

ABSTRACT

IMPROVING THE DEVELOPMENT OF SYMBOLIC THINKING IN CHILDREN AGED 4-5 YEARS WITH NUMBER MORTAR MEDIA (Classroom Action Research at Oryza Sativa Early Childhood Education in Kepahiang Regency)

By

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The purpose of this research is to determine the improvement of symbolic thinking in children using number mortar media at Oryza Sativa Early Childhood Education in Kepahiang Regency. This research is a Classroom Action Research (CAR) with a procedure that takes the form of cycles. The subjects of this research are children in group A at Oryza Sativa Early Childhood Education in Kepahiang Regency, totaling 20 children. The research was conducted in three cycles. Data analysis was carried out qualitatively and quantitatively, with qualitative analysis used to determine the improvement of the process expressed in a predicate, while quantitative analysis was used to determine the improvement of results using percentages. The results show an improvement in the ability to think symbolically in children using number mortar media at Oryza Sativa Early Childhood Education in Kepahiang Regency: in cycle I, the percentage was 31.87%; in cycle II, the percentage was 51.25%; and in cycle III, the percentage was 85.31%. The conclusion of the research is that using number mortar media can improve the ability to think symbolically in children at Oryza Sativa Early Childhood Education, as evidenced by the increase in the third cycle with a percentage achievement of 85.31%, classified as developing very well (BSB).

Keywords: Symbolic Thinking Ability, Number Mortar Media

