Use of Image Media in Learning to Introduce the Concept of Number in Children 5-6 Years Old at Kindergarten

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Abstract

This study aims to determine the use of media images in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten in Pontianak. This study used a descriptive qualitative method. The data source for this study was a teacher and group B2 children at the Bruder Nusa Indah Kindergarten. This research technique is observation using observation sheets, direct interview techniques using interview sheets and documentaries using documentation tools. Data analysis in this study is data collection, data reduction, presentation and conclusion/verification based on the results of the research that has been done. It is found that: 1). Planning to use image media in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten is carried out by determining a theme for the learning program to facilitate the process and become a guideline for the implementation of learning, from the predetermined theme it is made into RPPM, RPPH, tools and instructional Media. 2). The implementation of the use of media images in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten has been carried out by the teacher well during the research. The teacher carried out learning through three activities, namely initial activities, core activities, and closing activities, in accordance with what was planned. In implementing the learning, the teacher uses the singing method and the question-and-answer method and gives assignments in the form of children’s worksheets and portfolios the implementation of learning using picture media in introducing the concept of numbers to children. 3). Evaluation of learning outcomes in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten is an action or a process of implementing learning to determine the value of children’s learning success after going through the learning process. The teacher also directly observes the learning process by assessing children's work.

Keywords: Image Media, The Concept of Numbers, Kindergarten

INTRODUCTION

Introduction to the concept of numbers is an introduction to the concept of numbers. The introduction of numbers is an idea about the number of objects and symbols of numbers. Understanding the concept of numbers in early childhood begins with concrete objects that can be
seen, counted and sorted. The concept of number is an understanding or understanding of something by using objects with associated number symbols.

Based on the Regulation of the Minister of National Education (Permendikbud) number 137 of 2014 concerning Early Childhood education standards, curriculum development related to improving the ability to recognize numbers in children is in the scope of cognitive development with the level of achievement of its development, namely counting the number of objects 1 to 10, recognizing number symbols, and acknowledge the concept of numbers.

In introducing the concept of numbers to children, they also think about counting and clarifying objects according to numbers. At a higher stage of cognitive development, children will pay attention to the symbols around them. It is also explained by Bobby Ojose (2008: 27), "The characteristics of this stage include an increase in language ability (with over-generalization), symbolic thought, egocentric perspective, and limited logic".

Susan Sperry Smith (2009:11) says, "At about age 5 or 6, the child can use a symbolic mode such as oral language, picture story drawing, or number writing to represent thinking". It shows that at around 5 or 6 years old, children can use symbolic forms such as spoken language, picture stories, or writing numbers to describe ideas or ideas. Learning to recognize the concept of numbers can be packaged using media that is attractive to children so that children can catch learning easily. Media use is one of the right things to facilitate children's learning process, which is then developed using the right innovations. It was stated by Nunik Premingsih et al. (2013: 2) that introducing the concept of numbers or numbers to kindergarten children is indeed a little difficult. It is because the concept of numbers is abstract, and kindergarten children cannot think abstractly yet, but they think concretely. Therefore, in getting to know the concept of numbers in children, it is not only the appearance of spoken language but must be accompanied by the display of capital or objects and concrete media is needed to assist the process of recognizing the concept of numbers.

One of the principles of learning in early childhood is concreteness, meaning that children are expected to learn something in real terms. Thus, learning in early childhood must use something that allows children to learn concretely. The principle of concreteness implies the need to use the media to convey messages from teachers to students or messages/information that children can receive or absorb properly.

Based on the results of initial observations on children aged 5 to 6 years at Bruder Nusa Indah Kindergarten, in the ability to recognize the concept of numbers, there are still many children who have not been able to sort objects according to the numbers when the child counts objects with a total of 5. Still, the child draws the wrong line at number 6. They have been unable to classify objects according to the number of numbers, and the children have not been able to count or mention numbers abstractly. For example, the teacher asks if there are two pencils in the left hand, and then, plus three pencils in the right hand, the child is still hesitant to answer. Only a few children can answer correctly. This fact shows that children are not yet able to recognize the concept of numbers because the teacher only gives methods of giving assignments to children and does not apply media in the learning process so that children feel bored with the learning provided by the teacher, affect the lack of interest in learning to recognize the concept of numbers.

For this reason, the teacher seeks to achieve the learning objectives by using learning media. The role of learning media in early childhood education is very important, considering that children's development at that time was in a concrete period. Sanjaya (2017: 207) argues that the role of learning media is essential in teaching and learning activities. Teachers can use television films or pictures to provide better information to students through learning media, and abstract things can become more concrete. The benefits of learning media can increase student learning motivation so that students' attention to learning material can be further improved.

From this opinion, it can be concluded that the role of learning media in early childhood can assist in conveying information. For this reason, teachers must use interesting learning media so children can absorb information or learn well.

In this study, the learning media used to facilitate teachers in teaching children, especially in introducing the concept of numbers, is using media images. According to Azhar Arsyad (1995:83), media images are various events or objects outlined in the form of pictures, lines, words, symbols,
or images. According to Mahfudz Salahudin (in Teguh Supardiyanto, 2006:17): "The use of image media is the most appropriate way to convey learning material so that goals can be achieved". According to Syaiful Sagala (2006: 100): "The use of media images is an excursion (excursion) carried out by children to complete certain learning experiences and is an integral part of the school curriculum".

From the above opinion, it can be understood that using media images is a visual medium that can help students convey messages concretely, making it easier to understand the concept of learning material. The author considers using media images as an effective learning method, especially in introducing the concept of numbers to children in learning.

The teacher has not been optimal in using media images for children to introduce the concept of numbers during learning, so the learning outcomes achieved have not improved children's cognitive abilities in recognizing the concept of numbers. Therefore, the authors want to research "The Use of Image Media in Learning to Introduce the Concept of Numbers to Children Aged 5-6 Years at Bruder Nusa Indah Kindergarten".

METHOD

The method used by researchers in this study is descriptive. The form of research used in this study is qualitative research because the researcher wants to describe in detail and use media images to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten. The subjects of this study were group B teachers & 24 children aged 5-6 years in group B of Bruder Nusa Indah Kindergarten. Data collection techniques used by researchers are observation, interviews, and documentation, while the data collection tools are interview guides, observation guidelines and documentation. Data analysis used by researchers in this study is the data analysis technique proposed by Miles and Huberman, which is described as follows:

![Fig. 1 Data Analysis Technique](image)

Checking the validity of the data in this study aims to obtain valid data and reliability so that the research results are objective. The author tested the validity of the data through technical triangulation, source triangulation, and time triangulation.

RESULTS AND DISCUSSION

Result

This study describes the use of media images in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten. The specific objectives of this research
are: (1). Describe the planning of using picture media in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten, (2). Describe the implementation of media images in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten (3). Describe the evaluation of using media images in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten.

Based on the research results, the following results were obtained: (1). Planning to use picture media in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten is carried out by determining a theme for the learning program to facilitate the process and become a guideline for implementing learning, from the predetermined themes it is made into RPPM, RPPH, learning tools and media. (2). The implementation of the use of picture media in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten has been carried out by the teacher well, during the research the teacher carried out learning through three activities, namely initial activities, core activities, closing activities in accordance with what was planned. In implementing the learning, the teacher uses the singing method and the question-and-answer method and gives assignments in the form of children's worksheets and portfolios the implementation of learning using picture media in introducing the concept of numbers to children. (3). Evaluation of learning outcomes in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten is an action or a process of implementing learning to determine the value of children's learning success after going through the learning process. The teacher also directly observes the learning process by assessing children's work.

Discussion

Based on the research results above, it is necessary to explain the results obtained from this study. The following is a discussion of the results of the research.

Planning for Using Picture Media in Learning to Introduce Number Concepts to Children Aged 5-6 Years at Bruder Nusa Indah Kindergarten

From the results the researchers found that in Bruder Nusa Indah Kindergarten, they had prepared learning plans such as the Semester Program, RPPM which contained indicators of child development, and aspects of child development, and in RPPH there were learning activities, themes that adjusted to RPPM, where this design will be applied during the process of implementing learning every day, this is in accordance with Soendjojo's theory, (2012: 14) states that there are several things that must be considered in preparing learning plans for early childhood, including: 1) Learning plans must be in accordance with child development indicators, 2) The lesson plan must develop all aspects of development, 3) The lesson plan must contain an activity plan that allows children to explore according to their developmental needs, 4) The lesson plan can be wrapped in a theme as a topic of discussion and, 6) Learning activities can be carried out in the form of a project carried out at the center. In addition to these considerations, in preparing learning plans, teachers must also pay attention to learning objectives in early childhood.

From the researchers' results, the teacher designed the lesson by making Prosem, RPPM, and RPPH, which were already listed in it, namely, time, basic competencies, indicators, steps, learning tools and media. It is in accordance with Rusman's theory (2011: 76). The learning planning aspect consists of allocating time for each meeting, determining basic competencies, expected learning outcomes, outcome indicators learning, formulating learning steps, determining the tools and resources needed and determining how to assess learning outcomes based on learning outcomes.

So, planning for the use of media images in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten is done by determining a theme for the learning program to facilitate the process and become a guideline for the implementation of learning, from the predetermined themes it is made into RPPM, RPPH, learning tools and media.
Implementation of Using Picture Media in Learning to Introduce Number Concepts to Children Aged 5-6 Years at Bruder Nusa Indah Kindergarten

The results that the researchers found regarding the implementation of learning designed by the teacher would be implemented in accordance with the RPPH in which there were initial, core, and closing activities. This activity is carried out daily during the ongoing learning process, where the teacher has prepared media to learn about the concept of numbers. Implementation of learning includes activities from opening to closing learning. It is in accordance with the theory of Darmawan and Permasih (2011: 133) that these activities include 1) initial activities, 2) core activities, and 3) final activities.

The results that the researchers found were from the early learning activities carried out by the teacher and children, where in this initial activity, the children lined up, shook hands with the teacher while entering class and sitting in their respective chairs, singing, praying, greeting, and the teacher conveyed the theme, defined sub-theme. It is in accordance with Sujiono's theory (2009: 229), which includes singing, praying, and saying greetings (habituation activities), telling stories about children's experiences, discussing themes and sub-themes, and carrying out physical or motor activities that can be done inside and outside the classroom.

The results the researchers found from the core learning activities were the teacher used the singing method, the question-and-answer method, and the assignment method. The teacher also displays the media used during learning, namely image media. It is in accordance with Chatib's theory (2011: 81-87), dividing the learning process into two major stages: apperception and the strategy/method used. The apperception done by the teacher before learning will significantly affect the learning. Apperception can be conveyed through telling stories, displaying media related to learning and asking about children's experiences with these media in everyday life.

The researchers found that during the closing activities, the teacher summarized the lesson, informed the activities for tomorrow, and sang and prayed. It is in accordance with Aqib's theory (2013: 89), which states that closing learning is an activity carried out to close core learning. The closing component of learning includes the following: 1) reviewing by summarizing or summarizing, 2) conducting an evaluation of children's mastery by asking them to demonstrate skills, apply new ideas to other situations, express their own opinions and provide written questions and 3) Give action further which can be in the form of homework, designing something or visiting a place.

So, the implementation of the use of media images in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten has been carried out by the teacher well. During the research, the teacher carried out learning through three activities, namely initial activities, core activities, and closing activities, in accordance with what was planned. In implementing the learning, the teacher uses the singing method and the question-and-answer method and gives assignments in the form of children's worksheets and portfolios the implementation of learning using picture media in introducing the concept of numbers to children.

Evaluation of the Use of Picture Media in Learning to Introduce Number Concepts to Children Aged 5-6 Years at Bruder Nusa Indah Kindergarten

The results of the researchers found that in this evaluation or assessment, the teacher did it during the implementation of learning when the children had done what had been ordered by the teacher, such as children's worksheets (LKA) and portfolios from here, the teacher could get information or find out the results of the child's work, this is in accordance with Waseso's theory, (2011: 13) to evaluate the learning that has been implemented the teacher needs information obtained from the assessment.

The researchers found that in Brother Nusa Indah Kindergarten, the teacher used conversation, observation, portfolio, and self-assessment methods in providing evaluations of children's learning outcomes. And tools teachers use, such as assignment formats, checklists, anecdotal notes, and rating scales. The results of collecting assessment data are carried out, and a value is determined to be evaluated both for the process and developmental aspects. Then, the evaluation results are submitted to the child's parents as a report card. It is evaluated at the end of the semester. However, seen from
the evaluation at the end of the lesson in class, the teacher only gives grades to the child's worksheet. It is in accordance with Yus' theory (2005:53) that to carry out an assessment, the teacher must prepare assessment methods and tools used to obtain data. Among them are 1) test methods with assessment tools in the form of tests and 2) non-test methods, including assignments, conversations, observations, portfolios, and self-assessments. The assessment tools used are assignment formats, checklists, rating scales, anecdotal notes, and portfolios. After the collection and recording of the assessment data is carried out, the data is collected. Its value is determined to be evaluated as a whole, both the process and the results, to the extent that the child is developing in every aspect. The evaluation results report is submitted to the child's parents as a report card.

So, evaluating learning outcomes in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten is an action or a process of implementing learning to determine the value of children's learning success after going through the learning process. The teacher also directly observes the learning process by assessing the children's work.

CONCLUSION AND SUGGESTION

Conclusion
Based on the research results that have been presented by researchers regarding the use of media images in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten, it can be generally concluded that the use of media images in introducing the concept of numbers to children aged 5-6 years has been carried out properly, then the specific conclusions are formulated as follows:

1. Planning to use picture media in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten is carried out by determining a theme for the learning program to facilitate the process and become a guideline for implementing learning, from the predetermined themes it is made into RPPM, RPPH, learning tools and media.

2. The teacher has carried out the implementation of picture media in learning to introduce the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten. During the research, the teacher carried out learning through three activities, namely initial activities, core activities, and closing activities, in accordance with what was planned. In implementing the learning, the teacher uses the singing and question-and-answer methods and gives assignments in the form of children's worksheets and portfolios. The implementation of learning using picture media in introducing the concept of numbers to children.

3. Evaluation of learning outcomes in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten is an action or a process of implementing learning to determine the value of children's learning success after the learning process. The teacher also directly observes the learning process by assessing children's work.

Suggestion
Based on the results of research on the use of media images in introducing the concept of numbers to children aged 5-6 years at Bruder Nusa Indah Kindergarten, the researcher intends to provide suggestions that hopefully can be useful for:

1. For teachers, the results of this study can provide an overview in the form of ideas and opinions in the form of material for consideration and input on the importance of using media images to introduce the concept of numbers to early childhood.

2. For institutions, the results of this research can provide knowledge and information that can be used as reference material for schools to implement the use of media images to introduce the concept of numbers to early childhood.

3. For future writers, the results of this study can be a reference for introducing the concept of numbers to children and completing studies that are not discussed in this study.
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