by Asadjie (2013), namely through numbers fishing games, children are trained to recognize numbers in a fun way, children are trained to concentrate so that the hook can fish properly, and children are trained to be patient in fishing carry out the game The number fishing game will be very easy for teachers to do develop understanding of children's number concepts because of the various materials used in this game is quite easy to find in the neighborhood. In addition, the game tools used in the activities are also quite easy to use made. Thus, fishing games are expected to help teachers to optimize the understanding of the number concept of group A children in RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Kab. Pasuruan.

RESEARCH METHODS

the type of research used is classroom action research (CAR). according to Wina Sanjaya (2011:26) CAR is a process of studying learning problems that in the classroom through self-reflection in an attempt to solve problems by carrying out various planned actions in real situations and analyze each effect of giving action. In this research, actions taken in an effort to improve understanding of children's number concepts through a number fishing game. Classroom action research model that The model used in this study is the Kemmis & McTaggart model. On essentially the model proposed by Kemmis & McTaggart is in the form of a device with one device consisting of planning, action and observation and reflection, where these components are seen as one cycle (Wijaya Kusumah & Dedi Dwigatama, 2011:21).

RESULTS

The learning process carried out at RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Kab. Pasuruan especially related to understanding the concept numbers are still teacher-centered and still emphasize the use of LKA as a learning resource. Teacher-centered learning results in Children become less active in discovering their own learning experiences. Besides Therefore, the use of LKA as a learning resource does not attract children's

interest. With Thus, efforts are needed to improve so that the understanding of the concept of children's numbers can be improved develop optimally The initial steps taken by researchers before carrying out research class action, namely the initial pre-action observation to find out the initial state understanding the concept of children's numbers. Observations were made by doing observations during learning activities and observation of learning outcomes documentation student.

The results of observations obtained from pre-action observations are:

NO	CONCEPT UNDERSTANDING	PERCENTAGE
1	COUNTING NUMBERS	53.75%
2	KNOWING THE SYMBOL OF NUMBER	48.75%
3	COMPARE	46.25%
AVERAGE PRESENTATION		49.58%

DISCUSSION

From the pre-action observation data, understanding the concept of numbers shows that Children's understanding of the concept of numbers begins to develop. The data can be explained with the class understanding the concept of children's numbers are in sufficient criteria These data indicate that there are most of the children who are still have an understanding of the concept of numbers is not optimal. Therefore, the situation This becomes a basis for researchers to take an action to improve the understanding of children's number concepts through fishing games number. By using a fun and appropriate learning method with children's interests, namely by number fishing games, it is hoped that improve understanding of the concept of numbers for children in group A RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Kab. Pasuruan.

The research that has been carried out is classroom action research which consists of two cycle. Each cycle of action consists of planning, implementing and observing and reflection. The results obtained from the implementation of this action are in the form of observation. The results of observations in the form of data are used by researchers to know the increase in ability in children The research conducted is used to improve understanding of the concept child number. This is because understanding the concept of children's numbers in RA Masyithoh Kalisoka is not yet optimal. Before the action is taken, understanding of the concept of children's numbers is 49.58%. From this percentage can. It is known that the understanding of the concept of children's numbers is in sufficient criteria.

There are still many children who do not yet have an understanding of the concept of numbers as shown expected. Based on Permendiknas No. 58 years 2009 children aged 4-5 years should be able to recognize the concept of numbers. Concept understanding The number of children at RA Masyithoh Kalisoka

Triwidadi Displays Bantul is only limited to on mentioning numbers, but has not been able to show how many thing.

The child is also still not able to show the appropriate number symbol with many things. To fix problems related to understanding the concept. Number of children in group A RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Pasuruan Regency, learning activities are carried out through games fishing numbers. This is because the number fishing game is a an activity that can be used to train children to recognize numbers with fun way. Through numbers fishing games, children are also taught to pair the number with a number symbol (Yuliani Nurani Sujiono, 2009:11.35). Besides that, number fishing games can also be used as an effort to increase the motivation of children's curiosity in counting, so that counting activities become more fun (Rosi Meri Irawati,2012:44).

After the first cycle of action was carried out through the number fishing game, it happened. Improved understanding of number concepts. The increase is indicated by increasing the percentage of understanding the concept of children's numbers to 72.08% from which initially at the time of pre-action only 49.58%. From these results it can be. It is known that understanding the concept of children's numbers after the implementation of cycle I are in good criteria. Based on the description of the results obtained from the implementation of game activities, fishing for numbers can help improve children's understanding of number concepts group A. Number fishing game can develop understanding the concept of children's numbers in a fun way, so that in carry out activities children will be happy without any coercion. That matter in accordance with the opinion of Sofia Hartati (2005:11) which is one of the characteristics of children. At an early age, it is still difficult to concentrate in the long term except for activities it's fun, varied and not boring. Based on the results implementation of the action, it can be concluded that the game of fishing for numbers in This research can improve the understanding of the concept of numbers in group A children in A Miftahul Ulum Oyoran Genengwaru Kec. Rembang Regency Pasuruan.

CONCLUSION

Based on the results of research and discussion, it can be concluded that understanding the concept of numbers for children in group A at RA Miftahul Ulum Oyoran Genengwaru Kec. Rembang Kab. Pasuruan, can be upgraded through games fishing numbers. Learning steps through fishing games the number is 1) The teacher explains to the children about the game they will play implemented; 2) The teacher divides the children into groups, each group consists of. of 2 children; 3) The first child in one group is asked to fish for numbers according to the teacher's orders; 4) Next, the other children in the group asked to fish the number with the number according to the number that was fished by the first child; 5) Ask the children to take turns doing the game; 6) Invite children to compare the number of objects that have been provoked; 7) Invite children to tell about the games that have been implemented. Improved understanding of number concepts through number fishing games.

This can be shown by an increase in the results of pre-action observations, before carrying out the action, it can be seen that understanding the concept of

children's numbers only reached a percentage of 49.58%. These results indicate that understanding the concept of new child numbers is in the sufficient criteria. In the implementation of cycle I, understanding of the concept of children's numbers increased to 72.08% with good criteria. Because The implementation of cycle I has not been able to achieve the success criteria set researcher.



Image 1.welcome students before starting the lesson



Figure 2.Number fishing game done by group B student



Figure 3.The child managed to get a fish that was written with a number or number concept

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