

INTRODUCTION COUNTING THROUGH MARKET DAY ACTIVITIES IN TPQ PANEMBAHAN BANTERA

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Abstract. Cognitive is an individual process of thinking about solving a problem quickly and precisely, and training children to think logically and in a systematic way. One aspect of stimulating a child's cognitive ability is arithmetic. One of the activities for numeral recognition is market day. In this research, the data collection techniques used were observation, interview, and documentation. The data analysis techniques used are data reduction, data presentation, and data verification. The results of the study outlined that the introduction of calculating through Market Day activities at TPQ Panembahan Banteran can be said to be successful in accordance with expectations. Thus, it could be concluded that identifying numbers by market day activities on TPQ Panembahan Banteran is an effective and positive influence on the cognitive development of the child, especially in the aspects of counting.

Keywords: Counting, Market Day.

INTRODUCTION

Cognitive is a very important tool in human life. Because a cognitive is an individual process of thinking about solving a problem quickly and precisely, and training children to think in logical and systematic ways through understanding and communication about numbers and Numbers symbols. One aspect of stimulating a child's cognitive ability is arithmetic (Romlah et al., 2016). One of the new ways of teaching children arithmetic is through game study related to everyday life (Muijs and Reynolds, 2008). The purpose of arithmetic study in general is for preteens to know the basics of arithmetic study. Whereas, specifically, it can think logically and systematically from early observation of the concrete objects of the surrounding images or numbers, children can adjust and become involved in social life, in which they require higher numbers, precision, concentration, abstractions, and appreciation. Having an understanding of the concept of space and time, being able to calculate possible sequences according to events that occurred around them, and having creativity and imagination in creating things spontaneously (Nurhidayah and Astari, 2019).

Market day is an activity where students sell their wares, which are then offered to other children, teachers, and parents. It is the first day of the market day, which aims to provide relatively intact understanding and awareness of life, establish more stable emotional structures and mentalities, and establish daily attitudes. At market day activities, children are usually directly involved in the learning process. Through market day activities, children can learn how to transact, but they can also learn many moral qualities, including self-reliance, discipline, honesty, accountability, and interpersonal, social, and math communication (Nurhayati, 2018).

TPQ is a place to study religion and the Koran. Children learn at different ages, from preschoolers to preschoolers. At TPQ Panembahan Banteran, there is market day. The activity is held every Saturday, where market day officers are assigned according to the order of the class and the order of names designated by the teacher. Before market day activities were carried out, at TPQ Panembahan Banteran, had a prior engagement or writing that was adapted to each class as well as the teacher. After the class has finished with the previous activity, the boy in charge immediately sets the table in order to make it easier on the next activity. Then the activity can be done after it has been organized. Market day activities on TPQ with banlians, children sell a variety of foods so that others can choose foods that they like and also prevent children from getting bored quickly. Thus, the writer chose market day activities in arithmetic so that the child could develop them directly. This market day activity can also be used as an example for children's daily activities that are synonymous with snacks. When it comes to everyday life, children also learn to count faster and faster because they don't feel unfamiliar with activities

RESEARCH METHODS

The kind of research conducted by researchers is qualitative, where they are trying to find new hypotheses and explain events in detail. The type of research approach used is research and development. Research and development (R&D) which is the research approach used to develop or validate products used in education and learning (Sugiyono, 2008). The methods used are field research with qualitative descriptive characteristics, which is a study to get facts about a variable, a condition, or signs of the time (Arikunto, 2013).

The data collection techniques used are observation, interview, and documentation. First, observation is a basic data collection activity. The kind of observation used was the observation of participants. In these observations, researchers are involved in the everyday activities of the individual who is being observed or who is being used as a source of data for research (Sugiyono, 2013). The study aims to find out more about how the market day activities in the TPQ can help with numerical recognition. Second, interviews are used as a data collection technique when researchers want to do preliminary research to find issues to investigate, as well as when researchers want to learn things from deeper respondents (Sugiyono, 2013). A numerical introduction through market day activities in TPQ is one of the topics on which researchers and researchers use a semi-structured interview approach to collect relevant data. The head of TPQ paneling banlians as well as the early childhood class teacher on TPQ's tax account will be a source doing interviews with researchers. Third, documenting is a record of past events. Documentation can be in the form of monumental writing, pictures, or a monumental composition of someone (Wekke et al., 2019). Researchers use this technique to search out documentaries on the establishment history of TPQ, including its tax returns, its vision and mission, its means and infrastructure, the number of teachers and students, the techniques used, the conditioning, and other related documents.

The data analysis techniques used have three stages: data reduction, classification, and verification. First, data reduction is a sharp, concise, focused form of analysis that disposes of unimportant data, and organizes data as a way to describe and verify final conclusions. In reducing data, each researcher will be guided by the objectives to be achieved (Samsu, 2017). Second, classification is to organize and present data in narrative, table, matrix, or other forms. Data will be served on a regular basis, sorted according to relationship structures for easy comprehension. The information is then presented in a paper illustrating how the market day activities on TPQ help with numerical recognition. These writings combine the findings of interviews, observations, documentation, and other sources (Wekke, 2019). And third, verification is an activity that formulates research conclusions, both temporal and final conclusions. In this study, to ensure that the original data are obtained to make the conclusion more powerful, researchers compare observations from field work, interviews, and documentation. Therefore, early researchers' findings may change based on evidence gathered after a field examination (Samsu, 2017)

RESULT AND ANALYSIS

Based on the first observations made by researchers on October 1, 2022, the learning activities on TPQ Panembahan Banteran are conducted every five days of the week, from Monday to Saturday, except for the rest of Friday, the learning activity starts at 14.00. The assessment done every Saturday on market day.

Market day officers were adjusted to the order of classes and the order of names the teacher had prescribed. In TPQ Panembahan Banteran, the banker specifies that the merchandise specified in market day activities is food. The food they sell varies under the fixed price of Rp 1,000. And with the merchandise that they brought in, that's 10 pieces. To make it easier for both parents and students to participate in market day activities. Before market day activities were carried out, at TPQ Panembahan Banteran, had a prior engagement or writing that is adapted to each class as well as the teacher. After all the classes have finished the previous activity, the boy in charge immediately sets the table with the teacher's help to make the activity easier and shorter. After the children finished their merchandising, usually the teachers would ask what kind of merchandise they sold and the amount of merchandise they sold. Then the activity can be done after it has been organized. After the other children buy food, they wait for the other children to finish the meal. Teachers would approach the boy on duty and start asking back questions about unsold and sold items using a simple method of deduction from the initial number of items they had brought.

The study was conducted to see how market day recognition counts in TPQ Panembahan Banteran returns. The introduction of the child count will be viewed on the basis of the 3 indicators used, as follows:

1.1. Children can mention numbers 1-10.

At market day activities on TPQ Panembahan Banteran, children are limited to carrying 10 items of merchandise. Before the start of the activity, usually children count the amount of merchandise they take with them. Children who bring in less or more merchandise will be warned to bring it in accordance with established conditions. The aim of children is to get used to counting and remembering 1-10 quickly and without errors, because that is the basis for counting. And children can apply it in their daily lives without help from others. They were able to point out their numerative ability to count from 1 to 10 because the children had already studied it at home by counting from 1 to 10 with their families. After market day was

finished, before the children on duty returned to their seats or went to rest with the others, the children returned to count the remainder of their wares that had not been sold.

Based on the interviews and market day activities that have been carried out on the TPQ Panembahan Banteran, children's arithmetic is better than ever. In market day activities, children's numerical abilities in these indicators have begun to grow as expected, for at the time of the activities, the number 1-10 uses the amount of merchandise they bring, and the child can also indicate that the activity takes place both at the beginning of the activity and at the end of the activity.

1.2. Children can know little about the amount of goods available.

When the children are finished with the trading and the counting of the remaining pieces of merchandise that they do not sell, the children in charge gather by bringing their merchandise and comparing many or less of their merchandise. The aim is for children to know immediately how much or how little of their merchandise there is compared with the amount of time they have left. Another goal is for children to become accustomed to knowing little or much of their merchandise quickly, which is applicable in everyday life. They can demonstrate their numerical ability by knowing how little money they have left over.

In market day activities, children's numerical abilities in these indicators are beginning to grow as expected. Because children can know little or much of what is left of their merchandise compared at the end of the day after the child has calculated the amount of their previous produce.

1.3. Was able to perform a simple reduction-count operation.

At the beginning of market day, children were accustomed to counting and remembering 1-10. And after market day and counting the amount of merchandise they had left over, children were asked the number of items sold by asking about the amount of merchandise before the start of the activity was reduced (-) with the amount of merchandise they had left over. This is to make the child accustomed to both reduction and summation when asked or when needed because the number used is small, simple, and easy to count with the fingers. In addition to getting children used to it, the other goal is for the child to use both reduction and sum quickly and correctly. And hope to be used in everyday life.

In this indicator, a child can also show developments that are as expected. After the activity ended, the children were rounded up and questioned about the amount of merchandise sold. All the children could calculate the amount of merchandise they sold from the initial discounting of the merchandise at the end of the activity. At first, the majority counted it with their fingers because they were not used to calculating the reduction quickly without using their fingers. But the children were getting used to it and were able to calculate the number of their items quickly and properly without the help of fingers or the help of others.

Market day activities on TPQ Panembahan Banteran are able to use numerical recognition. Research shows an influence on arithmetic through market day activities and can boost a child's confidence in arithmetic.

CONCLUSION

Based on the foregoing, it should be concluded that a review of three indicators in which the child can enumerate from 1 to 10, the child can know very little and how much the amount of good is, and the child can perform a simple deductions operation is justified. One way to introduce this arithmetic is through market day activities, which are examples of everyday activities. This activity is very beneficial for children's numeric recognition. Overall and based on research conducted by researchers, we may conclude that market day activities

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have a positive impact on the introduction of arithmetic on the TPQ Panembahan Banteran percentage of livers.

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