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Improving The Cognitive Development Of 5-6 Year-Old Children By Using Outbound Activities At Anak Ceria Tembobor Kindergarten In The 2024/2025 Academic Year

Siti Hajar[1], Marzoan[2], Juandra Prisma Mahendra[3]
[1,3] Pendidikan Anak Usia Dini (PAUD) STKIP HAMZAR
[2] Pendidikan Guru Sekolah Dasar (PGSD) STKIP HAMZAR

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Abstrak

This study aims to improve the cognitive development of children aged 5-6 years at TK Anak Ceria Tembobor. The number of subjects was 20 children. This research is a class action research. The data that has been collected is analyzed by observation, interview and documentation techniques, using classical and personal / individual completeness formulas. The result of this study is that using outbound activities can improve the cognitive development of children aged 5-6 years at Anak Ceria Tembobor Kindergarten. This is evidenced by the cognitive improvement data obtained by children has increased, starting from the data before the implementation of the action until the implementation of cycle II action. Before the implementation of the completed as many as 2 people with a percentage of 20%. in cycle I got a complete child, namely 5 children with a percentage of 50%. and at the end of cycle II action obtained significant action, namely 9 children with a percentage of 90% cognitive improvement. The type of research used is Classroom Action Research. Classroom action research is defined as a practical research to improve learning in the classroom, by taking action to find solutions to problems faced daily in the classroom. So that in essence the implementation of class action research is carried out in order for teachers to be willing to introspect, reflect, reflect or evaluate themselves on their own.

Corresponding Author:
Siti Hajar
Institution: STKIP Hamzar
Email: sitihajar20220818@gmail.com

1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society (Abdurrahman et al., 2020).

Early childhood is a period in which a person experiences a phase of rapid and fundamental development for future growth. According to *National Association for The Education Young Children (NAEYC),* Early childhood, typically between the ages of 0 and 8, is a crucial period. This is the optimal time for individuals to receive educational guidance, whether formal, non-formal, or informal (Maulidah, 2021). Early childhood refers to individuals aged from birth to 6 years. This age range is considered crucial in shaping a child's character, personality, and intellectual abilities. Early childhood refers to individuals between the ages of 0 and 6 years. The early childhood period is considered a crucial phase in providing stimulation for achieving optimal development (Nurlina, 2023).

Early childhood education is a form of education that emphasizes laying the foundation for physical growth and development, including fine and gross motor skills, intellect, creativity, emotional intelligence, spiritual intelligence, social-emotional attitudes and behavior, religion, language, and communication, in accordance with the uniqueness and developmental stages that early childhood goes through. Therefore, early childhood education plays a crucial role in children's education (Suyanto, 2005). Through PAUD, a child can be educated by teachers with clear methods and curriculum. Children can play and channel their energy through physical activities, music, and manual skills. However, they can also interact interpersonally and intrapersonal. Children can be gradually introduced to letters or reading, the environment, agriculture, and even industry. The introduction is not excessive, because the delivery is tailored to the child's world, the world of play, so that the learning process becomes enjoyable. Children often express their ideas and feelings through play, so that when children feel happy and satisfied with what is taught, it will automatically benefit their development (Sujiono, 2016).

According to the 2003 law on the national education system, it states that early childhood education is a development effort aimed at children from birth to the age of six years which is carried out through providing educational stimulation to help the physical and spiritual growth and development of children so that children are ready to participate in further activities (Ministry of National Education, 2003).

Gardner (E Berk, 2012) states that intelligence is the ability to solve problems or create works that are valued in one or more cultures. Gardner further proposes a pluralistic concept of intelligence and distinguishes it into eight types of intelligence. In everyday life, intelligence does not function in its pure form, but each individual has a mixture. *(blend)* which is unique from a number of intelligences, namely linguistic, logical, spatial, musical, kinesthetic, intrapersonal and interpersonal, and naturalistic intelligence (Booth & O'Brien, 2008)

Cognitive skills, also referred to as "cognition," are defined as the process of recognizing everything that originates from an individual's environment and making it an integral part of their overall behavior throughout their life. Cognitive abilities are manifested through cognitive behavior. Cognitive behavior is reflected in the process of how individuals recognize their environment and then utilize it as a psychological treasure necessary to create a meaningful and effective life (Khadijah, 2016).

Cognitive aspects are a key aspect of many educational curricula and serve as benchmarks for assessing child development. Cognitive, derived from the Latin word cognition, means recognition, referring to both the process of knowing and knowledge itself (Syukriawanti Dwi Purwantika 2023:9).

(Sudjana, 2009) explains that cognitive aspects are divided into several more detailed aspects, namely; Knowledge, which is the ability that requires students to be able to recognize, remember, recall the existence of concepts, principles, facts, ideas, formulas, terms, and names. With knowledge, students are required to be able to recognize or know the existence of concepts, facts, terms, and so on without having to understand or be able to use them. Understanding, which is the ability that requires students to understand or comprehend the subject matter delivered by the teacher and be able to utilize it without having to connect it with other things. Application/Application is the ability that requires students to use general ideas, procedures or methods, principles, and theories in new and concrete situations. Analysis is the ability that requires students to describe a certain situation or condition into its constituent elements or components. Synthesis is the unification of elements or parts into a whole form. Evaluation is the ability that requires students to be able to evaluate a situation, condition, statement or concept based on certain criteria.

Sadiman (2010) states that media comes from the Latin word medius, which means intermediary or messenger. Hasan (2021) adds that, in general, media can take the form of people, materials, or events that will help someone learn and gain knowledge. Learning media stimulates students' senses of sight, hearing, touch, and smell. Learning media can be used to help educators provide more effective explanations (Abi Hamid, 2020).

To create more effective learning activities, as teachers, we must be able to create a more enjoyable and varied classroom atmosphere and learning experience. This can be achieved through outbound activities. Outbound activities are independent learning activities in open spaces that aim to overcome fear, increase self-confidence, and foster a sense of responsibility (Mufid et al., 2022).

Outbound activities can be used as a platform for self-discovery, respect for others, and a willingness to listen to others' opinions or instructions. This means that these activities can suppress egotistical attitudes within students. Furthermore, these activities can improve insightThe concept of fostering behavior and leadership in the open air is systematic, structured, planned, and cautious, without forgetting the risks that can occur in group activities. Creating activities in learning to be more effective, of course, as teachers, we must be able to create a classroom atmosphere and make learning more enjoyable and varied, which can be done by conducting outbound activities (Syafdaningsih et al., 2023).

Outbound games are a means of expanding knowledge gained through a series of adventurous experiences, thereby stimulating children's enthusiasm and creativity. Through outbound games, students can develop self-confidence, social skills, and courage, as well as the risk-taking skills necessary for a leader through group activities. Outbound games are designed to combine simple games, dexterity, and sports, with elements of adventure. This fosters agility, togetherness, and courage in problem-solving (Sobah et al., 2022).

Based on the results of observations that have been carried out on (Monday, December 9, 2024) at the Tembobor Ceria Children's Kindergarten, it shows that the basic characteristics of children in the learning process, such as liking learning that is not serious and spontaneous, students also tend to only do things that they like, not infrequently students still show an egocentric side and always want to be the center of attention.

Furthermore, the results of interviews conducted on (Monday, December 9, 2024) Children aged 5-6 years or class B still have not known the shapes of geometry, children who have difficulty remembering what the explanations in the activities that have been explained by the teacher, when the teacher evaluates to recall the activities carried out the children still seem confused to remember them, there are even children who are still difficult to direct in carrying out activities because of difficulty remembering what the teacher has explained. In reality in the field there are still many early childhood children who experience delays in cognitive development. This can be caused by a lack of stimulation from the environment, limited interesting learning facilities, or learning methods that are not yet varied. Children tend to get bored quickly if learning is not presented in a fun way and does not involve active activities.

Furthermore, not all early childhood education units have specific programs designed to maximize cognitive development. Some teachers still use traditional approaches that don't stimulate children's thinking and curiosity. However, with a more creative and participatory approach, children will be more interested and motivated in learning. Children have diverse characters; some students are easily guided, while others still struggle to follow the learning process. Furthermore, teachers are also required to be able to develop effective and innovative learning models, especially in developing student character. This indicates that there has been no application of outdoor game-based learning concepts, especially in efforts to develop students' responsible character. Based on this data, it can be said that the outbound game model is necessary as a forum or learning model to educate and instill a responsible character.

Based on the problems above, the researcher is interested in and has raised the title Improving the Cognitive Development of Children Aged 5-6 Years by Using Outbound Activities at Anak Ceria Tembobor Kindergarten in the 2024/2025 Academic Year.

2. MATERIALS AND METHODS

The type of research used is Classroom Action Research (CAR). According to Suyoto (2002), CAR is defined as practical research to improve classroom learning by taking action to find solutions

to daily classroom problems. Therefore, the implementation of CAR is essentially carried out in order for teachers to be willing to introspect, reflect, or evaluate themselves regarding their abilities with the hope of being sufficiently professional and having an impact on the quality and integrity of education (Windi Setiawan: 2023).

In this study, the subjects were children in class B of Anak Ceria Tembobor Kindergarten in the 2024/2025 academic year. The total number of students was 10, consisting of 3 girls and 7 boys.

The research procedure used is from Kemmis and Mc Taggart who stated that there are 4 stages in carrying out classroom action research, namely: 1) Planning, 2) Implementation, 3) Observation and 4) Reflection (Kusnandar, 2008). Meanwhile, the data collection techniques used are observation, interviews and documentation.

Data on student learning outcomes were taken from the children's ability to focus while playing and how they understood the rules of the outbound game. Data analysis of student learning outcomes was conducted individually and as a class.

1) Learning Outcome Data
   Children's learning outcomes data is taken from the extent of their cognitive development through outbound activities. Analysis of children's learning outcomes data is conducted by calculating individual and class learning completion.
2) Individual learning completion
   Individual learning completion is calculated using the following descriptive data analysis (Ratnawulan, 2013):
$$\frac{Value\ =\ score\ obtained}{Maximum\ score}\ x\ 100$$
3) Classical learning completion
   Classical learning completion is calculated using descriptive percentage analysis, namely (Ratnawulan, 2013):
$$Percentage(\%) = \frac{Number\ of\ students\ who\ completed\ their\ studies}{total\ number\ of\ students}\ x100$$
   The indicator of success of this research is if in each cycle of the assessment survey there is an increase in student learning outcomes in learning using outbound activities which is indicated by having reached the achievement of the STPPA (Standard Level of Child Development Achievement) that has been determined. where individual completeness if the minimum score obtained by the child reaches 70, while classically it reaches 80% with a total of 10 children at the Tembobor Ceria Children's Kindergarten.

3. RESULTS

Based on the results of research conducted at the Tembobor Ceria Children's Kindergarten, outbound activities have proven effective in improving the cognitive development of children aged 5-6 years. In the initial condition (pre-cycle), only 30% of children met the criteria for Developing According to Expectations (BSH), while 70% were still in the Not Developing (BB) category**.** This shows that previous learning methods were less interesting and had minimal variation, so children tended to get bored and less stimulated.

The implementation of Cycle I with the implementation of outbound activities showed improvement, although not optimal. After three meetings, the percentage of classical completion increased from 20% to 50%. However, several obstacles were still found, such as a lack of enthusiasm among children, limited time, and children's difficulty in following the rules of the game. Reflection from Cycle I encouraged researchers to modify the activities to be more interactive and competitive to attract more children's interest.

In Cycle II, there was a significant increase with the percentage of completion reaching 90% Modified activities, such as competitions and awards (prizes), successfully increased children's motivation. Furthermore, the children demonstrated improved counting skills, geometric shape

recognition, and following instructions. These results demonstrate that well-designed outbound activities can be an effective learning tool for children's cognitive development.

This study also revealed that supporting factors such as a safe environment, a variety of play equipment, and the active role of teachers in guiding and motivating children contributed to the success of the intervention. Thus, outbound activities not only provide physical training but also hone thinking skills, problem-solving skills, and understanding of basic concepts such as sequence and classification.

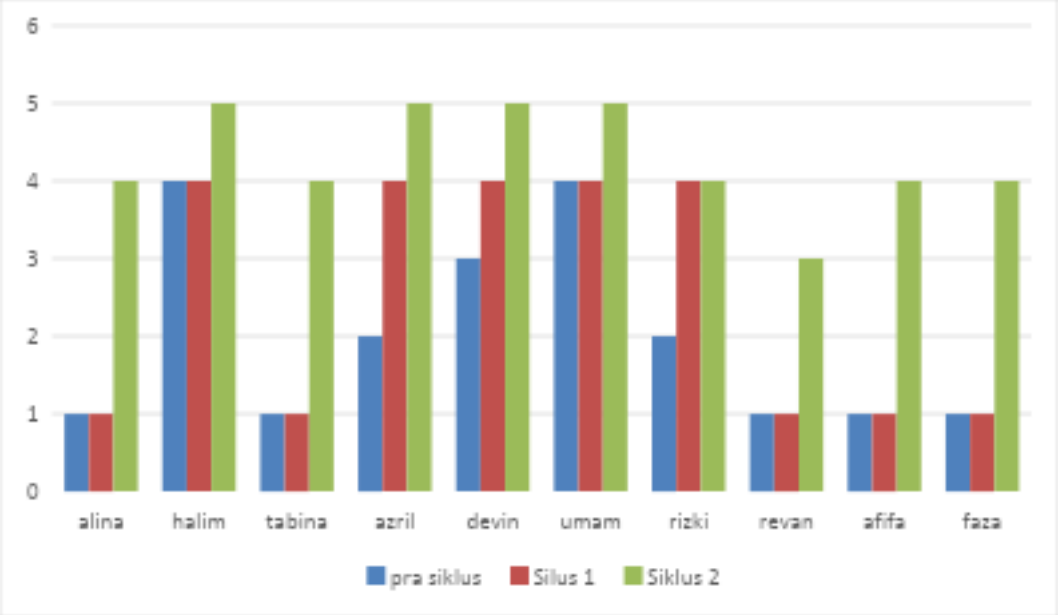
Overall, this study concludes that outbound activities can significantly improve the cognitive development of children aged 5-6 years, provided they are creatively designed, involve active participation, and are supported by ongoing evaluation. These findings can serve as recommendations for early childhood educators to integrate outdoor play-based learning methods to optimize child development.

Table 01. Recapitulation of Values in Improving the Cognitive Development of Children Aged 5-6 Years at Anak Ceria Tembobor Kindergarten in the Pre-Cycle, Cycle I and Cycle II

NO	No	Score	Mark	Ket (praskl is)	scor e	Mark	Note (Cycle I)	Scor e	Mark	Note (Cycle II)
1	AP	1	20	BB	1	20	BB	4	80	BSH
2	MH	4	80	BSH	4	80	BSH	5	100	BSH
3	NTG	1	20	BB	1	20	BB	4	80	BSH
4	RAA	2	40	BB	4	80	BSH	5	100	BSH
5	DP	3	60	MB	4	80	BSH	5	100	BSH
6	LMH	4	80	BSH	4	80	BSH	5	100	BSH
7	RS	2	40	BB	4	80	BSH	4	80	BSH
8	RV	1	20	BB	1	20	BB	3	60	MB
9	OF	1	20	BB	1	20	BB	4	80	BSH
10	FZ	1	20	BB	1	20	BB	4	80	BSH
Number of Students Completed		2 Children			5 Children			9 Children		
Classical Completion		20%			50%			90%		

The data in the table above can be seen in the following graph:

Chart 01. Recapitulation of Values in Improving the Cognitive Development of Children Aged 5-6 Years at Anak Ceria Tembobor Kindergarten in the Pre-Cycle, Cycle I and Cycle II



1. **Pre Cycle**

Based on the results of initial observations of pre-cycle activities, the initial percentage of improving children's cognitive development was 20%. Seven children were in the Undeveloped (BB) category, equivalent to 70%. According to the researcher's observations, most children still did not understand the rules of the game, and were also not interested in participating in the activities carried out, so a research design was needed, which in this case used outbound activities to improve children's cognitive development.

2. **Cycle I**

Based on the results of observations and calculations carried out at the end of cycle I which consisted of 3 meetings, the following results were obtained: the number of children who completed was 5 children or equivalent to 50%, and children who were categorized as not yet completed were 5 people or equivalent to 50%. The obstacles encountered in cycle 1 were because some children wanted to master the activities while playing, some children also still did not understand the rules of the game, children also still needed assistance from the teacher during the activity. Thus, in cycle I, classical completeness in improving children's cognitive skills can be categorized as not yet complete, so a follow-up action plan is needed in the next cycle to improve children's cognitive skills. Some of the obstacles that researchers encountered in cycle I so that some children have not yet completed include the following:

a) Children are still less interested in doing outbound activities because they think these activities are not interesting.
b) Lack of time available means that the observations carried out are not optimal.
c) Children from class A took part in these activities because they were part of a study group (rombel) so they studied and did other activities together.
d) Children who still do not obey the rules of play that have been made.

3. **Cycle II**

Based on the results of observations and calculations carried out at the end of cycle II which consisted of two meetings, the following results were obtained: the number of children

who completed was 9 children (completed), so that the classical completeness obtained was 90%. Thus, at the end of cycle II, classical completeness in improving children's cognitive development can be categorized as complete. This is due to the intensity of activities and observations carried out more effectively, which were carried out based on the evaluation of cycle I. so that a hypothesis can be drawn that "The Use of Outbound Activities can Improve the Cognitive of Children Aged 5-6 Years at Kindergarten Anak Ceria Tembobor, Sigar Penjalin Village, Tanjung District, North Lombok Regency with a percentage increase of 90%.

The results of this study were strengthened by research conducted by Syarifah (2019) that outbound games can provide stimulation to children's intelligence and cognitive aspects, children's intelligence is divided into several parts including verbal linguistic, logical mathematical, kinesthetic, visual-social, musical, naturalist, interpersonal, intrapersonal, and existential intelligence.

(Maryatun, 2010) This outbound activity is designed to be conducted in the surrounding environment. Outbound activities are designed using posts, each post containing a variety of activities. This challenges children so that their concentration can be trained when carrying out activities outside the classroom. Arranging an outbound activity that resembles an obstacle course.

(Syafdaningsih et al., 2023) Implementation of learning through outbound activities provided to children, this is because the outbound activities designed not only involve physical but also involve children's ability to think in the thinking process related to cognitive abilities.

In the explanation of several journals above, it is stated that by using outbound activities, children's cognitive development can be improved, so researchers can say that by using these outbound activities, this research can be said to be complete in improving children's cognitive development.

4. CONCLUSION

Based on the research results presented in the previous chapter, several conclusions can be drawn as follows:

Improving the cognitive development of children aged 5-6 years using outbound activities at the cheerful children's kindergarten in the 2024/2025 academic year with a percentage increase of 20%.

The research stages, as outlined by Kemmis Taggart, consist of four components: planning, action, observation, and reflection. This research was conducted in two cycles: cycle I consisted of three meetings, while cycle II consisted of two face-to-face meetings.

The percentage increase in the initial conditions (pre-cycle) was 20%, after the action was carried out in cycle I there was an increase of 50%, and after continuing to cycle II the final percentage was 90%, so that the maximum completion criteria set at 75% had been achieved.

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2. **Children in group B who** have actively participated, so that research data can be collected properly.
3. **Parents/guardians of students who** also supported the smooth running of outbound activities during the research.
4. **All parties which** cannot be mentioned one by one, but have contributed both directly and indirectly.

Through this research, it is proven that outbound activities can improve children's cognitive development. from an initial percentage of 20% (pre-cycle) to 50% (Cycle I) and finally reaching 90% (Cycle II)**,** exceeding the minimum completion target of 75%. These findings are expected to serve as a reference for educators in developing creative and enjoyable learning methods.

The author acknowledges that this research still has limitations. Therefore, constructive suggestions and criticism are highly appreciated for future improvements. Hopefully, the results of this research will be beneficial to the world of early childhood education.

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