

Increasing Cognitive Abilities In Early Childhood Through The Patting Method In Tarbiyatul Athfal Al-Manaar Ngabar Group B2

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Abstract

This study was structured with the aim of knowing the effectiveness of using the pat method to improve the cognitive abilities of early childhood in Tarbiyatul Athfal Al-Manaar Ngabar for the academic year 2021/2022, totaling 14 students. This research is a Classroom Action Research (CAR) which consists of 2 cycles with each cycle consisting of 4 stages, namely the first stage is planning, the second stage is implementing, observation and the fourth stage is reflecting. This research was conducted in the odd semester of the 2021/2022 academic year, which is from November to December. The subjects of this study were early childhood group B consisting of 14 students. The object of research is physical motor skills and the clapping method. Data collection techniques using observation. Research data obtained during action research until the final assessment of the action. The results showed that the results of the initial test after the action in the first cycle of 14 students there were 7 students (51.66%) experienced an increase, while in the second cycle students (81.66%). Thus the use of the pat method in the theme of

introducing the pillars of Islam can improve children's cognitive abilities.

Keywords: Cognitive ability, early childhood, pat method.

A. Introduction

Early childhood is a golden age or often called the Golden Age. At this time the child's brain experiences the fastest development in the history of life. This takes place when the child is in the womb until an early age, namely the age of zero to six years. However, the period of baby in the womb until birth, until the age of four years is the most decisive period.

This period, the child's brain is experiencing very rapid growth. Therefore, paying more attention to children at an early age is a necessity. The form of attention includes providing education either directly from their own parents or through early childhood education institutions. Therefore, this early development will be a determinant for further developments. Success in carrying out developmental tasks at one time will determine success in the next development period.¹

The purpose of Early Childhood Education (PAUD) according to Law number 20 of 2003 concerning the national education system, it is stated that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help growth.² and physical and spiritual development so that children have readiness to enter further education.

¹ Fauziddin, Increasing Cooperation Ability through Group Work Activities in Group A Children at Kartika Kindergarten: Journal of Early Childhood Education, 2016, p.16.

² Indonesia, R. Law Number 20 of 2003, 41 (2003).

In early childhood, the best stimulation given to children in maximizing all aspects of their development is through play. Because playing is the most appropriate method and in accordance with the characteristics of early childhood. By playing, children can learn, master, and practice a subject matter delivered by educators more quickly, or every side of life.

Play is also very influential for a child. Children do not care whether their physical and psychological conditions are good or not, everything is done with pleasure, because in essence playing is a necessity for children. Therefore, the role of parents and teachers is needed in providing direction and supervision. Parents and teachers also play a role in choosing games that are appropriate to the level of development and not for reasons of being liked by children.

Through games, children will get more information so that their knowledge and understanding is richer and deeper. If this new information turns out to be different from what they have known so far, the child gets new knowledge. By playing the child's cognitive structure is deeper, richer and more perfect.

B. Research methods

This research is a classroom action research, used with the aim of improving and improving the quality of learning in the classroom. This research is a form of reflection in the form of certain actions in order to improve learning practices in the classroom effectively and efficiently and professionally. To facilitate the implementation of the research, the researchers tried to describe the operational variables based on the problems studied, namely the use of clapping games in developing aspects of motoric physical

development in early childhood. Meanwhile, early childhood is used as the object of research.³

The method used in this research is observational observation and descriptive method of case study analysis with a qualitative approach. Qualitative research is research that produces and processes descriptive data, such as interview transcripts, field notes, pictures, video recordings and others. The stages of research carried out are preparation, implementation and data processing. The data collection techniques used in the study were interviews, observations and document studies using tools in the form of interview guidelines, and observation guidelines.⁴

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Research Techniques

This research consists of two cycles with four stages, namely, the first stage is planning, the second stage is acting (implementing), observing (observing) and the third stage is reflecting (reflecting). In each cycle this research will be carried out in accordance with the indicators to be achieved, so as to obtain the data needed as a conclusion to answer questions or problems. Since the research planning,

³ Suharsimi Arikunto, Suhardjono, Supardi. 2015. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.

⁴ Maisarah. 2020. *PTK dan Manfaatnya Bagi Guru*. Bandung: Media Sains Indonesia.

researchers are always directly involved in the learning process. Researchers also monitor, record, collect data, analyze data and report research results assisted by classroom teachers. The class teacher as a collaborator in an action research that occurs in the classroom is carried out together with the researcher. Since the research planning, researchers are always directly involved in the learning process. Researchers also monitor, record, collect data, analyze data and report research results assisted by classroom teachers. The class teacher as a collaborator in an action research that occurs in the classroom is carried out together with the researcher.⁵

Research Instruments

The types of data used in this study consisted of (a) qualitative data obtained from the results of observations of teacher and student activities in each action in the form of an observation sheet consisting of: (i) observation sheets for teachers (researchers) in implementing lesson plans, (ii) sheets observation of students regarding activities during the learning process, (b) quantitative data obtained from the evaluation results given at the end of each action which serves as information about students' progress in understanding the material being taught. This data was taken by using a test which includes a pre-test and a test at the end of each action.

C. Results and Discussion

Pre Action

In the initial conditions, the child's ability to improve physical motor skills is how to perform ablution which is

⁵ Zainal Aqib & Chotibuddin. 2018. Teori dan Aplikasi Penelitian Tindakan Kelas (PTK). Yogyakarta: Deepublish.

practiced in patting. This can be seen in the condition of children who prefer to play alone, less enthusiastic when the teacher gives lessons on how to perform ablution. Based on the results of the initial research, the number of children who have been able to achieve the indicator of success with the indicator of Very Good Development (BSB), from 14 students 11 students have been able to do the task without the help of the teacher, with the indicator Developing as Expected. While 3 children are still assisted by the teacher.

The success criteria in this study are considered successful if there is an increase in student activity in participating in learning and shows an increase in students' understanding in recognizing letters with good criteria, namely being able to show letters correctly, being able to correctly mention the pillars of Islam. The study was considered successful if 45% of the children in group B were categorized as good in recognizing the pillars of Islam, from 14 people who participated there were 6 children who could recognize the pillars of Islam.

Cycle I

The first meeting in cycle I was held on Saturday, December 4, 2021. The implementation of research on improving the ability to perform ablution through the pat method in TA Al-Manaar Academic Year 2020/2021 was carried out in two cycles. Each cycle consists of 2 meetings and is carried out according to the learning theme.

From the results of the ability to recognize the pillars of Islam through pats in Cycle I, it is known that in the aspect of the ability to recognize the pillars of Islam, there are 5 children out of the total number of children (14 children) who are starting to develop, children who develop as expected there are 4 children, and children who are

developing very good there are 5 children. In the aspect of the ability to recognize the pillars of Islam, there are 4 children who begin to develop, 5 children who develop according to expectations, and 5 children who develop very well. In the aspect of the ability to classify letters, there are 5 children who begin to develop, 5 children who develop according to expectations.

The results of the Cycle I assessment can be seen in the following table:

No	Name	Mark	Prediction
1	Alya Hanifa	A	BSB
2	Defian Rifqie Fahreza	B	BSH
3	Dzul Afkar Al Firdausi	A	BSB
4	Gavrella Ezra Azzami Setiawan	B	BSH
5	Hasna Nisa Abidah	A	BSB
6	Kaisha Aulia	A	BSB
7	Khafidatul Yusro	B	BSH
8	Muhammad Fahmi Amrullah	A	BSB
9	Muhammad Faisal Hanif	A	BSB
10	Naufal Riski	B	BSH
11	Sulton Yusuf	B	BSH
12	Talita Hasna	A	BSB
13	Yanuar Wibisono	B	BSH
14	Bittuqo	B	BSH

Table 1 Evaluation Results of the Action End Test Cycle I.

Based on the practice carried out in the first cycle, the conclusion drawn by the researcher was that the results obtained were not as expected. So the researchers followed up with cycle II.

Cycle II

The first meeting in the second cycle was held on Wednesday, December 8, 2021. The results of the reflection in the first cycle were used as the basis for developing a learning improvement plan at the RKH in the second cycle. Action planning in Cycle II is basically the same as action planning in Cycle I. However, there are additional actions in Cycle II, namely providing solutions for students whose learning outcomes are still starting to develop (MB) and developing according to expectations (BSH) in order to increase their criteria to become very well developed (BSB).

The results of the observation of increasing students' learning motivation using the pat method:

Cycle I	Cycle II
51,66%	81,66%
Pretty Good	Very Good

Based on the table above, the percentage of observations on cognitive improvement in early childhood using the pat method in the first cycle is still 51.66% with a fairly good category, while in the second cycle it reaches 81.66% with a very good category. The percentage of the results of the observation of cognitive improvement in early childhood using the pat method increased from cycle I to cycle II by 50%.

D. Conclusion

Based on the research that has been carried out, the researcher concludes that using the pat method on the theme of knowing the pillars of faith of group B2 in TA Al-Maanar Ngabar has a positive value in cognitive improvement in

early childhood. This can be shown by an increase in the child's cognitive and ability to recognize the pillars of Islam through clapping.

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