



## Implementation of the Atik Model in Developing Early Childhood Cognitive Abilities at RA Qurrotul Uyun Bekasi

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### Abstract

Learning activities in an early childhood education institution require creativity and innovation in their implementation. Activities that contain stimulus will provide opportunities for Early Childhood in terms of cognitive development. There are many models available, but not a few are not in accordance with the rules and needs of early childhood. The purpose of this study is to use the ATIK Model (Observe-Imitate-Work) as a step that is expected to be used in learning aspects of cognitive development in early childhood. This study uses a qualitative method with a descriptive approach. Data collection techniques are carried out using observations, interviews and documentation in the form of pictures when children are doing learning activities. In conclusion, the ATIK Model which is carried out as a learning stage helps develop cognitive abilities in early childhood at RA Qurrotul Uyun, Bekasi City, the ATIK Model is an option for learning to achieve the stages of children's abilities and it is important for teachers to apply the ATIK Model in every learning

**Keywords:** *ATIK Model, Early Childhood, Cognitive*



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### INTRODUCTION

Early childhood has a definition as a fairly unique individual and is entering a fairly rapid and fast development process. In addition, it has fundamentals that play a role in their lives to live their next life. Children are small humans who have potential and abilities that must be developed in order to make maximum use of their abilities and skills. According to (Watini, 2019) Early Childhood, it is the golden age where brain nerve cells are experiencing very rapid development which will affect all aspects of the child's development.

Early childhood is children who are in the age range of 0-6 years which is the golden age. And in that age range there will be very rapid development and growth

and can also support the development of children's brains to be better. In that age range children can easily accept and follow until they hear what they hear and also know. (Arumsari & Putri, 2020).

Early childhood has its own characteristics that are unique and different from the characteristics of adults. They are small figures who continue to move and are also active and dynamic who have enthusiasm and curiosity about what they see, hold and also hear to touch. This curiosity makes children want to increase their knowledge about what they see. Early childhood is an individual from the age of 0 to 6 years who has a fairly rapid growth and development process. Early childhood is one of the phases of life that must be lived by humans. There are several characteristics of early childhood which consist of: (1) High curiosity, (2) Unique personality, (3) High imagination, (4) Potential for true learning, (5) Egocentric, (6) Quite short concentration, (7) Included in social creatures (Aisyah, 2018). Early childhood has unique characteristics and is different from adults. Early childhood has a fairly strong egocentric nature supported by a very large sense of curiosity and curiosity. Children are also social creatures with quite unique characteristics. Children on average have extraordinary fantasies and also short concentration with potential learning traits (Farurrozi, 2019).

One aspect of child development that is part of the educational program for kindergarten children aged 4-5 is cognitive ability. According to (Watini, 2019) cognitive development, it plays an important role in children's success in learning. According to Sujiono (2008: 13) (Makhiyah & Watini, 2021), cognitive is a thinking process, namely the individual's ability to connect, assess and consider an event or incident. According to (Ariyanti, 2016) cognitive ability is one aspect that has an important role in child development. And of course this ability must be developed in an optimal way. Cognitive ability as the ability in children to think logically. This can be obtained with information and also realistic ideas about children's intellectual in terms of the problem-solving process they face. And the ability of children to develop and have the ability to think logically is one of the cognitive abilities that must be possessed.

The process of cognitive development of children is a process that shows changes in the mindset and intellectual and language of children in every aspect. According to Mushlihudin (2008) in (Yuniasih & Watini, 2022), cognitive development of children plays a very important role in the success of children in learning. The following are indicators of the cognitive abilities of symbolic thinking in children aged 4-5 years, namely: (1) Counting many objects 1 - 10. (2) Recognizing the concept of numbers. (3) Recognizing number symbols. (4) Recognizing letter symbols. (5) Knowing the concept of many and few. (6) Matching numbers with number symbols (Makhiyah & Watini, 2021). Cognitive abilities can develop rapidly and optimally if children can get the right stimulation and training by using media and supporting learning tools. One method that can be done by educators is by using learning media such as various games that can support the development of their abilities.

Educators themselves have an important role in the learning process. Educators must also create a learning structure that will be given to children that day. Starting from planning, implementation, closing, assessment and finally evaluation. The quality of educators will greatly affect the success of the learning process in the world

of education. The responsibility of educators towards students is very large for every aspect of development in early childhood. Field facts found that many educators still do not prepare the materials and learning models that will be given. According to Watini (2021) in the process of developing children's abilities, the right and appropriate learning methods must be used so that children's abilities can be obtained optimally. This method is one of the conceptual frameworks that can be used as a guideline in carrying out an activity (Watini, 2021).

Another fact is that there are still educators who unknowingly skip a very important stage in the learning process, namely the observation stage. Children need an observation process that is the basis for children to record events and eventually imitate and then do. For example, when introducing numbers, many educators still directly provide examples that children only go through the stages of imitating and doing, for example, thickening dots in a notebook. The observation stage is lost here because children are immediately presented to imitate and do.

Based on (Rodiah & Watini, 2023), teachers have a fairly large responsibility value related to the development of their students. Among them are the development of attitudes, knowledge and also performance so that the talents and potential of students can be stimulated optimally and maximally. One of the methods that can currently be used in the learning process is the ATIK Model, where the ATIK Model clearly outlines the stages that can be used as a reference for educators to start activities and learning. The ATIK model is a learning model developed with the concept of Experiential Learning Theory (ELT). This learning model is also called the indirect learning model created by David Kolb. Abdul Majid (2013) in Watini (2020) stated that Experiential Learning Theory is a teaching and learning process model that activates learners to build knowledge and skills through direct experience. The combination with this indirect learning model or better known as the Inquiry Model creates a new model, namely the ATIK Model which stands for Observe, Imitate, Work. The model in this study is the Learning Model. By implementing the right learning, it will greatly affect the quality of children's learning outcomes (Watini, 2020).

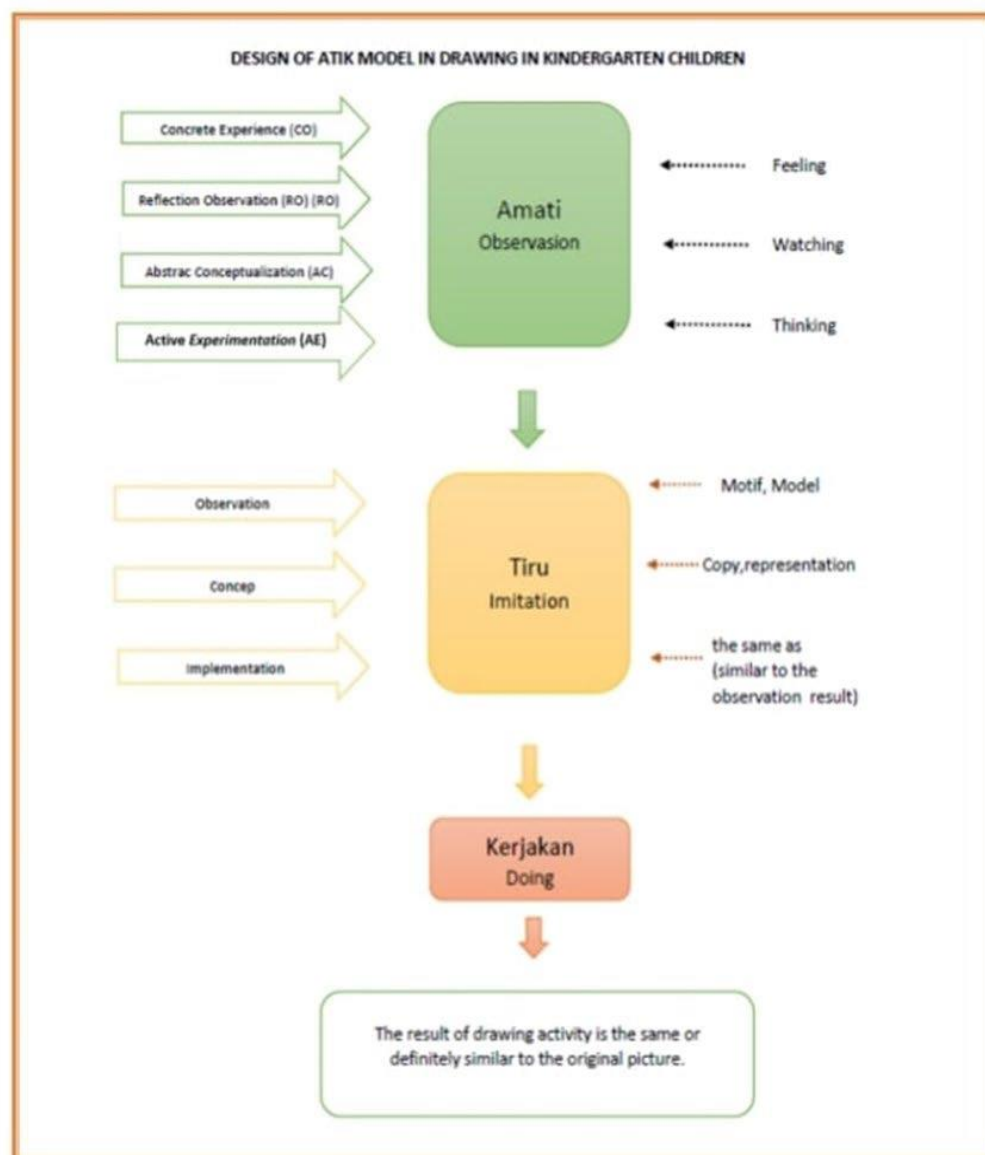
In line with the results of the research conducted (Muyati & Watini, 2022), to improve numeracy literacy in early childhood, the selection of loose part materials is one media option that is expected to be effective in learning. The ATIK model used aims to improve numeracy literacy in children. This study uses the method. The ATIK model can be one of the choices in supporting early childhood learning activities so that they can reach the stage of ability for children. for educators to apply the ATIK model to the basis of the concept understanding model for early childhood children.(Fisalma et al., 2024). In line with Lestari & Watini's research (2023), this method can improve children's abilities before entering school. This study found that the ATIK model has benefits in improving cognitive abilities in early childhood.(Lestari & Watini, 2023)

ATIK stands for Observe, Imitate and Work. Observe is a process of activity that can be used to observe objects, events and conditions around children. Based on the statement of Giardiello & McNulty in (Maharini & Watini, 2022)early childhood education, observation is one aspect that should not be underestimated. This is

because early childhood has a very high curiosity and continues to have questions in their minds due to brain development and also the ability to absorb information faster.

Imitation for early childhood is their way of imitating an activity or activity resulting from their observations of the environment and adults around them that influence the child's life (Adawiyah & Watini, n.d.) in the process the child expresses what is seen and observed through their body senses. Imitation activities that become habits that are carried out continuously make children able to do something that was initially not possible to be able to. This imitation process for early childhood is a way of imitating various activities or activities that exist around their environment.

Do is an activity that is done either planned or spontaneously. In the ATIK model stage, do is a follow-up activity after the child observes and imitates. do is an active word that will produce knowledge, skills and experience from an event experienced, (Jacob & Watini, 2022) therefore the process of observing, imitating and doing is very important in cognitive learning in early childhood.



**Figure 1. ATIK Model Design**

Based on the problem, the researcher decided to conduct a study to see the implementation of the ATIK Model in cognitive learning in early childhood and the impact of implementing the ATIK Model in the learning process whether it can be a reference for other schools. Based on this, the researcher created research materials with the title "Implementation of the ATIK Model in Early Childhood Cognitive Development Learning at Raudhatul Athfal Qurrotul Uyun Bekasi".

## METHODS

This study uses a qualitative descriptive research method with the presentation of a number of data available at the location. The informants are class teachers and group A students totaling 6 children. The data presented is a description of the words from the data obtained. The purpose of this study was carried out by implementing the ATIK Model to develop the cognitive abilities of early childhood at RA Qurrotul Uyun through games and flashcard media, plasticine and monopoly games. The location of this research was conducted at RA Qurrotul Uyun Bekasi Jaya Indah, Jl. Durian III Block C.6 No.8 Duren Jaya Village, East Bekasi District, Bekasi City. The research was conducted in the 2023/2024 academic year during school hours starting at 07.00-10.00 WIB. This type of research emphasizes the implementation of the ATIK model in developing cognitive abilities in early childhood. Therefore, schools that implement this method are expected to have the opportunity to stimulate aspects of cognitive development in early childhood, in this case specifically on symbolic thinking.

The study began with interviews with class teachers, as well as observing students to determine the development of cognitive symbolic thinking in children. The next step is to apply the ATIK model in cognitive learning. The material is delivered using various media to determine the enthusiasm and attention of children and to help children in the stages of observing, imitating and working. To facilitate identification, the data obtained are coded as follows: abbreviated interview notes (CW), field notes/observations (CL), and documentation notes (CD) (Watini, 2020). While the validity of the data can be done by conducting a data examination that must be accountable in the research process. The researcher presents a data source triangulation technique by comparing data in the research process resulting from various interview processes, observations and documentation. Then this data is analyzed in order to obtain conclusions about the truth and validity.

## RESULTS AND DISCUSSION

In the preparation stage through interviews, observations and documentation, researchers obtain information on class conditions, teachers and students. The initial process of implementing the ATI model in learning children's cognitive development is still not clearly visible.

In an interview with the class teacher, it was found that this stage is an early stage where children's basic abilities in the cognitive development aspect have not yet emerged. Most children do not yet know the concept of numbers and the concept of

number symbols, cannot count correctly, mention and match numbers with the number of pictures (CW1).

During the observation, the class teacher started the learning with the sequence of Opening, Core and Closing. The application of the Atik model was carried out in the core learning activities on the cognitive development aspect carried out in a classical manner and was still centered on the teacher. Children observed what the teacher did, then imitated and did it. (CL1, CD1).



**Figure 2. Observation Activity**



**Figure 3. Imitation Activity**



**Figure 4. Working Activities**

The format for planning the implementation of the ATIK model in cognitive development learning, namely the teacher prepares a daily learning program plan (RPPH) on that day and chooses a learning method that is in accordance with the theme and uses the syntax of the ATIK model. While for the type of planning activity for the implementation of the ATIK model in learning for the cognitive development aspect of children, namely by clapping and singing. Clap the numbers and the song of the ball goals which at the end counts the numbers 1-10.

The steps of implementing the ATIK model in learning on the aspect of children's cognitive development are by determining the types of games and media to be used. In this case, the researcher chose several media used, namely flashcards, plasticine and numerical monopoly games or abbreviated as monorik.

The first media is flashcards focused on indicators 1 and 2 where children are expected to be able to count and recognize the concept of numbers. According to (Utami, 2023) Flashcards can be used to introduce both the concept of numbers and the concept of counting (1) The teacher prepares interesting number cards for children. (2) Before starting the activity, the teacher sings a song about numbers (1-1 I love mom), then the teacher gives an example of writing numbers in the cloud from number 1 and continues to repeat several times (at this stage the child observes) and the teacher also equates it with the shapes around the class. For example, the number 1 is the same as finger 1 or a stick. Then the teacher repeats with the child writing the number 1 in the cloud. After the number 1 is thought to be enough for the child to recognize, it is continued with numbers 2 to 5. (3) After all the numbers have been shown, the teacher repeats it again with the card and invites them, then calls one child to find the number mentioned by the teacher and mentions the number and mentions the similarity with the object and writes it on the cloud.

Based on the findings, the implementation of the ATIK (Observe, Imitate, Do) model has been running well. The children also looked enthusiastic in observing the movements of exemplifying the shape of numbers in the clouds, the children imitated happily, and started working by looking for numbers on the available cards. The songs and claps given by the teacher complemented the joy and material of the day.

The second media is plasticine. With this media through the application of the ATIK Model, children are expected to be able to make number symbols, form numbers in sequence. In plasticine media, according (Oktaviani et al., 2021) to playing with plasticine, children learn about texture and how to create something, develop children's thinking skills and imagination in creating new ideas or ideas and children's creativity.

In this media, it is expected that children are familiar with number symbols and understand the concept of many and few. In addition, plasticine also trains children's fingers so that in the future children can write numbers. The teacher prepares paper and plasticine (1) Then the plasticine and paper are distributed to the children one by one, (2) Then the teacher gives an example and explains to the children how to make numbers from plasticine. Making numbers from plasticine by rolling each number pattern, in this activity children observe what the teacher does, (3) Each child imitates the shape of the number exemplified by the teacher, children make numbers from plasticine together with the teacher, (4) Children form numbers in sequence from 1 to

6 doing directly what is observed and imitated, (5) Until finally the child is able to follow the shape of the number from the plasticine, (6) Children stick the numbers from plasticine on paper, (7) Children play guessing numbers.

Based on the findings, the implementation of the ATIK (Observe, Imitate, Do) model also went well. The children were also seen seriously observing the shape of the numbers with plasticine media exemplified by the teacher, the children began to try to imitate how to make numbers with the available plasticine. And in the end, they did all the activities by forming numbers 1-6 with plasticine on paper.

The Numerical or monoric monopoly game is given at the end because in monoric media children are expected to be able to meet the standards of all indicators. because in monoric games, all repetitions of indicators with the application of the ATIK model are one of the effective ways because in one game it is expected to cover all the target indicators to be achieved. According to Musfiroh (2008), (Astutik et al., 2020) monopoly is an effective visual medium for presenting certain messages to children, practical and economical and can be made independently according to existing themes.

Numerical Monopoly Game (1) Tools and materials: (a) Monopoly Main Board, (b) Cards containing commands/games related to numeracy literacy, (c) Pawns, (d) Dice (e) Stars. (2) Game rules: (a) Can be played by 4-6 children, with the teacher as the game guide, (b) Starting from the start box, children shake the dice after being drawn to determine the running order. After that, children run their chosen pawns and run according to the numbers that appear on the dice, (c) If they stop at the pious/intelligent box, the child must take one card and fulfill the command written on the card read by the teacher, (d) If the child can answer/show correctly the command written on the pious/intelligent card, the child is entitled to 1 star from the teacher, (e) The game is played until the child feels satisfied or the teacher determines a time limit to stop (f) The child who gets the most stars is the winner of this game.

The red card contains commands/games related to symbols such as circles, rectangles, triangles, squares and others. The green card contains commands/games related to numbers and quantities. The aim of the game: (1) To facilitate children in recognizing numbers and symbols in the classroom environment, (2) To train patience and accuracy in answering/receiving commands from the Shaleh card or Smart Card, (3) Teachers can directly assess children's numerical abilities.

Monopoly game is a popular game that makes it easy for children to follow this game. Children only need a little time to observe the pattern of this game. Then imitate what the teacher informs and carry out the game activities enthusiastically. In this game there are sheleh cards and smart cards which contain indicators that the teacher wants to achieve and create. The Observe, Imitate, Do process is also found in the Shaleh cards and Smart cards.

In the process of recognizing number symbols, children try to observe the various media available, followed by the process of children starting to imitate what the teacher does in the process of recognizing numbers, then the children work according to the teacher's instructions. By using the ATIK model, it is felt to be right on target according to learning objectives and adapting to children's needs in symbolic thinking.

## CONCLUSION

Implementing the ATIK model in learning on the cognitive development aspect at RA Qurrotul Uyun is running well and consistently. With the implementation of this ATIK model, there are no more missed stages as was the case before the ATIK model was implemented. Teachers are also more organized and more disciplined in providing learning materials. In the game, the ATIK model is applied so that children are more focused and understand the sequence that must be followed.

Implementing the ATIK model in learning turns out to be a model that can influence the development of cognitive abilities to think logically in children. In every learning activity and game, the appropriate sequence makes it easy for children to follow each activity without coercion so that it brings out the ability in children to recognize numbers; recognize the concept of numbers, recognize number symbols and others. Children are also happy without them feeling pressured to learn numbers and count. The need for educators to apply the ATIK model in cognitive learning in their respective institutions is because the ATIK model can not only be used in learning on the cognitive development aspect, but can be tried on other aspects of child development. The comprehensive ATIK model design is very appropriate if applied to every learning in kindergarten schools.

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