



Efforts to develop aspects of cognitive ability for early childhood based on Western and Eastern concepts

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Abstract

Cognitive development is one of the important elements for child development. This is where the reasoning lies that the child will go through during his lifetime. This study aimed to discover the efforts in developing aspects of children's cognitive abilities based on western and eastern concepts. The method used is classroom action research using two cycles. Playing activities are carried out to empower all the potential they have so that it is hoped that, in the future, they will be able to actualize themselves in society. Teachers made various efforts to develop aspects of cognitive abilities in early childhood by referring to theories put forward by experts from both western and eastern theories. From the research findings obtained by researchers, namely children accustomed to home visit activities, children's cognitive abilities have reached 75%. Based on the study's results, it was found that in cycle one, the children began to develop and was not yet developing. Then, it was continued with the 2nd cycle to meet the targets set by the researchers, which resulted in the child's cognitive development developing well.

INTRODUCTION

Providing stimulation to develop cognitive aspects concerning western and eastern theoretical thinking is necessary (Akrim et al., 2020). Therefore, this study aims to explore various concepts and theories that can be used to develop basic abilities of early childhood, especially in the development of cognitive abilities (Bobik et al., 2006; Ningsih & Rakimahwati, 2020; Toala et al., 2020). Teachers have made various attempts to develop aspects of cognitive abilities for early childhood, but this is not easy (Abidin, 2013; Pramudyani, A. V. R., Kurniawan, M. R., Rasyid, H., 2017). Various strategies have been implemented, such as playing and providing game tools that stimulate children's cognition (Shunhaji & Fadiyah, 2020; Wicaksono et al., 2021). The reality in the field based on pre-research data conducted on aspects of the development of cognitive abilities in children aged 5-6 is that there are still many children who have not yet developed (Filtru & Sembiring, 2018; Nurhayati et al., n.d.; Reswari, 2021).

The criteria for child development are as follows: Not Developed. If students have not shown early signs of ability as stated in indicators with a score of 50-59 with 1-star characteristic or a score of 1, Start Growing. If students have started to show early signs of behavior stated in the indicators but not consistent. Scores between 60 – 69 with 2-star characteristics or a score of 2. Growing as Expected. If students have started to show various early signs of behavior that are stated in the indicators and are starting to be consistent. Scores between 70- 79 with 3-star characteristics or a score of 3. Very good development. If students continuously show the behavior stated in the indicators consistently or have been entrenched with a score of 80-100 with 4-star characteristics or a score of 4.

The cognitive development process applies more toward western concepts, emphasizing cognitive, affective, and psychomotor aspects (Ismail, 2013; Lisnawati et al., 2022). There is an imbalance of spiritual elements. In kindergarten, the learning process is carried out thematically, so one theme is expected to achieve the six aspects of ability (Novianto & Mustadi, 2015). This research will develop aspects of early childhood cognitive abilities based on western thinking taken are Piaget's figures and eastern figures based on Al Ghozali's thinking with the assumption that by integrating these two elements, it is hoped that children will not only be equipped with cognitive, affective, psychomotor and spiritual knowledge (Anhusadar, 2016; Rini et al., 2022; Septianti & Afiani, 2020; Yaswinda, 2018).

Based on the problems of cognitive development at the pre-research location, the researcher was interested in conducting research titled: Efforts to develop aspects of cognitive abilities for early childhood based on western and eastern concepts. The results of research from Hendra Sofyan with the title Improving Early Childhood Cognitive Development with a Thematic approach, concluded that using a thematic approach involving various methods, media, and activities could improve the development of six-year-old children in cognitive development (Sofyan, 2019). The results of research conducted by Hasan Basri concluded that cognitive theory positively contributes to child development (Basri, 2018). Early childhood is a group of unique children in the process of growth and development. The uniqueness is in the patterns of growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, and spiritual intelligence), social-emotional (attitudes and behavior as well as religion), language, and special communication according to the level of growth and development of children (Hastuti, 2017; Nuri Imani, 2021; Wardana, 2019).

From a western perspective, cognitive is defined as intellectual potential with stages: *knowledge, comprehension, application, analysis, synthesis, and evaluation* (Maulidina et al., 2020; Zahra et al., 2022). Cognitive means issues related to developing rational (reason) abilities (Febtriko, 2017; Marta, 2017; Zulfitria & Khanza, 2021). As for the eastern cognitive concepts that are learned and taught, they are more of a response to their instincts because they purely involve developing rationale (reasoning) abilities. (Nayazik et al., 2019; QORIB & ZAINI, 2020). Many found contradictions and defects in their theories, so revisions and new theories about cognition emerged (Lating, 2018; Marinda, 2020; Turhusna & Solatun, 2020). The similarity of the concept of cognitive development in the opinion of Al-Ghazali and Jean Piaget is found in the stages of development which are divided into four stages (AD Yahya, 2018; Mahrani, Siti Meutia Sari, 2022; Yudiar, 2021). There is a meeting point in the ability aspects of each stage that is passed in the process of cognitive development (Destania & Riwayati, 2021; Ginanjar, 2007; Whildan, 2021). The point of emphasis of the difference lies in the methodology as the basic thought concept (Fasa, 2017; Qudsy, 2016; Soleh, 2011). Al-Ghazali based his thinking on ratios originating from revelation, while Jean Piaget put his rationale on pure ratios. In addition, the difference in the concept of cognitive development according to the two figures is also found in the use of the term (AD, 2018; I. Z. Arifin, 2009; Z. Arifin et al., 2022; Asrowi, 2018; Marzuki, 2017). Al-Ghazali used the term aql, while Jean Piaget used cognitive (Abdussakir, 2012; Gozali, 2017; Suyadi, 2012).

It can be concluded that early childhood education is an effort to provide educational services provided by early childhood by providing appropriate stimulation for children both physically and spiritually so that children can have the readiness to enter further education.

METHODS

The method used in this research is classroom action research (CAR), a research activity conducted in class. This research was carried out at Permata Bunda Kindergarten by taking class B for the 2020/2021 school year from August 2020 to October 2020 with 15 respondents. The research method applied in this study is the method of observation, interviews, documentation, and field notes. The research model consists of several cycles. The research stages can be seen in the following figure 1:

Classroom Action Research (CAR) Cycle Chart

Identification of
problems

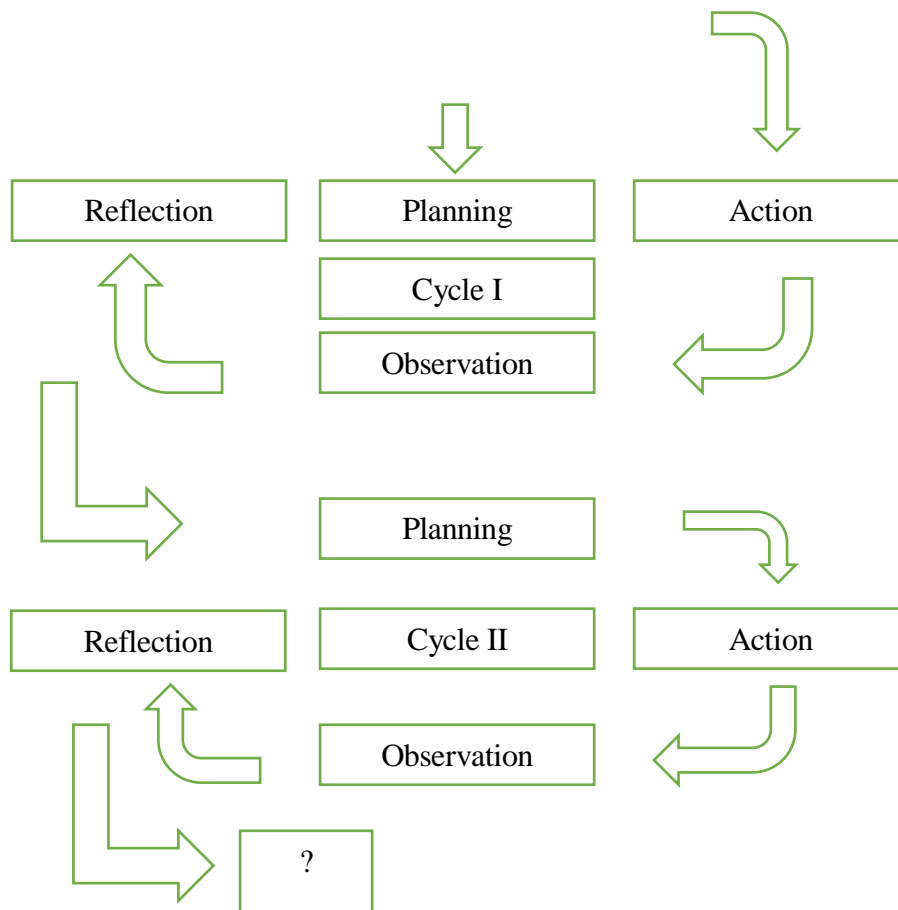


Figure 1. The Hopkins Model Classroom Action Research Cycle in Iskandar (2009)

In this Classroom Action Research, the authors planned to carry out two cycles. The authors collected the research data using field notes, observations, interviews, and documentation. The data analysis was done through data reduction, data display/data presentation, and conclusion drawing/verification.

RESULTS AND DISCUSSION

A. Result

The application of the cognitive development process in Permata Bunda Kindergarten was more towards western concepts, emphasizing cognitive, affective, and psychomotor aspects. Therefore, there was an imbalance of spiritual elements. In this kindergarten, the learning process was carried out thematically, so one theme is expected to achieve the six expected ability aspects. This research developed aspects of cognitive abilities of early childhood based on western thinking taken from Piaget's figures and eastern figures based on Al Ghozali's thinking. The assumption was that, by integrating these two elements, it is hoped that children could be equipped with cognitive, affective, psychomotor, and spiritual

knowledge. Based on pre-research data conducted on the aspects of the development of cognitive abilities in children aged 5-6, many children had not yet developed. Therefore, actions were taken to combine western and eastern concepts to increase the development of children's cognitive aspects. The description of the research results is presented in table 1:

Table 1. The Development of Cognitive Aspects of Children in Cycles 1 and 2

	Total 15 children	Average	percentage	category	Min value	max value
Cycle 1	186	1,7714	46,5%	MB	22	33
Cycle 2	277	18,4667	81,7%	BSH	38	43

The table above shows that, Cycle I Research Results; (1) The first meeting. After observing, the reflection results at the first meeting are as follows: Less time efficiency, Collaborative games do not vary, so combining game elements that contain knowledge, attitudes, skills, and spirituality is deemed inappropriate. (2) The second meeting. The results obtained at the second meeting were as follows: The researcher did not condition the class. The students' interests and abilities were not maximized because the students did not focus on the material. (3) The third meeting. The conclusions obtained after the third meeting are as follows: The child is stiff because he is not used to the learning process through home visits. The students' interests and abilities do not reach the predetermined indicators. It can be seen from the achievements that are below standard, the next meeting religious music was added to develop cognitive aspects, because the desired target was not met, the activity continued in the next cycle, namely cycle 2. (4) the fourth meeting, the child was still stiff during the home visit, still showed difficulty learning even while playing, because the desired target was not achieved. the activity is continued in the next cycle, namely cycle 2 meetings. Deficiencies in cycle one will be corrected in cycle two.

Cycle II Research Results; The second cycle was carried out on September 25-19 2020 and continued with calculating data on children's cognitive development achievements. The research process was carried out in a home visit and interspersed online via Whatsapp media. If the achievement of cognitive aspect development meets the achievement criteria (75% of children), then the cycle is not continued. (1) First meeting, Children show familiarity with home visit learning activities, Children begin to show a desire to learn while playing, Children listen to religious music in their cognitive development, (2) Second meeting, Children show familiarity with home visit learning activities, Children begin to show desire to learn while

playing, children listen to religious music during cognitive development activities. (3) Third Meeting, Children are no longer rigid during home visits, Children have started to show their desire to learn while playing, Children have listened to religious music during cognitive development activities, Have connected each theme and indicator of achievement with spiritual elements. (4) The fourth meeting. At the last meeting in the second cycle, the children showed familiarity with home visit learning activities. The children's cognitive abilities reached 80%. The cycle was not continued anymore because the target achievement had been reached.

B. Discussion

The purpose of learning in developing cognitive development is to stimulate it so that the developmental aspects of children, especially cognitive, can develop properly and have the readiness to enter development at the next stage and place themselves in their environment. (Awiyah & Rahayu, 2016; Hapsari, 2020; Iswantiningtyas, 2021). Listening to the previous description, the red thread is taken from those representing western and eastern views, namely: The similarity of the concept of cognitive development in the opinion of Al-Ghazali and Jean Piaget, which is found in the stages of development which are divided into four stages (AD Yahya, 2018; Madaniyah et al., 2021).

There is a meeting point in the ability aspects of each stage that is passed in the process of cognitive development (Fatimah, 2021; Marinda, 2020). The point of emphasis on the difference lies in the methodology as the basic concept of the basis of thought for both. Al-Ghazali based his thinking on ratios originating from revelation, while Jean Piaget put his rationale on pure ratios (Hamdani, 2020; Rahmawati, 2019). In addition, the difference in the concept of cognitive development according to the two figures is also found in the use of the term. Al-Ghazali uses the term *aql*, while Jean Piaget uses the term *cognitive* (Farihen, 2012; Khiyarusoleh, 2016; Rohman, 2014).

This research was stopped in the second cycle because the desired achievement was following the target, namely 75% of children developing as expected. So the cycle stopped in the second cycle. This research also provides information about the importance of an effort to provide educational services provided by early childhood by providing appropriate stimulation for children both physically and spiritually so that children can be prepared to enter further education.

CONCLUSIONS

Based on the results of research conducted in collaboration with teachers and researchers, it was concluded that children's cognitive development could develop well by adopting western and eastern concepts. In the first cycle, the child is still developing and undeveloped. This first cycle is held in three meetings. This first cycle concludes that the child's interest is not maximized, and music is played to stimulate cognition. Because the achievement according to the set target has not been fulfilled, it is continued to the second cycle. The results obtained during the study were that children developed according to expectations, and researchers found that the cognitive development of children who developed optimally could help children carry out activities with a habit, show children's desires, as well children's interests and abilities can be seen.

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