

Improving Symbolic Thinking Skills (Colors and Shapes) In Young Children Through Beading At Mutiara Kasih Kindergarten

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Abstract

Early childhood cognitive abilities are reflected in the ability to think, reason, solve problems, sequence numbers, and understand concepts such as color, shape, and size. Efforts to improve children's cognitive abilities are related to symbolic thinking (color and shape), one of which is through beading activities. Therefore, this study aims to describe the improvement in early childhood symbolic thinking (color and shape) through beading activities. This study is a qualitative survey study. The implementation began with preparing a class (teachers and students) from the Mutiara Kasih kindergarten with 27 students (12 boys and 15 girls) who were undergoing the learning process through Merounce activities. Data collection was conducted through observation of developing cognitive aspects. The results of the study showed an increase in color and shape recognition, the ability to recognize and continue patterns, as well as the ability to count and sequence objects, think logically and symbolically. Conclusion: Merounce activities have been proven to improve the symbolic thinking abilities (colors and shapes) of early childhood. Limitations of this study include the small sample size, short learning duration, use of only a qualitative approach (without quantifying the impact), and unmeasured external influences that could result in data bias. These limitations should be considered in future research.

Keywords: cognitive; symbolic_thinking; merounce; early_childhood.

1. Introduction

Early childhood is a golden age, so it is very important for young children to receive treatment that promotes development in all aspects [1], [2]. One important aspect is cognitive development through play activities, enabling them to explore the world around them in a fun way [3]. One example of early childhood cognitive ability is symbolic thinking (colors and shapes).

Several previous studies have recommended Merounce activities for the cognitive, affective, and motor skills of early childhood; improving the fine motor skills of early childhood [4], [5]. Improving the cognitive ability to arrange objects in early childhood [6], early childhood art creativity [7], improving symbolic ability to distinguish colors [8], improving the ability to recognize patterns and shapes [9], improving the social-emotional abilities of early childhood [10]. From these various studies, Merounce activities to improve symbolic thinking skills (colors and shapes) are still rarely researched. Based on the various explanations in the introduction, this study aims to describe the improvement in cognitive abilities (recognizing colors and shapes) in early childhood through activities.

2. Methodology

This study uses a qualitative approach with a descriptive method. The qualitative approach was chosen because this study focuses on describing the improvement in cognitive abilities (recognizing colors and shapes) of early childhood through Merounce activities. The descriptive method was used to describe the phenomena that occurred in the field, related to

describing the improvement in cognitive abilities (recognizing colors and shapes) of early childhood through Meronce activities in classes that were undergoing the learning process through Meronce activities. This approach allows researchers to analyze in depth the phenomena that occur over time. The implementation began with preparing one class (teachers and students) from the Mutiara Kasih kindergarten with 27 students (12 boys and 15 girls) who were undergoing the learning process through Meronce activities. Data collection was carried out through observation of developing cognitive aspects.

Next, Data Analysis Techniques, data is analyzed using the Miles and Huberman (1992) model, which consists of three stages. First, Data Reduction, data obtained from observations, interviews, and documentation is sorted and selected according to the focus of the research. The data not only covers people, but also objects and natural objects, as well as behavior and changes. Second, Data Presentation, the reduced data is organized in the form of narratives, tables, and thematic matrices to make it easier for researchers to draw conclusions. Third, Drawing Conclusions and Verification, after the data is presented, researchers interpret it by comparing the field results with relevant theories. The conclusions are then verified repeatedly to ensure the validity of the findings. Fifth, Data Validity: to ensure data validity, source and method triangulation techniques are used. Source triangulation is done by comparing information from teachers, students, and principals. Meanwhile, method triangulation is done by comparing the results of observations, interviews, and documentation. In this way, the research results become more credible and accountable.

3. Result and Discussion

3.1 Result

The research entitled “Improving the cognitive abilities of early childhood through Meronce activities at Mutiara Kasih Kindergarten located in the Salekoe Village Housing Complex, Wara Timur District, Palopo City.” Mutiara Kasih Kindergarten has 27 students, consisting of 12 boys and 15 girls. The learning activities were carried out using a thematic approach and were oriented towards learning through play. The following are the results of the study.

Tabel 1. Research Results

Research aspects	Description
Research location	Residential Settlement in Salekoe Village, East Wara District, Palopo City.
Number of students	A total of 27 students consisting of 12 boys and 15 girls
Learning approach	Meronce activity-based learning
Activities carried out	Beading activities using small objects such as beads, straws, and seeds as learning media on the theme of “objects around us.”
Learning objectives	Improving children's cognitive abilities, especially in recognizing colors, shapes, patterns, and simple counting skills.
Observation results	Children find it easier to concentrate because the activities are enjoyable. Social interaction increases as children help

Developing cognitive aspects	each other and compare their results. Introduction to colors and shapes. Ability to recognize and continue patterns, as well as the ability to count and sort objects, think logically and symbolically.
Evaluation Method	Observation of children's activities to achieve indicators of success in bead stringing
Final Results	Beading activities have been proven effective in improving cognitive abilities and concentration in early childhood.
Conclusion	<ul style="list-style-type: none">• Through Meronce play activities, children gain enjoyable and meaningful learning experiences.• Beading activities have been found to have positive benefits for the development of children's thinking skills. In this activity, children learn to arrange small objects such as beads, straws, and seeds into specific patterns. In this way, children can recognize patterns, colors, and shapes, as well as practice logical and systematic thinking. Beading also helps develop hand-eye coordination, which is important for fine motor skills development. In addition, children also learn to focus and persevere in completing tasks. This activity also helps children understand simple mathematical concepts such as more, less, and sequence, thereby improving their symbolic and analytical thinking skills.

3.2 Discussion

Our research results show that there is an increase in cognitive abilities (recognizing colors and shapes) in early childhood through Meronce activities. Our findings are in line with previous studies that also raised the same theme [6], [7], [8]. We also found no differences or contradictions between our findings and those of other studies.

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Research shows that most children experience improved cognitive abilities after participating in beading activities. Children become more focused, active in the learning process, and demonstrate better abilities in recognizing colors, shapes, and patterns. Social interaction also increases as children work together and help each other complete their tasks. This improvement confirms that beading activities not only provide a fun play experience, but

are also an effective learning strategy that can be applied in early childhood education to develop logical, analytical, and creative thinking skills comprehensively.

4. Conclusion

Based on the study “Improving Cognitive Abilities in Early Childhood Through Beading at Mutiara Kasih Kindergarten,” it can be concluded that beading activities help improve the thinking abilities of young children. Children learn to recognize colors, shapes, patterns, and simple counting through fun and creative activities. In addition, children also learn to think logically, systematically, focus, coordinate their hands and eyes, and interact socially with their friends. Thus, beading can be a useful and suitable learning method to support children's cognitive development during their golden age.

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