

Early Children's Cognitive Ability through the Alphabetgameat TK ABA I City Padangsidempuan, Nort Sumatera Indonesia

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Abstract

Early childhood education is an effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education levels. The formulation of the problem in this research is how teachers create alphabet games that can improve children's cognitive development. The purpose of this classroom action research is to improve children's cognitive abilities through alphabet games. The type of research used is classroom action research which was carried out at TK ABA 1 Padangsidempuan in group B, totaling 15 children using the question and answer method, direct practice, giving assignments, techniques used in data collection in the form of observation, research results format and documentation and then processed by the presentation technique. This classroom action research was conducted in two meetings. Each cycle has shown an increase in children's cognitive abilities. Thus, classroom action research using alphabet games can improve children's cognitive abilities, especially in TK ABA 1 Padangsidempuan, Nort Sumatera Indonesia.

Keywords: Improvement, Ability, Cognitive, Alphabet.

Preliminary

Children at an early age level have a strong catching power in receiving education. They have a tendency to be curious or observe everything around them. At an early age, they have enormous freedom and have not or have not received teachings or other painful experiences. Therefore, every child will hear, witness, enjoy or feel various things that are sufficient and new things as long as he is able to prepare himself to do them. The majority of children when they receive a stimulus, they will create or enjoy beauty, love, someone and will happily believe all this knowledge. All of this is a good opportunity to get them used to thinking scientifically and carefully. It is at this time that the role of parents is needed in providing a good example (Aziz, at.al. 2022: 1132).

Early childhood education in Indonesia, especially Kindergarten, has been held for a long time, since the beginning of Indonesia's independence. At this level, children aged 4-6 years have a place to develop their potential in various forms of learning activities while playing. Kindergarten (TK) is developing very rapidly, so it is often called the golden age in the development of children's lives. This golden period is a period of education for children as written in Article 1 paragraph 14 of Law no. 20 of 2003 concerning the national education

system, states that: "Early childhood education is an effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter the next level of education. further education."

Development is a process of change in which children learn to master higher levels of various aspects. One of the important aspects of development is the aspect of language development. Language is a very important communication tool in human life because in addition to functioning as a tool to express thoughts and feelings to others, it is also a tool to understand the feelings and thoughts of others.

Improving children's abilities in accordance with the tasks and development of children is learning to speak and learning to prepare for reading. The basic academic abilities above can be developed in ways that are not forced, even on the contrary can please the child. This method can be obtained through singing, playing and telling stories.

The 2013 PAUD curriculum explains that the structure of PAUD contains development programs that include religious, moral, physical, motor, cognitive, language, social emotional, and artistic values. One of the programs that need to be developed is language.

Based on the reasons that have been described, kindergarten teachers need to pay attention to aspects of personality that exist in child development, including language aspects, intelligence aspects, motor aspects, social aspects, and emotional aspects. These five aspects can affect a child's mind, and this really depends on the ability of each individual. Therefore, children need to get good and appropriate stimulation to optimize aspects of their development. One of the activities that can stimulate a child's brain well is reading. Reading is not just being able to say what is read, but it is also necessary to pay attention to whether the child understands what is read. Reading is one of the highest functions of the human brain. In addition, the most important function in life and it can be said that all learning processes are based on the ability to read. The younger the child is when he learns to read, the easier it is to read fluently.

It is known that there are still many kindergarten teachers who do not pay attention to the basic abilities and skills of learning to read children, so that in its implementation it is not optimal by using several methods commonly used in kindergarten, such as storytelling, assignment, direct practice, question and answer, declamation, demonstration, field trip, demonstration and role play. The learning method used by a teacher must be in accordance with the learning needs of his students.

The importance of reading to improve children's language skills through reading children get information from reading. So herein lies the role of the teacher as a motivator in language development and as a motivator for children's reading development. But this is difficult to realize because in kindergarten it is not allowed to teach reading to early children. The problem faced in TK ABA 1 Padangsidempuan is still low mastery in recognizing letter forms, so it is necessary to make efforts to improve the stage of recognizing the letters of the alphabet in children. The child can say the letters but the child does not know which letter form the child can even sing the letters A-Z. Lack of interest in reading results in children not being interested in doing this activity and children being bored and preferring other activities to reading activities.

The Nature of Early Childhood

Early childhood is an individual who is different, unique and has its own characteristics according to the stages of their age. Early childhood is a very important moment for the growth and development of children. In addition to the part of the child's brain experiencing very rapid development, early age is also often referred to as the golden age, which is a period where all stimulation of all aspects of development plays an important role for the child's further growth.

According to Suryani, early age is a phase that starts from the age of 0-6 years. The Directorate of Early Childhood Education stated the same thing. That early childhood starts from 0-6 years old. According to the research results of the PAUD Directorate, it is known that at an early age the child's brain develops about 80 percent of the total development process. More precisely, brain development begins in the fourth month of the child in the womb.

When a child is born, it generally has 100 billion active brain cells (neurons) and 900 billion cells that recap, surround and maintain these active cells. The large capacity of the brain is potential and ready to be empowered, but it can also die and that potential does not develop if it is not handled properly.

Meanwhile, according to William Sears, based on recent research studying staff, it is known that parents also have an influence on the intelligence level of their children. The brain develops very rapidly three times in the first year and is fully developed by the time the child enters kindergarten. A baby's brain grows by about 0.5 pounds at birth, to 1.5 pounds in the first year and to 3 pounds, or is fully developed by age 5.

As described earlier, when the number of neurons in the network continues to increase, the baby's brain will work better, so they can begin to think, recognize, and explore the meaning of what they see around them.

Based on the research as described, William Sears recommends that parents take advantage of an early age as optimally as possible. The reason is, the education of an intelligent child takes during the early years of brain growth. In other words, smart children's education from an early age in principle is to help children develop their brains to create correct and quality neuron network connections.

Based on the growth and development of early childhood, they are grouped into the following types:

1. Baby group; 0-12 months
2. Playgroup; 1-3 years
3. Preschool groups; 4-5 years
4. School age group; 6-8 years.

From several opinions as described, it can be concluded that early age begins when the baby is 0 years old to 6 years old. Early age is an important moment for children's growth and development which is often referred to as the golden age or golden age. Many psychologists recommend optimizing early childhood, because it only happens once in a child's life development. This age is also referred to as a critical period for child development. Because, if at this time children do not receive enough attention in terms of education, care, care and health services as well as their nutritional needs, it is feared that children will not grow and develop optimally.

Given that the major developments that occur during early childhood revolve around environmental mastery and control, many psychologists have labeled early childhood the age

of exploration, a label that suggests that children want to know about their environment, how it works, how it feels and how it feels. how he can become part of the environment. One thing that is quite prominent at this time is the emergence as a form of creativity in playing so that experts instill this period as a creative period. another in a child's life after this period has passed.

Cognitive Development

The term intellectual is the same as the term cognitive. Cognitive relates to intelligence. It's just that cognitive is more passive or static which is the potential or power to understand something, while intelligence is more active which is the actualization or embodiment of that power or potential in the form of activity or behavior. Cognitive potential is determined at the time of conception (fertilization) but whether or not the cognitive potential is realized depends on the environment and the opportunities provided. Cognitive potential that is brought from birth or is a hereditary factor that will determine the limits of the level of intelligence development.

Cognitive is a thought process, namely the ability of individuals to relate, assess and consider an event or events. Cognitive processes are related to the level of intelligence that characterizes a person with various interests, especially those aimed at ideas and learning.

Individuals think using their minds. This ability concludes whether or not a problem is being resolved quickly or not. Through the ability of intelligence possessed by a child, we can say whether a child is intelligent or stupid, very clever (genius) or stupid (dumb or idiot). In essence, intelligence is an innate ability that allows a person to do things in a certain way.

1. The relationship between intelligence and children's lives

Intelligence does play an important role in a person's life, but intelligence is not the only factor that determines the success or failure of a person's life. Many other factors that come into play, including emotional intelligence (EQ).

2. The results of the evidence about intelligence

In reality it is difficult to determine this. Indeed, a person's intelligence or intelligence plays an important role in his life. However, human life is very complex and intelligence is not the only factor that determines one's success. Life success is also determined by several other factors, including:

1) Physical health and opportunities

People who have a high level of intelligence but are not healthy will still not succeed. Likewise, people who have a high level of intelligence but do not have the opportunity will all be in vain.

2) Character (personality)

In this case, it is more directed to how a person can get along with other people in his daily life. Even though the person has a high level of intelligence but he can't get along with the people around him then he will not get success in his life because many people don't like him. It is different with people who have a mediocre level of intelligence but are good at getting along with people, then they will be liked by other people and will automatically get success in their lives.

Alphabet Games

Playing is an activity that begins to appear since the baby is 3 or 4 months old. Play is very important for children's cognitive, social and personality development in general. Play in addition to functioning for personal development, also has a social and emotional function. Through play children feel a variety of emotional experiences; happy, sad, excited, disappointed, proud, angry and so on. Learn to get along and understand the rules or procedures of association. In addition, play activities are closely related to children's cognitive development.

Play begins in the period of sensory-motor cognitive development. Before the age of 3-4 months, the child's movements or activities cannot be categorized as playing. Children's activities are merely a continuation of the enjoyment they get from eating or observing something. From the age of 3-4 months, children's movements are more coordinated and from experience children learn that by pulling a toy on the bed, the toy will move or make a sound. At the age of 7-11 months, the activities carried out are solely in the form of repetition, but have been accompanied by variations. It was only at the age of 18 months that there were active experiments in children's play activities.

The modern Indonesian alphabet is the one that is widely used in Indonesian today. The Indonesian alphabet consists of 26 letters of the ISO basic Latin alphabet without any diacritics. The Indonesian alphabet also recognizes a number of dwiletters, such as double consonants (ng, ny, kh, and sy) and diphthongs (ai, au, ei, and oi) to write pronunciation sounds that are in Indonesian but are not available in the basic Latin alphabet. However, all these diphthongs and diphthongs are not considered as separate parts of the Indonesian alphabet.

The alphabet uses the Indonesian spelling orthographic system, which is regulated in PUEBI. This system replaces the improved spelling system, which had been in use from 1972 to 2015, although there is hardly any difference between the last revised EYD and EBI. The Indonesian alphabet can be written in a variety of styles (including the handwriting styles known in Indonesia, namely loose letters and cursive letters).

a. Letter

The Indonesian alphabet consists of 26 letters, namely 5 vowels (a, e, i, o, and u), and 21 consonants (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z).

Alphabet table.

Huruf		Nama huruf			Suara IPA	Contoh			Cat.
Kapital	Kecil	Biasa	Kamus	IPA		Depan	Tengah	Belakang	
A	A	A		/a/	/a/	api	padi	lusa	
B	B	Be	Bé	/be/	/b/	bahasa	sebut	adab	[b]
C	C	Ce	Cé	/tʃe/	/tʃ/	cakap	kaca	N/A	[c]
D	D	De	Dé	/de/	/d/	dua	ada	abad	[d]
E	E	E	É	/e/	/e/	enak	petak	sore	[a]
					/ɛ/	ember	pendek	N/A	
					/ə/	emas	kena	tipe	

F	F	<i>Ef</i>	<i>Èf</i>	/ɛf/	/f/	fakir	kafan	maaf	[ɛ]
G	G	<i>Ge</i>	<i>Gé</i>	/ge/	/g/	guna	tiga	gudeg	[ɣ]
H	H	<i>Ha</i>		/ha/	/h/	hari	saham	tuah	
I	I	<i>I</i>		/i/	/i/	itu	simpan	murni	[ɣ]
J	J	<i>Je</i>	<i>Jé</i>	/d̥ʒe/	/d̥ʒ/	jalan	pajang	mikraj	
K	K	<i>Ka</i>		/ka/	/k/	kami	akan	politik	[h]
L	L	<i>El</i>	<i>Èl</i>	/ɛl/	/l/	lekas	alas	akal	
M	M	<i>Em</i>	<i>èm</i>	/ɛm/	/m/	maka	kami	diam	
N	N	<i>En</i>	<i>èn</i>	/ɛn/	/n/	nama	tanah	daun	
O	O	<i>O</i>		/o/	/o/	oleh	kota	radio	[i]
P	P	<i>Pe</i>	<i>pé</i>	/pe/	/p/	pasang	apa	siap	
Q	Q	<i>Ki</i>		/ki/	/k/	qariah	iqra	N/A	[i][k]
R	R	<i>Er</i>	<i>èr</i>	/ɛr/	/r/	raih	bara	putar	
S	S	<i>Es</i>	<i>ès</i>	/ɛs/	/s/	sampai	asal	tangkas	
T	T	<i>Te</i>	<i>té</i>	/te/	/t/	tali	mata	rapat	
U	U	<i>U</i>		/u/	/u/	ulang	bumi	ibu	[i]
V	V	<i>Ve</i>	<i>vé</i>	/fe/	/v/~f/	variasi	lava	molotov	[m][ɛ]
W	W	<i>We</i>	<i>wé</i>	/we/	/w/	wanita	hawa	takraw	
X	X	<i>eks</i>	<i>èks</i>	/ɛks/	/ks/	xenon	N/A	N/A	[n][k]
Y	Y	<i>Ye</i>	<i>yé</i>	/je/	/j/	yakin	payung	lebay ^[a]	
Z	Z	<i>Zet</i>	<i>zèt</i>	/zɛt/	/z/	zaman	lazim	juz	[ɔ]

b. Biletters

In addition, there are also some two-letter letters that are not considered a separate alphabet.

Konsonanganda					
Dwihuruf	IPA	Contoh			Cat.
		Depan	Tengah	Belakang	
Kh	/x/	khusus	Akhir	tarikh	[ɔ]
Ng	/ŋ/	ngarai	Bangun	senang	
Ny	/ɲ/	nyata	Banyak	N/A	
Sy	/ʃ/	syarat	Musyawaharah	arasy	[ɔ]
Diftong					
Dwihuruf	IPA	Contoh			Cat.

		Depan	Tengah	Belakang	
ai	/a _i /	a ileron	ba l a i rung	pa n d a i	[r][s][t]
au	/a _u /	a utodidak	T a ufik	ha r ima u	[u][s][v]
ei	/e _i /	e igendom	ge i ser	sur v e i	[r][s]
oi	/o _i /	o ikumene	bo i kot	am bo i	[r][s]

Research Methodology

The type of research used in this study is the Classroom Action Research (CAR) method. CAR starts from the problems faced by the teacher in the classroom. The results of the research can be used directly for the benefit of improving the quality of learning activities in the classroom or for improving the quality of learning. In other words, CAR can be aimed primarily at improving learning so that it can solve problems in the learning process and learning outcomes.

CAR has a characteristic that can distinguish it from other types of research, namely the problem under study is in the form of daily learning practice problems in the classroom faced by teachers, certain actions are needed to solve these problems in order to improve the quality of learning in the classroom and the teacher himself plays a role. as a teacher.

In this PTK, the researcher acts as a teacher who makes efforts to improve the cognitive abilities of early childhood through alphabet games in class B TK ABA 1 Padangsidimpuan. In addition, the teacher was also assisted by an ABA 1 Padangsidimpuan Kindergarten teacher as an observer.

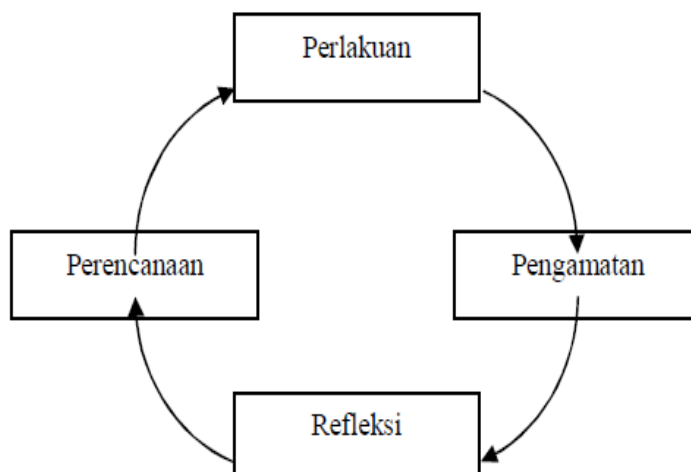
Research procedure

1. Initial Condition

In the initial conditions before the study was conducted, the cognitive abilities of children in Group B of TK ABA 1 Padangsidimpuan were still low. This can be seen in most of the difficulties when cognitive learning activities are held. Generally can only pronounce the letter, but do not know the shape of the letter.

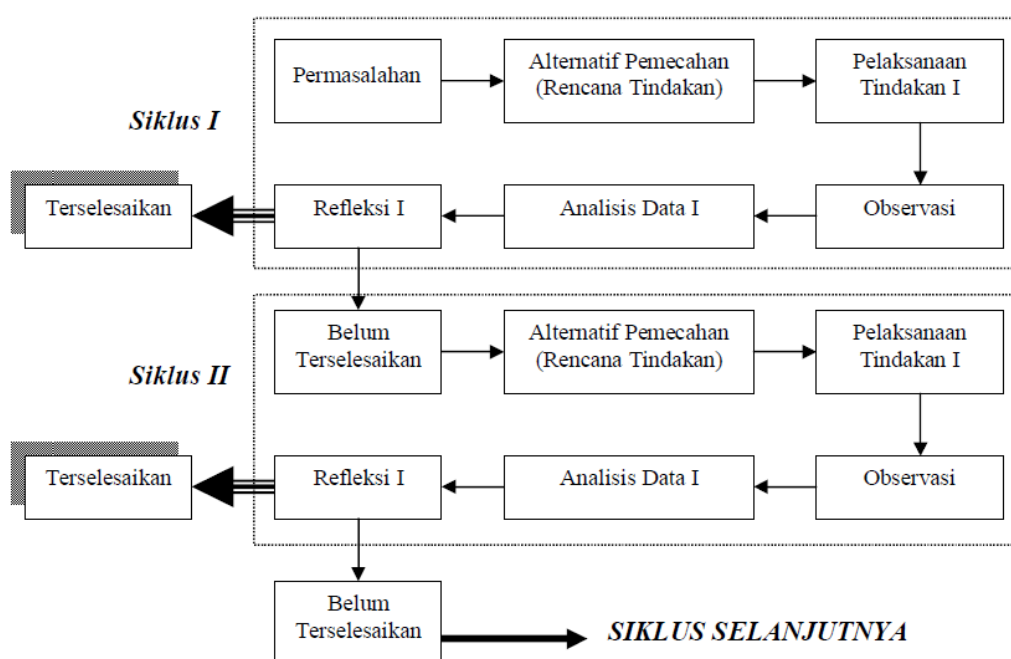
2. Research Cycle

The PTK cycle used is the cycle proposed by Kemmis and Mc. Taggart, this model has four stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.



CAR Implementation Stages

In more detail, it can be described by the following schematic of the implementation of the classroom action research procedure:



Kemmis and Taggart Spiral Model PTK Flow

Data analysis was carried out during the study from beginning to end. The data processing step is data selection by processing accurate data that can answer the research focus and provide an overview of the research results. From the interpretation results are expected to provide clarity about the implementation of activities in improving the analysis towards the achievement and improvement of learning by using the formula: Hariyadi:

$$P = \frac{f}{n} \times 100\%$$

Information :

P = Percentage

f = Frequency value

n = Number of students

After the data is calculated using the percentage formula above, then the data is then interpreted based on the number of percentages referring to:

0% -25 = Less

26% -50% = Enough

51% -75% = Good

76% -100% = Very Good.

Research result

In the initial conditions before the study was conducted, the cognitive abilities of children in Group B of TK ABA 1 Padangsidempuan were still low. This can be seen in most of the difficulties when reading learning activities are held.

Initial activities for children when connecting and mentioning simple writing with symbols that symbolize it, 0 children get very good marks (*) with a percentage of 0%, 2 children get good marks (•) with a percentage of 10%, 2 children get enough (√) with a percentage of 10% and 11 children scored less (O) with a percentage of 80%.

Children's activities imitate 4-5 word sequences, 0 children get a very good score (*) with a percentage of 0%, 3 children get a good score (•) with a percentage of 15%, 2 children get a fair score (√) with a percentage of 10% and 10 children get a score less (O) with a percentage of 75%.

Children's activities connect pictures with words, 0 children get a very good score (*) with a percentage of 0%, 3 children get a good score (•) with a percentage of 15%, 2 children get a fair score (√) with a percentage of 10% and 10 children scored less (O) with a percentage of 75%.

Children's activities read pictures that have simple words/sentences, 0 children get very good marks (*) with a percentage of 0%, 4 children get good marks (•) with a percentage of 20%, 3 children get a fair score (√) with a percentage of 15% and 8 children scored less (O) with a percentage of 65%.

Children's activities perform 3-5 commands correctly, 0 children get a very good score (*) with a percentage of 0%, 2 children get a good score (•) with a percentage of 10%, 1 child gets a fair score (√) with a the percentage of 5% and 12 children scored less (O) with a percentage of 85%.

At the second meeting the results of observations of increasing children's cognitive abilities through alphabet games in Cycle I. Second meeting, children connect and mention simple writing with symbols that symbolize them through alphabet games, 2 children get very good scores (*) with a percentage of 20%, 3 children who get a good score (•) with a percentage of 15%, 5 children get a fair score (√) with a percentage of 30% and 5 children get a less score (O) with a percentage of 35%.

Children's activities imitate 4-5 word sequences through alphabet games, 2 children get a very good score (*) with a percentage of 10%, 3 children get a good score (•) with a percentage of 15%, 4 children get a fair score () with a percentage of 25% and 6 children scored less (O) with a percentage of 50%.

Children's activities connect pictures with words through alphabet games, 2 children get a very good score (*) with a percentage of 10%, 2 children get a good score (•) with a percentage of 15%, 2 children get a good score (√) with a percentage of 20% and 9 children scored less (O) with a percentage of 55%.

Children's activities are reading pictures that have simple words/sentences through alphabet games, 2 children get very good marks (*) with a percentage of 10%, 3 children get good marks (•) with a percentage of 15%, 3 children get enough marks (√) with a percentage of 20% and 7 children scored less (O) with a percentage of 55%.

Children's activities perform 3-5 commands correctly through alphabet games, 2 children get a very good score (*) with a percentage of 20%, 3 children get a good score (•)

with a percentage of 25%, 3 children get a fair score () with a percentage of 15% and 7 children scored less (O) with a percentage of 40%.

At the third meeting the results of observations of increasing children's cognitive abilities through alphabet games in Cycle I. Third meeting children can connect and mention simple writings with symbols that symbolize them through alphabet games, 3 children get very good scores (*) with a percentage of 30%, 2 children who got a good score (•) with a percentage of 25%, 3 children got a fair score (√) with a percentage of 30% and 7 children got a less score (O) with a percentage of 15%.

Children's activities imitate 4-5 word sequences through alphabet games, 3 children get very good scores (*) with a percentage of 25%, 3 children who get good marks (•) with a percentage of 25%, 3 children get enough marks () with a percentage of 25% and 6 children scored less (O) with a percentage of 25%.

Children's activities connect pictures with words through alphabet games, 3 children get very good marks (*) with a percentage of 30%, 2 children get good marks (•) with a percentage of 15%, 3 children get a fair score (√) with the percentage of 20% and 7 children scored less (O) with a percentage of 35%.

Children's activities read pictures that have simple words/sentences through alphabet games, 4 children get very good marks (*) with a percentage of 35%, 2 children get good marks (•) with a percentage of 20%, 4 children get a fair score (√) with a percentage of 20% and 5 children scored less (O) with a percentage of 25%.

Children's activities perform 3-5 commands correctly through alphabet games, 5 children get a very good score (*) with a percentage of 35%, 5 children get a good score (•) with a percentage of 30%, 3 children get a fair score () with a percentage of 25% and 2 children scored less (O) with a percentage of 10%.

Data Analysis Results

The problem faced at ABA 1 Padangsidempuan Kindergarten is the low mastery of recognizing letter shapes, children can say letters but children do not know which letter shapes are even children can sing the letters A-Z. Children's lack of interest in recognizing letters is because children are not interested in doing this activity, children are bored and prefer other activities than reading activities and the lack of teaching aids used by teachers in the teaching and learning process.

In the initial conditions before the study was conducted, the cognitive abilities of the children of Group B Kindergarten ABA 1 Padangsidempuan were still low. This can be seen in most of the difficulties when reading learning activities are held.

The success of increasing children's cognitive abilities through alphabet games can be described as follows:

1. Initial Condition

a. Children's activities connect and mention simple writing with symbols that symbolize it, 0 children get a very good score (*) with a percentage of 0%, 2 children get a good score (•) with a percentage of 10%, 2 children get a fair score (√) with a percentage of 10% and 11 children scored less (O) with a percentage of 80%.

b. Children's activities imitate 4-5 word sequences, 0 children get a very good score (*) with a percentage of 0%, 3 children get a good score (•) with a percentage of 15%, 2 children get a fair

score (√) with a percentage of 10% and 10 children get a score less (O) with a percentage of 75%.

c. Children's activities connect pictures with words, 0 children get a very good score (*) with a percentage of 0%, 3 children get a good score (•) with a percentage of 15%, 2 children get a fair score (√) with a percentage of 10% and 10 children scored less (O) with a percentage of 75%.

d. Children's activities read pictures that have simple words/sentences, 0 children get very good marks (*) with a percentage of 0%, 4 children get good marks (•) with a percentage of 20%, 3 children get a fair score (√) with a percentage of 15% and 8 children scored less (O) with a percentage of 65%.

e. Children's activities perform 3-5 commands correctly, 0 children get a very good score (*) with a percentage of 0%, 2 children get a good score (•) with a percentage of 10%, 1 child gets a fair score (√) with a the percentage of 5% and 12 children scored less (O) with a percentage of 85%.

2. Cycle I at the end of the lesson

a. Children's activities connect and mention simple writings with symbols that symbolize them through alphabet games, 3 children get very good marks (*) with a percentage of 30%, 2 children get good marks (•) with a percentage of 25%, 3 children get good marks enough (√) with a percentage of 30% and 7 children scored less (O) with a percentage of 15%.

b. Children's activities imitate 4-5 word sequences through alphabet games, 3 children get a very good score (*) with a percentage of 25%, 3 children who get a good score (•) with a percentage of 25%, 3 children get a fair score () with a percentage of 25% and 6 children scored less (O) with a percentage of 25%.

c. Children's activities connect pictures with words through alphabet games, 3 children get very good marks (*) with a percentage of 30%, 2 children get good marks (•) with a percentage of 15%, 3 children get a fair score (√) with the percentage of 20% and 7 children scored less (O) with a percentage of 35%.

d. Children's activities are reading pictures that have simple words/sentences through alphabet games, 4 children get very good marks (*) with a percentage of 35%, 2 children get good marks (•) with a percentage of 20%, 4 children get enough marks (√) with a percentage of 20% and 5 children scored less (O) with a percentage of 25%.

e. Children's activities perform 3-5 commands correctly through alphabet games, 5 children get a very good score (*) with a percentage of 35%, 5 children get a good score (•) with a percentage of 30%, 3 children get a fair score () with a percentage of 25% and 2 children scored less (O) with a percentage of 10%.

3. Cycle II at the end of the lesson

a. Children's activities connect and mention simple writing with symbols that symbolize it through alphabet games, 11 children get a very good score (*) with a percentage of 80%, 4 children get a good score (•) with a percentage of 20%, 0 children get a score enough (√) with a percentage of 0% and 0 children get a score less (O) with a percentage of 0%.

b. Children's activities imitate 4-5 word sequences through alphabet games, 12 children get a very good score (*) with a percentage of 80%, 2 children who get a good score (•) with a percentage of 10%, 1 child gets a fair score () with a percentage of 10% and 0 children get a score less (O) with a percentage of 0%.

c. Children's activities connect pictures with words through alphabet games, 10 children get very good marks (*) with a percentage of 75%, 5 children who get good marks (•) with a percentage of 25%, 0 children get a good score (√) with a percentage 0% and 0 children get a score less (O) with a percentage of 0%.

d. Children's activities are reading pictures that have simple words/sentences through alphabet games, 12 children got a very good score (*) with a percentage of 45%, 3 children who got a good score (•) with a percentage of 25%, 0 children got a fair score () with a percentage of 0% and 0 children get a score less (O) with a percentage of 0%.

e. Children's activities perform 3-5 commands correctly through alphabet games, 13 children get a very good score (*) with a percentage of 80%, 2 children get a good score (•) with a percentage of 20%, 0 children get a fair score () with a percentage of 0% and 0 children get a score less (O) with a percentage of 0%.

The increase in children's cognitive abilities through alphabet games can be seen from the child's ability level starting from the initial condition with a very good score (*) it was found that there was no child who got a very good score (*) of 0% and increased to 31% at the end of cycle I and continued to increase to 78% at the end of cycle II.

The increase in children's cognitive abilities using the alphabet from the average percentage of children's abilities increased from the Initial Condition and increased in cycle II so that the use of alphabet games can improve cognitive abilities in children.

Discussion of Research Results

Based on the results of research on improving children's cognitive abilities through alphabet games at TK ABA 1 Padangsidempuan, the discussion is in order to explain and deepen the study in this study.

After seeing the initial conditions regarding the cognitive abilities of children in TK ABA 1 Padangsidempuan, the researchers conducted an action research to improve children's cognitive activities through alphabet games. This is supported by the opinion of Masitoh who states that at this time the child is the period of greatest growth as well as the busiest. At this time, children already have skills and abilities, although not yet perfect. Early childhood is an individual who is undergoing a very rapid growth and development process and is very fundamental for the next development process. From the results obtained regarding the increase in children's abilities in each of the indicators that have been set, the children who got very good scores in the initial conditions did not exist, while in the first cycle with an average percentage value of 31% increased to 78% at the end of the cycle. This II indicates that alphabet games can improve children's cognitive abilities.

This indicates that a routine and earnest approach accompanied by the motivation given by the teacher to further improve children's cognitive abilities is very influential so that children increase their abilities, this is according to Steinberg's opinion in Dhieni's opinion about the benefits of teaching children to read early, namely: (a) Learning to read early will satisfy a child's curiosity. (b) Familiar and informal situations at home or at school (Kindergarten) are conducive factors. (c) Young children are generally very sensitive and easily impressed and easy to manage. (d) Children at an early age can learn something easily and quickly.

In addition, children can also form their knowledge of spoken language and all written experiences when learning to read. Through a fun alphabet technique for writing and the language they listen to when the story is read, their thinking and communication skills will go hand in hand with their growth.

So from the results of research that has been done about increasing children's cognitive abilities through alphabet games, it can be concluded in this study that alphabet games can improve children's cognitive abilities in ABA 1 Padangsidempuan Kindergarten.

Conclusion

Based on the results of the research that has been described, it can be concluded that the alphabet game can improve the cognitive abilities of children in Group B TK ABA 1 Padangsidempuan. The child's cognitive ability activity is an integrated activity, which includes several activities, namely paying attention to the letters on the alphabet on display, mentioning the letters in the alphabet, mentioning the letters from the picture words that have been provided, mentioning the words on the picture cards and compiling the alphabet according to words in the pictures provided.

Then obtained regarding the increase in children's cognitive abilities on each of the indicators that have been set, the child who gets a very good score (*) in the initial conditions does not exist, while in the first cycle with an average percentage value of 31%, it increases to 78% in the first cycle. the end of this cycle II signifies that with the alphabet game.

Whereas in the assessment of Less (O) on each of the indicators that have been determined where in the initial conditions the average value of the percentage of children with a score of less (O) is 76%, at the end of the first cycle it is 22% and becomes 0% at the end of the second cycle. This indicates that a routine and earnest approach accompanied by the motivation given by the teacher to further improve the child's cognitive abilities greatly influences the child, so that the child increases his ability.

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