THE EFFECT OF THE APPLICATION OF THE RECITATION METHOD ON MATHEMATICS LEARNING OUTCOMES OF FIFTH GRADE STUDENTS OF UPT SPF SD INPRES RAPOKALLING TALLO DISTRICT MAKASSAR CITY

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ABSTRACT

This study was conducted based on the problem of low student learning outcomes. The purpose of this study is to determine the description of the application of the recitation method, to determine the picture of learning outcomes mathematics UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar. This research is included in experimental research with quantitative approach. The design used in this study is a quasi experiment with a type of nonequivalent control group design. The population in this study is all students of Class V UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar. The samples in this study were 30 students of VA class and 32 students of VB class who were selected by purposive sampling technique. The Data in this study were collected using observation sheets, and student learning outcomes. The Data were analyzed using descriptive and inferential analysis. The results of descriptive analysis showed that the application of the recitation method went very well. The results of inferential analysis using an independent sample t-test showed that there were differences in pretest and posttest results between the experimental class and the control class which means that there is an increase in student learning outcomes in the experimental group better than the control group. So it can be concluded that: (1) the learning process by applying the method of recitation is very good; (2) student learning outcomes indicate an increase in student learning outcomes in learning; (3) there is an influence on the application of the method of recitation UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar City.

INTRODUCTION

Learning mathematics in elementary school is one study that is always interesting to put forward because of the differences in characteristics, especially between the nature of children and the nature of mathematics. It requires a bridge that can neutralize the difference or opposition. Elementary school children are developing at the level of thinking. This is because their thinking stage is still not formal, even elementary students in lower classes is not impossible some of them think they are still at the stage (pre concrete).

It is known that the results of students ' mathematics lessons are low. Especially in the value of daily tests there are still many students who get daily test scores brought criteria, other problems that exist are less students in the discipline in the learning process, and some students consider mathematics a particularly difficult lesson to memorize formulas, thus making students less interested in learning mathematics and at the time of learning students seem less active as students do not ask the teacher when they do not understand or have not understood the explanation given by the teacher. Efforts can be made to overcome the problem by providing a more varied method of recitation. The method of giving recitation that prospective researchers do is to practice directly the task given, so that students better understand the task given and can improve student learning outcomes. then this method of assignment will be more meaningful because students are actively involved in the discovery process for their knowledge, and provide students closer to the source of knowledge. According to Mamonto (2020), the recitation method is one of the learning methods applied by teachers in the learning process either in the form of tasks at school or at home to train responsibility and train how much

children understand the material given. Sinurat (2021), the recitation method is a way in the learning process when the teacher gives a certain task and the student does it, then the task is accountable to the teacher.
Based on the results of observations and initial observations in August at UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar city, it is known that the results of students ' mathematics lessons are low. Especially in the value of daily tests there are still many students who get daily test scores brought criteria, other problems that exist are less students in the discipline in the learning process, and some students consider mathematics a particularly difficult lesson to memorize formulas, thus making students less interested in learning mathematics and at the time of learning students seem less active as students do not ask the teacher when they do not understand or have not understood the explanation given by the teacher..

METHODS

The research used is experimental research with quantitative approach. The design used in this study is a quasi experiment with a type of nonequivalent control group design. The population in this study is all students of Class V UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar. The samples in this study were 30 students of VA class and 32 students of VB class who were selected by purposive sampling technique. The Data in this study were collected using observation sheets, and student learning outcomes. Data were analyzed using descriptive and inferential analysis.

RESULT AND DISCUSSION

A. Research Result

1. Description of the application of the Penera recitation Method to the learning outcomes of Mathematics class V UPT SPF SD Inpres Rapokalling 1 Tallo District Makassar City

Table 1 results of observation of the implementation of the application of the method of recitation in learning Treatment 1 and Treatment 2

Description	Treatment 1	Treatment 2
Acquisition Score	10	13
Percentage	66,67%	86, 67%
Category	Good	Very Good

Source: Observation Result Sheet

Based on Table 4.1 can be known the percentage of implementation of the learning process through the application of the recitation method. In the treatment of treatment 1 obtained a score of 10 out of a maximum score of 15 showed a percentage of 66.67 with good category. From the steps that have not been implemented, this happens because in the first syntax (opening) students are still less active in expressing their opinions about the learning objectives to be achieved. Then in the second syntax (material delivery) students pay less attention to the material provided and students are also still embarrassed to ask about material that has not been understood. In the third sintask (assignment) the division of groups is still difficult because students are still choosing friends. In the fourth syntax (responsibility of the task) there is still a lack of appreciation of the student's work. In the fifth syntax (closing) there is no delivery of the benefits of learning...

2. Description of mathematics learning results of fifth grade students of UPT SPF SD Inpres Rapokalling 1 Tallo District Makassar City.

a. pretest and posttest overview of experimental class mathematics learning outcomes

Table 1 Descriptive Data Pretest Kelas Eksperiment

Descriptive Statistics	Statistical Value	
Number of Samples	30	
Mean	57.00	
Median	55.00	
Mode	45[a]	*Source*: SPSS
Std. Deviation	10.796	Version 27
Range	40	
Minimum	40	
Maximum	80	

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Based on Table 1 with the number of samples of experimental groups of 30 students obtained mathematical learning outcomes data, it can be observed that the average value (mean) pretest experimental class of 57.00 with the spread of data (standard deviation) of 10,796, this means the value of the standard deviation is smaller than the average mean so it can be concluded that the average value can represent all data. The value of Mode (mode) of 45 with a range of values (range), among others, the highest and lowest value is 40 pretest mathematics learning outcomes of experimental class students are grouped into 5 categories, then a list of the distribution of recurrence and percentage of experimental class pretest category results is obtained in the following table:

Table 2 Frequency distribution and percentage Category Results *Pretest* Class Eksperiment

Value Intervals	Category	Total	Percentage
81-100	Very Good	0	0%
61-80	Good	9	30.0%
41-60	Good Enough	19	63.3%
21-40	Less Good	2	6.7%
20	Very Poorly	0	0%
Total		30	100.0

Sources.SPSS version 27

Based on Table 2 shows that the initial condition of mathematics learning outcomes of fifth grade students UPT SPF SD Inpres Rappokalling 1 District Tallo Makassar city has known the number of students who obtain good category scores as many as 9 people with a percentage of 30.0% while the number of students who obtain sufficient categories as many as 19 people with a percentage of 63.3%. and the number of students in the category of less 2 students with a percentage of 6.7% based on the results of descriptive analysis that has been done it can be concluded that the pretest results in the experimental class are in the category of less, it can be seen based on the average (mean) mathematics learning outcomes in the experimental class as a whole amounted to 57.33.

Table 3 Data Description *Posttest* Class Eksperiment

Descriptive Statistics	Statistical Value
Number of Samples	30
Mean	81.33
Median	85.00
Mode	85
Std. Deviation	8.802
Range	35
Minimum	60
Maximum	95

Sources: SPSS Version 27 .

Based on Table 3 with the number of samples of experimental groups of 30 students obtained pretest learning outcomes data, it can be observed that the average value (mean) pretest experimental class of 81.33 with the spread of data (standard deviation) of 8802, this means the value of the standard deviation is smaller than the average mean so it can be concluded that the average value can represent all data. The value of Mode (mode) of 45 with a range of values (range), among others, the highest and lowest value is 60 posttest mathematics learning outcomes of experimental class students are grouped into 5 categories, then obtained a list of the distribution of recurrence and percentage of experimental class pretest category results in the following table:

Table 4 Descriptive Data and Persentase Category Results *Posttest* Class Eksperiment

Value Intervals	Category	Total	Percentage
81-100	Very Good	16	53.3%

International Journal Of Elementary School Teacher

(IJEST) Jurnal Internasional Guru Sekolah Dasar
Vol. x, No.x, 2023.

61-80	Good	13	43.3%
41-60	Good Enough	1	3.3%
21-40	Less Good	0	0%
20	Very Poorly	0	0%
Total		30	100.0

Sources; SPSS Version 27

In accordance with Table 4 regarding the frequency distribution and the percentage of experimental class posttest scores of mathematics learning outcomes indicate that there is an increase in mathematics learning outcomes of fifth grade students UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar using the recitation method. It can be seen from the categorization that is, in the category of very good 16 students with a percentage of 53.3%. The number of students who are good category 13 students demgam percentage of 43.3%, students who obtain a good enough category as much as 1 student with a percentage of 3.3% and students who obtain a very bad category, no. Based on the results of descriptive analysis that has been done it can be concluded that the results of posttest on the experimental class are in the category of sufficient. This can be seen based on the average value (ean) mathematics learning outcomes in the experimental class as a whole amounted to 81.33

b. Pretest and Posttest Overview Of Mathematics Learning Outcomes Of Control Grade Students

Control class is a class that does not apply the reistation method in the learning process. Determination of students ' pretest quantitative value is by summing the scores of ability test answers according to the frequency of answers

Table 5 Descriptive Student Learning Outcomes *Pretest* Class Control

Descriptive Statistics	Statistical Value
Number of Samples	32
Mean	63.28
Median	60.00
Mode	60
Std. Deviation	10.049
Range	40
Minimum	45
Maximum	85

Sources: SPSS Version 27

Based on Table 5 with the number of control group samples of 32 students obtained pretest learning outcomes data, it can be observed that the average value (mean) pretest control class is 63.28 with the spread of data (standard deviation) of 10,049 , this means the value of the standard deviation is smaller than the average mean so it can be concluded that the average value can represent all data. The value of the mode (mode) of 60 with a range of values (range), among others, tertingg i the lowest value is 45 pretest math learning outcomes of control class students are grouped into 5 categories, then obtained a list of distribution and percentage of the category of pretest results of the control class in the following table:

Table 6 Frequency Distribution and Percentage Category Results *Pretest* Class Control

Value Intervals	Category	Total	Percentage
81-100	Very Good	1	3.1

61-80	Good	13	40.6%
41-60	Good Enough	18	56.3%
21-40	Less Good	0	0%
20	Very Poorly	0	0%
Total		32	100 %

Sources: SPSS Version 27

In accordance with Table 6 regarding the distribution of frequency and percentage pretest score control class learning outcomes show that the results of learning mathematics students grade V UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar city. In the category of excellent 1 student with a percentage of 3.1%. The number of students who are good category 13 students with a percentage of 40.6%, students who obtain a good enough category as many as 18 students with a percentage of 56.3% and students who obtain a very bad category, no. Based on the results of descriptive analysis that has been done it can be concluded that the pretest results on the control class are in the category of sufficient. This can be seen based

Table 7 Descriptive Data *Posttes* Class Control

Descriptive Statistics	Statistical Value
Number of Samples	32
Mean	71.88
Median	70.00
Mode	65
Std. Deviation	6.927
Range	25
Minimum	60
Maximum	85

Sources: SPSS Version 27

Based on Table 7 descriptive data posttest control group obtained data results of learning mathematics, can be observed in the value that the average (mean) pretest control class is 71.88 with the spread of data (standard deviation) of 6927, this means the value of the standard deviation is smaller than the average mean so it can be concluded that the average value can represent all data. The value of the mode (mode) of 65 with a range of values (range), among others, the highest and lowest value is 60 pretest math learning outcomes of control class students are grouped into 5 categories, then obtained a list of frequency distribution and percentage of pretest category results of the control class in the following table:

Table 8 Frequency Distribution and Percentage Category Results *Posttest* Kelas Kontrol

Value Intervals	Category	Total	Percentage
81-100	Very Good	1	3.1%
61-80	Good	13	40.6%
41-60	Good Enough	18	56.3%
21-40	Less Good	0	0%
20	Very Poorly	0	0%
Total		32	100%

Sources : SPSS Version 27

In accordance with table 4.9 regarding the distribution of frequency and percentage pretest score control class mathematics learning outcomes showed that the results of mathematics learning grade V students UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar city. In the category of excellent 1 student with a percentage of 3.1%. The number of students who are good category 13 students with a percentage of 40.6%, students who obtain a good enough category as many as 18 students with a percentage of 56.3% and students who obtain a very bad category, no. Based on the results of descriptive analysis that has been done can be concluded that the posttest results on the control class are in the category of sufficient. This can be seen based on the average value (mean) math learning outcomes in the control class as a whole amounted to 71.88%

Based on the research data on the results of learning mathematics siswayang has been done, the comparison of pretest and posttest values in the experimental class and control class can be seen in the following table:

Tabel 10 Comparison Nilai *Pretest* and *Posttest* Class Eksperimen and Class Kontrol

Descriptive Statistics	Class Eksperiment		Class Control	
	Pretest	posttest	Pretest	Posttest
Mean	57.33	81.33	63.38	71.88
Median	55.00	85.00	60.00	60.00
Mode	60	85	60	65
Std. Deviation	10.796	8.802	10.049	6.927
Range	40	35	40	25
Minimum	40	60	45	60
Maximum	80	95	85	85

Sources: Data Output IBM SPSS Version 27

3. Is there any effect of the application of the recitation method on the learning outcomes of Mathematics class V UPT SPF SD Inpres Rapokalling 1 Kecamatan Tallo Kota Makassar

a. Hypothesis Test

1. Normalty

Data normality test is conducted to determine whether the data obtained is normally distributed or not normally distributed to the learning outcomes of the class students who are used as samples. Normality test in this study using the test of Shapiro-Wilk test with the help of SPSS 27. 95% confidence level or ④ =5%

Tabel 11 Uji Normalitas Data *Pretest* dan *Posttest* kelas Eksperiment and Class Control

Data	Probability Value	Description
*pretest*_eksperimen	0.236	0.236 >0.05 = Normal
*pretest*_control	0.230	0.230 > 0.05= Normal
*posttest*_eksperiment	0.046	0.46>0.05= Normal
*posttest*_control	0.044	0.44>0.05= Normal

Sources: Data Output IBM SPSS Statistic Version 27 3.6 Uji Normality

Based on Table 11 shows that the pretest and posttest results of the experimental group and the control group were normally distributed with a significant value of sig>0.05. this shows that Ha is accepted and Ho is rejected

2. Homogeneity

Homogeneity test aims to determine the research data comes from a homogeneous population. Homogeneity test analysis in this study was conducted with the help of IBM SPSS statistical Version 27 program based on homogenineity Test of version with the level of confidence set at 95% or ④ = 5%

Tabel 12 Homogeneity Test Results Pretest and Posttest Class Experimental and Class Control

Data	Probability Value	Description
Pretest class eksperiment and class control	0.772	0.772 > 0.05 = Homogeneous
Posttest class eksperiment and class control	0.395	0,395 > 0.05 = Homogeneous

Sources: Data Output IBM SPSS Statistic Version 27 3.7 Uji Homogeneity

Based on these data shows that the results of the homogeneity test pretest and posttest experimental class and control class is said to be homogeneous because the probability value is greater than 0.05.

3. Independent Sampel t-Test Pretest Eksperimen and Pretest Control

This analysis was conducted by testing the pretest value of the experimental group and pretest control group using IBM SPSS Statistic Version 27 application. This analysis aims to determine the writing skills of the essay description of students between the experimental group and the control group before being given treatment in the form of recitation method. Data is said to have a difference if the probability value

Tabel 4.13 independent sampel T-test Pretes kelas eksperimen kontrol

Data	T	Df	Probability Value	Description
Pretest Class eksperiment and Class ontrol	-2.373	60	0.30	030>0.05= there is no difference

Sources: SPSS Verion 27

The hypothesis testing criteria are Ho is accepted if the significance value is greater than 0.05 (<0.05), and Ho is rejected if the significance value is less than 0.05 (<0.05). Based on the table above, it can be seen that the significance value (0.30 > 0.05) then Ho is accepted, meaning there is no difference in the average value of the experimental group pretest and pretest control group. Then if the value of t count -2.373 as compared with the value of T table with the value of α= 5% and df 60 then the value of T table of 2.030. because the count t is smaller than the table t (-2,373 < 2,030). So it can be concluded that there is no significant difference.

2. Independent Sample t-Test Posttest Eksperiment and Posttest Control

This analysis was conducted by testing the average value of posttest experimental group and posttest control group using IBM SPSS Statistic Version 27 application. This analysis aims to determine the learning outcomes of students between the experimental group and the control group before being given treatment in the form of recitation method. Data is said to have a difference if the probability value < 0.05. The following table shows the results of The Independent Sample t-Test between the experimental group and the control group posttest.

Tabel 4.12 Test Results Independent Sampel T-Test Posttest Class Eksperiment and Control

Data	T	Df	Probability Value	Description
Pretest kelas eksperiment and kelas control	9.458	60	0.001	0.001<0.05= There are differences

Sources: SPSS Version 27

Based on the table, it can be seen that the probability value is less than 0.05 this indicates that there are differences in the application of the recitation method to the learning outcomes of realistic mathematics when compared with the control class students without the application of the recitation method. If the calculated t value is 4,546 compared to the table t of 2,0030 with the value of ④ =5% and df 60, then the

calculated t has a value greater than the table t (9,458>2,030). As for the probability value of 0.001, it is smaller than the value of the significant level of ④ (0.001<0.05). Then there is the influence of the application of the method of recitation

Based on this, the value of the null hypothesis (Ho) is rejected, namely the absence of the effect of the application of the recitation method on the learning outcomes of mathematics UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar and the alternative hypothesis (Ha) is accepted, namely the influence of the application of the recitation method on the learning outcomes of mathematics UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar city

B. Discussion

This research was conducted at UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar city for 4 meetings both in the experimental group and in the control group. At the first meeting, both groups were given pretest (initial test), then conducted learning (treatment) for 2 meetings. In the experimental group using the method of recitation while the control group without using the method of recit

1. Description of the application of the method of recitation of mathematics learning outcomes UPT SPF SD Inpres Rapokalling 1 District Tallo Makassar

The subjects used were VA class as experimental group and VB class as control group. The control group acted as a comparison group for the experimental group because in the learning process in the control group was not given treatment (treatment) in the form of application of the recitation method.

What is taught in this study is the material about fractions multiplication and division. Overview of the implementation of the learning process using the restiasi method can be said to take place well. This is evidenced from all percentages of the implementation of the learning process, this categorization is based on the categorization table of the implementation of the learning process according to Mamonto (2020), 1. Stages of assigning tasks. Teachers give assignments taking into account the learning objectives to be achieved, suitability with the ability of learners, clear and understandable and the availability of sufficient time to do the task 2). Stages of task execution. Teachers should always provide guidance and supervision to avoid fraud 3). Stages of assessment. The teacher asks for a task report either orally or in writing, holds a question and answer discussion and gives an assessment of the results of the work. Learning with the use of the recitation method at the first meeting took place well because it has been done well, namely 9 steps from 15 steps maximum score. There are still steps that have not been done this happens in the first syntax (opening) students are still less active to express their opinions about the learning objectives to be achieved. Then in the second syntax (delivery of material) students pay less attention to the material provided and students are also still embarrassed to ask about the material that has not been understood. In the third sintask (assignment) the division of groups is still difficult because students are still choosing friends. In the fourth syntax (responsibility of the task) there is still a lack of appreciation of the student's work. In the fifth syntax (closing) there is no delivery of the benefits of learning.

Learning by using the recitation method at the second meeting has been done very well, namely 13 steps from 15 maximum scores. Where in this second meeting students are easier to condition their seats according to the group, Students can focus on the material while running and students are no longer ashamed to write down the results of their tasks. This is evidenced from all the percentage of implementation of the learning process, this categorization is based on the categorization table implementation of the learning process (Riduwan 2015:15). Therefore, the results of observations or observations made at each meeting can be concluded that the implementation of learning by applying the recitation method took place well. The effectiveness of the application of this recitation method is also evidence that the recitation method is one of the good learning methods and is suitable to be applied to elementary school students. . This is because it fosters a sense of responsibility imposed on students through written or oral reports, making summaries, submitting work results and others (researcher Yunita, 2022)

2. Description of mathematics learning outcomes UPT SPF SD Inpres RapokaGambaran Hasil Belajar Matematika UPT SPF SD Inpres Rapokalling 1 Kecamatan Tallo Kota Makassarlling 1 District Tallo Makassar

Student learning outcomes are obtained after going through the validation stage of the content or instrument validation stage by experts in their fields. Student learning outcomes for experimental classes before given treatment are in the category of very less. Furthermore, the calculation results of student learning outcomes after being given treatment for experimental classes are in the category of very good. The learning outcomes are changes in the student's knowledge of success is determined by the achievement of the learning objectives themselves. Overview of the results of the analysis that has been done shows that the data on student learning outcomes with the application of the recitation method has increased.

Pretest results showed that the initial condition of the students were in the category of sufficient, with the average in the experimental group and the control group is not far proportional so that there is no difference in the attitude of cooperation with the experimental group with the Dick group at the time of prestest

Posttest results conducted after the treatment (treatment) that shows there are differences in learning outcomes between the experimental group and the control group, characterized by the average experimental class test is higher than the control class

3. Is there any effect of the application of the recitation method on the learning outcomes of Mathematics UPT SPF SD Inpres Rapokalling 1 Kecamatan Tallo Kota Makassar

The effect of the application of the recitation method on student learning outcomes can be known through inferential statistical analysis, first performed the assumption test is normality test and homogeneity test. Normality test pretest and posttest results in the experimental group and control group using shapiro-wilk test with results that show that all data are normally distributed. After that, homogeneity test was conducted between pretest experimental group and control group, and posttest experimental group and control group using SPSS Test 27 with results showing both groups of data declared homogeneous. The next step is hypothesis testing.

Hypothesis testing with inferential statistics shows that there are differences in student learning outcomes of the experimental group that uses treatment in the form of application of the recitation method in the learning process with a control group that does not apply the recitation method. From the statistical results using the independent sample t test Test obtained the value of the difference in student learning outcomes, before the treatment and after the treatment. And showed that there are differences in learning outcomes in the experimental group Students with the average value of learning outcomes of control group Students. The results

Hypothesis testing with inferential statistics shows that there are differences in student learning outcomes of the experimental group that uses treatment in the form of application of the recitation method in the learning process with a control group that does not apply the recitation method. From the statistical results using the independent sample t test Test obtained the value of the difference in student learning outcomes, before the treatment and after the treatment. And showed that there are differences in learning outcomes in the experimental group Students with the average value of learning outcomes of control group Students. The results of hypothesis testing conducted with Independent Sample t-Test Test obtained a significant value of t is less than the probability value, then Ho (Noll hypothesis) is rejected and Ha (alternative hypothesis) is accepted.

Learning with the application of the recitation method is learning that gives students the opportunity to find mathematical ideas. Students are not just passive recipients of math material taught by teachers, but students must be able to do a math learning process that is done alone or in groups outside the classroom and in charge of the answers written so that students are interested in solving math problems. This is in line with the opinion (education et al., 2016) recitation is a teaching method in which teachers give certain tasks to students so that students carry out learning activities, tasks carried out by students can be done anywhere the task can be done, be it in the classroom, in the school yard, in the laboratory, in the library, in the workshop or in the student's home. In practice, this recitation method contains one of the most important principles in education, namely Deuteronomy and exercise. Something learned needs to be repeated in order to be absorbed in the brain, so that it is fully mastered and difficult to forget. With the recitation method will be easier to relieve students who can finally instill the importance of the meaning and benefits of learning for themselves

so that students will be motivated to spirit and enterprising in their studies so that the achievement (results) of student learning will be high.

CONCLUSION

1. The application of the recitation method in Class V UPT SPF SD Inpres Rapokalling 1 Kecamatan Tallo Kota Makassar is applied well and carried out in accordance with the stages that should and give a positive effect. This is evidenced by the results of observations that have been made at each meeting has increased from the category of effective to be very effective.

2. Mathematics learning outcomes of students in the experimental class after the application of the method of recitation increased. This proves degan mathematics learning outcomes increased experimental class students from the category of enough to be very

3. There is a significant influence on the application of the recitation method to the learning outcomes of mathematics class V UPT SPF SD Inpres Rapokalling 1 Kecamatan Tallo Kota Makassar

SUGGESTIONS

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