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# PROCEEDING

## International Seminar Early Childhood Education for a Better Nation



**EARLY CHILDHOOD AND TEACHER EDUCATION  
FACULTY OF EDUCATION  
SEMARANG STATE UNIVERSITY**

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**THE INFLUENCE OF MANIPULATIVE TOYS TO MATH LEARNING  
OUTCOMES OF 6-7 YEARS OLD CHILDREN (AN EKSPERIMEN IN 1TH CLASS  
OF TELUK PUCUNG ASRI VIII ELEMENTARY SCHOOL IN BEKASI)**

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**Abstract**

Mathematics is the based of knowledge that children will find everyday. The application of this science was unconsciously do every day even when playing. However, in educational institutions, especially schools, learning math become a scourge that is very difficult. Thus, the study was conducted aiming to obtain empirical data on the effect of manipulative toys of mathematics learning outcomes of children aged 6-7 years old. The method used in this study is to design experiments Randomized control group pretest-posttest. Data collection techniques using the techniques of written test with objective form fields. After doing analysis of data, the conclusion there are differences in mathematics learning outcomes of children who are given manipulative toys and without manipulative toys. Thus, therefore to enhance the mathematical learning of children aged 6-7 years old, educators need to provide a means of manipulative play in the classroom. Then the material is delivered with a child involving the active use of tools such games.

*Key words: the study of mathematics, manipulative toys, children aged 6-7 year*

**Introduction**

Mathematics is a system of quantitative thinking that is a development of thinking skills. Mathematics can shape a person become more disciplined in your thinking, because in it there is a systematic steps to solve a problem. Without realizing it, children will always encounter the mathematics everyday. Such as pouring a glass of water, the child will use the mathematical sciences, namely an estimate or predict which will occupy a glass of water. Thus man can not escape the math.

But the reality that exists in society, mathematics has always been a frightening specter. Mathematics lesson that is feared to be causing the child's learning outcomes has declined. This is caused by some unscrupulous educators who sometimes pay less attention to the development of student learner characteristics, which in this case is the early childhood. Thus, educators

sometimes pay less attention to the stages that must be given a developmentally appropriate early childhood, especially children aged 6-7 years. At this age according to Piaget, cognitive stages children are still in pre-concrete operational stage. At this stage of the child still requires concrete objects and fun method of obtaining information about a concept. Educators do more for the transfer of information in the form of knowledge without regard to the understanding and the application in daily life as a stage of the process of children's cognitive domain that is being developed. Thus the cognitive development of children less than optimal.

Besides mathematical material delivered only by using the lecture method and doing the questions in writing only, so that children are less eager to learn. Implementation strategies varied learning and fun for children can be done through

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The importance of early childhood education is widely recognized as a key factor in the development of children's cognitive and socio-emotional skills. This study explores the professionalization of early childhood educators in New Zealand and Australia. It examines the impact of teacher certification on the quality of early childhood education, focusing on the role of the state in regulating the profession and the role of the profession in advocating for higher standards. The study suggests that certification can improve the quality of early childhood education and that the state has a role to play in supporting the profession.

The research also highlights the importance of ongoing professional development for early childhood educators. It suggests that the state should provide support for ongoing professional development, including access to training and resources. The study also discusses the role of the profession in advocating for higher standards and the importance of collaboration between the state and the profession.

The study concludes that teacher certification is an important step towards improving the quality of early childhood education. It suggests that the state should continue to support the profession and that the profession should continue to advocate for higher standards. The study also highlights the importance of ongoing professional development for early childhood educators.

**Teacher Education: What is the best preparation?**

Preparation for teaching should include teacher education, which should provide a solid foundation in theory and practice. It should also include field experience, which allows students to apply their knowledge in a real-world setting. The study suggests that a combination of these approaches is the most effective way to prepare teachers for the profession.

Teacher education should focus on developing the knowledge, skills, and attitudes needed for effective teaching. It should also provide opportunities for reflection and professional growth. The study suggests that teacher education should be a continuous process, rather than a one-time event.

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