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Teacher's Efforts to Improve Symbolic Thinking Ability Through Jampit (Clock Clock) Media for Group B Children in Ra Teladan Imam Syafi'i Academic Year 2023/2024

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Abstract
This study aims to improve children's symbolic thinking abilities through the use of clothespins as a media tool in group B children at RA Teladan Imam Syafi'i. This study is classroom action research (CAR) consisting of four stages: the first stage is the planning stage, the second stage is the implementation stage, the third stage is observation, and the fourth stage is reflection. The subjects of this study were 20 children in group B aged 5-6 years, consisting of 13 boys and 7 girls. Data were collected using data collection techniques such as observation, interviews, and documentation. The data analysis technique involved calculating the number of children achieving class mastery and individual mastery. The results of this study indicate that using clothespins as a media tool in group B children at RA Teladan Imam Syafi'i improves children's symbolic thinking abilities. Data show an improvement in children's abilities from before the intervention to the implementation of cycle II. The data before the intervention showed an initial percentage of 25%. After implementing the classroom action in cycle I using clothespins, the researcher obtained a percentage increase to 50%. In cycle II, the research achieved an 80% increase in the criteria of Developing as Expected (BSH).

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1. INTRODUCTION

Education for early childhood is the right time to provide stimulation in the process of growth and development, from newborn to six years old. This period is also the most important period for the formation of knowledge and behavior for children. The process of growth and development of children in various aspects of development is experiencing a rapid period in the span of human life development. It is in this process of growth and development that children need education as a coaching effort to help children grow and develop both physically and spiritually so that children are ready to enter the next level of education.

Law Number 20 of 2003 in article 1 paragraph 14 confirms that, Early Childhood Education (PAUD) is a coaching effort aimed at children aged from birth to six years of age, through providing educational stimulation to help the child's physical growth and development. and spiritually, so that children are ready to enter a further level of education(Ardi, 2020)

From the description above, it is clear that early childhood education is a coaching process aimed at children aged from birth to six years old. This coaching process is carried out by providing educational stimuli to help the child's growth and development process both physically and spiritually, so that they are ready to enter the next level of education.

One of the aims of early childhood education is to develop aspects of child development, aspects of child development according to Minister of Education and Culture Regulation (Permendikbud) No. 137 of 2014 concerning national PAUD standards has six aspects of development that must be achieved, these developments include: moral and religious values, cognitive, physical motor, social emotional, language and arts.

The aspect that plays a very important role in early childhood is the cognitive aspect. Cognitive is a thinking activity, which through thinking can be used quickly and precisely to overcome situations to solve problems. Cognitive development is also the development of thought or knowledge. Thoughts are part of the brain's thinking process, thoughts that are used to recognize, know and understand(Ardila, 2020)**.**The cognitive aspect of symbolic thinking is one aspect that is very important to provide stimulation and encouragement to young children. The aspect of symbolic thinking, according to Piaget, reveals that the ability to think symbolically is an effort to improve children's ability to think about objects and events that are not actually present in front of them. This symbolic thinking ability develops between the ages of 2-7 years, which is known as the pre-operational stage.

Nursyamsiah,(Kotimah et al., nd)believes that symbolic thinking is an effort given by teachers to students to improve their ability to recognize and mention the concept of numbers, recognize letters, and explain various shapes of objects as well as students' imaginations in the form of images. From the description above, it can be concluded that symbolic thinking is the process of children thinking about objects and events that are not present, where symbolic thinking occurs in children aged 2-7 years, which includes the child's ability to recognize and mention number concepts, letters, as well as explaining the various shapes of objects and how children present their ideas in the form of writing, drawing, singing and playing.

When a teacher carries out a learning process in class, it greatly influences the level of motivation and interest in learning of students in improving their development, this can be seen from the way the teacher delivers material or manages learning. Therefore, the method used to foster students' motivation and interest in learning is by using media that is suitable according to the students' needs or characteristics. The media that is suitable for cultivating students' interest and motivation to learn is using jampit media (jampit).

(Asmara, 2017)believes that jampit media (jampin) is one of the concrete media that can be used by teachers as an effort to improve student learning outcomes regarding time measurement. Jampit is also used as a medium for learning simple numbers that can educate children. By pinning the numbers to the number symbols printed on the clock and matching the numbers on the pin with the numbers on the clock, from there children can learn to recognize number symbols. Jampit media (clip clock) is also an educational game tool consisting of geometric shapes and numbers that can be attached and removed, using pins, which is useful for developing the ability to recognize geometric shapes and count in young children.

Based on the description above regarding the clamp media (clip clock), it can be concluded that the pinch clock media or smart watch is an educational game tool that can be used to develop counting skills and recognize the concept of numbers in young children through fun play activities. Where using this media is done by using a number clip and then matching it with the number printed on the clock.

Based on observations that have been made, researchers found various existing problems, namely the lack of learning media used by teachers so that children are more likely to feel bored, children's ability is still lacking in recognizing the symbols for numbers 1-10, children cannot match numbers with the number of objects, children also still make mistakes in distinguishing numbers, saying numbers, and writing numbers.

The results of interviews with group B teachers at RA Teladan Imam Syafi'i showed that group B children were still lacking in recognizing the symbols for the numbers 1-10, children were still unable to match numbers with the number of objects, children were still wrong in distinguishing numbers, naming numbers. , and write numbers.

So, based on this problem, the researchers were interested in raising the title "Efforts to Improve Symbolic Thinking Ability through JAMPIT (Clock Clock) Media in Group B Children at RA Exemplary Imam Syafi'I Academic Year 2023/2024".

2. RESEARCH METHOD

Research methodology is the method used to collect and analyze data, both obtained by knowledge using reliable procedures and trusted (Slamet, 2019)

The type of research used by researchers is classroom action research (PTK). Class action research (PTK) or Classroom action research is used in teaching and learning activities in the classroom which aims to improve the teaching and learning process to make it more effective and to improve student learning outcomes.(Farhana & Awiria and Muttaqien, 2019)

The subjects in this research were group B children aged 5-6 years at RA Teladan Imam Syafi'I, totaling 20 people, consisting of 13 boys and 7 girls. The object of this research is how teachers make efforts to improve the symbolic thinking abilities of children in group B at RA Teladan Imam Syafi'i for the 2023/2024 academic year.

The data collection technique in this classroom action research is by using data collection techniques, namely: Observation, interviews, and documentation. In this research, the instruments used in observation activities were documentation instruments in the form of daily learning implementation plans (RPPH), weekly learning plans (RPPM), teacher teaching activity sheets, student learning activity sheets, and photo documentation of children's activities. Meanwhile, in the interview activity, the researcher used an instrument in the form of several questions related to the development of symbolic thinking in group B children. And finally, this research instrument used an instrument from documentation, where the documentation instrument contained photos of learning media in the form of jampit media.

Data analysis in this research uses simple data analysis, namely as follows:

Table 01. Providevalue or score for each indicator with the following provisions in accordance with the journal:

NO	MARK	CATEGORY
1	86%-100%	Developing Very Well (BSB)
2	70% - 85%	Developing according to expectations (BSH)
3	41% - 69%	Starting to develop (MB)
4	0-40%	Not yet developed (BB)

Source:(Yulianingsih, 2022)

Indicators of success are shown by increasing children's symbolic thinking abilities through jampit media at RA Teladan Imam Syafi'I with good achievement criteria. The performance indicators to be achieved in conducting this research are children's symbolic thinking ability of 70 and the children's classical average score is 80%.

1. Analyzing individual mastery with and completeness of classical learning formulas according to Arikunto, in the book(Sumampouw Herry Maurits, 2023)as follows:
   a) Individual learning completeness

$$DSI = \frac{X}{Y} x\ 100\%$$

Information:

DSI : Individual Absorption

X : The score obtained by students
Y : Maximum Score

b) Completeness of classical learning

$$CBC = \frac{\Sigma N}{\Sigma S}\ x\ 100\%$$

Information:
CBC :Completeness of Classical Learning
∑N : Number of completed students
∑S : Number of all students

In classroom action research, there are several steps that must be taken, namely as follows:
1. Planning
2. Implementation
3. Observation (observation)
4. Reflection

The stages of this research are as follows:

A. Activities carried out at this planning stage are:
   a) Determine the learning theme
   b) Make a weekly activity plan and daily activity plan.
   c) Prepare the tools or media that will be used.
   d) Allocate time
   e) Prepare observation sheets or assessment instruments.

B. Action Implementation Stage

This stage is the implementation of all plans made, activities carried out in class are carrying out actions, namely as follows:
   a) Plan the activities to be studied.
   b) Collaborate on learning activities with the jampit media that will be applied.
   c) Determine indicators of achievement of student learning outcomes.

C. Action observation stage
   a) Observations were carried out during the implementation of the activity
   b) Collecting observation data in the process of implementing media jampit (jampit).
   c) Evaluate the results of observations on children and then analyze them to draw conclusions.

D. Reflection stage

This stage is an activity to examine learning outcomes from jampit media (jampit) to improve symbolic thinking skills in group b children in Imam Syafi'i's role model for the 2023/2024 academic year and the results of observations of teacher teaching activities and children's learning activities in the first cycle carried out by teachers and observers. This stage analyzes the successes and weaknesses in learning symbolic thinking skills through jampit (jampit) media in the first cycle and becomes input for improvements in the next cycle.

3. RESEARCH RESULTS AND DISCUSSION

This research is classroom action research (CAR), which consists of two cycles. Cycle I was held on Saturday 25 May 2024 – Wednesday 29 May 2024 which consisted of four meetings. The second cycle was held on Thursday 30 May 2024 – 4 June 2024, which

consisted of four meetings. At the start of the research, the researcher carried out an observation process or what could be called a pre-cycle which was carried out at RA Teladan Imam Syafi'i on Thursday 23 May 2024 – 24 May 2024 and consisted of two meetings.

From the results of initial observations that the researcher found in the field, the researcher found that this research was classroom action research (PTK), which in this research consisted of two cycles. Cycle I was held on Saturday 25 May 2024 – Wednesday 29 May 2024 which consisted of four meetings. The second cycle was held on Thursday 30 May 2024 – 4 June 2024, which consisted of four meetings. At the start of the research, the researcher carried out an observation process or what could be called a pre-cycle which was carried out at RA Teladan Imam Syafi'i on Thursday 23 May 2024 – 24 May 2024 and consisted of two meetings.

From the results of initial observations that the researchers found in the field, the researchers found a lack of symbolic thinking abilities in children in group B related to number symbols, such as: children are still lacking in recognizing the symbols for numbers 1-10, children are still unable to match numbers with the number of objects, children They also still make mistakes in differentiating number symbols, saying numbers and writing numbers, teachers also haven't implemented learning using jampin media for children. From the results of these observations it can be seen that the results of the assessment of 20 children during the pre-cycle were 4 children in the criteria not yet developing (BB), 11 children in the criteria starting to develop (MB), 5 children in the criteria developing according to expectations (BSH). , and there were no children who got the criteria for very well developed (BSB), and got a classical completeness result of 25%.

In this case, children's symbolic thinking abilities need to be improved in order to make children understand more about the symbols for the numbers 1-10. In this case, the researcher applied jampit (jampit) media to group B children to help improve their symbolic thinking skills related to the number symbols 1-10. In this research, the researcher began carrying out classroom actions starting from cycle I consisting of four meetings and in cycle I the researcher used four stages of action, namely: planning, implementation, observation and reflection. As a result of cycle, I, the researchers obtained the results of assessing 20 children according to the criteria, namely 10 children in the criteria of developing according to expectations (BSH), 8 children in the criteria of starting to develop (MB), 2 children in the criteria of not yet developing (BB), and there were no children who received very well-developed criteria (BSB), and received a classical completeness score of 50%.

Based on the results of classroom action research in cycle I, it shows that there is an increasing factor from using jampit media for group B children, namely: the application of using jampit media for group B children makes children understand the numbers 1-10, which in its application, the teacher and the researchers introduced it repeatedly until the children understood the numbers 1-10. The children began to understand how to match the numbers 1-10 with the number of objects, and the children also began to be able to differentiate between the numbers 1-10, especially the numbers 6 and 9. .

The factors that indicate children have not been able to develop as expected are: Some children still cannot recognize the numbers 1-10 because the children are too active in class. Children still like to play and don't listen to teachers' explanations. Teachers are also less effective in managing learning, such as in using methods in learning.

From the factors above, it can be seen that children are still not able to develop according to the expected indicators, therefore, the researcher carried out classroom actions again, namely in cycle II, where in this second cycle the researcher carried out classroom actions as had been implemented in the cycle I, however, in cycle II this time the researcher made changes to actions such as improving the way of playing jampit media using gravel as a

tool to match the numbers 1-10 on the jampit, improving the quality of teacher teaching in managing the class so that the class becomes more conducive and children Children can pay attention to lessons well. And so that children's ability to think symbolically can be completed with the expected completeness value.

Based on the results of the implementation of the second cycle of classroom actions in this research, the researchers obtained the results of the assessment of 20 children during field observations, namely that there was an increase in the children's symbolic thinking abilities, consisting of 5 children who met the criteria for very well developed (BSB). There are 11 children who meet the criteria for developing according to expectations (BSH). There are 4 children who meet the criteria for beginning to develop (MB). And there were no children who met the underdeveloped (BB) criteria in the final results of this second cycle of action research, and received classical completeness results, namely 80%. So that the implementation of the second cycle of action can be said to be complete because of the results of the children's achievement of mastery scores in the ability to think symbolically through the media of jampit (jampit) for group B children at RA Teladan Imam Syafi'i. The supporting theories for the ability to think symbolically are: Supporting theories according to Jean Piaget say that the ability to think symbolically in early childhood has a lot to do with children's cognitive development. The development of children's symbolic thinking abilities also increases as time goes by in their growth. This symbolic thinking ability also occurs at the concrete operations stage and continues to the formal operations stage where children can use symbols such as numbers, words and images to represent objects and ideas in their minds.

According to Piaget, children's symbolic thinking abilities will be learned from direct experience with their environment, such as using clock media. They assimilate new information about clocks with their existing understanding of the concept of time. Then they accommodate their understanding as they adapt their concept of time to what they learn through the medium of the clock. This process also allows children to improve their symbolic thinking abilities.

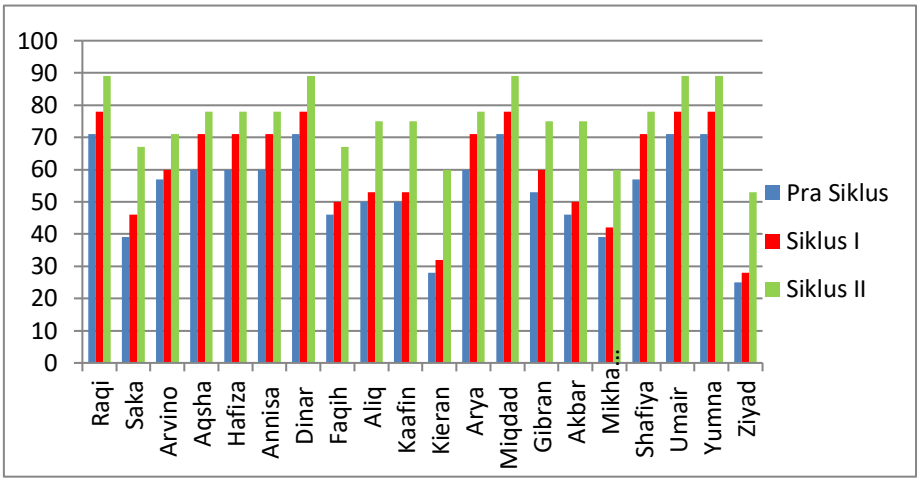
The results of increasing children's symbolic thinking abilities in using jampit media during the action process from pre-cycle to cycle II can be seen from the table and graphic image below, namely as follows:

Table 01. Data from the Assessment of the Symbolic Thinking Ability of Group B Children Between Cycles.

No	Child's Name	Pre-Cycle KI	KI Cycle I	KI Cycle II	Category
1	Raqi	71	78	89	BSB
2	Saka	39	46	67	MB
3	Arvino	57	60	71	BSH
4	Aqsa	60	71	78	BSH
5	Hafiza	60	71	78	BSH
6	women	60	71	78	BSH

7	Dinar	71	78	89	BSB
8	Faqih	46	50	71	BSH
9	Aliq	50	53	75	BSH
10	Kaaffin	50	53	75	BSH
11	Kieran	28	32	60	MB
12	Aryan	60	71	78	BSH
13	Miqdad	71	78	89	BSB
14	Gibran	53	60	75	BSH
15	Akbar	46	50	75	BSH
16	Mikhayla	39	42	60	MB
17	Shafiya	57	71	78	BSH
18	Umair	71	78	89	BSB
19	Yumna	71	78	89	BSB
20	Ziyad	25	28	53	MB
Amount	BB	0			
	MB	4			
	BSH	16			
	BSB	5			
	Classical Completeness Cycle II	80%			

Graph 01. Data on the results of increasing children's symbolic thinking abilities between cycles.



Based on the results of this classroom action research (PTK), from the pre-cycle to the implementation of actions in cycles I and II, improvement results were obtained both from the child's achievement indicators up to the expected classical completion results. In the action research process in cycles I and II, an improvement process was carried out in using jampit media to improve children's symbolic thinking abilities, which were implemented for 4 days in cycle I and 4 days in cycle II. And 2 days in the pre-cycle implementation.

4. CONCLUSION

Based on data from research results and learning improvements, it can be concluded that the research conducted on group B children aged 5-6 years at RA Teladan Imam Syafi'i was successfully carried out, so that there was an increase in children's symbolic thinking abilities using jampit media (jampit jampit).). The type of research used in this research is classroom action research using four stages, namely: planning, implementation, observation and reflection stages. Data collection techniques and tools in this research used observation, interview and documentation techniques. The way to analyze this data is by calculating the number of children's classical completion results and the number of individual children's classical completion results.

Classroom action research (PTK) in this study aims to improve children's symbolic thinking abilities through jampit media for group B children at RA Teladan Imam Syaifi'i for the 2023/2024 academic year. The results of the implementation of classroom actions from cycle I to cycle II show that there is an increase in children's symbolic thinking abilities through jampit media which can be seen from the results of pre-cycle observations, namely 25%. Furthermore, in the first cycle of action research, the results of the classical completeness assessment were 50% and in the second cycle of class action research results, there was an increase in classical completeness of 80% with the Developing According to Expectations (BSH) criteria.

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