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EFFORTS TO IMPROVE COGNITIVE ABILITY TO KNOW COLOR USING POMPOM MEDIA IN EARLY CHILDREN

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Abstract: Cognitive development is often identified with the development of intelligence. Cognitive development is the basis for the development of intelligence in children. In early childhood, knowledge is still subjective, and will develop into objective when it reaches adolescent and adult development. This is where it is important for teachers and parents to supervise children's lives in the surrounding environment. Based on the results of the findings obtained through activities to improve cognitive abilities to recognize colors using Pompom media, 2 (two) cycles were carried out through observing the ability to recognize colors and grouping colors using Pompom media. In the observation activity, the ability to recognize colors and group colors using pompom media starting from cycle I, cycle II shows that the students' ability to recognize colors and group colors using Pompom media is very good, this is in accordance with the percentage of observation results recognizing colors and grouping colors using Pompom media in cycle I namely the highest percentage from 75%, to 100% in cycle II. The overall average was from 48.4% in cycle I to 75.8% in cycle II.

Keywords: Cognitive Ability, Recognizing Colors, Pompom Media

INTRODUCTION

Gardner stated that intelligence is the ability to solve problems and achieve recognized work. Gardner proposed eight types of intelligence in everyday life. Intelligence does not function in pure form, but each individual has a mixture or blend unique from several intelligences, namely linguistic, logical, spatial, musical, kinesthetic, intrapersonal, interpersonal, and naturalistic (Ahmad, 2014)**.** Cognitive development is a process of intellectual adaptation is a process that

involves schemata, assimilation, accommodation and Equilibration. Cognitive structures in the form of ideas and notions are called Schemata, while the process of changing cognitive structures is called assimilation (Ahmad, 2014). According to Jean Piaget, cognitive theory explains that knowledge can be built and developed through play activities. Play Share Children are a reflection of an attitude of knowledge and can provide a contribution to the development of children's cognition. Piaget explained that When children play, they don't learn anything new but learn to put into practice and consolidate acquired skills. The child creates their knowledge about their world through interaction, information or experience gained (Rohmah et al., 2022).

Mulianah Khaironi researched cognitive development of Developing Children's Cognition Through the Media of Natural Materials In Group B the research results concluded that each student experienced an increase in the percentage of cognitive abilities (Khaironi Negeri et al., 2020). Other research on cognitive development was conducted by Asih et al. regarding the development of cognitive aspects through playing methods pansitung media for RA Kentengsar children. Research results in cognitive development of early childhood through the pansitung media playing method in RA Kentengsari, Windusari District, Magelang Regency, it can be said developing according to expectations (Hastuti et al., 2021). Meanwhile, this research is in terms of the ability to recognize colours. Ability to recognize colours It is one of the areas of cognitive development (Fitri, 2021) that children must control. However, the ability to recognize colours is often overlooked by people educators and parents (Hidayati et al., 2020).

The process is not instant in getting the ability to perceive colours in children; it takes a long time for the child to do it. It can recognize colours and shapes. The ability to acknowledge colours children can provide the ability to remember, develop intelligence, be imaginative and artistic, develop cognitive skills, and think creatively (Ahmad, 2014). Young children are expected to know colour, size, shape, direction, and magnitude concepts as a basis for learning writing, language, mathematics, and natural sciences. The benefits of knowing Colors can develop

intelligence, hone memory skills, and develop imaginative, artistic, creative, and cognitive abilities. The ability to recognize colours requires the process of eyesight, which can stimulate the development of brain nerves, especially children's brain nerves, who are just learning to recognize objects (colours) (Tedjasaputra, 2017).

Based on the opinion above, the ability to recognize colours is The ability to recognize colours and shapes is certainly not obtained instantly. It's a process that doesn't take long for children to recognize various kinds of existing colours and shapes. You can introduce children to shapes and colours to develop intelligence and hone memory skills, as well as imaginative and artistic understanding of space, cognitive skills, and creative thinking patterns. Children's creativity can increase through the introduction of colours, In this case, it must start at an early age.

The problem of children's low abilities in introductory activities colour, including what happened in Early Childhood (AUD) at RA Sabilul Ulum Village Pereng, Balongpanggang District, Gresik Regency. From data on 22 children, only three children were able to recognize colours and classify them as expected. Several conditions cause this as follows: children still like to go around and run around in the classroom, Children still like to play alone with their friends and don't pay attention to learning activities because they consider them uninteresting; every time they are given Children's colour recognition activities, they tend to mix objects carelessly with a variety of colours and a lack of patience in classifying objects, available colours and sizes.

Teachers' efforts to overcome this problem are carried out through research class action (PTK), using various coloured pompoms as media to improve the learning it manages. Reasons Researchers Choose Media Pompoms are popular with children because of their soft texture, safety, and popularity. The Child because it has many colours. Through this effort, teachers innovate learning to improve the quality of learning, which in turn will have a positive impact on student learning outcomes. The reason why researchers do this research is to increase cognitive abilities to recognize colours with media pompoms in Early

Childhood (AUD) at RA Sabilul Ulum, Pereng Village Balongpanggang District, Gresik Regency because it is in RA Sabilul Ulum students still have low cognitive abilities in distinguishing colour.

An approach aimed explicitly at improving cognitive abilities using PomPom media provides novelty in the practical application of theories of cognitive development. The use of PomPom media as a learning tool is the main focus of this research. This medium has not been explored much before in the context of colour recognition in early childhood. Media use PomPom can provide a creative and fun approach in learning process, which can improve children's cognitive intelligence.

RESEARCH METHODS

This research uses Classroom Action Research (PTK). Collaborative to make it easier for researchers to carry out research at RA Sabilul Ulum, Pereng Village, Balongpanggang District, Gresik Regency. The researcher collaborates/cooperates with the class teacher. The class teacher acts as a good discussion partner to formulate the right problem, determine good action hypotheses, as well as help analyze research data. With this collaboration, it is possible to produce results something more creative and innovative because everyone involved has the opportunity to express critical views. So that the results or conclusions obtained are the result of agreement between all parties, especially between researchers and classroom teachers as partners, so it will increase the validity and reliability of research results.

This classroom action research was carried out in 2 cycles; each cycle held one meeting in accordance with the changes to be achieved, namely 80% or 15 children out of 22 students in Group A at RA Sabilul Ulum Village. Pereng, Balongpanggang District, Gresik Regency. Classroom action research This uses the Kemmis & Mc Taggart cycle model developed by Kurt Lewin. Suharsimi Arikunto stated that, in general, there are four stages in implementing classroom action research. The cycle is: Planning, Implementation, Observation, Reflection.

HASIL DAN PEMBAHASAN

In this research, learning was carried out in two cycles, as described below.

Cycle 1

1. Cycle Planning 1

There are things that must be prepared before implementation. The actions of cycle I are as follows:

a. Preparation of research facilities and infrastructure

b. Settingsroom

The room used is small, narrow, and not too wide. Also, they are not allowed indoors because there is too much stuff.

c. Performance Indicators

Students can carry out learning using pompom media so that students fine motor skills can be honed.

2. Implementation of Actions and Observations in Cycle I

Table 1
Obtaining Observation Scores for the Ability to Recognize Colors and Group Colors with Pompom Media in Cycle I

No	Name	Score	Ideal Score	Percentage (%)	Ket
1	Embun	4	8	50	
2	Dinda	6	8	75	Highest
3	Elsa	5	8	63	
4	Anggun	4	8	50	
5	Ken ratih	4	8	50	
6	Sahrul	2	8	25	Lowest
7	Rizki	2	8	25	Lowest
8	Mukhlis	5	8	63	
9	Faris	5	8	63	
10	Rohit	4	8	50	
11	Fita	5	8	63	
12	Ahmad	4	8	50	
13	Naura	4	8	50	
14	Zeva	5	8	63	
15	Haris	4	8	50	
16	Haris. P	4	8	50	

17	Hanta	2	8	25	Lowest
18	Wildan	4	8	50	
19	Anam	2	8	25	Lowest
20	Mahmud	3	8	38	
21	Santoso	5	8	63	
22	Adam	2	8	25	Lowest
Amount		85	176	1066	

Based on the observation data above, the percentage per student can be as follows:

$$\textbf{Precentage/Student} = \frac{\text{Score}}{\text{Ideal Score}} \textbf{X}\ 100\%$$

Meanwhile, for the overall average number of all percentages students can be calculated as follows:

$$\textbf{Average} = \frac{\sum \text{Percentage}}{\sum \text{Student}}$$

$$\textbf{Average} = \frac{1066}{22} \textbf{= 48,4}$$

3. Reflection on Cycle 1 Actions

Seeing the results in the field when reflecting on cycle 1 in activities for the ability to recognize colours and group colours together, Pompom media is still relatively low, with a gain of 5 or 25% while the ideal score is 8. This is because there are still participants students who are not yet able to recognize colours and group colours with Pompom media. The results of observations that occurred in the first cycle are as follows:

a. Pompom Teachers are not used to implementing learning, which leads to the teaching and learning process using Pompom media.
b. Students are not used to learning by using learning through Pompom media. Ability to recognize colors and group them colour in teaching and learning activities, based on the results of observations of student activity, only reached the lowest 25% and the highest 75%
c. The evaluation results in the first cycle reached an average of 48.4%

There are still students who are less able to apply it. The use of PomPom media as a learning tool is the main novelty of this research. This media may not have yet been explored previously in the context of colour recognition in early childhood. The use of PomPom media can provide a creative and fun approach to the learning process, which can increase children's interest and participation. Know and group the colours they get. From the results of the reflection above, to perfect the achievements of colour recognition, then in the implementation of the second cycle, it can be created planning as follows:

a. Motivate children to be more active in recognizing colours and grouping colours with Pompom media
b. Provide comprehensive attention and guidance to children who are experiencing difficulties
c. Provide reinforcement and rewards for children who can follow the KBM well.

Cycle II

1. Cycle Planning 1

By looking at the reflection stage of the first cycle, then improvements in activities are very necessary. After discussing with teachers, it is necessary to prepare a reference as a complement in the second cycle of class actions. Before carrying out actions and research, researchers and class teachers made several preparations. The researcher has prepared RPPH, Children's Activity Observation Sheet, and Sheet Assessment, as well as tools and materials used in media, such as pompom.

2. Implementation of Actions and Observations in Cycle II

Table 2
Obtaining Observation Scores for the Ability to Recognize Colors and Group Colors Using Pompom Media in Cycle II

No	Name	Score	Ideal Score	Percentage (%)	Ket
1	Embun	6	8	75	

2	Dinda	7	8	88	
3	Elsa	8	8	100	Highest
4	Anggun	6	8	75	
5	Ken ratih	6	8	75	
6	Sahrul	5	8	63	
7	Rizki	4	8	50	Lowest
8	Mukhlis	6	8	75	
9	Faris	7	8	88	
10	Rohit	4	8	50	Lowest
11	Fita	6	8	75	
12	Ahmad	5	8	63	
13	Naura	7	8	88	
14	Zeva	6	8	75	
15	Haris	4	8	50	Lowest
16	Haris. P	7	8	88	
17	Hanta	8	8	100	Highest
18	Wildan	5	8	63	
19	Anam	5	8	63	
20	Mahmud	7	8	88	
21	Santoso	7	8	88	
22	Adam	7	8	88	
Amount		133	176	1668	

Based on the observation data above, the percentage per student can be obtained as follows:

$$\textbf{Precentage/Student} = \frac{\text{Score}}{\text{Ideal Score}} \textbf{X}\ 100\%$$

Meanwhile, for the overall average number of all percentages students can be calculated as follows:

$$\textbf{Average} = \frac{\sum \text{Percentage}}{\sum \text{Student}}$$

$$\textbf{Average} = \frac{1668}{22} \textbf{= 75,8}$$

Seeing the results in the field when reflecting on cycle II activities for the ability to recognize colours and group colours together Pompom media is classified as good with an overall average percentage. The average score is

75.8%, while the ideal score is 8. This is because Many students are able to recognize colours and group them colour with Pompom media.

3. Cycle II Reflection

From the results of observations in the second cycle, it was obtained success as follows:

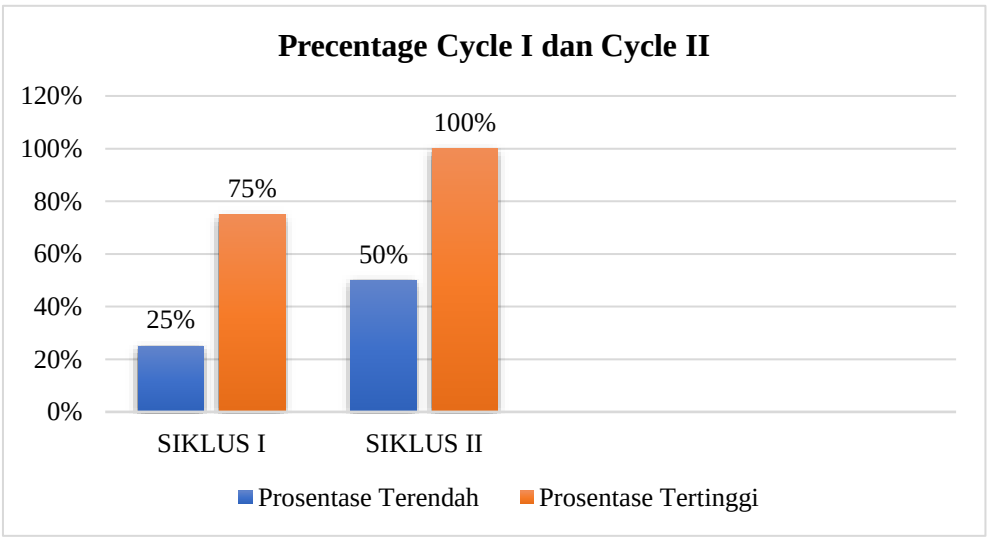
a. Students' activities in teaching and learning using Pompom media are able to recognize colours and group them colour, work together well, participate and implement work results according to plan. This matter can be seen from the results of observations regarding the ability to recognize colors and grouping colours increased from an average of 48.4% on the first cycle to an average of 75.8% in the second cycle.
b. Increased activity of teaching staff in teaching and learning activities supported by increased activity of teaching staff within maintain and improve the learning atmosphere, and improve cognitive abilities that lead to learning to recognize colours using Pompom media. Power educators with high enthusiasm and intensive guidance students when students experience difficulties in activities learning to teach to recognize colours group colours by Pompom media can be seen from observations regarding colours and grouping the colours of student activities in teaching and learning, increasing from a low of 25% in the first cycle to 50% in second cycle.
c. Increased student activity in recognizing colours and grouping colours with Pompom media. This is based on the percentage results of the highest value of 75% in the first cycle increased the percentage of the highest value becomes 100% in the second cycle.
d. Increasing the lowest percentage of colour recognition and grouping the colours with Pompom medium from the lowest percentage of 25% (in cycle I) to the lowest percentage of 50% (in cycle II) after introducing colours and grouping colours using Pompom media.

Based on the results of findings obtained through business activities, improve cognitive abilities to recognize colours with Pompom media in Group A at RA Sabilul Ulum, Pereng Village, District Balongpanggang Gresik was carried out in 2 (two) cycles through observation the ability to recognize colours and group colours with media Pompoms can be seen as follows:

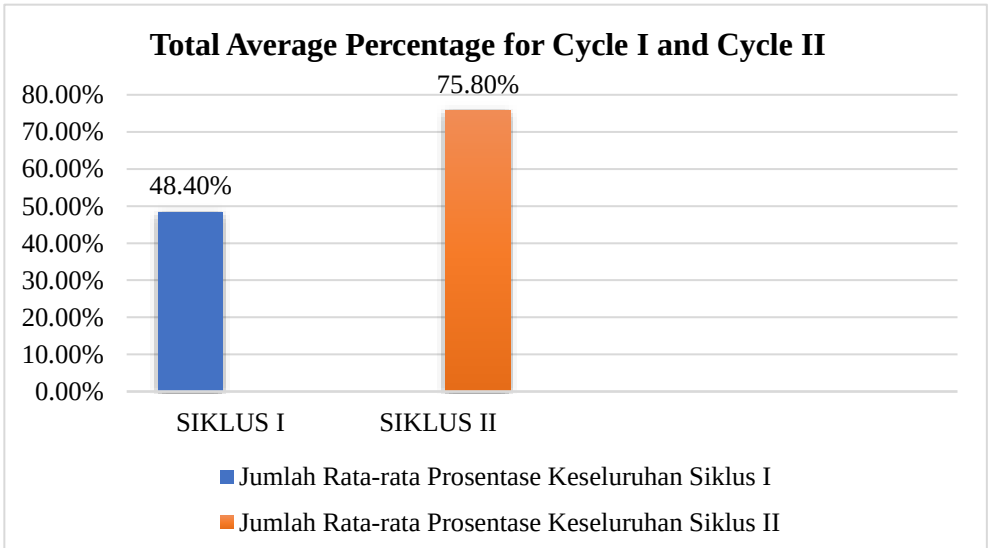
1. In observation activities, the ability to recognize colours and group colours with Pompom media starting from cycle I, Cycle II shows the ability to recognize colours and group them. The colour with the student's Pompom media is very good; this is in accordance with the percentage of observation results recognizing colours and grouping colours with Pompom media cycle I, namely the highest percentage of 75%, becomes 100% in cycle II. Overall average of 48.4% on cycles I to 75.8% in cycle II. Good activity because it exists the wishes and desires of students in the learning process, desire and willingness to know colours and group colours with the media the Pompom must be made through a media, especially Pompom media, so that they are motivated to follow the learning process and generating great interest and their curiosity about what someone has to say, teacher. Apart from that, we also use Pompom media to help improve cognitive abilities to recognize colours in Group A at RA Sabilul Ulum, Pereng Village, District Balong roast Gresik.
2. esearch Method (PTK) in an effort to improve the Cognitive ability to recognize colours using pompom media Group A in RA Sabilul Ulum, Pereng Village, District Balongpanggang Gresik Regency was declared successful, and the set learning objectives were also achieved. This can be seen from the observation sheet the ability to recognize colours and group colours with Pompom media cycle I average percentage an average of 48.4% rose to 75.8% in cycle II. Overview of results- result that have been achieved in an effort to improve cognitive abilities getting to know colours using pompoms in Group A at RA Sabilul Ulum, Pereng Village, Balongpanggang District, Gresik Regency reflected in the results of

student observation sheets in both cycles on. From activities, the ability to recognize colours and grouping colours using Pompom media, which has been done by si The results of the researchers were encouraging; with these results, expected efforts to improve cognitive abilities to recognize colours by students' pompom media are increasing, and this increase able to stimulate students so that they improve further cognitive abilities in recognizing colours using pompom media at RA Sabilul Ulum, Pereng Village, Balongpanggang District, Regency Gresik

Graph 1
Percentage Cycle I dan Cycle II



Graph 2
Total Average Percentage for Cycle I and Cycle II



CONCLUSION

Based on the research that has been carried out, it can be concluded that you can learn about colours using Pompom media in early childhood (AUD). Improve cognitive abilities. Based on the results of the findings obtained through activities to improve cognitive abilities to recognize colours with Pompom media in Early Childhood (AUD) implemented 2 (two) cycles through observation, the ability to recognize colours and group them colours with Pompom media can be seen as follows: In activities observation, the ability to recognize colours and group colours together pompom media starting from cycle I, cycle II shows the ability to recognize colours and grouping colours with Pompom media students are very good, this is according to the percentage of observation results recognizing colours and grouping colour with Pompom cycle I media, namely the highest percentage of 75%, becomes 100% in cycle II. Overall average of 48.4% in cycle I to 75.8% in cycle II. Good activity because of desire and students' willingness in the learning process, wishes and desires recognize colours and group colours using the Pompom media. Must be generated through a media, especially Pompom media, so that they are motivated to follow the learning process and generate. Their great interest and curiosity towards what was conveyed by a teacher.

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