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Experimental Learning Management to Improve Cognitive Aspects of Early Children with Kinesthetic Learning Style

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Abstract
This research aims to explore the management of experimental learning methods based on kinesthetic learning styles in early childhood at RA Raudhatul Ummah, Bekasi City. The research method used is qualitative, with the research object focusing on learning practices at the institution. The research results show that learning management is a necessity that requires the application of management principles, including planning, organizing, implementing and supervising. In addition, the experimental method has proven to be very effective in improving cognitive aspects for children with a kinesthetic learning style. Research recommendations include suggestions to the Head of RA Raudhatul Ummah to carry out assessments from parents through questionnaires regarding experimental method learning activities and ensuring children's comfort. Apart from that, it is recommended that teachers continue to innovate in creating more varied learning methods, especially for children with learning styles other than kinesthetic. This research contributes to a further understanding of the importance of managing experimental learning and adapting learning methods to kinesthetic learning styles to improve the cognitive aspects of early childhood. Hopefully, these findings can become the basis for developing more effective learning approaches in similar educational institutions.

Keywords: *Learning Management, Cognitive Development, Early Childhood*

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INTRODUCTION

Education is an effort to develop students' affective, cognitive, and psychomotor abilities (Ratnaningsih et al., 2022). The main tasks of professional education include educating, teaching, guiding, directing, training, and evaluating students with the aim of developing their competencies. Early childhood experiences rapid physical and mental growth, making it crucial for each child to receive adequate education to support their development. Howard Gardner, a professor of education at Harvard University, stated that the brain, as a highly complex organ, has a learning capacity far beyond its current use by humans (Moleka, 2021). Some individuals have the ability to absorb a lot of information

simultaneously, while others can only absorb information gradually or in small amounts (Mufidah, 2017).

Early childhood education serves as an environment where children in their golden years can build a basic foundation. According to psychologists, early childhood is a period that occurs only once and cannot be repeated, and it plays a very significant role in shaping the quality of human development in later stages (Ferdian Utama, 2020). Benyamin S. Bloom stated that a child's intellectual development experiences rapid growth in the early years of their life. As much as 50% of the variation in adult intelligence occurs when a child is 4 years old. An increase of 30% occurs at the age of 8, while the remaining 20% develops in the middle or late second decade (Mahmudi et al., 2022). Children are valuable assets to their families, their surrounding environment, and also to the progress of the nation. They are the future generation, and to achieve sustainable national progress, early childhood education is crucial. Therefore, it is important to provide good education to young children, both at home and at school (A. P. Hastuti & Utomo, 2022). Children learn through experiences they receive from external stimuli processed by the body's sensory system, then processed by the brain to be accepted and understood. It turns out that there are dominant tendencies in how each child's sensory system processes information. These tendencies are often referred to as learning styles (Mufidah, 2017). To ensure that each child not only enhances their knowledge and skills but also develops good character, it is crucial to provide an optimal approach to the development of their affective, cognitive, and psychomotor abilities at an early age.

Early childhood learning in an Early Childhood Education (PAUD) institution is essentially conducted to stimulate and support the growth and development of children, as is the case with Raudhatul Athfal (RA) institutions. The achievement of aspects of child development will optimally flourish if teachers can plan and design appropriate learning plans, allowing children to engage in learning and play activities with joy. Several factors must be considered by teachers when designing learning programs, including preparing a comfortable learning environment, arranging the classroom, preparing suitable media, and creating activity programs that are tailored to the interests, needs, and learning styles of the children. Because essentially, each child is unique, with their own specific traits and learning styles during play. Therefore, teachers must know and understand the various learning styles of children, be able to identify their learning styles, and understand their strengths and weaknesses (Kristianto et al., 2023).

Schools, as institutions authorized to educate, guide, nurture, and habituate learning, including learning through various methods, enable children to develop and explore their potential with the stimulus and guidance of educators so that students' competencies develop more optimally. However, in early childhood education institutions today, classical learning systems are still widely implemented, preventing children's potential from being fully explored. The tendency of children with different learning styles in one group but being taught in a unified manner makes the learning process less dynamic and monotonous, resulting in kinesthetic learners being labeled as mischievous and unable to sit still. Children with kinesthetic learning tendencies often disrupt their peers who are studying or playing. In fact, these so-called mischievous children have a kinesthetic learning style. At RA, where the age range is 4-6 years, many teachers still design children's learning activities based solely on age, without considering that children's learning styles and characteristics differ (I. B. Hastuti et al., 2022).

RA Raudhatul Ummah Mustika Jaya, Bekasi City, is one of the early childhood education institutions under the Ministry of Religious Affairs that has been established since 1998. RA Raudhatul Ummah is managed by a foundation named Yayasan Pendidikan Kurnia Ampera. Based on initial observations with the help of classroom teachers and using simple instruments to identify children's learning styles based on exhibited characteristics, children with a visual learning style have distinctive traits reflecting a dominant preference for visual information. They tend to require visual presentations to understand concepts or lessons

better. A strong sensitivity to color is also a trait, where they may show preference or intense response to the use of color. Additionally, they tend to have a better understanding of artistic issues. Despite their strengths in visual comprehension, these children may struggle with direct dialogue and prefer to communicate through visual elements. High reactivity to sound and difficulty following verbal instructions are also observable characteristics. Additionally, they often misinterpret words or speech, showing their dominant preference for processing information through visual stimuli. Meanwhile, children with an auditory learning style rely on their hearing ability to understand and comprehend a problem, characterized by receiving information absorbed through hearing, difficulty absorbing information directly in written form, and difficulty with writing or reading

Children with a kinesthetic learning style exhibit distinct characteristics that indicate the need to touch objects or involve their bodies in the focus of particular information to understand it. They tend to be active in touching everything they encounter, even while learning. These characteristics can be seen in kinesthetic children's behavior, such as difficulty sitting still or being quiet because they always want to move. They tend to be active with their hands when performing tasks or activities. Additionally, these children enjoy using real objects as learning aids and show difficulty in mastering abstract concepts like maps, symbols, and signs. They tend to prefer experiments or practical activities and find interest in games and physical activities.

Based on these characteristics, initial observations identified 4 students with a kinesthetic learning style. Of the 25 students in Group B who were subjects of this study, 4 students were identified as having a kinesthetic learning style. When the study began, RA Raudhatul Ummah used a conventional/classical method of teaching. Before implementing experimental learning management to enhance the cognitive abilities of kinesthetic learners, the classical approach was found to be insufficient in uncovering the potential of students with a kinesthetic learning style. This was because kinesthetic students were too physically active, making it difficult for them to focus during learning activities. Their inability to focus on classical learning activities led to a lack of understanding, especially in cognitive aspects, which they could have grasped if they had been engaged with a method or approach that interested them. After evaluation and several observations of grouping students based on their learning styles, the results showed that students whose learning styles were catered to demonstrated more visible potential.

Children with a kinesthetic learning style tend to learn through tactile experiences. Data shows that children with this learning style find it difficult to sit still, and within 30 minutes, they tend to engage in multiple activities to stay active. They may also be less orderly in certain situations, such as during prayers, lining up, or listening to instructions from educators. However, kinesthetic learners can also learn through visual approaches. The research findings indicate that children with a kinesthetic learning style, in this case, FEV children, do not like activities that are too focused on listening or lectures. The research by Siska Maria et al. in the journal of PG PAUD, State University of Malang, titled "Gaya Belajar Kinestetik Anak TK Muslimat NU 9 Malang" showed similar results. A study by Fajar Isnaeni Saputri at the State University of Yogyakarta on "The Effect of Learning Styles on the Achievement of Gembongan Elementary School Students, Yogyakarta" found that kinesthetic learning style students prefer learning that involves physical movement. Observations showed that kinesthetic learners tend to get bored quickly when the material is only explained by the teacher and they are required to sit still. On the contrary, they are more interested in learning when it involves outdoor activities. The findings suggest that the kinesthetic learning style has a positive correlation with academic achievement. The coefficient of the kinesthetic learning style of 0.148 indicates that the higher the use of the kinesthetic learning style, the higher the students' academic achievement. This is what made the researcher interested in studying the kinesthetic learning style through experimental methods in early childhood at RA Raudhatul Ummah. The problem to be studied is how to manage experimental learning

based on the kinesthetic learning style of early childhood to improve cognitive aspects at RA Raudhatul Ummah, Bekasi City. Furthermore, how the experimental method can improve the cognitive abilities of children with a kinesthetic learning style. This study aims to determine how the management of experimental learning based on the kinesthetic learning style of early childhood can improve cognitive aspects at RA Raudhatul Ummah, Bekasi City.

This innovative research explains the importance of applying the experimental method based on the kinesthetic learning style of early childhood to improve cognitive aspects. Previous findings showed low student achievement in science, attributed to abstract learning and a lack of attractive media. The focus of the study is on improving science learning outcomes through experiments at Amanah Insan Cita (AIC) Kindergarten, Ponorogo. The spiral cycle method was used with a classroom action research approach. The results showed a significant improvement, consistent with the theory that the experimental approach can enhance learning. Moreover, another study (Qotrun Nada Nafi'ah, 2021) emphasized the importance of applying learning methods based on learning styles in early childhood during the pandemic era.

Research by Rahyana Hasibuan and Dadan Suryana (2021) discusses the impact of the Science Experiment Method on the cognitive development of children aged 5-6 years. Experimental learning, such as creating colorful soap bubbles, increased children's participation at TK Al Hikmah. These results form the basis for developing more engaging learning strategies. Diana Khamidun and Elif Mauzidatul Khoiroh (2013) highlight the effect of the Experiment Method on the concentration of children with special needs in early science learning. The qualitative experimental research shows that the experimental approach significantly enhances the concentration of children with special needs during science lessons. These findings provide a foundation for developing more effective learning strategies tailored to the special needs of children.

The similarity between previous research is that both researchers focused on the Experiment Method and learning styles in education as a way to enhance children's achievement and potential, thereby supporting cognitive development in early childhood and making the learning process more enjoyable. What differentiates the research I conducted from previous studies is that my research focuses specifically on the kinesthetic learning style of early childhood using only the experimental method, while visual and auditory learning styles are temporarily disregarded. The research was conducted at RA Raudhatul Ummah, which has a learning program based on children's learning styles, allowing children to learn more comfortably as they are grouped according to their preferred learning style. This study reveals how the management of an experimental method-based learning program tailored to children's learning styles at RA Raudhatul Ummah, Bekasi City, can be implemented, making it a flagship program at RA Raudhatul Ummah, Bekasi City, a program that has not yet been widely adopted in other early childhood education institutions.

METHODOLOGY

This research adopts a qualitative approach, an exploratory method to understand the meanings that individuals or groups attribute to social or human problems. The research process involves questions and procedures, participatory data collection, inductive analysis, and interpretation of the data's meaning. The structure of a qualitative research report is flexible, allowing the researcher to explore and understand the context and meaning of the phenomena being studied in depth. This qualitative method is based on post-positivist/interpretive philosophy, studying the conditions of the object naturally without experimental control. The researcher acts as the primary instrument, using triangulation to ensure data accuracy. Data analysis is inductive and qualitative, emphasizing meaning over generalization. This research was conducted at RA Raudhatul Ummah, Bekasi City, from September to November

2023. The research design began with a grand tour question, site visits, and a data collection schedule through observation, interviews, and documentation studies. A qualitative case study was chosen to explore the subject in depth. The main informants were the Principal, Mrs. Yuyu Posa Yupili, and Group B teachers, Mrs. Yustika Pebriana and Mrs. Septiana. Data collection techniques involved observation, in-depth interviews, and documentation studies, focusing on the experimental method in early childhood education based on the kinesthetic learning style.

Data analysis refers to the Miles and Huberman model, with steps including data collection, data reduction, data presentation, and data clarification. The validity of the data was tested through triangulation, member checking, and negative case analysis. Transferability and confirmability were maintained to ensure that the research results are applicable and reliable. The data collection schedule included initial observations, permission requests, grand tour questions, mini tour questions, interviews with the principal and teachers, and documentation studies. Thus, this research plan has a strong theoretical foundation and comprehensive methods to gain an in-depth understanding of the implementation of the experimental method in early childhood education based on the kinesthetic learning style at RA Raudhatul Ummah, Bekasi City.

RESULT AND DISCUSSION

This study reveals that RA Raudhatul Ummah in Bekasi has meticulously prepared and implemented an experimental method in early childhood education for kinesthetic learners. This process involves the stages of planning, organizing, executing, and supervising the experimental learning activities. In the planning stage, in-depth interviews with the Principal and Group B teachers revealed that planning begins with discussions between the teachers and the principal about the Group B students who tend to have a kinesthetic learning style. These children show high interest and enthusiasm when the theme is delivered through experiments, compared to conventional teaching methods. The results of these discussions form the basis for planning the experimental learning method, including grouping children based on kinesthetic learning styles, creating an implementation schedule, and setting the materials to be delivered through the experimental method.

It is undeniable that the experimental method requires costs, particularly for tools and materials. Therefore, the school includes all related costs in the school's operational expenses as an investment to enhance the quality of education. In the organizing stage, the organizational structure for the experimental learning method is established, involving the principal, teachers, and Group B students. The principal acts as the person in charge, teachers as the program designers and implementers, while the Group B students become the participants in the experimental learning method. The experimental learning activities are carried out according to the schedule created by the principal and teachers. Every Wednesday, experimental activities are conducted with predetermined materials. The schedule includes various topics, such as color mixing, floating and sinking, geometry, and the difference between solid and liquid objects. Teachers plan the activities, prepare the tools and materials, and explain the procedures of the experiments to the students. Observations by researchers show that the children enthusiastically participate in the experimental activities and show cognitive development. Supervision of the experimental activities is carried out by the

teachers, who observe each cognitive aspect of the children, from knowing to understanding, in accordance with the learning objectives. Assessment is conducted through questions and observations of the children's progress during the experimental activities. This supervision process is a crucial step in ensuring the effectiveness of the experimental learning method.

According to Robert Terry, planning in the educational context involves a series of activities aimed at selecting a sequence of actions that can lead to achieving educational objectives and goals. This planning process follows several key stages. The first stage is problem identification, which involves recognizing the problems or challenges that need to be addressed. This is followed by problem formulation, which requires detailing and explaining the nature and limitations of the problems faced. Next, goal setting involves defining the desired outcomes or results, with goals that should be specific, measurable, achievable, relevant, and time-bound. Identifying alternatives is the next step, where various solutions or approaches to achieve the goals are found and explored. Alternative selection is a crucial stage where, from the available options, the most appropriate and rational solution or action is chosen. Alternative elaboration involves further developing or refining the selected alternatives. This process includes detailed planning and adjustments to ensure that the chosen solution can be effectively implemented. Terry's planning approach emphasizes structure, rational bias, and efficient management to address challenges and achieve educational goals.

In RA Raudhatul Ummah, the planning stages according to Robert Terry are as follows: 1) Problem identification: RA Raudhatul Ummah identifies that children with a kinesthetic learning style have difficulty engaging in activities related to cognitive aspects. 2) Problem formulation: At this point, the Principal and Teachers at RA Raudhatul Ummah have formulated the problem that Group B children with kinesthetic learning styles tend not to follow learning activities with storytelling or watching videos. They become enthusiastic when learning through experimental or hands-on methods. Once the problem is identified, a schedule for experimental learning for kinesthetic learners is created. 3) Goal setting: The ultimate goal of the experimental learning method is to make kinesthetic learners in early childhood more enthusiastic and better at understanding the lesson material using the experimental method. For example, understanding the difference between sinking and floating objects. 4) Identifying alternatives, 5) Selecting alternatives, 6) Elaborating alternatives. This aligns with the research by (Subiani et al., 2022).

In the organizing stage, the Principal and Teachers at RA Raudhatul Ummah group Group B children with a kinesthetic learning style. They prepare experimental materials and assess to ensure that the materials can be delivered and understood by these children. This process aligns with Robert Terry's concept of determining activities to achieve goals. In the implementation stage, the experimental learning method is carried out according to the established schedule. Teachers form groups through simple games and explain materials, such as recognizing solid and liquid objects. Prompt questions are used to stimulate the children's knowledge about the material to be learned. Teachers explain the steps of the experiment, observe the cognitive development of the children, and use assessment instruments as indicators of the experimental method's success. Results show that children understand the material better when they conduct the experiments themselves rather than just listening to the teacher's explanation. After the experiment, they are given the

opportunity to present their results in their own words, enhancing their understanding and verbal skills. Thus, the implementation of the experimental method at RA Raudhatul Ummah Kota Bekasi successfully facilitated the cognitive development of early childhood kinesthetic learners.

Figure 1. Cutting and Assembling Geometric Shapes

In the image above, children are cutting paper to form various geometric shapes (triangle, square, circle) and straws to assemble them into beautiful and colorful patterns. Besides learning and knowing the names of geometric shapes, this activity also helps children recognize different colors.

Figure 2. Shaping with Plasticine

The image shows children playing together, using their ideas and creativity to make various shapes with plasticine. This indicates that the children are conducting experiments in shaping with plasticine.

Figure 3. Mixing Colors and Decorating Bottles

The image depicts children engaging in color mixing activities. When new colors are discovered through mixing, children enthusiastically discuss why the colors change. After mixing the colors, the activity continues with decorating plastic bottles with the mixed paint. The experimental learning activities at RA Raudhatul Ummah are consistent with the planning, organization, implementation, and supervision stages. This means there are no deviations from the planning to the execution of the experimental learning program.

Enhancing Cognitive Aspects through Experiments

As explained earlier, the purpose of the experimental method for kinesthetic learners is to enhance cognitive aspects in early childhood education for Group B students at RA Raudhatul Ummah. The planned experiments include four types of activities: 1) Color Mixing and Decorating Bottles: In this activity, the teacher prepares tools such as watercolors, palettes, brushes, and plastic bottles. The activity starts with a question and answer session about colors to assess the children's knowledge. The teacher explains color mixing techniques, and the children practice mixing colors and discovering new colors. They then use the mixed colors to decorate plastic bottles. Observations show that children learn about colors and enjoy decorating their bottles. The session ends with a discussion about the activity. 2) Floating and Sinking Experiment: The teacher prepares materials such as a bucket of water, metal spoons, plastic spoons, stones, small balls, toy eggs, and paper. After asking about the names of the materials, the children test each item to determine which float or sink and understand why some items float while others sink, based on their density. 3) Creating Geometric Shapes: Children cut paper into geometric shapes (triangle, square, circle) and cut straws. They ask questions about the geometric shapes while cutting, and the teacher explores their knowledge about classroom objects with similar shapes. The cut paper and straw pieces are then assembled into creative patterns according to the children's ideas. 4) Distinguishing Solid and Liquid Objects: To differentiate between solid and liquid objects, the teacher provides plates, glasses, water, milk, toothpaste, books, pencils, stones, and sand. Children are asked to pour water and milk into separate glasses and handle the other items. They touch and feel the textures to identify the differences, learning that liquids make their hands wet while solids do not. The teacher then explains the differences between solid and liquid objects and discusses examples with the children.

Overall, the experimental method has proven to motivate kinesthetic learners to focus on learning activities in a fun way, as they engage directly with the materials, which enhances their cognitive abilities.

CONCLUSION

This study demonstrates that the management of learning through the application of management principles, such as planning, organizing, implementing, and monitoring, is crucial. The planning of experimental learning activities involves identifying children with a kinesthetic learning style, determining experiments as the learning method, setting the time, types of experiments, tools and materials, and learning objectives. The experimental method has proven to be highly effective for children with a kinesthetic learning tendency, as it enhances their cognitive abilities and curiosity. Each experiment topic shows an increase in the critical thinking skills of kinesthetic learners through open-ended questions. As a recommendation, it is suggested that the head of RA Raudhatul Ummah distributes questionnaires to parents to evaluate the experimental learning activities, exploring whether the children enjoy them or not. Furthermore, teachers are encouraged to continue innovating by creating more varied learning methods, especially for children with learning styles other than kinesthetic. These efforts will support the improvement of learning quality and meet the diverse learning needs of children.

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