Effect of Using Favorite Food Songs on Early Childhood Numeracy Literacy

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Abstract: This study aims to determine the effect of the banana compote song on children's numerical literacy in Nurul Hidayah Bukittinggi Kindergarten. This study involved 20 children as research objects, of which 10 belonged to the experimental class and 10 to the control class. The research design was the pretest-posttest control group. The collection used a scale to test the quality of the measuring instrument. It used the content validity test with professional judgment to see reliability using SPSS 20.0 for window with the Alpha Crombach technique. Hypothesis testing uses the statistical T-test technique with the help of SPSS 20.0 for the window, which shows a significant level of 0.000. It shows that the banana compote song affects the numerical literacy of kindergarten.

1 INTRODUCTION

This study aims to determine the effect of the banana compote song on children's numerical literacy in Nurul Hidayah Bukittinggi Kindergarten. This study involved 20 children as research objects, of which 10 belonged to the experimental class and 10 to the control class. The research design was the pretest-posttest control group. The collection used a scale to test the quality of the measuring instrument. It used the content validity test with professional judgment to see reliability using SPSS 20.0 for window with the Alpha Crombach technique. Hypothesis testing uses the statistical T-test technique with the help of SPSS 20.0 for the window, which shows a significant level of 0.000. It shows that the banana compote song affects the numerical literacy of kindergarten. Manuscript effect on the numerical literacy of kindergarten.

Early literacy and numeracy are two skills that have developed from an early age and become that important factors determining academic success later. (Duncan et. a, 2007). The child demonstrates basic abilities to think critically, creatively, and collaboratively. Children can recognize and see the relationship between patterns, symbols and data, and can use it to solve everyday problems.

What are the Initial Numbers?

a) Numerical skills in early childhood are also related to basic problem-solving skills and the application of mathematics in everyday life.
b) Not just numeracy skills but also ways of thinking about algebra, geometry, measurement, data, and opportunity analysis.
c) Knowledge, skills, attitudes, and tendencies that one needs to be able to use mathematics in various situations.
d) Initial numeration refers to the basics of reasoning mathematics acquired early.

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Table 1: Initial Numbers.

Content	Age 5 - 6 years
Algebra	Sorting, Grouping, Pattern Making, Solve The Problem
Number	Compare, Order (First, second, and third), Dividing material among friends, Counting, One - one relationships.
Geometry	Geometry is more than naming shapes. Geometry includes understanding spatial, position, and 2-dimensional- and 3-dimensional relationships.
Measurement	Understand the attributes of objects - objects, Construct the concept of non-standard measurement, application of numbers to measure, serialize
Data Analysis	Collecting information, Organizing information in simple terms, Asking and answering questions regarding the information collected by the organization

Early Numeracy Skills Matter:

a) Supporting children with a way of thinking mathematically requires them to be actively involved in the environment.
b) Provide a foothold for children to learn to reason, connect ideas, and think logically.
c) Helping children observe, manage, and find meaning in their environment.

This introduction to numerical literacy requires active, creative, and fun learning activities. This matter is done so that children in learning feel happy and not saturated so that children's learning outcomes can be as optimal as possible. Introduction to numerical literacy is useful for improving thinking and child creativity. In addition, through activity. Knowing numerical literacy can also encourage children to make great innovations. The child's sensitivity is increased towards an object they see, so the child can also differentiate and analyze (Pradana, 2016). To help children get to know numerical literacy, media is needed. This matter is due to one of the principles of early childhood learning through the media. Appropriate media for early childhood, especially in introducing numeric literacy, has a big role. Son taught numerical literacy in abstract and concrete forms so children easily understand and understand it. Besides that, in the presence of interesting media, children too have demonstrated motivation feeling happy, aroused, and interested, so encourage children to think positively about learning to recognize numerical literacy. The ability to recognize numerical literacy children will develop according to the level of developmental achievements contained in to develop the ability to recognize numbers is used active learning media and fun for children, namely media music.

Music is used as a medium of learning. Of course, we must be able to make the learning atmosphere fun and not boring. In this case, related music with numbers. The use of music for children will certainly have a positive impact on the process of learning. It is because music is one way to stimulate the mind so that the child can receive the material well. Music will also stimulate the mind, improving concentration, memory, cognitive, physiological aspects, and emotional intelligence. Music will too affect the child's feelings to affect the teaching and learning process. The banana compote song is a tutorial-themed song and ingredients for making banana compote.

Based on the results of observations in the field, a problem can be formulated, namely how music can develop the ability to recognize numbers in group B garden children. In this case, researchers and teachers are looking for learning media, namely introducing numbers and solving problems with the banana compote song. So the goal to be achieved in this study is to develop number recognition skills using music media in group B kindergarten children.

2 METHODOLOGY

This research was conducted using a quantitative approach. Which method used in this study is a quasi-experimental design (pseudo-experiment). The use of quasi-experimental design methods was carried out to achieve the research objectives, i.e., increase the ability to know numbers in Kindergarten Group B children. The quasi-experimental design used in this study was a non-equivalent pretest-posttest control group design (Sugiyono, 2011). A description of the flow of implementing the guidance program using music media can be seen in the picture as follows.

Table 2: Desain Penelitian.

Kelompok	Pre-test	Pelaksanaan Program	Post-test
Eksperimen	O_1	X_1	O_2
Kontrol	O_1	X_2	O_2

Information :

01: initial test (before being given treatment) on the experimental group and control group

02: final test (after being given treatment) on the experimental group and control group
X1: giving treatment using music media
X2: conventional treatment / without treatment

3 RESEARCH RESULTS AND DISCUSSION

The results of research done on the control group, after being given a pretest and then the control group did conventional learning 6 times meeting and given a posttest, can be seen from the results below.

Based on the t-test results, the results obtained were t = 12.038 with a level significance of 0.000. It shows that there is a significant difference between the experimental group and the control group.

3.1 The Concept of Counting

In this activity, the teacher and children sing in which there is a concept of counting. The initial stage of counting in children is counting through memorization or counting Crisp et al., (2016). The teacher develops this ability through the activity of singing the song kolak banana which already has a number in the lyrics of the song. Calculate and work with simple and complex numbers. According to Softic (2016), Using rhymes or songs is a fun way to learn numbers for children. Later the child will count the number of ingredients to make the banana compote in the song's lyrics. Arithmetic operations include addition, subtraction, addition, and division. The necessary understanding of the core and relationships between numbers is well enough to see the interrelationships between the operations. For example, the problem of subtraction can be turned into an addiction, as well as the problem of division and addition Stenberg et al., (2019)

3.2 Solve the Problem

Problem solvers can be stimulated by exchanging opinions, asking questions, or conversing with children. Material can be in the form of imagination, real events around the child, or games. The ability to solve problems (problem-solving) is the ability of students to use their thinking processes in solving problems through gathering facts, analyzing information, compiling various alternative solutions, and choosing the most effective problem-solving. Dahlia et al., (2013).

Indicators of problem-solving abilities in kindergarten children include:

3.2.1 Using the kolak banana song, the ability to observe, observe and understand something can be seen in the lyrics of the children's song can observe the lyrics and what information is in the lyrics. (observation),

3.2.2 Ability to collect data and information (collecting), The child collects data on the lyrics of the banana compote, such as the ingredients for making banana compote and the amount of banana compote.

3.2.3 Ability to process information (communicate), The child first processes any information related to the banana compote song.

3.2.4 My ability to communicate information. The child begins to communicate what information is contained in the banana compote song and can ask questions and answers with the teacher.

Kucina (2016) revealed that the ability to solve problems in early childhood is the ability to use their experience in formulating hypotheses, collecting data, making decisions about hypotheses, and making decisions about the information they get in the scientific process.

4 CONCLUSION

Using rhymes or songs is a fun way to learn numbers for kids. Later the child will count the number of ingredients to make the banana compote in the song's lyrics. Arithmetic operations include addition, subtraction, addition, and division. The necessary understanding of the core and relationships between numbers is well enough to see the interrelationships between the operations. Problem solvers can be stimulated by exchanging opinions, asking questions, or conversing with children. Material can be in the form of imagination, real events around the child, or games and song media. It proves that the song kolak banana affects the numeric abilities of children aged 5-6 years.

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