

THE INFLUENCE OF SCIENCE LEARNING INTRODUCING PLANT PARTS ON THE COGNITIVE DEVELOPMENT OF EARLY CHILDREN IN TK IT NADA ASHOBAH

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Abstract

This study aims to examine the impact of nature-based science learning on the cognitive development of early childhood students at TK IT Nada Ashobah Wiyung Surabaya. The research method used is a quasi-experimental design with a one-group pretest-posttest design. The population in this study consists of all group B children at TK IT Nada Ashobah, totaling 15 children. The sampling technique used is saturated sampling. The sample consists of 15 group B children. The results show a significant improvement in children's understanding of plant parts after the treatment. The pretest indicated that most children were in the "Starting to Develop" category, while the posttest showed an increase, with the majority of children in the "Developing Very Well" category. The Wilcoxon test showed an Asymp (2-tailed) value of 0.001, indicating that nature-based science learning has a significant impact on children's cognitive development. The study concludes that the nature-based learning approach is effective in enhancing children's understanding and interest in science and recommends integrating this method into the early childhood education curriculum.

Keywords: Science learning, cognitive, early childhood.

INTRODUCTION

Education is a process that supports the growth and development of individuals through interaction with their physical and social environment, from birth to throughout life. In this process, social heritage plays an important role as part of the social environment that helps individuals develop optimally, which ultimately contributes to the progress of human welfare. The abilities that each individual needs to have to face society which is full of change and intense competition include readiness to continue learning throughout life, thinking integratively and conceptually, having responsiveness, thinking rationally, creatively, daring to take responsibility, having sensitivity, towards social justice and solidarity, understanding the limits of tolerance in society, having self-respect, and using reason independently.

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