Problem Solving Ability In Early Childhood Through Pattern Play In Ra 'Amalia Darma Of Sunggal District Deli Serdang Regency

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Abstract :
One of the ability that must be developed since age early is problem solving skills. With ability This child can develop ability think in breakdown problem. This Problem solving ability aiming For overcome a problem they in overcome problem in life daily. Related Problem Solving abilities with How child thinking, understanding, remembering, ability solve problems and create a decision. Focus in study This is analysis children's problem solving abilities in play pattern. Research Objectives This is for know children's problem solving abilities age early. The research design used in study This is design study qualitative with method studies case. Data collection techniques using observation, and interviews. Data analysis techniques using analysis design thematic data collection, data selection, presentation, and withdrawal Conclusion. Research results show problem solving skills in children age early through play pattern that is play pattern color child Already capable observe, experiment, compare, and communicate to teachers and friends same age when happen A problems faced at the time play. Recommendations for teachers in problem solving abilities in children, teachers create interesting media for child so that classroom learning So more effective and child feel more interested when follow learning, teachers must create situations that can increase attitudes, interests, and motivation. Teachers should Capable create learning strategies for children No easy bored in the learning process so that objective learning can achieved.

INTRODUCTION

According to Mansur (Munisa dkk, 2024), early childhood is a group of children who are in a unique growth and development process. They have a special growth and development pattern according to the level of growth and development. This period is a golden age, because children experience very rapid growth and development and cannot be replaced in the future.

Aspect development child age early covering religious-moral, physical motor, cognitive, language, social-emotional, and arts. From six aspect that is one of the necessary developments be noticed educator and parents that is aspect cognitive. Gardner (Rita Nofianti, 2021) stated cognitiv or intelligence is the thinking used with good and fast by someone For overcome conditions and solve problem The Ministry of Education and Culture (2015) said There is three aspect cognitive that is learning and solving problem, namely ability breakdown the simplest problem in life a day day. Second, think logical, which includes various differences, planning, patterns, taking initiative, classification and recognizing cause and effect. Third think symbolic, where a person can his ability For get to know Good That concepts number.

Of the many Lots ability cognitive, the ability that must be developed by parents and also educator since age early is problem solving ability (Rika Widya, et.al, 2023). Ability This Where child can develop ability think about it and also creativity in breakdown problems, and children Still need somebody Good That educator both adults and children For apply in life everyday. According to Britz (Sanusi, 2020) problem solving is a The first step that must be taken developed, encouraged, rewarded, and given encouragement to child because problem solving is certain will There is in life everyday life. According to Ahmadi (2005) problem solving is an intellectual process in children age early when they meet with a problem and then appear breakdown problems in the form of a decision actions and thoughts by children. If child No own solution or point meeting so they will think about return from First For get a understanding from the problem that will faced by children

The problems faced by adults and children are very different same and far different, but child age early also must have problem solving skills that can help child in finish the problem, and the ability the child continues developing. Problem solving abilities in children age early aimed at aiming For overcome issues and problems in life they everyday. Problem solving is not only overcome problem in life daily only, but also can explore child Good That do school assignments or at home. Problem solving abilities vary from person to person. development and in accordance with stages his age (Lestari, 2020).

One of games that can develop problem solving in children age early is with play pattern. Play pattern arrangement series objects, movements, parts, sounds, and colors that can be repeated (Sujiono , 2007). Learning draft pattern must customized with level

achievement development child age early. According to Achievement Level Standards Child Development (STPPA) Number 137 of 2014, ages 5-6 years where children Already can solve a very simple problem simple in life everyday with easy and possible way accepted in the environment, classifying object based on color, and size, knowing pattern abc - abc, and sort a objects of the same size from the smallest to the largest and vice versa. There are many method For introduce pattern in children But No remove element play, that which can We know child age early Study through play.

From the results observations conducted on August 24, 2023, stage the beginning of what was done is see direct activity Study teaching teachers. As for the children who were observed moment observation that is totaling 12 children, 5 of whom are children man and 7 children women. However among 12 children educate said, still There is a number of child educate experience development of problem solving that tends to Not yet developing. Development child students aged 5-6 years at the time of the observation process observed child problem solving development still very lacking marked with Not yet it looks like ability child problem solving in activity put together a puzzle, put together beams, and also in maze activity. In the activity children's puzzle assembly Not yet capable compile puzzle pieces with true and not yet can finish appropriate puzzle shape. Activities other like compile block, child Not yet capable grouping big and small beam and also in maze activity where child Not yet capable look for correct and easy trail going to point on a place.

Based on results interview with the teacher that Still There is a number of child not enough capable in finish the task given in things on problem solving abilities, such as Not yet capable grouping object big-small, size, many at least objects and things small still assisted by the teacher.

Based on matter the researcher interested do study with title" Problem Solving Skills in Early Childhood Through Playing Patterns at RA 'Amalia Darma, Sunggal District Deli Serdang Regency."

RESEARCH METHODOLOGY

In research This use approach qualitative. According to Sugiono (2010) research qualitative is research where researchers are placed as instrument key, technique data collection was carried out in a way data merging and analysis is inductive.

In accordance with the problem that becomes focus in study This that is description descriptive about problem solving skills in children age early through play Pattern in RA 'Amalia Darma, Sunggal District Deli Serdang Regency, then researcher use approach qualitative with describe the data that researchers get as results a research. With use approach this, then researcher will get data in intact and able described with clear so that results study This truly in accordance with conditions in the field. Author to expose and explain a events and activities during the learning process ongoing .

Subject study includes class teachers (educators), employees, participants educate, and head school at RA Amalia Darma. While object study is all over children who are in group B RA Amalia Darma about problem solving skills in children age early through play pattern.

Main data collection techniques in study This is interviews, observations, and documentation. Data collection was carried out in a way natural on 30 data sources.

Procedure study consists of from a number of stages, namely:

1. Preparation Administration Before study implemented, first of all done related preparations with administration research, namely problem licensing which includes licensing from party head RA Amalia Darma School, District. Single Deli Serdang Regency. Preparation of Measuring Instruments Study The preparation in question is prepare tool measure what will happen later used For study.
2. Implementation Study
    a. Observation beginning used For know" Problem Solving Skills in Early Childhood Through Playing Patterns at RA Amalia Darma."
    b. b. Implementation
    c. Observation end done For knowing" Problem Solving Abilities in Early Childhood Through Playing Patterns at RA Amalia Darma."

RESULTS AND DISCUSSION

At the meeting this, child able to at the stage reading and thinking, where stages This consists of from identify facts, questions, and determining action Next. Ability children at stages this, TA already Can think and read with He observe colors and media given by the teacher later He stick One one by one paper colored the For become pattern abc-abc. First TA sticks color green to be continued colored blue and next yellow, then TA attaches color green-yellow-blue . So that form the pattern green-blue-yellow, green-

yellow-blue, green-blue-yellow, yellow-green-blue. While AH attaches green-blue-yellow, green-blue-yellow, green-blue - yellow, green blue-yellow (abc-abc) and so on.

Following conversation between TA, AH (children) and Y (teacher):

TA: "Ma'am, why? colors the paper that I stick it on different with AH? "

AH: " Yes. yes, colors first have TA already regular , you stay follow colors green - blue-yellow Again repeat colors previously ".

TA: Why must the colors repeated, i Want to to stick the color that i Like like yellow Formerly new Then blue. Hana jeut again nyan ma'am ? (no) may like That buk?)

Y: No No may Darling, bro TA has already done it Good to stick the colors. However if bro TA doesn't repeat the previous colors so No shaped regular pattern that is pattern abc-abc ".

TA: (TA starts) observe AH's and his have). "Oh meunan (oh I see), why is it mine? No regular what is the color ? Means brother must repeat the first color Again that is green-blue-yellow Keep going the color So regular hose interlude like that yes buk ".

TA observes owned by Friend beside him and also observe the colors of his friends class, TA collects information and ask to friends and teachers. After get information from the teacher and his friends, TA started understand will error the colors that he paste so that No shaped pattern. of results findings on that TA can to stick colors the Because He respond and understand something object viewed from his friends and the information he get from teachers and friends so that TA does action with make repeat pattern the so that pattern the color his shaped pattern abc-abc .

At the stage Next TA finds out and gets it information from teachers and friends classmates. Children begin look for information For find a solutions that can solved with method He ask with teachers and friends so that TA can finish the problem in activity play pattern. According to Brewer & Scully (Syaodih, 2018) problem solving in children that is grouping, skills observation, measuring, comparing, experimenting, concluding, connecting, and using information.

In the first TA case He find out and observe with method around class and see form pattern made by friend class, then TA compares pattern color his with his friends. After known pattern his different with others TA looking for information with ask to teachers and friends Why the pattern that he for different with his friends. The child finishes the problem Alone with try get information that will be finish the problem at the time play.

Khaironi (2017) said teach problem solving training for children child for process a the information they have get and next teach they in understand decision in a way itself. This problem solving in a way direct for help child understand learning and giving opportunity in to finish a problem they well done Alone and also in a way together - 40 same. This problem solving learning expected child can think critical and complete problem.

Stage furthermore that is choose or strategizing, experimenting, simplifying, and categorizing problem become simple problem. Based on observation in research, TA subjects are seen capable in do strategy stage where TA is capable make pattern in build A home. TA makes inspired patterns from room at his house, TA did with make room One with 36 other rooms from a number of block shaped pattern circle O-0- oO-0-o.

One of the conversation that TA said to the teacher "Ma'am, this is room brother with friends , but one room Again pack form beam yup hana The same drinking room loen Mom ? Pakoen form jih O-0-oOo-0- O bukon O-0-oO-0-o preh ile Okay loen try for repeat" (Mom, this is room brother with friends, but room One Again Why form the block No The same with room I Mom? why? its shape No The same with room I buk?). Then TA tried dismantle and make repeat so that form beam the The same exactly with form his room. TA has capable grouping and classifying forms beam as at the time build wall his house with use beam rectangle set length or arranged until tall.

Fifth stages in the development of problem solving Already done by children. In the problem solving process, the subject has involving activity his cognitive at the moment play pattern block. Activity cognitive thinking processes in children in assess, relate and consider something incident. The problem solving process is expected child focus obtain and use source learning, information and reasoning. As has been explained, ability cognitive child age early that is development and growth capacity intellectual. Capacity intellectual This a thinking process part a child. This section used for the search process cause and effect, knowing and guiding behavior in demand child through the learning process in remembering, thinking and understanding.

Rilasya (2016) problem solving can be done developed through various method that is give chance from the problems faced child with give a freedom in explore and experiment to objects that are around Greeno (Dewi, 2020) there are three types of problems that consist of from (1) problems of a nature build structure in children (problems of inducing structure), where the ability cognitive For build understanding

child age early. Task main child is find pattern connection elements presented in problem (2) problems that are of a nature transformation (problems of transformation), problems transformation there is goals and conditions specific and purpose as well as series procedure that produces change situation . Problem solving in children age early in problem This child find problems and change become A new solution with his creative ideas . Where in 45 problems This task child expected own skills For think of ideas and strategize with objective analyze a problem (means-end analysis). (3) problems that are problems of arrangement, this problem related with arrangement or arrangement where are some problems there is elements and requires child For to organize and arrange element the with existing criteria .

Every meetings, developments in children's problem solving seen when the teacher provides interesting media. Briggs (Salma Rozana, 2022) learning media means For convey material learning like books, videos, films, and so on. When children observe the desired media child will give argument or comment to the teacher, then the teacher gives reinforcement, and every child have different abilities in see or to give meaning to Figure 46 is given. Because That in support learning in children teachers must choose material learning that has problem. Rahayu Dwi Utami (2023) lack of variation The teacher's delivery of the learning process will also impact on development cognitive children, and the consequences child So No understand as well as not enough own problem solving skills in to finish problem. Children aged early problem solving ability will develop with Good in accordance with stages if they be in a supportive environment For trigger his thinking . Children's problem solving abilities will increase if There is help from environment and stimulate child with fun activities. So, parents and teachers as well Friend play help development cognitive child. The role of the teacher is also very important in improve problem solving in children age early started from the teacher reveals problems, and they should confront problem the to children. The teacher discusses breakdown problem solving with child so that they more realize the importance of problem solving. Utami (2014) teachers should sued For search and find a learning process that should be can give motivation Study For children and produce an interesting and enjoyable learning process child so that child think critical and logical in to break down a problem in a way independent and creative.

The role of adults is very important in developing problem solving in children,

educators and parents disclose problems and discuss breakdown the so that they more realize importance breakdown problem. It is expected child understand will the problem they have find and they can finish problem said, from various problems that children face find it is hoped that the child capable instill in himself For development become man adults (Fleer, 2019).

CONCLUSION

Problem solving skills in children age early through play color pattern child Already capable experiment, observe results play pattern color, compare order pattern the color with Friend classmate, child capable to communicate results order pattern color with teachers and friends peers Why results order pattern color Can different and child can overcome a problem. On observation Second, children's problem solving abilities age early in overcome problem through play pattern that problem solving skills in children moment play pattern beam there are five stages breakdown children's problem solving that is stage read and think child Already capable in observe a image and pour into the play block, stage explore and plan child capable organize information with observe forms pattern building and child will plan building form House as they say want and child capable organize something to see in picture and child merge his observations and imagination. Furthermore stage choosing a child strategy Already capable make a strategy in build A House from Miscellaneous form blocks and categorize problem become simple problem. Stage look for answer capable look for answer Why form pattern room he different with form pattern the other room and the blocks arranged in the room There is six whereas the other room There are 7 blocks. Stage reflection and development child find solution alternative, pouring out what ideas he has do in the learning process moment activity play, develop answer to the situation others, discuss answer to friends and teachers. It is expected to researcher Next, so that other games can be played increase aspect development child.

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