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Increasing Numeracy Skills as Learning Motivation with Demonstration Methods Using Colorful Ice Cream Sticks for Children Aged 7-8 Years at TPQ Kedung Badak Village

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ABSTRACT

The main purpose of this study is an effort to improve numeracy skills as learning motivation with a demonstration method using colorful ice cream sticks for children aged 7-8 years at TPQ Kedung Badak Village. This research was conducted at TPQ Kedung Badak Sentral Village RT 1 RW 13 Bogor City. This research uses a qualitative approach with a descriptive method. Data collection is done through observation and documentation studies. The object of the study was children aged 7-8 years. The results showed an increase in motivation to learn to count using colorful ice cream sticks. Thus the application of methods and also colorful ice cream stick props has had a very good influence by increasing learning motivation. The material presented was understood by TPQ children, TPQ children's responsibility for the tasks given was high, and helped TPQ children to be actively involved in the learning process.

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INTRODUCTION

Mathematics is one of the subjects that plays an important role in schools and the world of education because mathematics can increase students' knowledge in thinking logically, rationally, critically, carefully and effectively and efficiently. Mathematics is also a field of science that underlies technological developments where to master and shape technology in the future requires mastery of mathematics from an early age.

Learning to count is the most important part for children, if counting activities are carried out with various kinds of activities using more interesting media or using games that can affect interest in learning to count. (Irawati, 2012)

In mathematics learning, a good and correct understanding of concepts is needed as a basis for further material development, this is greatly influenced by the learning model factors used. Passive learning will inhibit the creativity or mindset of students in understanding a learning concept. Therefore, in the process of learning mathematics, students are required to be really active, so that students' memory of what has been learned will be better. A concept will be easily understood and remembered by students if the concept is presented through appropriate, clear and interesting procedures and steps. The activeness of students is one of the factors that affect success in learning.

Numeracy is an activity carried out in order to find out the number or number of an object. Counting is also an activity of connecting objects with the concept of numbers starting from the number one. The ability to

number is one of the important abilities for children in everyday life, so that children can say well. Children also need to understand numbers and numerical concepts. Numeracy is to say numbers according to order. Roy & Edward's statement (In nunik Sulistiani, 2014: 24) explains that numerical ability is the ability used to express sequential numbers starting from "one" and connecting each number on one and only one so that it can say something concrete or real (Aprilianti, 2017)

Teaching aids are everything in the form of objects or images that can be used to express messages stimulating the thoughts, feelings and attention and willingness of students so that they can encourage the learning process (Sundayana 2014: 07). Meanwhile, according to Pramundjono (2014: 07) teaching aids are defined as concrete objects that are made, collected or arranged intentionally used to help instill or develop mathematical concepts. Teaching aids are a tool that can be absorbed by the eyes and sense of hearing with the aim of helping teachers so that the teaching and learning process of students is more effective and efficient. Teaching aids play a crucial role as tools to shape an effective teaching and learning process.

The teaching and learning process is characterized by several elements including objectives, materials, methods and tools, and evaluation. Elements of methods and tools mean elements that cannot be separated from other elements that function as providing learning materials to get to the destination, namely students. In this achievement, the role of teaching aids plays a crucial role because with these teaching aids learning becomes practical to understand and can increase student learning motivation. Some examples of props are package books, blackboards and markers, limbs (fingers), ice cream sticks and so on. Ice cream sticks are one of the props that researchers use to learn to count through demonstration methods.

Based on the results of observations on 20 children in TPQ Kedung Badak Village, there are 10 children who are still very low in their numeracy skills. Learning to count and the introduction of numbers still has to be taught because children are still in the early stages of entering school and in the stage of developing numeracy skills. However, children still do not have the ability and lack of motivation from parents in counting well and the media used in learning is still not supportive due to online learning since the COVID-19 pandemic.

The low motivation to learn to count TPQ children in Kedung Badak Village is caused by the online learning system that makes them less understanding of learning. The teacher only provides an explanation of theoretical learning material, while students are asked to listen to the explanation of the material from the teacher online. After that, students are asked to do the questions that the teacher has given via whatsapp group or do the questions in the exercise book. In other words, the teacher does not guide students to build knowledge, but only imitates and memorizes what the teacher explained before and does the practice questions that the teacher requested. As well as the lack of motivational support from parents because many parents in Kedung Badak Sentral Village work as scavengers who make them work from morning to night.

Another factor is the use of teaching aids in mathematics learning that are not concrete, do not vary, and are not interesting in presenting learning materials at school. Due to the COVID-19 pandemic, the use of media or teaching aids has become more limited, teachers are only limited to explaining the material with the help of fingers which will make students bored and become less focused on the lesson. This of course makes learning less meaningful for learners.

In this study, researchers used colorful ice cream stick props to increase motivation to learn to count and to improve learning and increase the achievement of expected learning outcomes.

Based on the description above, researchers are interested in conducting research on "Increasing Numeracy Skills as Learning Motivation with Demonstration Methods using Colorful Stick Media for Children Aged 7-8 Years at TPQ Kedung Badak Sentral Village RT 1 RW 13 Bogor City"

RESEARCH METHOD

In accordance with the formulation of the problem to be researched, researchers use a qualitative approach. According to researchers, to convey an in-depth understanding is not enough just to rely on statistical data or quantitative data alone, because phenomena that involve attitudes must be observed in depth and as a whole. Therefore, a qualitative approach is believed to be able to convey an overview and answer to what researchers need in understanding the phenomenology.

Qualitative approach is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods. (Lexy J Moleong, 2011)

The method used in this study is the descriptive method. The use of descriptive methods in this study is intended to describe the situation as it is about symptoms or circumstances from findings in the field. The data collected is more in the form of words or pictures rather than in the form of numbers or statistics.

Descriptive research is not intended to test a particular hypothesis, but simply describes "what is" about a variable, symptom or circumstance. There are times when research wants to prove conjecture, but it is not

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very prevalent. What is generally is that descriptive research is not intended to test hypotheses (Suharsimi, 2009)

So this research was conducted by making observations or direct reviews to TPQ, observing the results of learning motivation before and after using ice cream sticks as a learning medium for counting without any treatment of the object to be studied.

This research was conducted at TPQ Desa Kedung Badak Sentral RT 01 RW 13 Bogor City, This research was conducted on children aged 7-8 years.

The technique used was to observe directly on children aged 7-8 years at TPQ Kedung Badak Sentral Village, then distribute the addition questions to the children. The data then researchers use documentation to strengthen the research data. Data analysis techniques according to Miles and Huberman (Sugiyono, 2015) Activities in data analysis, namely: data collection, data reduction, data display, and conclusion drawing / verification.

RESULTS AND DISCUSSION

This research was carried out at TPQ Kedung Badak Sentral Village which is a Quran Learning Place which is located at Kedung Badak Sentral Village RT 01 RW 13 Bogor City. This research was carried out with the help of 20 participants of TPQ Kedung Badak Sentral Village aged 7-8 years.

The difficulty of students in learning mathematics is caused by several factors. Explained as follows:

1) The predisposition in doing everything related to learning activities is referred to as learning attitude. Learning attitudes consist of positive and negative attitudes. Learning shows a good process if it begins with a student's positivism towards a subject. Meanwhile, students' negativism towards a subject can affect the difficulty of the learning process, so that learning outcomes are not achieved optimally. Based on the results of the analysis, TPQ children's attitudes towards mathematics are divided into children who like and dislike. The group of TPQ children who showed no interest in mathematics tended to be uncooperative during the lesson. This is in line with (Abdurrahman, 2010) which states that mathematics is a field of study with a high level of difficulty for students who experience and do not experience learning difficulties.
2) Teachers and parents play an important role in motivating students to learn. Learning motivation is a support that provides direction to student actions in the learning process. In this study, analysis results were obtained that showed low learning motivation of TPQ children. When there is no math exam, the materials that have been given are not reviewed by them at home. Minimal student learning motivation also affects the apathetic mathematics learning process, resulting in increased learning difficulties. (Ahmadi, Abu and Supriyono, 2013) stated that learning difficulties are caused by weak student learning motivation which is shown by discouraged, passive or apathetic, and not focused or not concentrating on the lesson.
3) The lack of variety in the use of learning methods applied in class can affect the classroom atmosphere to be unlively. The results of the analysis show that the method applied by the teacher is a conventional method. The lecture method is applied as an opening at the beginning of learning and as an explanation of material related to fractions in the learning process. The teacher gives questions for students to solve by asking students to do the questions in front of the class. During the mathematics learning process, there were some students who seemed bored.
4) The delivery of material can be supported by the use of learning media. This also applies to mathematics learning. Teachers can present concrete media to support the material to be delivered to all students. Observations and interviews with TPQ children that have been conducted by researchers show that in delivering material, teachers do not use learning media. For example, in the addition calculation material, the teacher does not apply the concretization of learning media, so the concept is not absorbed properly by students. As a result, students have difficulty in understanding mathematical concepts because teachers only rely on markers and blackboards in explaining material or concepts.
5) The first educational center for children is the family. Student learning success is supported by parental education and attention at home. Based on the results of the analysis, the difficulty of learning mathematics experienced by some students, one of which was triggered by the lack of parental attention to these children. The lack of attention is usually influenced by the family's economic condition. The livelihood of parents of students who are dominated by waste pickers causes a lack of assistance to learning activities in children at home. Parents usually do activities in the morning to evening and go home tired. This routine triggers a lack of learning support for children at home and learning activities are only charged to the school. In line with (Ahmadi, Abu and Supriyono, 2013) which states that the absence of parental monitors or teaching of children at home, allows these children to experience learning difficulties.

From the description above, the result of the observation that I have made is by teaching children to count using colorful ice cream sticks with a demonstration method in front of the room then the researcher asks the children to answer the questions that the researcher has written on the board and will give them rewards for those who succeed in answering correctly many children are excited and enthusiastic to try to answer it after that the researcher distributes the question sheet and also Several ice cream sticks for their help counted and the results were as many as 15 children answered the question sheet correctly, so it can be concluded that the children of TPQ Kedung Badak Sentral Village quickly understood the material provided by the researchers, namely learning to count using colorful ice cream stick media. And there is an increase in learning motivation due to the ice cream stick media.

In this learning activity, TPQ children of Kedung Badak Sentral Village are very interested and motivated to take part in mathematics learning. This is due to the availability of the media used, namely ice cream sticks in accordance with the material taught by the teacher. So that during the learning process, a challenging, stimulating and fun learning atmosphere is created for TPQ children in Kedung Badak Sentral Village, TPQ children's responsibility for high tasks, and helps TPQ children to be actively involved in the classroom.

CONCLUSION

From the learning activities with the application of the demonstration method with ice cream stick media, it can be concluded that the children of TPQ Kedung Badak Sentral Village are very interested and motivated to take part in learning mathematical counting. This is due to the availability of the media used, namely ice cream sticks in accordance with the material taught by the teacher. So that during the learning process, a challenging, stimulating and fun learning atmosphere is created for TPQ children in Kedung Badak Sentral Village, TPQ children's responsibility for high tasks, and helps TPQ children to be actively involved in the classroom.

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