

## **APPLICATION OF PREPARATORY CENTER ACTIVITIES IN COGNITIVE GROUP B CHILDREN IN RA SALAFIYAH SYAFI'YAH KLINTEREJO**

<sup>1</sup>Susi Maulida,M.Pd dan <sup>2</sup>Titin Rahmawati

<sup>1</sup>Stitnumjk [susimaulida@gmail.com](mailto:susimaulida@gmail.com) <sup>2</sup>[rahmatitin1608@gmail.com](mailto:rahmatitin1608@gmail.com)

### **ABSTRACT**

The preparation center aims to develop the ability to read, write, and count children. To see learning success can be seen through the extent to which learning can affect a child's behavior and cognitive improvement in the child. Based on this, the purpose of this study is to find out how to implement preparatory center learning at RA SALAFIYAH SYAFI'YAH KLINTEREJO. This study uses descriptive qualitative methods. The subjects of this study are students of RA SALAFIYAH SYAFI'YAH KLINTEREJO While for the research object is a step of learning the preparatory center at RA SALAFIYAH SYAFI'YAH KLINTEREJO. Based on the research that has been done, it was found that the application of preparatory center learning at RA SALAFIYAH SYAFI'YAH KLINTEREJO provides fun and not boring main activities. from the preparation center we focus on improving the cognitive of group B children in RA SALAFIYAH SYAFI'YAH KLINTEREJO. From this PPL, students have a plan for the implementation of activities so that the PPL runs, namely Planning the preparation of RPPH, media, and its implementation and from this group B children in RA Salafiyah shafi'iyah can be achieved to develop cognitive in children through activities in the preparation center.

Keywords: Preparation center, Cognitive.

### **INTRODUCTION**

Early childhood education is according to Constitution No. 20 of 2003 concerning the national education system article 1 ayat 14 states that early childhood education (PAUD) is a development shown to children from birth to the age of 6 years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children choose to choose to enter further education. This is an education is a mandatory right that must be owned by every child.

In paud learning there is center-based learning, according to Suyadi. (2010: 306), explained that in the approach of Beyond Center and Circle Time (BBCT) children are stimulated to actively and creatively play with various objects and people around them. While educators are more acting as motivators, facilitators, and footing givers. As for there are several kinds of centers, one of which is a preparatory center, in the center of preparation children will be taught to know numbers, know letters, know symbols and many more, and this greatly affects the cognitive of early childhood because at an early age where children are in the golden

age or golden times and this is very good and must be optimized to stimulate children, and this greatly stimulates children, and we as pedides must also understand it all.

In the period of its development there is also one aspect that is no less important than the aspect of development aspects in early childhood is cognitive. According to Drever quoted by Yuliana Nurani and Sujiono mentioned that "cognitive is a general term that includes all models of understanding, namely perception, imagination, capture of meaning, judgment, and reasoning". From the various assessments mentioned above it can be understood that cognitive is an understanding, imagination, reasoning, which can capture knowledge and can interact or adapt to the surrounding environment. therefore, activities in the preparation center are needed so that children can get to know and get a fun education but have activities that are not boring because in it has activities that are wrapped in games that indirectly children can learn while playing.

#### b. PPL Debriefing

In this PPL, we students of STITNU AL HIKMAH PG PIAUD study program took place in the Sooko area, namely in RA SALAFIYAH SYAFIYAH Klinterejo Kec Sooko Mojokerto which was held for approximately 1 month on August 23, 2021 until September 19, 2021.

### **B. Problem formulation**

From the background above the formulation of the problem of how to apply preparatory center learning at RA SALAFIYAH SYAFIYAH KLINTEREJO.

### **C. Purpose**

To find out how to apply the preparation center learning at RA SALAFIYAH SYAFIYAH KLINTEREJO. **RESEARCH METHODS**

#### **1. Preparation of PPL Activities**

##### a. Micro-Exploration Practices

Micro-teaching is the first teaching experience activity. Practicing students not only practice teaching, but also create learning tools such as RPPH and media. This activity was carried out with group friends and field companion lecturers. The implementation

of micro learning is carried out in March-May. Micro learning practices are carried out at Stitnu Al HIKMAH Campus

#### b. PPL Debriefing

PPL debriefing is carried out to provide students with knowledge about the tasks and responsibilities that must be carried out during PPL activities in schools. Debriefing materials include the development of student insights, the implementation of education relevant to new policies in the field of education, and materials related to PPL technicalities. The PPL debriefing was carried out by the PIAUD study program on August 10, 2021 at the Campus after the opening of the PPL was held on August 23, 2021 at RA Salafiyah Shafi'iyah.

### 2. Implementation of PPL Activities

There are several PPL activities in RA Salafiyah Shafi'iyah, namely:

#### a. **Plan for The Implementation of The Day (RPPH)**

Before practicing teaching practices practicing students make a plan for the implementation of daily learning (RPPH) in accordance with the theme and subtheme to be taught, in this PPL activity practicum students make ten RPPH with ten centers.

#### b. **Preparation of learning media**

In addition to making a learning implementation plan, practicing students also make learning media in accordance with the theme and subtheme taught. In this PPL activity every time they carry out teaching practices, students are expected to prepare learning media that serves to facilitate understanding and attract students' attention.

#### c. **Teaching practice**

The main activity of field experience practice is the practice of teaching. Teaching practices starting from August 23 to September 18, 2021 during this period, students practice teaching six times at PPL activities at RA Salafiyah Syafi'iyah guidance teacher giving students the opportunity to teach two classes, namely class A morning and class B noon.

## E. RESULTS

The main activity of field experience practice is the practice of teaching. Teaching practices starting from August 23 to September 18, 2021 during this period, students practice teaching six times at PPL activities at RA Salafiyah Syafi'iyah guidance teacher giving students the opportunity to teach two classes, namely class A morning and class B noon. The teaching schedule and learning activities at each meeting can be seen in the following teaching practice tab

No	Day/date	Center / group	Description of the exploration activity
1	Wednesday,28 August 2021	Imtaq / A4	<p><b>Center activities :(60 minutes)</b></p> <p><b>Environmental footing before play (SOP)</b> Greetings, do'a, apersepsi and yel-yel</p> <p><b>Footing while playing</b></p> <ol style="list-style-type: none"> <li>1. Pinching family names</li> <li>2. Sticking home images according to arabic numerals</li> <li>3. Sort hijaiyah letters by letter cards.</li> </ol> <p><b>Footing after play</b> Tidying the used tool to its original place Recalling: Each child tells of the activities that have been done</p> <p><b>Final Activity</b> Read Hamdalah to end the activity</p>
2.	Wednesday,01 September 2021	Audio visual / A5	<p><b>Center activities :(60 minutes)</b></p> <p><b>Environmental footing before play (SOP)</b> Greetings, do'a, apersepsi and yel-yel</p> <p><b>Footing while playing</b></p> <ol style="list-style-type: none"> <li>1 . Operate the mouse</li> <li>2. Sort family members from highest to lowest with laptop</li> <li>3. Distinguish equipment at school and at home .</li> </ol> <p><b>Footing after playing</b></p>

			<p><b>Tidying up the tool used to the original place</b></p> <p><b>Recalling: each child tells of the activities that have been done</b></p> <p><b>Final Activities</b></p> <p><b>Read Hamdalah to end the activity</b></p>
--	--	--	---

3.	September 04, 2021	Beam/ B3	<p><b>Sentra activities :(60 minutes)</b></p> <p><b>Environmental footing before play (SOP)</b> Greetings, do'a, apersepsi and yel-yel</p> <p><b>Footing while playing</b></p> <ol style="list-style-type: none"> <li>1 . Forming buildings such as schools, houses</li> <li>2. Draw geometric drawing shapes in home drawings</li> <li>3. Arrange a family picture puzzle</li> </ol> <p><b>Footing after playing</b> Tidying up the tool used to the original place Recalling: each child tells of the activities that have been done</p> <p><b>Final Activities</b> Read Hamdalah to end the activity</p>
4.	Wednesday,08 September 2021	Art and creativity/A5	<p><b>Sentra activities :(60 minutes)</b></p> <p><b>Environmental footing before play (SOP)</b> Greetings, do'a, apersepsi and yel-yel</p> <p><b>Footing while playing</b></p> <ol style="list-style-type: none"> <li>1 . Thrashing beads into bracelets /necklaces</li> <li>2. Make a wallet out of folding paper</li> </ol>

			<p>3. Plagiarizing clothes and giving shirt motifs</p> <p><b>Footing after playing</b></p> <p>Tidying up the tool used to the original place</p> <p>Recalling: each child tells of the activities that have been done</p> <p><b>End Activities</b></p> <p>read Hamdalah to end activities</p>
5.	Wednesday, 15 September 2021	Preparation / A2	<p><b>Sentra activities :(60 minutes)</b></p> <p><b>Environmental footing before play (SOP)</b></p> <p>Greetings, do'a, apersepsi and yel-yel</p> <p><b>Footing while playing</b></p> <ol style="list-style-type: none"> <li>1 . Match surnames according to family members' pictures</li> <li>2. Sewing numbers</li> <li>3. Counting objects according to the figure</li> </ol> <p><b>Footing after playing</b></p> <p>Tidying up the tool used to the original place</p> <p>Recalling: each child tells of the activities that have been done</p> <p><b>Final Activities</b></p> <p>Read Hamdalah to end the activity</p>
6.	Wednesday, 15 September 2021	Natural Materials /B5	<p><b>Sentra activities :(60 minutes)</b></p> <p><b>Environmental footing before play (SOP)</b></p> <p>Greetings, do'a, apersepsi and yel-yel</p>

			<p><b>Footing while playing</b></p> <p>1 Tasting pictures with a softener</p> <p>2. Make a pan from plasticine</p> <p>3. Coloring images with natural materials</p> <p><b>Footing after playing</b></p> <p>Tidying up the tool used to the original place</p> <p>Recalling: each child tells of the activities that have been done</p> <p><b>Final Activities</b></p> <p>Read Hamdalah to end the activity</p>
--	--	--	--

The details of the implementation of KBM in the field are as follows:

**1) Central Activities**

**2) The footing of the playing environment**

Before the children come to the center, the teacher has arranged the playing environment by preparing a number of playgrounds.

**3) footing experience before playing**

The teacher explains today's play activities, exemplifying how to use materials and playground tools appropriately.

**4) The footing of every child's playing experience**

When children play, teachers must always pay attention to all children by moving from one place to another. While providing support to children's activities while they work.

**5) Footing experience after playing**

The teacher invites the children to clean up the toys. And teach these skills through the opportunity to share stories of playing experiences that were done in a circle after children played.

**6) Cover**

The closing activity ends with prayers and greetings.

**7) Devise an evaluation tool**

As a series of teaching and learning activities, practicing students must conduct an evaluation to find out the level of understanding of students in understanding the material that has been delivered by practicants during teaching and learning activities. In addition, the evaluation also aims to find out the level of practical success in the delivery of materials to students.

#### **8) Carrying out teacher administration**

After the practice of teaching, the practice also carries out teacher administration activities such as filling student attendance, grade lists and attendance lists.

### **F. DISCUSSION**

The teaching practice program is carried out in accordance with the schedule and wisdom of the Supervisor, Although the implementation does not always go according to plan, but the deviation is not too far away. When teaching, the Guidance Teacher always accompanies the practice. Some:

a. obstacles experienced by practicants during PPL.

1) There is a gap in the activeness of students in the field. There are some learners who are indeed very active while others are passive. This can be seen from the perception activities in the initial activities, here it can be seen that children are active and passive.

2) There are learners who are very difficult to condition in the field. Although most learners can follow the lesson well, there are some learners who are difficult to condition while learning takes place, and are generally done by boys.

b. Reflection

When encountering the above obstacles, practice is trying to find solutions to overcome or at least minimize these obstacles. Here are some ways to overcome obstacles when teaching:

1) Using interactive, communicative, and engaging teaching methods so that learners are motivated to be active in the field.

2) Using media that attracts the child's attention so that the child can be more condoned.

3) Creating activities that produce children's products so that children feel challenged to do so and want to participate in learning activities that take place



4) Take a more personal approach with these learners so that students can become more respectful to the teacher and also to what is taught.

## **G. CONCLUSION**

Overall, the Field Experience Practice (PPL) that has been implemented runs smoothly. that is, by teaching practice as many as six meetings, in 10 central classes, namely class A and class B. With teaching practices, students can apply the knowledge that has been obtained from lecture materials. Teachers also give their knowledge while teaching to students. When consulting, teachers provide advice and advice that is very useful when teaching in the classroom. Teachers help when there are children who have not been well facilitated by students. After teaching, the teacher provides an evaluation so that students know the shortcomings that need to be corrected and the advantages that need to be maintained. A lot of knowledge and experience gained from this teaching practice. Knowledge obtained from teachers and knowledge that is built by yourself when teaching practice. Knowledge that will not be obtained from lecture materials. This one-month Field Practice experience becomes a valuable science and experience for students.

## **BIBLIOGRAPHY**

Depdiknas .2003. Undang-undang RI No.20 tahun 2003.tentang sistem pendidikan nasional  
Suyadi. 2010. Psikologi Belajar PAUD. Yogyakarta: PT Bintang Pustaka Abadi (BiPA)  
Yuliani Nurani dan Sujiono, Metode Pengembangan Kognitif, Jakarta; Universitas Terbuka 2004, h. 23