



Realistic Mathematics Learning Strategies in Mathematics to Introduce Beginning on a Group of Children in Kindergarten The Ananda Kudus

Lisa Andriyani[✉], Wulan Adiarti

Department of Early Childhood Teacher Education, Faculty of Science of Education, Semarang State University, Indonesia

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Abstract

The child's readiness for entering primary education is characterized by the development of all the potential of the child. One of the potential that needs to be developed early on was the base for the preparation of skills in reading, writing and counting. On the cognitive field is the addition of knowledge into long-term memory therefore age 4-5 years children can get knowledge about simple concepts in everyday life today, as does the math to know the beginning. In Indonesia, learning counting can be taught on children provided in accordance with tahapanya and methods used should be fun, realistic mathematics learning strategies could be options of teachers to introduce children in the learning of mathematics in particular the introduction of the basic concept of the symbol number. This study aims to describe the application of learning strategies in realistic mathematics introduces math beginning in children. This study is a qualitative research approach with the approach of case studies and using the method of observation, interviews, and documentation in and gather data. Technique of data analysis research is Miles: with Huberman& presentation data, reduction of data, summary and verification. The research results showed that introducing math commencement through learning strategies in realistic mathematics done in kindergarten the include Ananda Kudus planning learning strategy, organizing, delivery strategies, and management strategies. Introducing mathematics beginning kindergarten teacher AnandaKudus one of them invites children to play traditional games, traditional games with children indirectly learning about the introduction of the concept. So child-centered learning and the teacher is a facilitator for the children, where the main activities facilitate teacher needed by the child. The main activities will be explained by teachers in the delivery of the material to the next teacher freed children to perform the play. Teachers evaluate the child by means of observation during the activities of the main and petrified children when children have difficulty in completing the game activities.

INTRODUCTION

Early childhood education (OLD) is a secondary level of basic education before which is a coaching effort indicated for children from birth up to the age of six through the awarding of educational stimulation to help the growth and development of physical and spiritual so that children have preparedness in entering further education, which was held on the formal, non formal and informal (Hasan, 2011:15).

Early childhood education goal is to develop a variety of potential child early in preparation for life and can adjust from their environment, education can also meant as an effort to optimize the potential tremendous potential child are framed in the education, guidance, coaching, integrated or mentoring (Fakhrudin, 2010:30)

One of the potential that needs to be developed early on in children is on the areas of cognitive, cognitive field prefer construction or construction science. Cognitive learning process involves two important mental process, namely the perception and the formation of concepts. Children aged 4-5 years children can get knowledge about simple concepts in everyday life today, as does the math to know the beginning. Math commencement are counting using a fun way to learn numbers in children gradually in accordance with the level of mastery of stages possessed. The level of mastery of the stage in question is the level of understanding of the concept, the level of a concrete concept of linking with the coat of arms of the number and level of the symbol number.

In Indonesia, learning counting can be taught on the child but not be part of the curriculum. Learning arithmetic is an enjoyable learning process end based on the child, it is legitimate only. But when it's 've been fed with must learn arithmetic that is not allowed, said the head of the Agency's National population and family planning (BKKBN), Fasli Jalal (<http://health.detik.com>, downloaded April 7, 2016).

Researchers have been conducting interviews on 17 June 1999, stating that in kindergarten Ananda Kudus math learning introduces the beginning already to children with a variety of strategies, one of the strategies used are grade teacher invites kids to engage in learning. So that the child will experience firsthand and can infer the meaning of learning together. In addition teachers also want to build the child's interaction in the learning process progresses, the children not only silence followed just learning but rather a train for daring to argue too. Remember learn-

ing mathematics needs to be introduced and applied to children. Then in the learning of mathematics beginning in particular the introduction of the basic concept of the symbol number to the child, realistic mathematics learning strategies could be options of teachers to introduce children in the learning of mathematics in particular the introduction of the basic concept of the symbol number.

Learning of mathematics teaching-learning approach is realistic mathematics that make use of the knowledge of the son as a bridge to understand mathematical concepts. Children don't learn math concepts in a straightforward manner from teachers or others through explanation, but the children build their own understanding of math concepts through something that will be noticed by the child itself (Windayana, 2007 No. 8). However, the reality of the situation that many kindergartens in teaching math learning beginning, teachers use lectures even teachers rarely provide an opportunity for children to try the media described. In addition to mathematics in teaching beginning teachers use worksheets as instructional media, whereas in the early childhood education worksheets as much as possible in the right hip and more concerned with media-media which is concrete so that the child can build his own from the media is that concrete.

The learning experience is given to early childhood must be focused on improving the knowledge, skills and abilities to make children become attractive in learning. Attractive children means children had allure as well as the nature of fun in learning. So in this learning activity about the introduction of basic concepts of numeral symbol can be done through play activities in daily life closer to that of a child who is both real and fun.

The introduction of mathematics beginning for children aged 4-5 years can be done in the form of play activity that is interesting, fun and real so that children understand and are interested in learning mathematics. With an exciting learning and using concrete objects children aged 4-5 years will quickly understand and understand mathematical concepts beginning.

RESEARCH METHODS

Research titled learning strategies in realistic mathematics introduces math beginning in Group A in kindergarten the use qualitative types of Ananda Kudus descriptive case study approach, according to Satori (2009:39), qualitative research with approach case studies is the

study that explores an issue with detailed restrictions, has deep data retrieval, and include a variety of information sources. This study is limited by time and place, and the case is studied in the form of programs, events, activities, or individuals. The focus of this case study are attached to a paradigm that is naturalistic, holistic, culture, and Phenomenology. The location of the research conducted is housed in the KINDERGARTEN class at Ananda Kudus group A. this research focuses on the process of learning mathematics through mathematical realistic strategy beginning in Group A in kindergarten Ananda.

The source of the data in this study there are two primary data Sources and data source skunder. The primary source of data is the data that is retrieved directly from the subject of research by using direct data retrieval on the subject as sources of the information sought (Azwar, 2010:91). Primary data from this research was obtained from observations and interviews with the subjects of research and the main informant i.e. KINDERGARTEN group teachers A and didukung by the informant i.e. the principal triangulation. The data source is a source of skunder indirectly provide data to the data collection, for example through another person or through documentation (Sugiyono, 2010:309). Secondary data research is research journals, books or articles related to this research, as well as documentation of the school are supported in this study.

Data analysis technique used is a data analysis technique Milles and Huberman is more simple in its data and interactive analysis stage. According to Bogdan in Sugiyono (2012:244) data analysis is the process of finding and compiling data systematically data obtained from field notes, interviews, and other materials, so that it can be easily understood, and his findings can be communicated to others. The stages are carried out, namely data collection, reduction of data, presentation, and conclusion

The technique of the validity of the data used is the technique of triangulation. Sugiyono (2012:270) revealed there are several ways to improve the credibility of the data against data qualitative research results. Triangulation used i.e. triangulated the source and triangulation techniques.

RESULTS AND DISCUSSION

Results and discussion of the research that has been conducted in accordance with the outline of the problem regarding the application of

learning strategies in realistic mathematics introduces math beginning in Group A in kindergarten the teacher introduces the Ananda Kudus math commencement through realistic math strategies include learning, strategy planning, organizing, delivery strategies, and management strategies. Teacher introduces the mathematics beginning with how to invite children to play traditional games. A traditional game in recommend by kindergarten teacher Ananda is a game-a game that contained elements of understanding basic concepts of mathematics as the earliest known dakon, engklek, monopoly and so on. Traditional game is a hereditary game from there. The game is one of the forms of traditional culture should be preserved. traditional game types are displayed in accordance with the categories according to the game. IE: playing and singing and dialogue, or play and sports Thought, playing with the Buffalo stunt (Aulia, 2013:9). In addition to referring children to play traditional games, teachers also use real media exist around the child, such as puzzle board figures, maze, card numbers and so on. It is in line with Wijaya (2012:21-23) to formulate the second point 5 characteristics on the use of models, the use of the model serves as a bridge of knowledge and math informal level towards the formal level of math knowledge. So the use of the model in this approach is for the discovery and development of mathematical concepts by the child. In this study the teacher acts as a facilitator, in which the teacher provides the needs required by the child. Free the children to explore knowledge-knowledge of media supplied by the teacher. In accordance with the opinion of Iskandarwasid (2008:26) that the purpose of teaching is learning to learners. Learning means increasing the ability of learners to process, find and use information for the development of self learners in the context of lingkunganya, in a strategy that centered on this kid starting at the corner of dotted sword that memeberi sense that teaching is an attempt to create the system environment that optimizes learning activities.

CONCLUSION

From the results of research conducted in kindergarten the Ananda Kudus then it can be inferred that that math teachers in the dissemination of the beginning of the learning, planning strategies include organizing, delivery strategies, and management strategies. Teacher introduces the beginning of mathematics through mathematical strategy realistic one invites children to play traditional games, by playing a traditional

game of children indirectly learn about understanding the concept.

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