



TEACHER'S STRATEGY IN EFFECTIVE LEARNING THROUGH CALENDAR GAMES IN EARLY CHILDREN

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Abstract :

This study aims to discover teacher strategies for making learning effective through calendar games in early childhood at RA Bustanul Ulum Liprak Wetan, Probolinggo Regency. This study uses a qualitative approach to the type of Classroom Action Research, which consists of three cycles. Each cycle includes planning, action, observation, and reflection. The results showed that the teacher's strategy in making learning effective through calendar games in early childhood at RA Bustanul Ulum Liprak Wetan, Probolinggo Regency, could improve the cognitive ability to recognize the concept of numbers in children at RA Bustanul Ulum Liprak Wetan, Probolinggo. Learning through the media of counting trees can improve cognitive abilities in recognizing children's numbers marked by an increase in each cycle, namely Cycle I, 55%, and Cycle II, 86%.

Key words: *Teacher's Strategy, Effective Learning, Calendar Games*

INTRODUCTION

Early Childhood Education (PAUD) is an effort aimed at early childhood. It is carried out by providing educational stimuli to help their growth and development so that they are ready to enter further education (Mundiri, 2022; Mustajab et al., 2022). Early childhood education is critical to do because early childhood education is the basis for the formation of human personality. So that early childhood education must be designed according to the needs of children so that they can develop various aspects of development, both religious and moral aspects, cognitive aspects, language aspects, social-emotional aspects, and physical-motor aspects (Khotimah et al., 2021).

Early childhood education is a basic process shown in early childhood in forming, developing and optimising integrated personality and potential by providing stimulation according to the needs of children's growth and development (Afrida, 2020). So that in the future children can work together, with friends, easily express opinions in front of many people and easily interact. Social plays a very important role in life, so it is necessary to know how it develops and influences personal and social adjustments (Amaliyah et al., 2022).



Children aged 3 years or 4 years have started to show their ability to cooperate with other children. In the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education it is stated that the ability to cooperate is included in the aspect of social-emotional development of children aged 5-6 years, which can be seen in the form of being cooperative with friends; obey class rules, be responsible; playing with peers; know the feelings of his friend, share with others; respect the rights/opinions/work of others; use socially accepted ways to solve problems; and show tolerance (Prabandari, 2021).

Playing is an indispensable tool for thinking processes because it supports intellectual development through experiences that enrich children's thinking. Vygotsky (2005) justifies the close relationship between play and cognitive development. Children play to gain something by exploring and experimenting about the world around them in order to build self-knowledge (self-knowledge: physical knowledge, logical math knowledge). Play is carried out on the child's initiative, at the child's decision, and with the teacher's or adult's support. Teachers need to pay attention to the density and intensity of children's play to support children in exploring with their toys.

This playing method can stimulate children to be active in activities and have direct experience so that children can observe and understand directly, making their learning experience feel more natural. The playing method is a method that involves several children in one activity, so that children must be willing to have interactions with friends in their group. Teacher assistance is carried out, children are asked, trained to learn to listen and express language, so that children are stimulated to want to build communication with other children (Juniarti, 2019).

Pahrul (2021) in his research said that playing activities in a circle can improve the cognitive abilities of early childhood. Cognitive abilities can be developed through playing activities in a circle, which can train children's memory, can practice listening skills, problem solving skills, and imitating abilities. Minasari (2021) says that students find it easy to remember and pronounce country names, so it can be concluded that delivering a new curriculum using the puzzle playing method can improve early childhood cognitive abilities, especially to get to know the international world as multicultural education material.

Furthermore, Rahmadianti (2020) said that playing can train social skills in children, such as cooperation, sharing with others, respecting others, helping each other, fostering empathy, being a good leader, responsible and honest. Many benefits are obtained by children when playing besides practising social skills; children will also gain new knowledge and experience through playing. Therefore parents, as the child's



first environment, need to understand the importance of playing in early childhood so that parents can help children's development develop optimally.

Around the environment of children's lives, various forms of numbers are often found, for example: on wall clocks, money, and others. Therefore, numbers have become part of everyday life, so at this time, it is very appropriate to introduce the concept of numbers or basic mathematics to children. The introduction of the concept of numbers should be done using concrete objects.

After the researchers made initial observations at RA Bustanul Ulum Liprak Wetan, Probolinggo Regency, the researchers found a problem the children could already say the sequence of numbers 1-10 and even reached 20. However, when asked for the number, most did not understand and still could not write the numbers. That has been mentioned; this is because the children say the number without seeing how the shape of the number.

In addition, the authors also found a problem, namely the media used by the teacher in introducing numbers to children only through number cards and through the blackboard, so that children are less interested in what the teacher conveys. The methods used by educators in introducing the concept of numbers to children are very unattractive; the teaching aids or game tools used do not arouse children's curiosity in knowing the concept of numbers.

The author observes that this fact needs to be overcome by introducing the concept of numbers through a calendar game at RA Bustanul Ulum Liprak Wetan, Probolinggo. The author is interested in doing this research because the writer wants to improve the ability to recognize children's number concepts. After all, using numbers/number cards, writing, and other objects will help children recognize the concept of numbers.

Therefore, the authors designed learning through an exciting game based on the principles of learning in Kindergarten, playing while learning and learning while playing, namely "Teacher's Strategy in Making Learning Effective through Calendar Games in Early Childhood at RA Bustanul Ulum Liprak Wetan Probolinggo District.

RESEARCH METHODS

This research is action research (action research) because the research was conducted to solve learning problems in the classroom. This research also includes descriptive research because it describes how a learning technique is applied and how the desired results can be achieved.

The research location, in this case, is RA Bustanul Ulum Liprak Wetan, Probolinggo Regency. In this action research using the form of the teacher as a researcher, the full responsibility for this research is the teacher. The primary purpose



of this action research is to improve learning outcomes in classrooms where teachers are fully involved in research from planning, action, observation, and reflection.

This study uses Classroom Action Research (CAR). According to Mukhlis (2000), PTK is a form of study systematically reflective by action actors to improve the learning conditions carried out. The main objective of PTK is to improve/enhance learning practices on an ongoing basis, while the purpose of inclusion is to foster a research culture among teachers.

By the type of research chosen, namely action research, this research uses the action research model of Kemmis and Taggart (Sugiarti, 1997), which is in the form of a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). The steps in the next cycle are revised plans, actions, observations, and reflections. Before entering cycle 1, a preliminary action is carried out in the form of problem identification.

The data collection tool in this study was a teacher-made test whose function was (1) to determine how well students had mastered the subject matter given in a specific time: (2) to determine whether a goal had been achieved and (3) to obtain a value (Arikunto, 2002). At the same time, the test's purpose is to determine the completeness of student learning individually and classically. In addition, it is to find out where the mistakes made by students so that they can be seen where the weaknesses are, especially in which parts of the Competency Standards and Basic Competences have yet to be achieved. To strengthen the data collected, the observation method was also used by colleagues to find out and record the activities of teachers and students in the teaching and learning process.

RESULTS AND DISCUSSION

Implementation of Cycle I

In cycle 1 (first meeting) learning activities were carried out on children's counting tree media to improve the cognitive ability to recognize the concept of numbers.

a. Planning Stage

In the implementation of the action, cycle 1, the researcher began to carry out research according to the research plan that had been prepared. The preparations made by researchers included:

1. Researchers conduct curriculum analysis to find out the basic competencies that will be conveyed to children
2. Make a daily activity plan (RKH)
3. Make a learning implementation plan



- 4. Prepare learning facilities and resources
- 5. Establish learning media, namely media counting trees
- 6. Make an observation sheet
- 7. Evaluation sheet.

b. Stage of activity and Implementation

Implementation of the action in cycle 1 (first meeting). At this stage, the researcher applies the pre-planned learning preparation. In outline the activities that have been carried out in learning are as follows:

- 1. Researchers do apperception
- 2. The researcher conveys the material to be discussed
- 3. Researchers show learning media
- 4. Researchers conduct learning with the media of children's counting trees to improve cognitive abilities in recognizing the concept of numbers
- 5. Researchers tell children to play using counting trees as media
- 6. The researcher evaluates the children's work.

c. Observation Results

In learning activities through the media of children's counting trees to improve cognitive abilities in recognizing the concept of numbers at RA Bustanul Ulum Liprak Wetan, Probolinggo.

Table 1. Research Observation Results in Cycle 1

OBSERVED ASPECT	CYCLE I					
	22 Students					
	M	%	C	%	B	%
Children's ability to recognize numbers	12	55 %	8	36 %	2	9 %
Child's ability to remember numbers	12	55 %	8	36 %	2	9 %
The ability of children to recognize numbers through the media of counting trees	12	55 %	8	36 %	2	9 %

Information ;

M = Able to recognize numbers through the media of arithmetic trees well

C = Sufficiently able to remember through the media of a number counting tree

B = Not yet able to recognize numbers through the media of a counting tree



In learning through the media of children's counting trees to improve cognitive abilities in recognizing numbers, some children can already recognize numbers well. Of the 22 children, there were 12 children (55%) were able to recognize numbers well. At the same time, eight children (36%) have sufficient ability to remember numbers. For children who have not been able to recognize numbers with the media of counting trees properly, there are two children (9%).

Learning through the media of children's counting trees to improve their cognitive ability to recognize the concept of numbers still requires the guidance and attention of the teacher. While carrying out learning activities, some children are less active so that their learning outcomes could be improved.

Even though some children talked a lot and played alone during learning, they responded to what was taught by the researcher. But some just stay silent, don't pay attention but they respond to what is ordered and can complete the task well. Thus it can be said that most children experience difficulties in improving their cognitive abilities in recognizing the concept of numbers through the media of counting trees.

Seeing these conditions, the authors deem it necessary to conduct classroom action research that aims to improve the cognitive ability to recognize the concept of numbers.

a. Reflection

In the implementation of teaching and learning activities, information is obtained from the following observations:

1. Need to be more intensive in motivating and delivering learning objectives.
2. It is necessary to focus more on giving attention to students
3. Need to be more effective in time management
4. Students are less active during learning takes place

b. Revision

There are still deficiencies in the implementation of teaching and learning activities in cycle I, so a revision is needed to be carried out in the next cycle.

1. Teachers need to be more skilled in motivating students and clearer in conveying learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
2. The teacher needs to distribute the time well by adding information that is deemed necessary and taking notes.
3. Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.



Cycle II

In cycle II (second meeting) learning activities were carried out on children's counting tree media to improve their cognitive ability to recognize the concept of numbers through counting tree media.

a. Planning stage

In the implementation of the action, cycle 2, the researcher began to carry out research according to the research plan that had been prepared. The preparations made by researchers included:

1. Researchers conduct curriculum analysis to find out the basic competencies that will be conveyed to children
2. Make a daily activity plan (RKH)
3. Make a learning implementation plan
4. Prepare learning facilities and resources
5. Establish learning media, namely media counting trees
6. Make an observation sheet
7. Evaluation sheet

b. Stage of activity and implementation

At this stage (cycle 2), the researcher applies the pre-planned learning preparation. In outline the activities that have been carried out in learning are:

1. Researchers do apperception
2. The researcher conveys the material to be discussed
3. Researchers show learning media
4. Researchers conducted learning with the media of counting trees
5. Researchers tell children to learn to count using a counting tree as media
6. The researcher evaluates the children's work.

c. Observation Results

After the previous research was carried out, namely in cycle 1, the researcher made several improvements based on the results of reflection in cycle 1. In learning activities through the media of children's counting trees to improve their cognitive ability to recognize the concept of numbers at RA Bustanul Ulum Liprak Wetan, Probolinggo, children are invited to playing numbers using arithmetic tree media.



Table 2. Research Observation Results in Cycle 2

OBSERVED ASPECT	CYCLE II					
	22 Students					
	M	%	C	%	B	%
Children's ability to recognize numbers	19	86 %	3	14 %	0	0
Child's ability to remember numbers	19	86 %	3	14 %	0	0
The ability of children to recognize numbers through the media of counting trees	19	86 %	3	14 %	0	0

Information ;

M = Able to recognize numbers through the media of arithmetic trees well

C = Sufficiently able to remember through the media of a number counting tree

B = Not yet able to recognize numbers through the media of a counting tree

1. In learning through the media of children's counting trees in order to improve their cognitive ability to recognize the concept of numbers, there are some children who are already able to recognize numbers well. Out of 22 children, there were 19 children (86%) who were able to recognize numbers using counting trees well. While 3 children (14%) have sufficient ability to remember numbers.
2. In learning through the media of children's counting trees to improve their cognitive ability to recognize the concept of numbers still requires the guidance and attention of the teacher. While carrying out learning activities there are still some children who are less active so that their learning outcomes are lacking.
3. Even though during learning there were some children who talked a lot and played alone, they responded to what was taught by the researcher. But there are also those who just stay silent, don't pay attention but they respond to what is ordered and can complete the task well. Thus it can be said that most of the children have difficulty in improving their cognitive abilities in recognizing the concept of numbers using the media of counting trees.
4. The cognitive abilities of children shown in cycle II have shown progress. There are no children who are completely unable to recognize numbers using a counting tree as media. Children are already interested in the learning activities that are being carried out, moreover, before learning begins the children are invited to sing to increase their enthusiasm for learning. Made with a fun atmosphere and like playing.
5. With this achievement, the researchers decided that learning through the media of children's counting trees in order to improve cognitive abilities in recognizing the concept of numbers was sufficient, there was no need to continue in cycle



III. The child has achieved maximum progress, which shows that the method used, namely by using a counting tree as media, is quite capable of increasing students' cognitive development. Therefore, researchers provide rewards or awards to children in the form of pins in the form of stars to children.

d. Reflection

At this stage it will be examined what has been implemented well and which is still not good in the teaching and learning process with the media of children's counting trees in order to improve the cognitive ability to recognize the concept of numbers. From the data that has been obtained can be described as follows:

1. During the teaching and learning process the teacher has carried out all the learning well. Although there are several aspects that are not perfect, the percentage of implementation for each aspect is quite large.
2. Based on the observed data, it is known that students are active during the learning process.
3. The deficiencies in the previous cycles have been improved and improved so that they become better.
4. Student learning outcomes in cycle II achieve completeness.

CONCLUSION

The results of the study can be concluded that the teacher's strategy in making learning effective through calendar games in early childhood at RA Bustanul Ulum Liprak Wetan Probolinggo Regency can improve the cognitive abilities of recognizing the concept of numbers in children at RA Bustanul Ulum Liprak Wetan, Probolinggo. Learning through the media of counting trees can improve cognitive abilities in recognizing the concept of children's numbers marked by an increase in each cycle, namely cycle I 55%, Cycle II 86%. This can be seen from the ability of students to work independently or in groups, and are able to show their best results.

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