

Button-down Media as a Cognitive Development Tool in 4-5 Years Old Children at RAMiftahul Ulum Bulk Keris Kalipang

Grati Pasuruan

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ABSTRACT : Early childhood education (PAUD) is a level of education before basic education which is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness in entering further education which is held on formal, non-formal and informal channels, researchers see and observe the situation at RA Miftahul Ulum Curah Keris Kalipang, there are problems regarding the lack of development of children's cognitive abilities, seen from teaching and learning activities that are ordinary even if children experience difficulties directly say "I can't" and there are some who get angry and cry when they can't do it. It is hoped that by using activities that are interesting and in accordance with the development of children, children can be interested and feel happy in participating in learning. Based on the results carried out, it can be concluded that counting with the media of buttons on clothes can improve the cognitive abilities of children aged 4-5 years at RA Miftahul Ulum Bulk Keris Kalipang. The teacher gives an explanation of the four designs for counting the buttons on the clothes, the activities to be carried out are: counting the buttons on clothes 1-10 with the buttons on the clothes, differentiating the size of the buttons on the clothes, differentiating the color of the buttons on the clothes, attaching the buttons according to the pattern, then writing the numbers according to the buttons on the clothes used. Through the media of button-down shirts, it is clear that learning is no longer separating play and learning, is able to make students active learners, and is able to stimulate development holistically and help children build their own knowledge by experiencing the experience firsthand.

Keywords: Buttons Media, Cognitive Development

PRELIMINARY

Early childhood education (PAUD) is a level of education before the basic education level which is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness in entering further education held on formal, non- formal and informal channels (Maimunah Hasan, 2010: 15). Early childhood is the age where children experience rapid growth and development, early childhood is referred to as the golden age. development of physical/motor, social- emotional, language, and cognitive aspects.

For early childhood, learning is done through fun activities, such as running, playing with real objects, doing small experiments and even farming because early childhood education is oriented to play activities, as we know that children learn and gain a lot of experience through playing. . Therefore, the system of learning activities in Early Childhood Islamic Education (PIAUD) is specifically designed through the playwhile learning method. Learning through play activities can make children's concentration last longer, as according to Hurlock, early childhood has a short concentration of 10-15 minutes. In early childhood learning requires intermediaries or commonly referred to as learning media, where the existence of learning media is able to distract children from getting bored quickly or being able to concentrate on an activity for a long time compared to not using learning media.

According to Khadijah, 2016:124 states that the media is everything that can be used to channel messages from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings, concerns and interests and attention of early childhood in such a way that the learning process occurs. Meanwhile, according to Dhine, 2012: 205 states that

the media is derived from the pluralmedium, which means intermediary. In addition, the media is also Interpreted assomething that is located in the middle.The point here is an intermediary that connects all parties who need a relationship to occur, and distinguishes between communication media and communication aids.

Button-down media is a way ofdelivering or presenting learning material orally in the form of gamesfrom the teacher to students and serves to help children's cognitive and thinkingdevelopment and motivate children to love counting. Media buttons for clotheshave a variety of colors and sizes so that they can attract children's attention in learning to count. The button-down media is used by researchers because it is an object that is already known to children and easy to obtain.

Harun Rasyid, Suratno, and Mansyur (2012: 104) say that cognitive development is one of the important aspects in early childhood development. According to Gagne (Martini Jamaris, 2006: 18), Cognitive is a process that occurs internally in the central nervous system when humans are thinking. Cognitive is needed in helping early childhood thinking maturity so that early childhood children can think and develop according to their stages. With the development of cognitive abilities in early childhood, it will help in the process of solving problems that exist in everyday life. Cognitive also has the effect of problems that exist in everyday life. Cognitive also has an influence on early childhood learning outcomes, because without cognitive function in early childhood, early childhood cannot understand the learning provided by the teacher. Cognitive development in early childhood

After the researchers saw and observed the situation at RA Miftahul Ulum Curah Keris Kalipang, there were problems regarding the lack of development of children's cognitive abilities, seen from normal teaching and learning activities, even if they had difficulties, the children immediately said "I can't" and there were some who immediately got angry and cried. If you can't do it. It is hoped that by using activities that are interesting and in accordance with the development of children, children can be interested and feel happy in participating in learning.

Researchers are interested in raising the problems that occurred above to determine the cognitive abilities of children at RA Miftahul Ulum Bulk Keris Kalipang by using items that are around and easy to find. Based on the description above, the researcher intends to conduct a study entitled "Media Buttons on Clothes as a Tool for Cognitive Development in Children Age 4-5 Years at RA Miftahul Ulum Bulk Keris Kalipang Grati Pasuruan"

Based on this, the study made the title of the study: "Media Buttoning Shirts as a Tool for Cognitive Development in Children Age 4-5 Years at RA Miftahul Ulum Bulk Keris Kalipang Grati Pasuruan".

METHOD

This type of research based on the approach is a descriptive qualitative research. In this study, the variable studied was the button-down media as a cognitive development tool for children aged 4-5 years at RA Miftahul Ulum Curah Keris Kalipang. The place used as research is RA Miftahul Ulum Bulk Keris Kalipang Kec. Free Pasuruan Regency. In collecting, revealing various problems and objectives to be achieved, this research was carried out with a descriptive qualitative study approach. According to Sugiyono (2008:15) that descriptive qualitative research is a research method based on the philosophy of postpositivism which is usually used to examine natural objective conditions where the researcher acts as a key instrument. In this study, the data collection techniques used were observation, field notes and documentation. The explanation is as follows:

1. Observation

Observations were carried out to observe the implementation of the learning action. The researcher observed the implementation of the children's activities as a whole which included numbering activities with buttons on clothes in an effort to increase cognitive development. For recording the data required observation tables and field notes.

2. Field Notes

Field notes are used to record important events that occur during the process of button counting activities that have not been included in the observation guidelines. The data analysis was carried out by researchers to determine the relationship between cognitive development through counting activities with straws with descriptive qualitative methods.

3. Documentation

The documentation carried out in this study was a list of the names of students, photos of children's activities during the number button activity, lesson plans, list of grades, and documents in the school.

The research was carried out at RA Miftahul Ulum Bulk Keris Kalipang, Grati District, Pasuruan Regency. The research implementation of button-down media as a cognitive development tool is from January 10, 2022 to February 12, 2022, from 07.00 to 09.00. The subjects in this study were children aged 4-5 years at RA Miftahul Ulum Bulk Keris Kalipang. RA Miftahul Ulum is under the NURUL BADRI Foundation which is led by Mr. Syariful Badari. RA Miftahul Ulum Bulk Keris has 2 classes and 3 study groups consisting of groups A1, A2

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36 children, Group A1 consists of 15 children, and A2 consists of 15 children.

RESULTS AND DISCUSSION

1. Media buttons for clothes as a tool to develop cognitive

On Tuesday, the RA children came to school with happy hearts, they could be seen from a distance calling for the teacher who was welcoming the students with big smiles. The teacher greets the children and strokes his head as a sign of love and warmth between the teacher and the student. After shaking hands, the children put their bags in their place, then they played seesaws, slides and swings, some just sat in the classroom while waiting for other friends to come.

The clock shows at 07.00 the incoming bell rings, the children run to the school yard to take part in the gymnastics. The teacher prepares a laptop and active speakers to play gymnastics, the exercise chosen this morning is the Penguin Gymnastics. The children were very happy and laughed funny while imitating the penguin's movements. After the children did the gymnastics, the children lined up according to their respective groups, then read the vows and prayed for class. Greet the teacher in an orderly manner. Today's children took part in a series of

activities using button-down media as promised by the teacher yesterday. The children sat in a circle as usual. Arifin, Bilqis, and Arza scrambled to sit next to the teacher. The teacher greeted the children in English, the children answered enthusiastically, said greetings and continued with prayers before studying, reading short letters, and Asmaul Husnah. This morning's journal is filled with reading Iqra 'classically. Then the children are invited to rest, eat lunch together, wash their hands and read prayers before and after eating. After that the children are welcome to play outside. The teacher prepares the media that will be used in the next activity.

- a. teacher prepares four activity plans for numbering with shirt buttons by preparing materials and tools, namely shirt buttons, containers, number cards, thread. The three activities are as follows:
 - 1) Numbering 1-10 with a straw, 2) classifying the size of the buttons on the shirt 3) Distinguishing the colors of the buttons on the shirt
- b. After the break, the children entered the stage before playing by sitting in a circle again, rhyming about the buttons on their clothes. The children began to be curious about what the teacher brought. After rhyming the buttons on the shirt, the teacher shows the buttons on the shirt, the children stare because no one knows the buttons on the shirt. The teacher explains that the buttons on the shirt can be made to button a shirt, there are many colors for the buttons. Without being asked, Najwa immediately said what she saw, the color of the straw was blue and big, the one in the uniform was white and small. The teacher applauded Irva, because he was very enthusiastic about participating in this activity. The straws have many colors, the colors of the buttons on the shirt are Red, Yellow, Blue and sometimes there are white ones. Before stepping into the game, the teacher explains each density, the children are given 15 minutes to play each activity. During the transition, the children were asked questions about the benefits of buttons, then those who could answer first could choose the activities they liked. The children were divided into 3 groups of 5 children.
- c. The group of Najwa, Kirana, Revi, Iqbal, Alfian got the opportunity to play in the activity of counting 1-10 with shirt buttons, they sat neatly in a circle centered on shirt buttons and number cards 1-10. In this activity, children are given the opportunity to take a number card and then take a shirt button with a number of selected numbers on the shirt button, these children have many opportunities to choose the number card they want. This activity introduces children to the concept of objects with numbers, so that children understand that number 3 = button 3, and this applies to counting other objects. In the activity of measuring the length of Big and Small, Bilqis, Arifin, Lana, Kia and Kaka had the opportunity to play together. Each child is provided with three containers of red,

blue, and yellow. Children are free to take the buttons of their clothes and put them in a container of the same color. This activity stimulates children in understanding

various colors. The activity of distinguishing the size of the buttons on the clothes, the teacher provides the buttons on the clothes in the container, and the buttons on the clothes that are already large and small. Silva, Ariful, Arza, Yona, and Jainul together in this activity. The child takes the button of the shirt according to the large and small writing on the straw.

- d. D. Kirana, Najwa, and Arifin differentiated the buttons on the box-shaped shirt provided by the teacher. The teacher provides line patterns on paper, shirt buttons, glue, pencils to write numbers. In this activity, the child distinguishes the shape of the buttons on the shirt, when finished, the child counts the number of buttons on the pattern, then writes the numbers in the box provided. This activity stimulates children in the concept of shape. Children have the same opportunity to play a series of four activities with buttons on their clothes. The teacher observes and fills out the observation sheet, and the performance assessment sheet counts with the media of buttons. After the activity is over, the children are used to returning the play equipment to its place, while singing clean up. Then the teacher directs the children to sit in a circle while singing, before the day's activity is closed the teacher invites the children to mention what playing activities they did today. The children answered enthusiastically, indicating that the children were very happy with the series of activities given today. The teacher reminds tomorrow's activities, then prays after studying, greets and goes home. The children shook hands and made the carriage in an orderly manner while reading the Prophet's Sholawat.

2. Counting Activities through the Media Buttons

3. According to Sudaryanti (2006: 4) counting is a child who says one, two, three and so on. Children only say it but do not understand numbers. Numbering or counting can be introduced through concrete objects, namely objects that are around children. In activities that are set by the teacher to create interesting counting activities for children with a lot of media around children and make it easier for children to improve children's cognitive abilities. In this activity, the children play with kanving clothes by emphasizing aspects of visual development (sight), auditory (hearing) and a language, either body language or oral language, namely communication. Children are given number activities by counting shirt buttons from 1 to 10, counting the number of shirt buttons, recognizing the concept of equal and different in the number of buttons, and making patterns with buttons and counting the number.

The activity of counting by counting the number of buttons on a shirt from 1 to 10 is a concept of recognizing numbers by pointing at objects up to 10. Children take 1 number card that has been prepared. Then take the buttons of the shirt according to the number of numbers selected. This activity makes it easier for children to learn to recognize numbers by counting the number of

buttons on a shirt. The activity of adding up the buttons of a shirt increases a child's ability to count many objects. The child chooses a number that matches the LKA that has been prepared. Next, take the number of buttons that match the numbers that have been selected. Introducing the concept of equal and unequal to children by counting the number of buttons on a shirt increases a child's ability to achieve development in understanding the concept of many and few. The child takes the number of buttons on his shirt and counts the Number. By counting the number of buttons on the shirt, the child will decide to put an equal or unequal sign on the buttons on the shirt taken. When the child is able to complete the activity well, the child will feel motivated to complete other activities.

Differentiate the shape of the shirt buttons in the box that have been prepared and count the number of buttons on the shirt and increase the ability to count the number of objects 1 to 10. The child takes the buttons on the shirt and distinguishes between the buttons and the thread that the teacher has prepared. During the activity of adding up with buttons, Jainul found it difficult to count. Jainul does not yet understand how to count using objects. The buttons on the clothes that are put in the container do not match the numbers. Kirana helped him by fetching and dictating one by one the buttons of the shirt according to the number of digits. This activity in addition to creating communication in children also increases a good sense of cooperation. Through the media of button-down clothes, it is clear that learning is no longer separating play and learning, is able to make students active learners, and is able to stimulate development holistically and help children build own knowledge by experiencing directly the experience. This is in accordance with the opinion of Yeni Rahmawati (2005:49) about learning through concrete objects that can directly add insight and meaningful knowledge. The benefits of learning media are 1, attracting students' attention, 2, increasing students' learning motivation. 3, creates the same perception and overcomes space and time. From all the descriptions above, it is proven that using button-down media can increase the cognitive ability of counting in children aged 4-5 at RA Miftahul Ulum Curah Keris Kalipang, Grati District, Pasuruan Regency.

CONCLUSION

Based on the results carried out, it can be concluded that counting with the media of buttons on clothes can improve the cognitive abilities of children aged 4-5 years at RA Miftahul Ulum Bulk Keris Kalipang. The teacher gives an explanation of the four designs for counting the buttons on the clothes, the activities to be carried out are: counting the buttons on clothes 1-10 with the buttons on the clothes, differentiating the size of the buttons on the clothes, differentiating the color of the buttons on the clothes, attaching the buttons according to the pattern, then writing the numbers according to the buttons on the clothes used. Through the media of buttons on clothes, it is clear that learning is no longer separating play and learning, is able to make students active learners, and is able to stimulate development holistically and help children build their own knowledge by experiencing the experience firsthand.

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