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## Improving Interest in Counting Early Childhood Using Used Goods Media

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### ABSTRACT

This study aims to describe the interest in arithmetic in early childhood using used media at Tarbiyatul Ihsan Kindergarten in group A, Jember Regency. The results of his research show: 1) learning media makers use used materials, namely used bottles, rooms, origami paper, colored markers, scissors and glue. Used media is used in learning activities. 2) the use of used media can increase the effectiveness of learning. Students are easier to count and happy by seeing the form of used media with bottles. The results of the use of used media are more effective and innovative because when the teacher uses used media in five meetings, some of the students can already count; and 3) the teacher's obstacle when using used media during learning activities is that sometimes there are still children chatting, playing alone, time is limited, and children still choose the shapes and colors they like, even though the shapes and colors they ask for are not necessarily what they want. want to count on that day. One solution is for the teacher to give directions to the children and day by day the children understand used media to increase their interest in counting. This study used classroom action research which consisted of two cycles, each cycle consisting of four stages: planning, implementing, observing, and reflecting. This Classroom Action Research was conducted at Tarbiyatul Ihsan Kindergarten in group A by playing the activity of saying the numbers in the used bottles.

**KEYWORDS:** *Interest to Calculate AUD, Innovative Media*

### INTRODUCTION

Counting is very crucial in everyday life, both in interaction and buying and selling. Counting activities are very good if introduced to children as early as possible, because this can be used as a preparation for children for further education and this is also included in children's cognitive development, so that aspects of their development are maximized. In introducing learning to count in early childhood so that it is in accordance with the child's abilities, what needs to be done is to use play activities. Playing does not mean wasting time, nor does it mean keeping children busy while their parents do their own work. However, children find their own strengths and weaknesses, interests, important ways for children's development both physically, emotionally, mentally, intellectually, creatively and socially. Children who get enough opportunities to play will become adults who make friends easily (Permana and Syafrida, 2019:13). Playing activities that are suitable for the introduction of counting are role playing. Role playing is a form of learning activity, in which

children are actively involved in playing certain roles. Playing a role can also be called playing symbolic or playing pretend, imaginative fantasy or playing drama (Jannah and Sukiman, 2018).

Early childhood numeracy skills are very important in the educational process. However, there are obstacles in increasing interest in counting in early childhood, one of which is the lack of variety in learning methods. Therefore, it is necessary to develop creative and innovative learning methods to increase the interest and ability to count in early childhood. One method that can be used is the use of used media, which is considered to motivate children to learn and stimulate their creativity and imagination. Therefore, this study aims to examine the effect of the use of used media in increasing interest in numeracy in early childhood.

Today's rapid development of technology and information has made young children more accustomed to gadgets and electronic games. This can have an impact on reducing children's learning interest in activities that are simpler and more traditional, such as counting. In addition, most of the math learning methods that are generally used in schools do not provide an interesting and enjoyable experience for children. Therefore, more innovative and creative learning methods are needed to increase children's learning interest in mathematics. One method that can be used is the use of used media, which has the potential to motivate children and stimulate their creativity and imagination. Therefore, this study aims to examine the effectiveness of the use of used media in increasing the interest and ability to count in early childhood.

This research is to make it easier for teachers to provide coaching and learning about counting using used goods or bottles for children so that teachers can more clearly know each child's abilities when learning is carried out using the playing bottle method which has been used as media in the classroom and makes it easier for children to understand count using used bottles and learn to say the numbers in the used goods. Playing with numbers using used bottles in early childhood is one of the right methods to improve children's spiritual intelligence because, children will find it easier to understand and understand religious concepts that have been compiled through this method which they practice directly by themselves. Because playing with numbers with used bottles is an activity carried out by children directly to find out their abilities when learning activities take place and children are able to bring out their abilities in their own way.

## **METHOD**

### **A. Research**

This study used classroom action research which consisted of two cycles, each cycle consisting of four stages: planning, implementing, observing, and reflecting. This Classroom Action Research was carried out at Tarbiyatul Ihsan Kindergarten in group A in the 2021/2022 school year with a game activity saying the numbers on the used bottles. At this time the total number of students amounted to 21 students with 4 teachers teaching staff. The school was chosen as the research location because Tarbiyatul Ihsan Kindergarten was the place of assignment for the researcher so it was believed that the researcher knew the student's condition well.

### **B. Research Locations**

This research was conducted at Tarbiyatul Ihsan Kindergarten. JL KH.Suna Sumber Lanas Timur, Harjomulyo Silo.

### **C. Research Procedures**

#### **1. Action Planning Stage (Planning)**

- a. Making a learning design that contains a daily learning implementation plan (RPPH) that has been approved by the school principal.

- b. Preparation of research facilities and infrastructure.
  - 1) Provision of learning media
    - Room
    - Used aqua bottles
    - Origami paper
    - Scissors and glue
2. Observation Action Implementation Stage
  - a. Positioning children in a row
  - b. The distance between teacher and student is not too far
  - c. The teacher explains while observing the state of the students
  - d. The teacher provides good stimulation to children before the number playing activity begins
  - e. The intonation of the teacher's voice is clear
3. Observation Stages
  - a. Making research learning media tools or questionnaires made by the teacher
  - b. Collection of research data from the first cycle to the last cycle
  - c. All data is recorded in the form of PTK data tables in TK Tarbiyatul Ihsan Mulyorejo
4. Reflection Stages
 

At this stage, the researcher carried out several processes in achieving the `` reflection stage and always discussed with fellow kindergarten teachers to get useful input. In addition, the researchers also consulted from the data obtained with the experts and lecturers of IAI AL QODIRI Jember (IAI) to get input about what the researchers had done.

This research was carried out at a rural institution in a silo, namely at Tarbiyatul Ihsan Kindergarten. JL KH. Suna Sumber Lanas Timur, Harjomulyo Silo. Then this research was carried out on March 15 2022 and March 20 2022.

#### D. ACTIVITY PLAN AND IMPLEMENTATION

➤ <b>Activity form</b>
a) Finding plastic bottles b) Making balls from plastic bottles c) The material used is from used plastic bottles that are no longer used d) The paper used is color origami paper e) The pencils used are color markers, to make it interesting f) For adhesive using glue and scissors
➤ <b>Preparations Stage</b>
a) Prepare materials. Origami paper, used plastic bottles, scissors, glue, color sidol b) Making RPPH/lesson plans c) Prepare a place to conduct research. d) Prepare tools and materials. e) Prepare observation instruments. f) Prepare a place to wash hands to maintain children's health from the covid-19 outbreak.

g) Prepare documentation tools.

➤ **Implementations Stage**

- a) First activities, researchers invite children to wash their hands first.
- b) Inviting children to sit in a circle.
- c) Pray before doing activities.
- d) Ask children about activities and materials that will be used.
- e) Introducing the materials and tools that will be used.
- f) Researchers give examples to children of how techniques and ways to make works from these used plastic bottle materials
- g) Researchers provide guidance to children during the activity process.
- h) Researchers make observations on children during the activity process.
- i) Researchers also do documentation.

**E. OBSERVATION**

**1. Data from Pracyclus Observation Results**

No.	Respondent Name	Indicator Number								Amount	Average
		1	2	3	4	5	6	7	8		
1	Jihan	3	2	2	1	1	1	1	1	12	1,5
2	Nabila	1	1	1	1	1	1	1	1	8	1
3	Aliya	1	2	1	1	1	2	1	1	10	1,3
4	Hana	1	1	1	1	1	1	1	1	8	1
5	Arfan	3	1	2	1	1	1	1	1	11	1,4
6	Radif	1	1	1	1	1	1	1	1	8	1
7	Anan	2	2	1	1	1	2	1	1	11	1,4
8	Sahir	2	2	1	1	1	1	1	1	10	1,3
9	Diana	1	1	1	1	1	1	1	1	8	1
10	Ilmi	1	1	1	1	1	1	1	1	8	1
11	Ajwa	1	1	1	1	1	1	1	1	8	1
12	Farin	1	2	1	1	1	1	1	1	9	1,1

**2. Data from Cycle 1 Observation Results**

No.	Respondent Name	Indicator Number								Amount	Average
		1	2	3	4	5	6	7	8		
1	Jihan	3	3	3	2	2	2	2	2	22	2,8
2	Nabila	3	2	2	2	2	2	2	2	17	2,1
3	Aliya	3	3	2	2	2	2	2	2	18	2,3
4	Hana	2	2	2	2	2	2	2	2	16	2

5	Arfan	1	3	3	3	3	2	2	2	19	2,4
6	Radif	3	3	3	2	2	2	2	2	19	2,4
7	Anan	3	3	3	3	3	2	2	2	21	2,6
8	Sahir	3	3	3	3	2	2	2	2	20	2,5
9	Diana	2	2	2	2	2	1	1	1	13	1,6
10	Ilmi	2	2	2	2	2	2	1	1	14	1,8
11	Ajwa	3	2	2	2	1	1	1	1	13	1,6
12	Farin	3	2	2	3	2	2	2	2	18	2,3

### 3. Data from Cycle 1 Observation Results

No .	Respondent Name	Indicator Number								Amount	Average
		1	2	3	4	5	6	7	8		
1	Jihan	1	2	3	4	5	6	7	8	23	2,9
2	Nabila	3	3	3	3	3	2	2	2	24	3
3	Aliya	3	3	3	3	3	3	3	3	18	2,3
4	Hana	3	3	2	2	2	2	2	2	16	2
5	Arfan	2	2	2	2	2	2	2	2	19	2,4
6	Radif	1	3	3	3	3	2	2	2	19	2,4
7	Anan	3	3	3	2	2	2	2	2	21	2,6
8	Sahir	3	3	3	3	3	2	2	2	20	2,5
9	Diana	3	3	3	3	2	2	2	2	13	1,6
10	Ilmi	2	2	2	2	2	1	1	1	20	2,5
11	Ajwa	3	3	3	3	2	2	2	3	13	1,6
12	Farin	3	2	2	2	1	1	1	1	18	2,3

### 4. Research Data

No	Respondent Name	Percentage		
		Pre-cycle	Cycle I	Cycle II
1	Jihan	1,5	2,8	2,9
2	Nabila	1	2,1	3
3	Aliya	1,3	2,3	2,3
4	Hana	1	2	2
5	Arfan	1,4	2,4	2,4
6	Radif	1	2,4	2,4
7	Anan	1,4	2,6	2,6
8	Sahir	1,3	2,5	2,5
9	Diana	1	1,6	1,6
10	Ilmi	1	1,8	2,5
11	Ajwa	1	1,6	1,6
12	Farin	1,1	2,3	2,3
Average				

Description :

4 = Very Good , 3 = Good, 2 = Medium 1 = Not Bad

Average score 3,50-4,00 (BSB) = Progressing very well

Average score 2,50-3,49 (BSH) = Growing as expected

Average score 1,50-2,49 (MB) = Starting to grow

Average score 0.01-1,49 (BB) = Not yet progressed

- Progressing very well (BSB) if the child shows creativity according to the indicators without the help of the teacher.
- Growing as expected (BSH) if the child shows creativity according to the indicators, but sometimes still needs guidance and assistance from the teacher
- Starting to grow (MB) if the child is able to show creativity according to the indicators, but still often guided and assisted directly by the teacher.
- Not yet progressed (BB) if the child has not shown creativity according to the creativity development indicators, because he/she always needs to be guided and assisted directly by the teacher

#### F. Interview results

##### Interview Target of the School Principal

No	Question	Answer
1.	What year did this school start?	Since 2007 this school was established
2.	How many students are there at this school?	When it was first established, there were many students studying here, about 20-50 students. However, since many schools were built in this area, now there are only around 15-30 students studying here
3.	What is your opinion about the children and teachers here?	The children are very active and polite, and the teachers are also good in terms of attitude and their willingness to become professional teachers, for example, by continuing their education to gain new knowledge
4.	Do the teachers make lesson plans, anecdotes, etc. every day?	Both teachers in class A and class B make it
5.	What media do teachers use in teaching?	Usually, teachers use theme books
6.	Are math lessons taught by teachers here?	Yes, it is taught, but only basic learning, such as numbers 1 to 10

#### G. Reflection Result

No	Reflection Finding
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1	Students are not focused during activities because they are interested in outside entertainment and street food
2	During the taking of learning media, children fought over them, causing a quarrel
3	During the activity of making counting balls, there was a give-and-take. Cooperation between friends.
4	Difficulty in cutting used plastic bottles
5	In the second activity, many respondents were absent due to sick and family matters

## CONCLUSION

Increasing interest in counting in early childhood using second-hand media can be an effective alternative for introducing mathematical concepts to children from an early age. Through the use of second-hand media, children can learn to count creatively and in fun. Fun learning methods can also help children remember and understand math concepts more easily.

In addition, the use of used media can also develop gross and fine motor skills in children, because children are expected to be able to carry out physical activities such as moving, counting, and grouping objects used as learning media. By using used media, children are also taught to care about their surroundings and reduce the use of new items that can damage the environment. However, keep in mind that the use of used media in learning to count in early childhood must be adjusted to the age and developmental level of the child. In addition, it is necessary to have supervision and guidance from adults so that children can learn safely and according to learning objectives.

Learning media in early childhood should use media that is interesting and can arouse interest in learning, attention, creativity in early childhood and learning media in early childhood must be appropriate to the age of the child and the characteristics of early childhood. The purpose of improving numeracy skills in this study is to train children aged 5-6 years in logical and systematic thinking by introducing the basics of learning to count so that children have provisions in dealing with everyday life and mentally prepare children to take part in further education. Learning to count in children aged 5-6 years is introduced by counting objects around children, one of which is fruit.

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