Why may kindergarten-aged children's cognitive capacities be enhanced by "MOM" learning?

Erna Budiarti
Panca Sakti University Bekasi, Indonesia
bbbudiarti@gmail.com

Rani Darmayanti
Assyfa Learning Center (YALC) Foundation Pasuruan, Indonesia
ranidarmayanti1990@gmail.com

Abstrak Mengembangkan kemampuan kognitif sangat penting karena memungkinkan anak berpikir kritis, memahami, dan mengeksplorasi lingkungan sekitarnya. Anak-anak dengan bakat kognitif yang kuat memiliki kapasitas untuk mengatasi tantangan apa pun yang mereka hadapi secara efektif, yang akan menjadi landasan yang menguntungkan bagi perkembangan mereka di masa depan. Media geometris berguna untuk meningkatkan keterampilan ini karena memberikan pengetahuan tentang bentuk pola dasar. Media geometri dapat digunakan untuk kegiatan seperti mengkategorikan dan mengidentifikasi bentuk, ukuran, dan pola yang mempunyai penerapan praktis dalam kehidupan sehari-hari. Penelitian ini menggunakan metodologi Tinjauan Pustaka dan termasuk dalam kategori penelitian kualitatif, dimana peneliti tidak melakukan kerja lapangan untuk mengumpulkan data. Temuan penelitian menunjukkan bahwa anak-anak menunjukkan kepekaan yang tinggi terhadap berbagai rangsangan yang ada di lingkungan mereka selama awal kehidupan. Untuk mengoptimalkan kapasitas kognitif anak, penting untuk membantu perkembangan komponen tinggi dan lebar secara efektif. Hal ini dapat dicapai dengan memasukkan media geometri ke dalam kegiatan pembelajaran di kelas. Anak-anak dapat meningkatkan kapasitas kognitif mereka secara maksimal dengan terlibat dalam berbagai aktivitas yang secara khusus disesuaikan dengan kebutuhan mereka. Memanfaatkan media geometris dalam lingkungan pendidikan dapat meningkatkan kapasitas kognitif anak, seperti bakat spasial, penalaran abstrak, pemahaman prinsip matematika, berpikir logis, keterampilan memecahkan masalah, dan meningkatkan kreativitas.

Kata kunci: Anak Usia Dini, Kemampuan kognitif, MOM, Media Geometri.

Abstract Developing cognitive ability is crucial since it enables kids to think critically, comprehend, and explore their surroundings. Children with solid mental talents possess the capacity to effectively address any challenges they encounter, which will serve as an advantageous foundation for their future development. Geometric media helps enhance this skill by imparting knowledge of fundamental pattern shapes. Geometric presses can be used for activities such as categorizing and identifying shapes, sizes, and patterns that have practical applications in daily life. This study employs the Literature Review methodology and falls under the category of qualitative research, in which researchers do not conduct fieldwork to gather data. The research findings indicate that children exhibit heightened sensitivity to various stimuli in their surroundings during early life. I would like to know the flavor. To optimize children's cognitive capacities, it is essential to assist the development of height and width components effectively. This can be achieved by incorporating geometric media into classroom learning activities. Children can enhance their cognitive capacities to a great extent by engaging in a variety of activities specifically tailored to their needs. Utilizing geometric media in educational settings can improve children's mental capacities, such as spatial aptitude, abstract reasoning, comprehension of mathematical principles, logical thinking, problem-solving skills, and heightened creativity.

Keywords: Early Childhood, Cognitive Ability, MOM, Geometry Media.

Introduction

Indonesia offers a range of formal education levels, which encompass Kindergarten. Kindergarten is a stage of early childhood education that often follows preschool (Budiarti & Darmayanti, 2018a; Sugianto et al., 2017). Kindergarten, also known as TK, is an early childhood education institution that offers formal instruction to children between the ages of 4 and 6. Kindergarten education is crucial and foundational as it has a key role in shaping a child's subsequent development through early stimulation. The early stages of a child's life provide an opportune time to provide targeted stimulation that promotes optimal growth. This initial phase is called the golden age, during which the child undergoes rapid growth. The brain plays a crucial role in the development of children's intelligence. This era encompasses when the fetus is in the womb until the child reaches the age of 6 years. During this stage, the growth and development of the child's brain achieve 79.98% of its full maturity (Budiarti & Darmayanti, 2018b; Vidyastuti et al., 2018).

The brain undergoes significant and swift growth during this exceptional period, which only happens once in a person's lifetime. Thus, it is crucial to initiate holistic growth in numerous areas, including cognitive capacity, from a young age. Mental capacities refer to the brain-derived capabilities required to carry out tasks of varying levels of complexity (Berlin et al., 2011; Tlougan, 2010). During early childhood, there is a rapid acceleration in cognitive development. Youngsters possess a heightened capacity to perceive and retain observable phenomena rapidly. Therefore, it is crucial to cultivate this aptitude to enable youngsters to navigate their everyday routines effectively.

One effective method for enhancing children's cognitive ability is to utilize the geometric shapes present in their surroundings, such as cupboards, tables, books, balls, and other objects. Commonly used items are often employed to meet the daily demands of children. Children discover these items in their domestic and educational surroundings, specifically in kindergarten. Ogg et al., (2016) define early childhood form geometry as the cognitive capacity of a child to identify, indicate, label, and gather items in their surroundings based on their geometric attributes.

Form geometry is the visual representation of an object or object in two or three-dimensional shapes. Geometry is a mathematical discipline that explores the characteristics, dimensions, and interconnections of shapes, spaces, compositions, qualities, sizes, and interactions. It bridges mathematics and the physical or natural world (Levin & Aram, 2012; Ozernov-Palchik et al., 2018). Hence, educating youngsters about geometric entities is imperative since they bridge a child's cognitive development and everyday experiences in the real world.

During the early years, the kid is in the preoperational stage, which involves preparing for organizing specific tasks and developing intuitive thinking abilities (Ambarini et al., 2018; Skibbe & Aram, 2018). This stage is crucial in a child's cognitive development, marking a change from concrete comprehension to a more abstract and logical understanding. The preoperative stage encompasses the period from 18 months to six years of age, during which children acquire knowledge by utilizing symbols or signals present in their environment (Gasteiger, 2018; Pyle, Prioletta, et al., 2018). Children's games can incorporate objects and geometric shapes as mediums. These games are designed to facilitate the development of children's cognitive capacities (Ehrlich et al., 2018; Hays, 2018; Sandilos et al., 2018). Teachers in implementing learning strategies cannot be separated from factors that can influence them, namely children's characteristics, expected essential competencies (Pyle, Poliszczuk, et al., 2018), teaching materials, time allocation, learning facilities and infrastructure, and the teacher's ability to use learning strategies. Learning to

introduce geometry can develop well and is inseparable from the efforts of teachers who implement learning strategies that suit the characteristics of children. According to Bahri, the things that teachers must do are to know and understand students well, understand the stage of development that students have reached, students' abilities, weaknesses and strengths of students, obstacles being faced by students, and factors that influence them (Sum & Taran, 2020). The learning materials that the teacher chooses are always adjusted to the indicators, which also becomes one of the factors that achieve success in the learning process. The teacher will determine the appropriate learning media and methods. Facilities and infrastructure also support success in the learning process. Schools must properly facilitate learning facilities and infrastructure used in learning activities. These facilities and infrastructure are the responsibility of all parties in the school. Teachers must ensure that they maintain and care for school facilities and infrastructure by storing them again after use, accompanying children when using them, and tidying them up again when used. Therefore, teachers need to know what geometric media are essential to use and teach to students at the kindergarten level.

Method

This study utilizes the systematic literature review (SLR) methodology to identify, evaluate, and analyze all relevant research to address research inquiries using the 7P technique (Budiarti & Darmayanti, 2018b). Figure 1 illustrates the sequential phases of the Systematic Literature Review (SLR) study using the 7P approach.

Figure 1. SLR Method using 7P Technik

Figure 1 illustrates the step-by-step procedure of the 7P approach in a Systematic Literature Review (SLR). The term "P1" refers to the stage of formulation. The formulation

is to establish the precise research inquiries to be undertaken. The subsequent stage is called "P2", commonly known as Search. Searching entails actively seeking solutions from the literature, explicitly emphasizing step "P1". In the third phase, precise criteria are established. The determination of "P3" relies on utilizing inclusion and exclusion criteria. Step "P4" involves identifying and selecting pertinent resources, whereas step "P5", known as data presentation, focuses on presenting the gathered data. Step "P6" consists of the processing and analysis of data, whereas Step "P7" is dedicated explicitly to concluding the information that was processed.

Initially (P1), the inquiry centers on persons who have employed MOM (Media Geometry) Learning for instructional intentions. (Q1) What are the benefits of MOM Learning applications as educational tools for teaching early childhood literacy skills? Question 2/Q1: What are the adverse consequences or hindrances to utilizing MOM Learning as an educational tool for teaching early childhood literacy skills? (Question 3/Question 1). Subsequently, a comprehensive literature search (P2) was conducted on the Google Scholar database utilizing the Publish or Perish tool. The designated keywords are " MOM Learning" and "early childhood literacy skills," with restrictions on submissions submitted between 2010 and 2018.

The objective is to identify literature studies that explicitly investigate the utilization of MOM Learning as an educational instrument for instructing early childhood literacy skills to students and teachers. Only consider research results published in reputable scholarly journals, available in open access, and provided as complete PDFs, including articles, theses, dissertations, and dissertation proposals. Include relevant bibliographies with at least 25 citations and articles presented at national seminar sessions. Furthermore, the acquired literature underwent meticulous selection and evaluation, adhering to suitable criteria for inclusion and exclusion. Eight hundred thirteen articles were gathered, with a particular emphasis on keywords. The articles were chosen according to specific criteria for inclusion and exclusion. To accomplish this, one must merge the terms "early childhood literacy skills" and " MOM Learning " and subsequently input "media innovation" into the search field. Consequently, a total of 7 articles were chosen. The subsequent phase entails documenting the objects inside a tabular framework. Subsequently, perform a thorough evaluation and study of the document, emphasizing the segment that displays the research outcomes. After concluding the investigation, compare the data and present a definitive and decisive conclusion.

Results and Discussion

This study utilizes the systematic literature review (SLR) methodology, which aims to identify, evaluate, and analyze all relevant research to address research inquiries using the 7P strategy (Vidyastuti et al., 2018). The first stage, P1 Fourth (P4), entails selecting and analyzing content according to predefined criteria. One must search for English articles on a publishing platform or website using the keyword " early childhood literacy skills, "as illustrated in Figure 2.
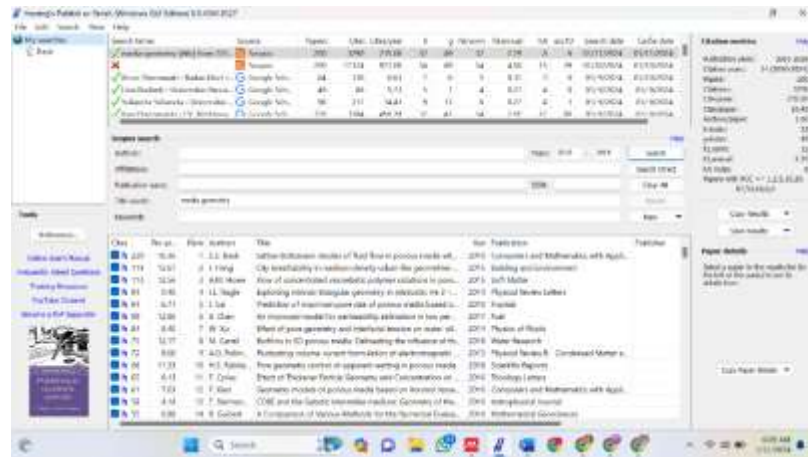

Figure 2. First Stage P1 Selecting and analysing content

Step 4 is equivalent to Figure 2. utilizing 813 articles gathered, with a specific emphasis on keywords-related data. The articles were selected based on precise criteria for inclusion and exclusion. This entailed using the keywords " early childhood literacy skills " and "MOM Learning," subsequently combining " early childhood literacy skills " and " MOM Learning " with "media innovation" and, ultimately, with " childhood. " The application of these criteria led to the selection of 7 articles, which will be further examined in the subsequent section:

1. *Cognitive Abilities in Early Childhood*

Cognition is a crucial skill that needs to be cultivated in a child's developmental process. The term "cognitive" is derived from cognition, which refers to acquiring knowledge or understanding (Rohaeni, 2018). Cognitive ability pertains to an individual's mental and intellectual aptitude for processing information, comprehending, acquiring knowledge, reasoning, retaining information, and surmounting difficulties associated with the brain. Early childhood cognitive abilities pertain to the maturation of mental or cognitive elements in children between the ages of 2 and 6. This stage is crucial for establishing children's cognitive underpinnings, during which they undergo rapid advancements in their thinking capacity, information processing skills, and comprehension of the external environment. According to Basri (2018), cognitive talents are skills that are based on the brain and are necessary for performing tasks of varying levels of complexity.

Renowned for his cognitive theory, Jean Piaget classified cognitive development into four distinct stages: the sensory-motor stage, spanning from birth to 2 years of age; the pre-operational stage, occurring between the ages of 2 and 7; the concrete operational stage, encompassing ages 7 to 11; and the formal operational stage. This happens from the age of 11 to adulthood. Stage Four It is essential to handle this situation carefully, similar to how it is done with children in kindergarten who are at stage 2, known as pre-operative. During

this developmental phase, children utilize symbols and language to depict objects and events in their environment. Children can identify and differentiate between various shapes and sizes (Beauregard, 2018; Papadakis, 2019). However, when performing on stage, these children still think concretely, which might pose challenges when dealing with abstract notions. Children may struggle to comprehend other people's perspectives due to the persistence of selfish thoughts. Despite the constraints in logical reasoning and understanding complex concepts on stage, children can exhibit remarkable inventiveness and imagination.

An actively engaged and imaginative mind that consistently grows through learning about others, acquiring new knowledge and skills, and enhancing memory contributes to a child's intelligence (Moedt & Holmes, 2018; Stanley et al., 2018). The issue is closely linked to cognitive processes or thinking, which are transmitted to the child. Cognitive processing is fundamental to children's engagement with the world and their ability to navigate future life obstacles and intricate activities. The mental process encompasses multiple facets, including perception, memory, thinking, reasoning, symbols, and problem-solving (Li, 2019; Pyle & Bigelow, 2015). Cognitive processes in children: The early stages of childhood are crucial for establishing the fundamental basis of intelligence. An environment that provides abundant stimuli, healthy social engagement, and educational media exposure while allowing ample opportunities for play and exploration profoundly impacts children's developmental progress in their early stages.

2. *Utilising MOM Learning media is crucial for teachers to enhance the learning process*

Learning media is integral to teaching and learning activities in kindergarten, as it enhances children's understanding and engagement with the park environment. Media learning uses tools or materials to facilitate students' comprehension of course content. It serves as a tool and educational medium for conveying information or learning messages that cater to the needs of pupils (Brown, 2015). Acquiring knowledge through various forms of media, particularly in early childhood education, is crucial because children's development occurs during a period characterized by tangible experiences. Due to the erroneous idea of child education, this is incorrect. The information children must receive is grounded in reality, ensuring its accuracy.

Including media geometry in activity-based learning for children in parks is feasible. To enhance the children's capabilities. Utilizing activities that align with the developmental stage of early infancy helps improve children's comprehension of spatial relationships, hence introducing geometric concepts. In addition, using geometric media in learning facilitates children's analysis of the attributes of geometric shapes while constructing mathematical arguments (Pears et al., 2015). The media geometry employed in activity-based learning comprises fundamental shapes, including triangles, squares, rectangles, circles, kites, trapezoids, split diamonds, line-up parallelograms, and facet lots. The term "concrete" describes objects physically present in a child's environment, such as books, tables, blackboards, kites, and other tangible items. According to the principles and standards for school mathematics established by the National Council of Teachers of Mathematics, children will acquire knowledge of geometric objects, such as identifying shapes, exploring structures, and distinguishing between images. Additionally, they will develop an understanding of spatial concepts, including location (below, above, on the right, on the left) (Gaina, 2014). Kindergarten students can engage in enjoyable learning

activities, including media geometry, through draft play. Engaging in imaginative play and enjoying oneself is an educational endeavor for youngsters in the park (Goodman, 2014). Children greatly enjoy interactive games. This phenomenon is observable in the prominent manner in which children engage in play. Thus, games like ludo, puzzles, blocks, maze, tangram, daikon, and other activities incorporate elements of material geometry. Children can directly receive it. These exercises are conducted without any form of compulsion. There should be no focus on the outcomes of the action but rather on the process itself. Engaging children in activities that include coercion and lack emphasis on self-driven enjoyment and outcomes might hinder the development of various characteristics, including cognitive capacities.

3. *Utilising MOM learning media Infancy Literacy refers to the ability to read and write proficiently*

Capacity for development Enhancing Cognitive Development in Children via Geometric Concepts in Media. Enhancing the cognitive capacity of a youngster by utilizing media geometry can be an effective method for fostering comprehension of mathematical principles and cultivating abstract reasoning skills (Yulianeta, 2019). Geometry is the discipline that examines the properties of shapes, the arrangement of objects in space, their dimensions, and the relationships between them. Utilizing media geometry in children's education might enhance several elements of their cognitive capacities, particularly the development of spatial aptitude. Geometry necessitates comprehension of the spatial correlation among objects. Children can mentally see and physically manipulate items in three-dimensional space by utilizing media geometry, enhancing their spatial aptitude. These abilities, such as spatial orientation, problem-solving, and map comprehension, are crucial. Geometry requires the ability to think abstractly, specifically to understand and analyze the relationships and properties of objects. When children engage with geometric concepts using visual aids like images, models, or interactive software, they are encouraged to think conceptually and imaginatively and establish connections between these concepts and the real world (Halimah et al., 2019). Enhancing Comprehension of Mathematical Principles: Geometry facilitates comprehension of mathematical principles, encompassing angles, lines, shapes, proportions, and symmetry. Geometry enables youngsters to articulate and manipulate these notions with greater precision and tangibility, facilitating the establishment of robust mathematical fundamentals. Logical reasoning abilities can be cultivated in youngsters through the study of geometry, as it allows them to comprehend the underlying principles governing geometric relationships and properties of objects.

Children are required to examine, compare, and develop inferences based on the geometric information given (Yulianeta, 2018). Analytical Proficiency: Utilizing geometric means necessitates the resolution of mathematical difficulties. To comprehend and conquer the geometric obstacle. Children acquire the skills to devise sequential plans, recognize recurring patterns, and formulate tactics to resolve geometric problems, increasing their problem-solving prowess. Improvement Creativity: Geometry has the potential to inspire children's creativity and generate captivating shapes or novel patterns. Children can engage in activities involving symmetry, shape combination, and creative exploration with geometric objects tailored to their developmental level and implemented in a lively and enjoyable manner (Zakaria & Yulianeta, 2018). Possible methods for teaching geometry to children may include using geometric toys, storybooks including geometric features, interactive software, and field activities that entail observing geometric things in

their surroundings. Utilizing suitable geometric media can assist children in establishing robust cognitive fundamentals while fostering a fascination for mathematics and the surrounding environment.

Conclusion

The study's conclusion can be summarized as follows: Early childhood is the developmental stage during which a highly responsive youngster is exposed to diverse stimuli in their surroundings. Facilitating the development of high interest and maximizing areas of growth is crucial. The cognitive abilities of a youngster in Classroom learning activities can be enhanced by incorporating media geometry. By engaging in various games tailored to meet the developmental needs of children, their cognitive talents can flourish and reach their full potential. Utilizing geometric media in educational settings can enhance cognitive abilities such as spatial intelligence, abstract reasoning, comprehension of mathematical concepts, logical thinking, problem-solving proficiency, and heightened creativity.

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