THE IMPACT OF ART PUZZLE ON PRESCHOOL CHILDREN'S AUTONOMY IN KB HIDAYATUL ISLAM PAKUNIRAN PROBOLINGGO

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ABSTRACT

This study discusses the impact of a puzzle to increase the autonomy of early childhood at KB Hidayatul Islam Probolinggo. This study aims to assist teachers in increasing children's autonomy with a puzzle. This type of research uses a quantitative research method. This research was carried out at KB Hidayatul Islam Probolinggo with all teacher and student councils as subjects. Researchers carried out observations, tests, and data analysis documentation using statistical data analysis techniques to obtain this data. The data collected was in the form of pretest and posttest scores. The results of this study indicate that puzzles done correctly can boost early childhood autonomy. It is also essential to pay attention to the processes involved in adopting puzzles to improve children's independence so they are pleased, cheerful, and always autonomous.

Keywords: Art Puzzle Media, Children, Autonomous.

INTRODUCTION

The early childhood stage is characterized by unique patterns of growth and development in various domains, including cognitive abilities, social-emotional skills, language acquisition, and specialized forms of communication. Hence, it is logical to assert that young children, specifically those aged 0 to 6, exhibit remarkable growth and developmental patterns that contribute to the manifestation of individuality in youngsters who require adequate stimulation and support from parents and teachers.[1] Early childhood education programs are vital to guide children's growth and development.

Early childhood education is instruction planned to promote a child's overall development or emphasize the child's personality growth. The term "early childhood education" can also refer to a type of education concerned with setting the groundwork for a child's future growth and development, including autonomy.[2]

Parents can send their children to a facility that can assist and educate them in accordance with their growth and development to ensure that youngsters receive an education. Playgroups are institutions that may teach preschoolers (KB).

The autonomy of young children in carrying out skilled procedures is the capability to carry out simple daily activities, such as eating without being spoon-fed, being able to put on one's own socks and clothes, being able to urinate and defecate on one's own, being able to put on one's own clothes and pants, and being able to choose which supplies to bring with him while studying at the KB or Kindergarten and can tidy up his own toys. The ability to select companions, the bravery to study in class without parental supervision, and the desire to share snacks with peers when playing are examples of early childhood independence in socializing.[3]

Based on the foregoing

understanding, child autonomy is one of a child's most essential needs, keeping in mind that autonomy is a child who can be responsible, does not depend on others, does not have to go to school with parents, and can also later as an adult make his or her own decisions.

[5] Bahar Dan Risnawati, Pengaruh Penggunaan Media *Puzzle* Terhadap Hasil Belajar MatematikaKelas III SD Di Kabupaten Gowa, *Jurnal Publikasi Pendidikan,* 2019. Vol 9 No. 1
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Statistical data analysis techniques were used in the analysis process. The data obtained in the form of pretest scores and posttest scores, which were subsequently compared, were utilized to examine quantitative data. To compare the two numbers, evaluate whether there was a difference in the results between the pretest and posttest scores. Submission of the difference in values was only made on the average of the two values, and for this, the IBM SPSS Statistics 26 program was used in conjunction with a method known as the t-test.
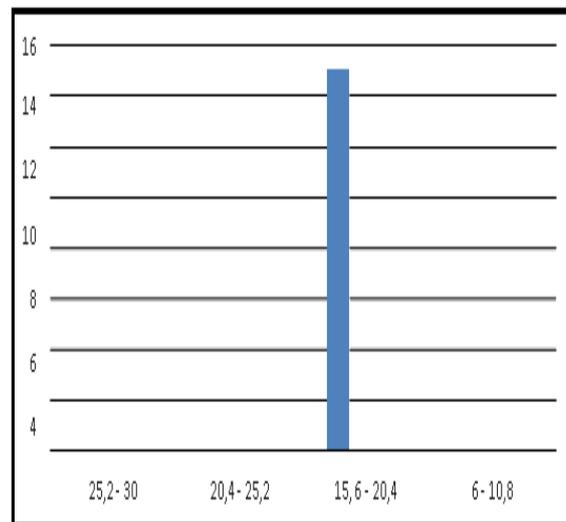
RESULTS

Pre-test Data

Diagram 1. Pre-test Data

Data collection in this research was obtained by conducting experiments. The design used is a single-group pretest-posttest experimental design (one-group pretest-posttest design). This experiment was carried out on one group without a comparison group by giving a test at the beginning and the end.

Post-test Data

The data was obtained after carrying out four treatments so that the test finally showed increased children's autonomy, along with the results of the treatment and treatment using puzzle media.
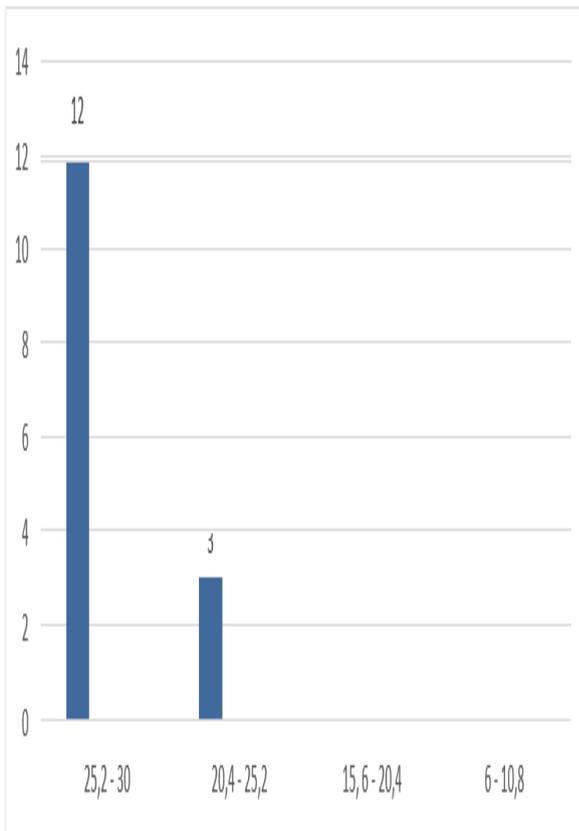

Diagram 2. Post-test Data

Preschool children's autonomy increased significantly when comparing the initial test (pretest) before puzzle media treatment with the final test
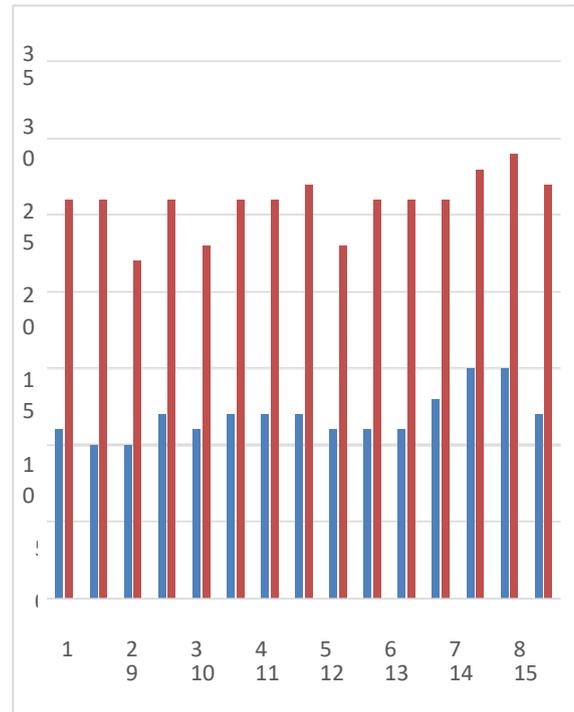
(posttest) after puzzle media treatment.

Diagram 3. Comparison of Pre-test and Post-test treatment

DISCUSSION

The lowest value before receiving therapy is 10, while the highest is 15, as seen in the assessment table above.

From the table above, it is clear that there was a rise in the autonomy of the children in the Hidayatul Islam Probolinggo KB after receiving the treatment, both before and after. The children generally improved after treatment; the student who scored the

lowest on the pretest (10) received a 22. The student's score has improved from the pretest's highest score of 15 to the highest treatment, with a value of 29. This is evident from the value data of the research results.

The comparison between before and after using puzzle media on children's autonomy can be stated in the picture above, and the diagram illustrates the result of administering the treatment.

The table above demonstrates that descriptive statistics during the pretest were carried out on increasing children's autonomy with a minimum score of 10 and a maximum of 15, with a mean of 11.87 and a standard deviation value of 1.506. A descriptive analysis was carried out to describe the tendency of respondents' proficiency results from the media puzzle. This indicates that the data obtained were spread out or that it was not centered on a single value. The post-test value data had a mean of 25.80 and a standard deviation of 1.859, with a

minimum value of 22 and a maximum of 29, respectively.

All collected data, including pretest and post-test, were subjected to the normality test. The Kolmogorov-Smirnov statistic was used to perform the normality test on the data distribution. The SPSS Statistics 20 for Windows application was used for the statistical analysis. If the significance value was obtained above the required significance level, set at 0.05, the testing condition was that the data was normally distributed. Results of all data's normality tests summarized.

CONCLUSION

The conclusions that can be put forward in this study are in accordance with the objectives and problems formulated. Based on the results of the data analysis that has been carried out, it can be concluded that:

1. Students' autonomy after being treated by puzzle media has

increased well and is also better than before, as described in the results of the descriptive analysis. Besides, their cognitive abilities are also increased.

2. In KB Hidayatul Islam Probolinggo, there was a considerable relationship between puzzle media and children's autonomy. This is seen in the range of 11.87 to 46.28 in the children's average independence before and after treatment. The results of hypothesis testing, where the sig. 0.05 also supports this.

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