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ANALYSIS OF CHILDREN'S ABILITIES IN MATHEMATICAL ARITHMETIC OPERATIONS IN THE BABY BUS CARTOON FILM ENTITLED MATHEMATIC KINGDOM ADVENTURE

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Abstrak
Penelitian ini bertujuan untuk mengenalkan bilangan dan operasi hitung dengan cara yang tidak membosankan melalui film animasi baby bus berjudul Math Kingdom Adventure. Pendidikan taman kanak-kanak modern mencakup dasar-dasar literasi awal dan matematika. Matematika taman kanak-kanak berfokus pada penghitungan, korespondensi satu-ke-satu, dan pengenalan bentuk dan angka. Pengenalan angka adalah pengenalan dan penamaan angka dalam bentuk tulisan. Saat memasuki taman kanak-kanak, diharapkan anak Anda setidaknya sudah bisa menghitung sampai 10 dan mengidentifikasi angka 1 sampai 5. Angka ada di mana-mana di lingkungan kita. Gunakan setiap kesempatan untuk memperkuat konsep angka. Minta anak Anda untuk melakukan pencarian nomor di seluruh ruangan atau rumah. Setiap kali dia menemukan nomor, minta dia untuk mengidentifikasinya. Dorong anak Anda untuk menemukan nomor sebanyak mungkin di rumah Anda. Anda juga dapat menggunakan perburuan pemulung ini di komunitas atau saat bepergian. Anak Anda harus menemukan nomor tersebut pada tanda, di toko dan lingkungan lainnya. Buku kerja matematika dapat dibeli untuk fokus pada pengenalan angka, tetapi dorong kreativitas anak Anda untuk menyempurnakan konsep angka. Tulis nomornya di selembar kertas. Bicara tentang seperti apa setiap angka dan temukan item, seperti sereal, bola kapas, dan benda lain yang dapat Anda sentuh, untuk membandingkan bentuk angka tersebut. Suruh dia melacak nomornya dengan lem dan hiasi dengan bahan taktil. Pilihan lainnya adalah meminta anak Anda untuk menghias nomor tersebut dengan bahan warna-warni, seperti krayon dan glitter. Media video merupakan cara yang mudah dan menarik untuk mengenalkan angka pada anak.

Abstract
This study aims to introduce numbers and arithmetic operations in a way that is not boring through the animated baby bus film entitled Math Kingdom Adventure. Modern kindergarten education includes the foundations of early literacy and mathematics. Kindergarten math focuses on counting, one-to-one correspondence, and recognition of shapes and numbers. Number recognition is the identification and naming of numbers in written form. When entering kindergarten, it is hoped that your child will at least be able to count to 10 and identify the numbers 1 through 5. Numbers are everywhere in our environment. Use every opportunity to reinforce the concept of numbers. Ask your child to do a number hunt throughout the room or house. Every time he finds a number, ask him to identify it. Encourage your child to find as many numbers as possible in your house. You can also use this scavenger hunt in the community or on the go. Your child must find the number on signs, in stores and other environments. Math workbooks can be purchased to focus on number recognition, but encourage your child's creativity to enhance number concepts. Write the number on a piece of paper. Talk about what each number looks like and find items, such as cereal, cotton balls, and other objects you can touch, to compare the shape of the numbers to. Have him trace the number with glue and decorate it with tactile material. Another option is to ask your child to decorate the number with colorful materials, such as crayons and glitter. Video media is an easy and interesting way to introduce numbers to children.

INTRODUCTION

Kiki how did you get to the entrance again well I don't know what happened let me try again oh this is so weird there must be a spell on the rooms there's a number on the door what there's a number and a weird symbol on the table it's a subtraction question subtraction yes the sign between these numbers is a subtraction sign it means you have to minus the second number from the first one we need to solve the problem in order to find the door with the correct answer I think you're right I know addition what I don't know subtraction kids do you know how to do subtractions kids let's learn about subtractions with Kiki and MooMoo let's say it together 2 minus 1 equals what Hank had two ice cream cones and he ate one how many ice cream cones does he have now if he had two ice cream cones and ate 1 then he has one left so do minus 1 that's correct 2 minus 1 equals 1 now we know how to do subtraction 2 minus 1 equals 1 we need to go through the door with the number 1 on it Naomi oh this is a new room we did it was a new subtraction question three minus one equals what Momo had three doughnuts and ate one how many doughnuts are left there were three doughnuts and she ate one so there - left - right let's go through the door with a two on it 5 minus 1 equals 1 5 minus 1 equals 4 5 minus 3 equals 1 5 minus 3 equals 2.

My Mind's born for - - what for - Jill equals two we're out of the magic rooms this is unexpected you've solved all the problems to get here devil king where are friends are you scared now this is only the beginning take this no wonder they got through all those questions you were the one helping them the magic booster huh I know how tohelp Kiki mu mu ah. Kiki me me oh come here oh this magic potion can make lots of you you can't defeat the Delta King with this do do keiki MooMoo thank you for saving us oh sure my fried fish with you from now on that's right devil king was really an awful cook you useless runts let go of me right now prepared keiki and MooMoo I'll be the one who wins at last folks we've had a lot of tremors recently so we need to be prepared for impending earthquakes our volunteers are giving out emergency kits to all of you today I was great here you are thank you hey wait a moment I need one from a caterpillar friend to caterpillar and take this one emergency we've got to go now right hey I brought you an emergency kit. Oh caterpillar why did you roll yourself up like that kaga what's the emergency rattlesnake reptile please one of the earthquake rescue team members his job is to find missing animals this morning he had an accident while handing out emergency kits he needs your help we're on it super rescue team.

I'm sorry it's okay it was just an accident but I still have some emergency kits to hand out I need to hurry it's alright super rescue team will be here soon mr. rattlesnake how do you feel now I feel a little dizzy and I can't see clearly don't worry we'll help you take a closer look here's the result pip organ seems to be injured good mornin mr. rattlesnake is very short-sighted he has small holes between his eyes and nostrils which are called pit organs they help him detect animals nearby since they're very sensitive to me oh I see I'll fix you now thank you start shrinking where is it huh I found the injury lightweight Gnomeo I'm done I can see clearly now why is the ho shaking oh no it's an earthquake change your head let's go to a safer place this way

hurry the bathroom it stops come with me alright let's go let's get out of here during an earthquake don't get in the elevator use the stairs open area there's an emergency shelter hurry no we're safe let's go how is it have you found anything there's no one here here I think I heard a whistle mr. rattlesnake is our life detector he can help us I got this ah over there caterpillar wake up look at me whiskers is in there we've got to help him out it's urgent I'll call headquarters for help.

Parker whiskers is trapped inside a building we need help copy that thanks Momo Kiki needs your help please move out now sucrose to do hanker here there might be aftershocks we need to get whiskers out quickly no problem I'm on it activate and held our turn yep. Oh oh isn't that geeky we're fine super rescue team you've saved everyone thank you for being so great I can't find my red caterpillar look he turned into a butterfly look there's something smartly what's in the cave it's so amazing I've got to go bring my master oh hi mr. Dow what are you doing here huh oh nothing just leave me alone I'm busy no no just go away thank goodness oh no we're stuck in this cave you've messed everything up well what do we do now what's wrong with you guys it's a crystal. Oh I don't know what's the ripping down there it's too hot in here magma that's bad but we're dead it's gonna turn me into a hot dog I got it we'll be safe you get to the other side let's jump across Wow let me go first hey mr. Dell thank you oh my God, what can I do what do I do now do I do now master never it's too hot I'm joking everybody calm down let's go over there there might be another way out right let's go huh that's the only way hey everyone way out hmm dad hi are you going to fly out of the cave fly out fly out out of the cave how are you going to fly turn into a bird take me with you we do maybe we're too happy no I can't give up the crystal.

Wow whoa where's my crystal Milty one of your slippers is big and the other is small that's why you fell down bees toothbrush is so big and small to brush shoes is it then speak to brushers is it the plane for baby it's Sophie it's small plane whose is it Finn's big plane whose is it see those bubbles in the sky lollipop hello everyone many surprise eggs are hidden around here let's ask excavators to help us find them here they come let's count how many of them are here one two three four five five excavators keep on counting with me six seven eight nine ten executors are here they're gonna find the eggs are you guys ready let's count tell me behind 10 next Raiders dig for treasure let's do it let's do it one of them found a surprise egg a hamburger 9 excavators dig for treasure let's do it let's do it one of them found a surprise egg hey escalators dig for treasure let's do it let's do it a surprise egg seven estimators dig for treasure let's do a surprise egg goomy's treasure let's go surprise egg for trade sure let's do it let's do it wanna then found a surprise egg cookies excavators dig for treasure let's do it let's do it one of them found a surprise egg for treasure let's do french fry it's a dinosaur please give me a piece of your block a piece of your block a piece of your block no I don't I don't I don't red yellow or green which color do you please give a ball to be able to me a ball two red yellow blue or green which color do you want?

Permendiknas Number 146 of 2014 contains Level Standards Achievements Developmental scope of cognitive development regarding concepts numbers and numbers. The standard states that children aged 4-5 years, who belong to group A in

activities in Kindergarten, can say the numbers 1-10. According to Yuliani (2011: 67), cognitive development 4-5 year olds are using numbers without understanding, have an interest in numbers and children have started using number, amount and length. Research on efforts to improve the ability to recognize numbers through flannel board media on group A children at TK Mentari Bulogading Bontonompo District, Gowa Regency, which is the first time this has been carried out. There has been previous research on this issue.

Relevant research with explanatory text research, namely as follows: Suparmi (2015), in the journal Improving Reading Ability Through Flannel Board Group B Kindergarten Kususma Mulia 1 Tarokan. Results This research shows that reading using blackboard media flannel can be used to improve students' reading skills group B of Kusuma Mulia I Tarokan Kindergarten in the 2014/2015 academic year.

RESEARCH METHODOLOGY

This research uses descriptive method as a research procedure to produce descriptive data as a whole exposure. The method used in this research is "content analysis". The main source of this research is a learning video entitled Baby Bus: Math Kingdom Adventure Episode 12 Defeat The Devil King. The research tool used is the video observation.

DISCUSSION AND RESULTS

Analysis And Conclusion Of The Stories Above

In this video the introduction of numbers is made in a storyline that is fun and can be followed and can be easily understood by children. How the numbers are introduced in a fable adventure story. With interesting stories and symbols in bright color gradations that attract children's interest, it is hoped that this will introduce and familiarize children with numbers, especially in mathematics. An interesting visualization will be easier to accept and digest.

Introducing numbers to toddlers doesn't always have to be done in a boring way. Children will be enthusiastic about learning numbers and numbers if you introduce them through games and in fun ways. Susan A. Miller Ed.D., early childhood education expert and professor at the University of Pennsylvania, USA, said that teaching pramathematics concepts can stimulate children to think logically and systematically from an early age, through observing objects or pictures around them.

Knowing numbers is a child's cognitive ability. In this cognitive development aims to develop abilities in the field of children's thinking, help develop mathematical logic. One learning model that can help children develop thinking skills includes the simplest abilities to complex abilities, from the ability to remember to the ability to solve problems.

Various Tips To Introduce And Teach Children To Recognize Numbers

Children are really fairly adept at learning these foundational math abilities, despite the fact that the idea of numbers being related with quantity might first be

difficult to understand. Just a little assistance and entertainment will do to get them moving. Knowledge eventually grows upon itself, just like language. One of the activities that can be given in learning to recognize numbers is the number dice game which can help children get to know numbers by playing so that children do not feel bored with the learning given by the teacher.

We can improve various aspects of development including cognitive, knowing numbers, children can recognize patterns, shapes and colors. Improving children's gross motor skills, for example when a child is playing dice the child jumps on one, two legs, and throws. Able to improve the physical fine motor skills of children when choosing the numbers that children get. Providing educational stimulation is very important, because 80% of brain growth develops in children from an early age. In early childhood, stimulation should still be related to the child's real world situation (contextual), as well as the characteristics and needs of each child. However, in fact, several parties often demand that the stimulation process for early childhood is the same as for children at the elementary school level.

Likewise with the learning material, where early childhood is required to be able to CALISTUNG (reading, writing and arithmetic). In fact, at that age, children are still at the stage of introducing the concept of numbers, symbols of numbers and letters. As in the concept of knowing number symbols for group A children (age 4-5 years), children are not required to be able to immediately recognize the numbers 1-20, or count (both subtraction and addition). At that age, indicators in recognizing number symbols are pointing to number symbols 1-10, imitating number symbols 1-10, connecting or pairing number symbols with objects up to 10 (children are not told to write).

Pre-number theories can be used to teach numbers and counting

We often encounter the idea of quantity. One item is larger than another wherever we turn. Or, our dish contains more peas than carrots. Some blocks are rectangular, while others are square. A tall tower may be built by stacking blocks. More air may be pumped into a balloon to increase its size. In the actual world, all of this is mathematics. You may start teaching numbers to a toddler by orally emphasizing that some things are huge and some things are little. The phrase "it is really tall, it is bigger than this stick!" can also be used. Children can easily perceive that there are distinctions between numbers and sizes. But the next step is to give names to those numbers and dimensions. To do that, you must get familiar with counting and number symbols.

Mathematics is a subject that children begin to learn from preschool age, this even continues until the child enters college. Well, human life cannot be separated from counting. But unfortunately mathematics sometimes appears as a subject that is hated by children. So to build children's interest in mathematics, you need to introduce mathematical concepts to children from an early age. Interestingly, this can be done with fun games and activities, so the process will still be fun and not feel like you're learning math. Well, here's a simple way to introduce children to mathematical concepts. Counting from one to ten can build basic math concepts. While there are

several ways to introduce children to numbers, counting with them keeps them engaged.

Make Learning Numbers Entertaining To Help Young Children Learn To Count

In a sense, this discussion is about memorizing strategies. While dominoes with dots and flashcards with numbers on them might be useful, we're not talking about putting a child at a desk and expecting them to learn by paying attention. Kids gain knowledge via play. Even better, their retention of those ideas can be improved when kids can manipulate and touch items while learning. This is referred to as tactile learning or kinaesthetic learning. So, how can we engage toddlers in counting? Play games. Sing tunes about figures! We may sing songs about counting in the same manner that we learn the alphabet song to help us learn the letters in a pleasant way.

Before going to sleep, you can play a straightforward game of "repeat after me" during story time. Request that your youngster repeat the word "one," "two," "three," and so on. Continue doing this until they discover a pattern that has to be followed. Try to alternate who says the numbers next. You say "one," stop, and ask "what comes next?" They might not have realized at first that this entertaining game is all about remembering, thus they might not have known. The line will ultimately learn to say "two" after one, "three" after two, and so forth. They could also be out of order, but if they skip one or two, you can rectify them by speaking the proper number. They are currently memorizing random words in order to learn them. It might still hold up in spite of the notion that these words have to do with quantity.

When teaching young children to memorize numbers, begin with simple steps!

A crucial point to remember is that your youngster won't reach the age of 10 by beginning to recall 10 digits. For a two or three year kid, that is too challenging. Start with "one, two, three" instead. You can continue uttering this as though it were a well-known statement. It's okay if they even repeat with "one, two" Make "three" a significant "celebratory" number. Say "threeeeee!" and clap. After that, you may continue with "four, five," and so on.

The need to learn and play around the child's environment. Of course, the intended play is one that is able to stimulate children's cognitive development. Activities while children are playing can also provide new knowledge and experiences for children, which are obtained from materials and tools prepared by educators. In playing, children also gain experience interacting with other people. Playing activities will make children more active and creative.

Teach young children and preschoolers how to express numbers in 2D

What does it mean to represent numbers in 2D? For the most part, this involves writing out numbers on paper or using flash cards. Give young children the opportunity to see the written number 1, so they will know what is meant when you say "one" and they say "one." And so on for numbers 2, 3, 4, and so forth. To demonstrate to kids how numbers relate to quantity, you can also add dots next to the numbers or use

dominoes or dice. You'll see that children's counting books employ this technique as well. Instead of dots, though, they'll display images instead, such as two apples, three flowers, four buddies, and so on. Additionally, it helps kids expand their vocabulary and make the connection between quantity and numbers.

Every day, read to kids from early learning books of this sort. You may embed the idea that printed numbers, vocal words, and physical amounts are all connected to one another using gamified and narrative techniques. The human intellect is incredible. It won't take much time to describe how this works. Children will learn to repeat patterns until they "get it" by "doing," at which point they will "get it." Just keep in mind to make it enjoyable so they want to!

To Teach Children Individual Numbers, Combine Sequences And Patterns

You can start with a few "tricks" when a youngster is proficient with numbers and feels comfortable speaking them in order (usually up to 10). Workbooks and worksheets are widely available to assist with this. A series of numbers in a random order will be displayed. Where is number seven, you can ask your preschooler. You can assist them in their search by pointing to the incorrect page and asking, "Is that number seven?" If they respond "yes," you respond "nooooo" as if it were a game. Once they get it right, ask again while pointing to another person, "Is that number seven?" You applaud them when they do it correctly by saying, "Yaaaay! High fives and "Good work!" are used.

If for adults the concept of numbers and mathematics is complicated, it is not so for children. Specifically, there are many ways to teach children to recognize numbers in a fun way while making it easier to understand numbers. However, unconsciously, the things your little one does every day are full of opportunities to learn numbers, which are the foundation for his ability to count and become a method for teaching children to recognize numbers.

With Youngsters, Count Real Items Constantly To Teach Them Numbers

Finally, attempt to put the skills you learn while playing with your child into practice. Stack the blocks while you're playing with them and point while saying, "One, two! That equals two blocks! When chopping up bananas into little pieces for a young child, place the pieces on their plate and count them (obviously, don't count higher than they can comprehend). There are three pieces still available! You point while saying "One, two, three." To accomplish this, line up some stones in the park, count your shoes as you put them on, and so forth. Make counting a mental exercise so kids can start to understand quantity. Beyond only "more" and "less," "large" and "little," they should be able to grasp. They ought to be able to comprehend concepts other than "more" and "less," "large" and "little," and so on.

The ability to count is one of the abilities that is very useful in everyday life. There is nothing wrong as a parent giving math lessons to your little one from an early age. The ability to count from an early age greatly influences the learning process of your little one at the educational level that he will go through later. This introduction

to the concept of counting can help your little one prepare the foundation for math concepts at school later.

The benefits of learning to count for children are very diverse, solving problems, measuring, estimating, sorting, and recognizing a pattern. Children need numeracy skills to carry out daily activities, such as estimating the time so they won't be late, knowing the pattern for estimating the house number at an address, considering the price to buy an item, and so on.

Introducing numbers to early childhood preferably by playing activities/playing games because with playing activities. Through playing, children feel happy, comfortable and children will learn about life, practice courage so that they develop a sense of self-confidence, and learn to respect their peers. Number recognition is the ability to recognize objects, objects or events. Number recognition is the power to perform an Action as a result of innate and training. The ability to recognize numbers is included in cognitive development which is the basis for the development of children's intelligence. Knowing numbers is a child's cognitive ability, in cognitive development this aims to develop abilities in the field of children's thinking, helping to develop mathematical logic skills. Learning significant numbers is useful for minimizing errors that occur in the use of measuring instruments so that they become more accurate. Because in physics measurements there are no absolute measurements, there must be a relative error in each measurement.

The ability to count can be interpreted as the child's ability to know the concept of numbers with objects, which include addition, subtraction. Learning basic mathematics from an early age is very important, because the condition of a child's brain at an early age absorbs new knowledge very quickly. Apart from helping children interact, mathematics is also used in carrying out daily activities. The purpose of introducing mathematics to early childhood is for children to know the basics of learning to count/mathematics, so that later the child will be better prepared to take part in learning mathematics at the next, more complex level of education. The ability to think mathematically is one of the abilities found in mathematics. The ability to think mathematically consists of low-level and high-level thinking skills. In tertiary institutions, they are trained to solve problems in high-level mathematical thinking skills.

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In conclusion, regularly incorporating numbers into the lives of toddlers and preschoolers will help them learn to count

Around age 2, children might begin learning to count. Undoubtedly, certain situations will always be unique (either earlier or later). However, you can start when they are toddlers to determine an appropriate age to begin teaching numbers. Naturally, don't anticipate making much progress at first. At that age, they are still consuming a great deal. They are quickly absorbing everything, including words, sounds, letters, objects, and other sensory information. However, you may teach counting to young children quite easily by making numbers part of the 'ordinary' in their life, like through playing, singing, or pointing out quantities. Children can then build on those foundational math abilities as they progress to preschool or kindergarten.

Number recognition is the ability to recognize objects, objects or events. Number recognition is the power to perform an Action as a result of innate and training. The ability to recognize numbers is included in cognitive development which is the basis for the development of children's intelligence. The ability to count can be interpreted as the child's ability to know the concept of numbers with objects, which include addition, subtraction. Mathematical reasoning becomes very important if you want to improve your mathematical literacy skills. One effort to improve mathematical literacy skills is to implement learning that provides mathematical tasks that require mathematical reasoning to complete.

The ability to think mathematically is one of the abilities found in mathematics. The ability to think mathematically consists of low-level and high-level thinking skills. In tertiary institutions, they are trained to solve problems in high-level mathematical thinking skills. The indicators of mathematical reasoning are (a) Make logical conclusions; (b) Provide an explanation of models, facts, or relationships between concepts; (c) Make conjectures and evidence; and (d) The use of relationship patterns to analyze situations, make analogies, or generalize. The ability to think mathematically is an important component in learning mathematics. There are 5 mathematical thinking skills, namely conceptual understanding, problem solving, mathematical reasoning, mathematical connections, and mathematical communication.

CONCLUSION

Based on the results of research on capacity building recognize numbers through the media video numbers in children's students can concluded under video media, numbers are used by students in an arbitrary manner individual. The use of video media when learning is currently Introducing the numbers 1-10 is done with several activities varied during learning, namely coloring, story telling, and draw. The purpose of the various activities is so that students are not fast bored while following the lesson. In addition, learning is also interspersed by singing "numbers" to add to the child's experience in learning Recognize the shape of the numbers 1-10.

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