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Use of Time Concept Media in Developing Children's Cognitive at Fathinah Kindergarten, Majene District

[1.]Asdar, [2.]St. Maria Ulfah, [3.]Nurul Amaliah Hasbi
1,2.Universitas Terbuka
3Institut Agama Islam DDI Polewali Mandar

Abstract: *The problems action research of this classroom are: How to Use Time Concept Media in Developing Children's Cognitive at Fathinah Kindergarten, Majene Regency. The purpose of this classroom action research is to find out whether the use of time concept media can develop children's cognitive. The research method used in this research is descriptive, classroom action research using 2 cycles, each cycle consisting of planning, implementation, observation evaluation, and reflection. Data collection tools using observation, documentation and oral tests. While the data analysis used is the percentage technique. The subjects of the study were 20 children at the Fathinah Kindergarten, Majene Regency. In cycle 1 the success (45%). In cycle 2 the success showed (80%).*

Keywords*:* Time concept media, cognitive

I. Introduction

.Early childhood education plays a very important role in determining the development of the next child, because early chilhood education is the basic foundation for their personality. Children who get coaching from an early age will be able to improve their physical and mental well-being which has an impact on increasing learning achievement, work ethic and productivity, so that they are more able to be independent and all existing potential can develop optimally.

In accordance with the kindergarten curriculum (Depdiknas, 2010: 18) it is stated that the development of cognitive abilities in kindergarten aims to develop children's thinking skills to be able to process their learning acquisition, be able to find various alternative problem solving, help children to develop their mathematical logic skills and know the space and time. Develop the ability to sort and classify and prepare for the development of the ability to think carefully. Sometimes the area of developing basic cognitive abilities for children in kindergarten is also called the basic thinking skills of early childhood. .

Early childhood who sit in Kindergarten must be provided with introduction to the concept of time so that children can recognize morning, afternoon and evening, know the names of the days and know the names of the months. In accordance with the theme learning in kindergarten is the universe, where teachers are required to be able to choose the right learning model for teaching with the theme of the universe. With This learning model gives the teacher sufficient attention to ability children's understanding of the concept of time.

Teaching children discipline, especially about timing, is very important to do from an early age. When children are introduced and trained to stick to schedules from childhood, they will grow up to be disciplined individuals One way to improve children's cognitive is the introduction of the time concept. Based on the description, the authors are interested in examining how the use of time concept media in developing children's

cognitive at Fathinah Kindergarten, Majene Regency.

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The formulation of the problem in this study is how the use of time concept media in developing children's cognitive at Fathinah Kindergarten, Majene Regency.The purpose of this research is how to use the time concept media in developing children's cognitive at kindergarten Fathinah, Majene regency.

This is expected to benefit the following :

1. For teachers, this research can provide information about the use of time concept media in developing children's cognitive at Fathinah kindergarten, Majene Regency.
2. For children, it is hoped that they can develop children's cognitive in Fathinah Kindergarten, Majene Regency.

II. Theoritical review

Understanding Cognitive

Kindergarten children's cognitive development can be done through the recognition of surrounding objects according to shape, type, size, introduction to scientific concepts, recognition of geometric shapes, introduction to the concept of time, introduction to simple mathematical concepts, recognition of numbers, especially recognition of the concept of numbers with objects. .

According to Susanto (2011: 47) Cognitive is a thought process, which is the individual's ability to connect, assess, and consider an event or an event. Cognitive processes are related to the level of intelligence (intelligence) which marks a person with various interests, especially aimed at ideas and learning. The purpose of cognitive development according to Masitoh in Aisyah (2006: 1.12) is to develop children's thinking skills so that they can process their learning acquisition, can find various alternative problem solving, help children to develop their mathematical logic skills, develop sorting and grouping, prepare for development the ability to think carefully.

Preschool age is an effective age to develop the various potentials of children. Efforts to develop these various potentials can be done in various ways, including through the introduction of the time concept. It is hoped that the introduction of the time concept in kindergarten is not only related to cognitive abilities, but also social and emotional mental readiness.

How to teach children discipline, especially about time, is very important to do from an early age. When

children are introduced to the concept of time and trained from an early age, they will grow up to be disciplined individuals. One way to teach children to be disciplined is by introducing the time concept, which includes introducing various activities, hours, days and months.

The cognitive potential of children according to Semiawan (2002: 39) is determined at the time of conception, but whether or not the development of this cognitive potential is realized towards its optimal development depends on the environment and the opportunities given to children to play while learning, because in that play, children has also been doing learning activities. This is the focus of thought and the main concern of educators / teachers to be able to translate the environment and play opportunities that must be given to their students as activities to stimulate their cognitive development, especially in kindergartens where all of their students are still at an early age. really need an environment and the opportunity to play with educational, active, creative, anthropological and imaginative play activities that are suitable for children's development,

According to Carl Witherington, quoted by Semiawan (2007: 39), it is said that "Cognitive" is "mind or mind intelligence." Cognitive through the mind can be used quickly and precisely to answer something or think about concepts or ways to solve a situation in solving problems.

III. Time Concept

In The Study of Cognitive Development in Kindergarten (2007:6) states that there are six cognitive developments: "auditory development, visual development, tactile development, kinesthetic development, arithmetic development and geometry development". The classification of cognitive development is intended by teachers and other adults in stimulating children's cognitive abilities, so that it will achieve potential optimization in each child. Ability directed to the ability to count or Arithmetic ability in line with the concept of commencement counting. The development of arithmetic In practice can be applied with; Use the concept of time for example today, stating time by hour.

How to teach children discipline, especially about timing, is very important to do from an early age. When children are introduced and trained to follow schedules from childhood, they will grow up to be disciplined individuals. One way to educate children to become disciplined individuals is by introducing the time concept so they known the time when they sleep, wake up in the morning, eat, bathe, play, until they go back to sleep. For children aged 4-6 years, the notions of "now", "past" and "will come" are still very common. They only know the present, their time according to their way of thinking, centering only on their own needs. Playing activities with various children's games are stimulated to develop in general, both in thinking, emotional and social development. Therefore, according to Sitti Khoiriyah (2015: 6) that the learning tool for the time concept in is to seek active children's involvement so that it can improve children's ability to understand the time concept, for example morning, noon, and night.

IV. Methodology

This research was conducted in Group B, Fathinah Kindergarten, Majene Regency at 2022.As for who became the subject of this research were class Group B, which numbered 20 children. 8 girls and 12 boysThis development activity was carried out in two cycles, each cycle I consisting of five days of learning, 5 RKH, 5 improvement scenarios and 5 observation sheets. While the second cycle consists of 5 learning days, 5 RKH, 5 scenarios and 5 observation sheets. The design used in this classroom action research was carried out with two cycle models, using the following steps, namely :

1. Planning for learning improvement.
2. Implementation of action through intervention in the classroom.
3. Conduct observation and evaluation of action interventions in the classroom.
4. Reflect based on the results of the evaluation.

Before the research is carried out, the authors first convey the circumstances of the activities carried out in

Fathinah Kindergarten, Majene Regency. In the first cycle, the teacher first makes an activity plan, namely:

1) Create a one-cycle design
2) Design cycle I activities
3) Make a daily activity plan (RKH) for 5 days
4) Create a repair scenario for 5 days
5) Prepare learning tools and resources

As for the corrective steps carried out from cycle I which consists of 5 meetings, including the following :

1) The teacher arranges the seats
2) The teacher explains the activities that will be carried out one by one
3) give examples of procedures for using the media of time concept.
4) In this activity the teacher guides children who are not able to do it.

At this stage it is an activity carried out by researchers to make observations of student learning process activities. These observations are carried out to identify, collect data from each indicator regarding the child's performance, work or assignments to children in the teaching and learning process, and the object of observation is the result of the effort. improve cognitive abilities of children aged 5-6 years through the use of media the concept of time on Fathinah Kindergarten, Majene Regency. The criterion for success in this study is if 80% of the total number of children gets a score of 3. To determine the increase in children's ability in counting numbers 1-10, a formula is used (Anas Sudjono, 2004: 146) as follows:

$$P = \frac{N}{n} \times 100\%$$

Information:
P = Percentage
N = Number of children whose ability to score is good / sufficient / poor
n = Total number of children / present

After implementing improvements in research development activities, reviewing what are the weaknesses and strengths of the learning that has been carried out and what are the things that need to be improved further.

In designing and implementing learning activities there are strengths and weaknesses. This is because there is still a lack of learning activities using clay media so that after implementing development improvement actions in a one-cycle design, it can be concluded :

Self strength: before planning, implementing, and evaluating, first look at the abilities and characteristics of the child, so that in the implementation of learning development improvement activities it can be carried out with appropriate results, and is a new challenge for researchers to use learning strategies and children feel happy with the activities carried out

Self weakness : in addition to providing explanations, researchers must also be able to provide activities that are not boring for children, carry out learning development activities using the concept of time media

V. Results and Discussion

Results of each cycle improvement

This chapter begins with pre-cycle data exposure. Exposure to this data was obtained from the observations of researchers with the aim of improving early childhood cognitive with the concept of time. The research results are presented below.

VI. Initial Conditions

Table 4.1
Cognitive Ability Development Results (Before improvement)

NO	ASPECT	SCORE							
		BB		MB		BSB		BSH	
		Number children	%	Number of children	%	Number of children	%	Number of children	%
1.	Cognitive Ability	8	40	8	40	3	15	1	5

Information:
BB: Not yet developed
MB : Begins to develop
BSH : Develop as expected
BSB : Very well developed

CYCLE ACTIVITY PLAN 1

RKH To	OPENING	CORE	CLOSING
1	Sing together	Get to know the names of the days	Talking about children who carry out tasks to completion
2	Sing together	Get to know the names of the week	Talking about the kid who took care of the plants.
3	Saying rhymes	Get to know the names of the months	Talk about a child who likes to get something.
4	Motion and Song.	Get to know the year	Converse about polite language with other people
5	Walk the footpath "	Get to know the names of the days	respect the work of friends / other people.

Table 4.2
Ability Cognitive Abilities (cycle I)

NO	ASPECT	SCORE							
		BB		MB		BSH		BSB	
		Number children	%	Number of children	%	Number of children	%	Number of children	%
1.	Cognitive Ability	4	20	6	30	8	40	2	10

Reflection

In cycle I the teacher evaluates / corrects to determine the extent of the success of the action. Reflection I plans for further action. in cycle II the implementation in cycle I was in accordance with the plan, based on the results of the observations it was quite successful, where the children who could be from 15% in the initial condition rose to 40% in cycle I.

CYCLE II

CYCLE ACTIVITY PLAN II

RKH To	OPENING	CORE	CLOSING
1	Performs a creeping motion	Get to know the concept of morning time	Talking about children who carry out tasks to completion
2	Catch the ball	Get to know the concept of daylight	Talk about a child who loves plants.
3	Sing together "	Get to know the concept of evening time	Talk about a child who likes to get something.
4	Throw the ball	Get familiar with the concept of night time	Converse about polite language with other people
5	Play hoop	Get to know the concept of morning time	respect the work of friends / other people.

Table 4.3
Children's cognitive abilities (cycle II)

NO	ASPECT	SCORE							
		BB		MB		BSH		BSB	
		Number children	%	Number of children	%	Number of children	%	Number of children	%
1.	Cognitive Ability	2	10	2	10	14	70	2	10

VII. Reflection

In cycle I the teacher evaluates / corrects to determine the extent of the success of the action. Reflection I plans for further action. in cycle II the implementation in cycle I was in accordance with the plan, based on the results of this successful observation where cognitive, children who could be from 40% in the initial condition rose to 70% in cycle II.

VIII. Discussion of Each Cycle

The results of the observations showed that the introduction of the concept of time was carried out in cycle 1 and cycle 2 where pre-action had previously been carried out. In this learning, it can be seen in the results of the evaluation where in each cycle there has been a very significant improvement as well as the activity of the child in 5 meetings in cycle 1 and cycle2 always shows an increase.The improvement of student learning outcomes can be seen in the form of a comparison table below:

Table 5.1 Percentage of Ability Evaluation Results Cognitive Pre-cycle, cycle 1 and cycle 2

Assessment	Pre-cycle	Cycle 1	Cycle2
Undeveloped	40%	20%	10%
Start Developing	40%	30%	10%
Develop according to expectations	15%	40%	70%
Developed Very Well	5%	10%	10%

In the table above, it can be seen that in the activity of recognizing the concept of time for children who are included in the undeveloped category in pre-cycle by 40%, cycle 1 decreases to 20% and in cycle 2 decreases to 10%. Children who began to develop in pre-cycle by 40%, in cycle 1 by 30% and in cycle 2 by 10%. The category of children who developed according to expectations in pre-cycle was 20%, in cycle 1 it increased to 40% and in cycle 2 it was 70%. In the very well developed category pre-cycle by 5%, cycle 1 increased to 15% and in cycle 2 by 20%. The percentage of the results of the evaluation of cognitive abilities increases.

IX. Conclusion

Ability of the child incognitive has increased with a percentage value of 80%. From the results of the Classroom Action Research carried out by researchers, namely Time Concept Media Usage In Developing Children's Cognitive at Kindergarten Fathinah, Majene Regency. Based on the results of the research which can be seen from the discussion that has been done, the researchers propose the following recommendations:

1. It is better if when teaching we must use and prepare interesting media or props.
2. In learning activities, the teacher should also provide reinforcement and motivation for children.
3. Teachers must be more creative in making learning media.

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