THE USAGE OF MAGIC BOX-BASED APE AS AN EFFORT TO IMPROVE COGNITIVE ASPECTS

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Abstract: *This research is to find out The Usage of Magic Box-Based as An Effort in improving cognitive aspects of youth capability identifies and keep in mind animal pictures, fruits, number and alphabet. The method used is a qualitative approach with a sort of case research, meanwhile, based on data and survey that investigator was carried out by observation, inerview and documentation. Investigator formerly attach data obtained through interviews. In this sub-chapter, the result of inetrviews will be explained regarding The Usage of Magic Boxes in Improving Youth's Cognitive Aspects. The technical data analysis carried out empirically, which begins swith observation and aware of used methods. As the subject of this research is an early childhood, Mawar group RA Walisongo Gayam Sumenep with a total of 20 childern. Result of scope research found that learning process could be implemented with a Learning Approachment Based of Magic Box where there are several steps to implement through creativity in every single youth's presentation, the active interaction of youth through Magic Box, quiz presentation pass through thuse, provide positive feedback against youth. The implication obtained is the significant of an approachment that teachers employed, by utilizing other play methods that is effective will be competent to stimulate proggress of youth's cognitive aspects.*

Key words: *Learning Media; Magic Box; Capabilty Cognitive;*

Abstrak: Penelitian ini bertujuan untuk mengetahui Pemanfaatan Kotak Ajaib Berbasis Kotak Ajaib Sebagai Upaya Peningkatan Aspek Kognitif Kemampuan Remaja Mengidentifikasi dan Mengingat Gambar Binatang, Buah-buahan, Angka dan Alfabet. Metode yang digunakan adalah pendekatan kualitatif dengan jenis penelitian kasus, sedangkan berdasarkan data dan survei, penyidikan dilakukan dengan cara observasi, wawancara dan dokumentasi. Penyidik sebelumnya melampirkan data yang diperoleh melalui wawancara. Pada subbab ini akan dijelaskan hasil wawancara mengenai Pemanfaatan Kotak Ajaib dalam Meningkatkan Aspek Kognitif Remaja. Teknis analisis data dilakukan secara empiris, yang diawali dengan observasi dan mengetahui metode yang digunakan. Subyek penelitian ini adalah anak usia dini kelompok Mawar RA Walisongo Gayam Sumenep yang berjumlah 20 anak. Hasil penelitian ruang lingkup ditemukan bahwa proses pembelajaran dapat dilaksanakan dengan Pendekatan

Pembelajaran Berbasis Magic Box dimana terdapat beberapa langkah yang dilaksanakan melalui kreativitas dalam presentasi setiap remaja, interaksi aktif remaja melalui Magic Box, presentasi kuis melalui soe, memberikan tanggapan positif terhadap generasi muda. Implikasi yang diperoleh adalah pentingnya pendekatan yang dilakukan guru, yaitu dengan memanfaatkan metode bermain lain yang efektif akan mampu merangsang kemajuan aspek kognitif remaja.

Kata kunci: Media Pembelajaran; Kotak ajaib; Kemampuan Kognitif;

INTRODUCTION

Early childhood education is essentially a teaching effort aimed at early childhood from birth since six years by providing intensive activity against accretion and physical progress, also spiritual so that children their own skills to continue next education[1]. Apart from that, early childhood education is included in all efforts and actions carried out during care, parents' guidence and education in early childhood to create a good environment where every child can explore the experience that is possible to be learned the environment through research, immitation and chance [2].

Early childhood education aims to develop aspects of children's development to achieve that potential. These developmental aspects include moral, religious values, social emotional aspects, language aspects, motorist and artistic aspects[3]. It's children are given an understanding of themselves from an early age, it is easier for them to determine who they will be in the future. Besides, teaching children about the importance of managing and developing intelligence from an early age also helps them maximize their ability to implement future programs [4]. Early childhood

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[1] (Risnawati, 2020)

[2] (Mulyani et al., 2020)

[3] Dina Fitriana, "Meningkatkan Perkembangan Kognitif Anak Usia Dini Melalui Alat Permainan Edukatif (Ape)," *JCE (Journal of Childhood Education)* 5, no. 2 (2022): 580, https://doi.org/10.30736/jce.v5i2.726.

[4] Qutaiba Agbaria, "Classroom Management Skills among Kindergarten Teachers as Related to Emotional Intelligence and Self-Efficacy," *International Journal of Instruction* 14, no. 1 (2020): 1019–34, https://doi.org/10.29333/IJI.2021.14160A.

education (PAUD) is an important educational program to be given to every child as preparation for entering primary, secondary and higher education [5].

To achieve certain goals, learning activities are carried out to change overall behavior. The experience of interacting with the environment through training and experience involving cognitive, affective and psychological [6]. Learning is essentially a process of thinking and acquiring knowledge that lasts throughout life, starting from being in the mother's fetus (Prenatal). Learning activities are the key to improve the quality of life in the form of cognitive abilities [7]. The model of thinking in learning, playing and working in early childhood is based on cognitive development. Therefore, children must be given the opportunity and simulation to see, feel and solve simple problems so that children can solve problems symbolically [8].

Considering the above point of view, it can be seen that, in theory, cognitive aspects are very important for children. Children's cognitive, social and emotional development are very important to foster their creativity. Through play activities, it is believed to be able to help develop children's cognitive abilities and social and emotional skills. Children can explore and solve problems in their environment so that they will develop in their learning environment, which helps them develop aspects of their development [9].

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[5] Eva Bonita et al., "The Golden Age : Perkembangan Anak Usia Dini Dan Implikasinya Terhadap Pendidikan Islam," *Tarbawiyah : Jurnal Ilmiah Pendidikan* 6, no. 2 (2022): 218, https://doi.org/10.32332/tarbawiyah.v6i2.5537.

[6] (Wahyuni, 2022)

[7] (Renawati & Munastiwi, 2022)

[8] Koderi Koderi, Cahniyo Wijaya Kuswanto, and Sarah Nuryati, "Meningkatkan Kognitif Anak Usia Dini Melalui Pengembangan Media Cube Learning," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (2021): 1834–45, https://doi.org/10.31004/obsesi.v6i3.1824.

[9] Mentari Rahmadani and Salwiah Salwiah, "Menigkatkan Kemampuan Kognitif Anak Dalam Mengenal Bentuk Bentuk Geometri Melalui Media Play Dough," *Jurnal Riset Golden Age Paud Uho* 2, no. 2 (2019): 159, https://doi.org/10.36709/jrga.v2i2.8366.

Playing is an important activity for young children so that it can improve their cognitive development [10]. Children will feel interested, happy, and active through play activities [11]. With play activities, children will have the opportunity to interact with the surrounding environment [12]. Thus, games have an important role in children's thinking processes because young children experience high sensitivity and have an extraordinary absorption capacity for the environment and new things [13].

Educational game tools are a medium in the form of educational games that educators can use during the learning process to make it easier for children[14]. Educational game tools suitable for young children are in the form of tools specifically designed for children whose use is safe and capable of developing aspects of children's growth and development [15]. Parents or teachers can choose educational game tools that suit each stage of a child's development [16]. APE can be introduced to children when they grow and develop intellectually APE [17]. Using a game tool in the form of a magic box media has a specific impact on the consolidated development of

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[10] L M Hidayanah, R Mustikasari, and ..., "Permainan Menara Binatang Untuk Meningkatkan Perkembangan Kognitif Anak Usia Dini," *… Anak Usia Dini* 2, no. 2 (2022): 76–85.

[11] Yeni Solfiah, Hukmi Hukmi, and Febrialismanto Febrialismanto, "Games Edukatif Berbasis Android Untuk Meningkatkan Kemampuan Mengenal Angka Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (2021): 2146–58, https://doi.org/10.31004/obsesi.v6i3.910.

[12] Mira Yanti Lubis, "Mengembangkan Sosial Emosional Anak Usia Dini Melalui Bermain," *Generasi Emas* 2, no. 1 (2019): 47, https://doi.org/10.25299/ge.2019.vol2(1).3301.

[13] Hari Budiwaluyo and Abdul Muhid, "PEDAGOGI: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini MANFAAT BERMAIN PAPERCRAFT DALAM MENINGKATKAN KREATIVITAS BERPIKIR PADA ANAK USIA DINI," *Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini* 07 (2021).

[14] Hasan Baharun et al., "Pengelolaan Alat Permainan Edukatif Berbahan Limbah Dalam Meningkatkan Kecerdasan Kognitif Anak," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020): 1382–95, https://doi.org/10.31004/obsesi.v5i2.763.

[15] (Hasanah, 2019)

[16] Fitriana, "Meningkatkan Perkembangan Kognitif Anak Usia Dini Melalui Alat Permainan Edukatif (Ape)."

[17] Novitasari Dewi et al., "Perancangan Ape Mistery Box Dalam," *MURANGKALIH : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2023): 1–11.

children's cognitive aspects because, through children's drawings, it will be easy and quick to stimulate children's cognitive aspects.

This study was carried out at the Walisongo Karang Tengah Gayam PAUD institution, Sumenep. When the teacher gives instructions to participate in a "magic box" game, there are children with limited characteristics who are lazy in remembering information, such as showing and saying numbers and letters. Therefore, a teacher must provide an approach that focuses on cognitive stimulation and developing children's memory. Considering the phenomenon that occurs at the Walisongo (PAUD) Gayam Sumenep institution, it is necessary to implement the use of the magic box game at the Walisongo (PAUD) institution as an effective effort to improve children's cognitive aspects such as children's ability to remember, recognize, name and show pictures, numbers and letters. Therefore, by implementing the Magic Box-based APE game during the activity, children do not feel bored and lazy and start to respond according to the teacher's instructions. They will be interested in playing the Magic Box learning media, which can also stimulate children's imagination and creativity.

According to Surya & Dewi[18], children's cognitive aspects can be stimulated through role-playing games. In developing children's cognitive aspects, role-playing will make children more active, participate in learning optimally and explore new things around them. Thus, children will feel happy and not get bored easily during the learning process. With lots of games, children can express themselves and develop a sense of enjoyment when playing because their world is playing. In this case, it can be concluded that symbolic play activities are game activities which can contribute to optimizing the cognitive development of young children by taking turns playing. In addition, Utami et al., [19] stated that apart from developing

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[18] Surya & Dewi, (2020)
[19] Utami et al., (2021)

children's cognitive aspects, through the Alphabet Flashcard game media, they can also train exemplary motor aspects of early childhood, which has a positive impact on the ability and flexibility to use fingers and tools to explore and express themselves in various forms, as well as the ability to memorize the alphabets, distinguish colors, and compose words. Apart from that, with the strategic approach carried out in several stages to stimulate children to learn to read, they can develop their potential or ability to see children's interests, including letters in themes, letters in names, and letters from weeks [20].

The current study is inline with Surya & Dewi and Utami et al. In learning, solving problems, logical thinking, and symbolic thinking through the use of Magic Box-Based APE. The point of difference between this research and previous research lies in the focus of discussing the media and methods used. In the "Magic Box" media, researchers used media in the form of paper with pictures of animals, fruit, numbers and letters that were modified to attract children's attention. With this, children will know draw pictures of animals, fruit, numbers and letters easily, so that children's cognitive aspects will be stimulated easily.

This research is important to use this in order to provide a new change, especially in improving children's cognitive aspects by using Magic Box Media, as a media applied by educators at the Walisongo Early Childhood Institution, Gayam, Sumenep. The learning method using the Magic Box media is very suitable for young children and helps children to easily remember what is communicated by the teacher through this media, as children will easily show, say numbers and letters. By using this media, efforts are made to improve the development of cognitive aspects of early childhood. A PAUD (Early Childhood Education) teacher has a very important role in building creativity in delivering material using various kinds

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[20] Aurumajeda & Nurhidayat, (2021)

of learning media. Teacher creativity is key to making learning an engaging and effective experience for preschool children. Therefore, an educator can be trained by going through the Understanding Individual Needs stage: Every child has different needs and learning styles. An educator can take the time to understand individual students. This will help educators adapt learning approaches and media that are most suitable for each child. Utilizing Various Media: Educators can use a variety of learning media, including story books, educational toys, pictures, music, educational videos, teaching aids, and interactive games. An educator's creativity will emerge when integrating these various media into daily teaching. And the final stage of Creative Activities: at this stage a teacher can include creative activities such as painting, role playing, making handicrafts and simple experiments. These activities are not only fun, but also help children learn in a practical and experiential way. By focusing on creativity and variety in learning approaches, a PAUD teacher can create a learning environment that stimulates and motivates children to learn happily.

As with the problem above, the focus of this research is how to implement the use of Magic Box-based APE as an effort to improve children's cognitive aspects in PAUD institutions. Walisongo Gayam Sumenep, in order to improve skills in recognizing pictures of animals, fruit, numbers and letters so that it will have a positive impact on children and can increase learning motivation. Apart from increasing the cognitive aspect of children's knowledge in understanding and recognizing paper with pictures of animals, fruit, letters and numbers through the use of the "Magic Box" media can encourage educators to increase innovation and creativity in the teaching and learning process as well as picture recognition skills of animals, fruit, numbers and letters for young children.

RESEARCH METHODS

As with the problem above, the focus of this research is how to implement the use of Magic Box-based APE as an effort to improve children's cognitive aspects in PAUD institutions. Walisongo Gayam Sumenep, in order to improve skills in recognizing pictures of animals, fruit, numbers and letters so that it will have a positive impact on children and can increase learning motivation. Apart from increasing the cognitive aspect of children's knowledge in understanding and recognizing paper with pictures of animals, fruit, letters and numbers through the use of the "Magic Box" media can encourage educators to increase innovation and creativity in the teaching and learning process as well as picture recognition skills of animals, fruit, numbers and letters for young children.

This research was conducted using a qualitative research approach with a case study type. Case studies can provide in-depth insight into how the use of magic box-based APE affects specific aspects of children's cognition and the broader context. This research was chosen to systematically find out about the use of the "Magic Box" media to introduce children to various types of animals and fruit, as well as to compose and spell letters based on these animated images. This research will also help children better understand the types and characteristics of animals and fruit. The information center at the Walisongo Karang Tengah PAUD school, namely, through interviews with school principals, teachers and student guardians who are very willing and anticipating to distribute various information about development and growth as well as training children's cognitive aspects through the use of Magic Box media.

FINDINGS AND DISCUSSION

In improving childhood *Coginitive Aspects* could be implimanted with approachment of learning which is basically *Magic Box* here are several steps to do this ;
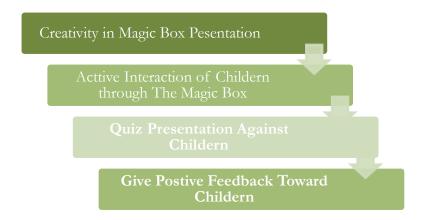
Figure 1 : The Realm of Educational Games Through Magic Box Media.

First Step of Childern Creativity Through *Magic Box*

The results of an interview with one of the Walisongo PAUD teachers stated that there is a presentation via the Magic Box which is a unique and interesting presentation concept, where educators use elements such as mystery, surprise and creativity to attract students. As a result, with the magic box media, students explore all aspects of the magic box media which can have an influence on social emotions, develop their imagination, creativity and cognitive aspects of children. Therefore, children begin to be interested in magic box media so that children are able to recognize, remember, count and spell on paper with pictures of animals, fruit, letters and numbers. Bearing in mind that young children have a high absorption capacity and great curiosity, it is important for educators to be able to provide learning in an andragogical and creative way.

An educator must have creative ideas to arouse students' interest in teaching and learning activities. The learning media commonly used for learning in early childhood is Educational Game Tools (APE) [21]. In line with this, in the learning process educators using media can help children easily absorb the fields of knowledge taught by teachers to children, whether

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[21] Nurul Novitasari et al., "Pelatihan Pembuatan Flash Card Untuk Mengembangkan Kreatifitas Guru PAUD Dalam Mengajar" 4, no. 1 (2023): 245–58, https://doi.org/10.37985/murhum.v4i1.142.

simple or expensive [22]. So incorporating media into early childhood learning can really increase learning motivation and make the learning process more interesting. Media also helps visualize abstract concepts, bring material to life, and facilitate children's understanding. Using media wisely and creatively can help create an inspiring and effective learning environment for young children. In the context of early childhood education (AUD) in Indonesia, there are three main categories of learning materials that are commonly used, namely audio-visual media, image/graphic media, and audio media.[23].

Magic Box-based learning media (APE) is able to develop imagination and creativity in children. Apart from that, it can hone the absorption of letter and number vocabulary through the Magic Box media. In this step, creativity in children's presentations has an important role in developing developmental aspects in children, especially children's cognitive aspects regarding their ability to recognize and remember, because this game is basically classified as an informative game which is able to stimulate children's cognitive aspects. Generally, children will start to think symbolically in solving problems, which can also be dominant in children's growth and development, so that it has a positive impact in encouraging children to learn to recognize and remember pictures of animals, fruit, numbers and letters through the Magic Box media. In line with this, children whose thinking abilities have developed will be accustomed to always being encouraged to solve problems by thinking [24].

It can be concluded that young children can be educated and helped to acquire the skills necessary to develop high intelligence. High intelligence, which is often referred to as intellectual intelligence or IQ

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[22] (Sobry & Sa'i, 2020)

[23] (Fajar, 2020)

[24] Sumiyatni Sumiyatni and Pardimin Pardimin, "Pengembangan Model Pembelajaran Host Untuk Peningkatan Kognitif, Afektif Dan Psikomotorik Anak Usia Dini," *Media Manajemen Pendidikan* 5, no. 2 (2022): 193–202.

(Intelligence Quotient), involves various cognitive abilities such as complex understanding, in-depth analysis, problem solving, and the ability to learn quickly. By providing a supportive environment and facilitating diverse learning opportunities, children can develop their potential and build the skills necessary for high intelligence.

Figure 2. Magic Box Game That Teachers Can Implement.

The Second Step is Active Interaction of Childern Through Magic Box

A semi-structured interview was conducted from one of the Walisongo PAUD teachers regarding the Magic Box game which was introduced to children, namely by the teacher instructing the children to pay attention to the media on the table and explaining it to the students. In the next phase, the educator asks two children to repeat by pasting back the animated pictures of animals and fruit as instructed by the teacher. If the children are able to recognize and understand the activity of pasting paper with pictures of animals and fruit, they are getting used to it, then ask the children to take paper with pictures. animals, and fruit that the teacher will mention using Magic Box media which can be aligned by the teacher based on the theme that will be conveyed. In this step, the activity of gluing paper with pictures of animals and fruit is quite easy for students because they just need to observe the teacher's instructions, then collect and arrange letters and numbers according to the picture that has been determined by the teacher.

In line with this, things that can train mathematical aspects include the ability to use numbers to count, recognize shapes, classify or group, use mathematical concepts, apply mathematics in everyday life, and be sensitive to certain patterns [25].

At this stage, children's knowledge becomes more understanding, because interaction with peers can build a high level of social sense and cooperation in solving problems, especially playing smart games. In line with this, a teacher can guide students in social-emotional aspects by interacting through the Magic Box game. Therefore, the correlation between the development of social emotional aspects and the development of cognitive aspects of a child really needs to be stimulated and stimulated appropriately so that the child can develop optimally. Talking about cognitive development which refers to a child's ability to think, understand, learn and process information from their environment. Meanwhile, the development of social emotional aspects leads to the ability to understand and manage emotions, developing positive relationships with peers. In line with this theory, social emotional development during the golden age is determined by the child's growing ability to interact socially with other people, the child's ability to exercise self-control in daily tasks, and the child's ability to express emotions in different ways. [26].

The results of an interview with one of Walisongo's PAUD teachers are in line with several theories that the Flash picture card learning media is an interesting supporting medium to be used as a learning medium for children. With this media children will respond quickly, actively, and be able to remember and recognize picture words. , letters and numbers on picture flash cards can also be proven to develop fine motor skills. Apart from that,

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[25] (Putri, 2021)

[26] Yati Nur Hafiyah and Mohammad Zaini, "Penggunaan Metode Bermain Peran Untuk Mengembangkan Kemampuan Sosial Emosional Anak Usia Dini Kelompok B Di TK Darma Wanita Persatuan 2 Bayuglugur Situbondo," *PRESCHOOL: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2022): 12–24, https://doi.org/10.35719/preschool.v3i1.42.

photographic paper media (KEMBAR) is study material in printed form containing images developed for the purpose of conveying educational material to students, especially for lower grade or early age students. This drawing paper contains instructions or learning information to be conveyed to students [27].

Flashcards are considered as a means of creating fun and excitement in learning vocabulary for students, because flashcards are a form of supporting learning in the form of cards with pictures of animals and fruit that students like which can be presented in the form of games. Therefore, flashcards are an alternative solution to help improve students' vocabulary skills, especially the ability to listen to vocabulary, speak and be able to recognize and remember pictures [28]. So the correlation between the Flashcard game and the Magic Box game is an effective game that is reviewed directly for students to focus more on paying attention to a picture which can enrich their intellectual field in recognizing and remembering by using paper with pictures of animals and fruit and can improve children's cognitive aspects. Apart from that, this game also allows children to be able to recognize, name and count pictures on paper with animals and fruit through the use of Magic Box media.

[27] Lili Hasliana, Fatimah, and Ahmad Syah, "Media Belajar Kertas Bergambar (Kembar) Sebagai Inovasi Media Pembelajaran Dimasa Pandemi," *Sipissangngi : Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2021).

[28] Rizkariani Sulaiman and Ihramsari Akidah, "Pembelajaran Bahasa Inggris Menggunakan Media Flash Card Pada TPA Masjid Baitul Maqdis," *Madaniya* 2, no. 3 (2021): 242–52, https://doi.org/10.53696/27214834.84.

Figure 3. Student is Arranging Alphabet.

Third Step is Quiz Presentation Through *Magic Box*

The results of an interview with the principal of PAUD Walisongo Karang Tengah said that, with the Magic Box-based media learning process which is included with open-ended question activities, children appear to feel enthusiastic, happy and not bored during the learning process, and the most important thing about this is the question method. open questions while playing using the Magic Box media, this media really helps educators to develop children's thinking abilities, so that children can stimulate the brain to think about what the teacher asks students. In line with an interview conducted with one of the Walisongo PAUD student parents, he said that the open question learning method used by educators with children is very helpful in stimulating children's way of thinking in solving problems, what children ask at school will be remembered by children when they go home. to the house. This proves that the method of learning open questions while playing has an important role in improving the ability to think symbolically, so that children will easily remember the teacher's questions using the sentences he conveys through the Magic Box media, such as saying the question "name which animal has two legs," " How many chicken feet are there? In this case, children can be interested and pay attention to the instructions from the teacher and be able to answer these questions.

In this research, Magic Box-based learning media activities provide opportunities for children to develop memory and recognition skills through interaction between teachers and students through conversations in the learning process that is taking place naturally. Apart from asking questions to develop children's thinking, teachers can also ask open-ended questions. This is in accordance with open questions which will encourage children to think more deeply with question words that can be used, for example what, why and how. In line with this, children's learning activities that are designed with special attention to questioning techniques have six levels, namely:

First, remembering (children are able to recognize, name, count, repeat, mention again), second, understanding (children are able to describe, explain), third is applying (children are able to explain the reasons for this recognition), fourth is analysis (children are able to recognize changes, experiment and compare), fifth (children are able to express opinions and decisions), sixth is designing (children are able to create, design and plan)[29].

Some of the theories above can be concluded that in fact, at the open question step, children's abilities in the development of cognitive aspects which focus on symbolic thinking in solving problems play a very important role in being able to answer open questions, because these questions often require children to use symbols. symbols, abstract concepts, and creative thinking in response to them. In line with this, children's symbolic thinking and abstract thinking develop through social interaction and cultural understanding. So open questions can be used as a tool capable of stimulating symbolic thinking and in-depth discussions between children, which can help them develop a deeper understanding of abstract concepts.

Fourth Step is Giving Postive Feedback Against Childern

An unstructured interview conducted by one of the teachers at PAUD Walisongo Karang Tengah, namely by giving praise and gifts, can be an effective tool for improving children's character, especially in behaving responsibly. However, it is important to understand that this approach must be taken wisely and in a balanced manner, and should not be used as the only educational method. One way is through Appropriate Praise, which is sincere and specific praise which is very important. A teacher can give general praise such as "What a clever pious/sholeha child," can also try giving praise that elaborates on the desired behavior for example, "Ustadzah is very happy to see you cleaned your class well today." Apart

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[29] Ardhana Reswari, "Efektivitas Pembelajaran Berbasis Steam Terhadap Kemampuan Berpikir Kritis (Hots) Anak Usia 5-6 Tahun," *JCE (Journal of Childhood Education)* 5, no. 1 (2021): 1, https://doi.org/10.30736/jce.v5i1.490.

from that, direct attention to the process, apart from appreciating the final result, also focus on the efforts and processes carried out by students, so that it can help children understand that responsibility does not only refer to the final result, but also how they achieve it. In addition to giving praise and rewards, a teacher must teach children about Values and Responsibilities, teach children about values such as honesty, integrity, and empathy, the main goal is to educate children about important values and help them understand the consequences of their actions.In line with this, educators can provide opportunities to learn from mistakes, in fact children will not always act responsibly all the time when they make mistakes, so a teacher can provide opportunities to learn from them without punishing or criticizing excessively, and is able to encourage reflection and children's self-improvement.

Reinforcement by the teacher, both verbally and nonverbally, will increase the child's sense of pride and motivation, so that the behavior that is reinforced will tend to be repeated. Through this research, it is hoped that PAUD teachers can be more creative in developing various forms of meaningful reinforcement for children, especially strengthening children's emotions, one of which is through character training for children[30]. In line with this, character development needs to be done creatively so that children feel comfortable and are not pressured to develop the desired character. One form of character development that children really like is through the storytelling method [31]. The storytelling method is a method used by teachers to narrate and convey information and messages to students through the stimulation of stories or certain events with the aim of perfecting students' ability to hear or remember the content presented to help them

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[30] Mukti Amini and Mariyati Mariyati, "Meningkatkan Karakter Anak Usia Dini Melalui Pemberian Penguatan," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2021): 2101–13, https://doi.org/10.31004/obsesi.v5i2.1128.

[31] Mukti Amini et al., "Diseminasi: Jurnal Pengabdian Kepada Masyarakat PENGUATAN KARAKTER UNTUK ANAK USIA DINI MELALUI METODE BERCERITA," 2022, 33–37.

solve existing problems related to the problems they encounter. in everyday life [32].

From several theories above, it can be concluded that a teacher using an approach method that provides positive feedback can play a role in building a sense of responsibility and positive attitude in students by providing motivation. Positive feedback from a teacher can increase students' motivation. . When they feel appreciated and get praise for their efforts, they are more likely to feel motivated to learn and do their jobs well. Teachers who provide positive feedback are just one aspect of education that can influence the development of responsibility and positive attitudes in students.

This research can be taken as a totality that the use of Magic Box-Based APE as an Effort to Improve Cognitive Aspects of Children who are able to remember, recognize, count and spell on paper with pictures of animals, numbers and letters, really helps improve the growth and development of children from an early age, because an educator is directly observe and find out about students' activities in playing while learning through the Magic Box media. The learning process can be implemented using the Magic Box Based Learning Approach, which has several steps to do this through: creativity in children's presentations through the Magic Box, active interaction of children through the Magic Box, open questions through the Magic Box, and giving positive feedback to children. Therefore, the implications of using this approach are very helpful for educators to create innovation and creativity in all aspects so that feedback on students will easily train them to be confident, have a good attitude, and be able to solve problems symbolically.

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[32] Dedeh Karnemi, Debibik Nabilatul Fauziah, and Rina Syafrida, "Implementasi Metode Bercerita Terhadap Kemampuan Bahasa Anak Usia 4-5 Tahun Di Paud Sahabat Kecamatan Rawamerta," *Pratama Widya : Jurnal Pendidikan Anak Usia Dini* 6, no. 2 (2021): 152, https://doi.org/10.25078/pw.v6i2.2803.

CONCLUSION

Based on stuides and analyzes that have been carried out at (PAUD) Walisongo, Karang Tengah Village, Gayam District, Sumenep Regency. It can be concluded that implementing the *Magic Box* Based learning approach that there are several steps todo this through; creativity in childern's presentations through the *Magic Box*, active interaction with childern through the *Magic Box*, question presentations through the Magic Box and giving positive feedback to childern. In this case, it is able to improve various aspects, especially the child's cognitive aspects, the ability to remember and recognize paper with pictures of animal, fruit, as well as counting numbers and spelling bee. So that through this approach childern can be simulated to reach the onfire stage/class. With thi, childern will easily understand what teachers, parents and other people say and childern can also be trained to behave well, be confident and not harm their peers.

From this research, the implication obtained is that there needs to be an approach used by teachers using other game methods that can effectively stimulate the development of childern's cognitive aspects. However, it is imporant to understand that this approach must be taken wisely and in a balenced manner, and should not be used as the sole metoid of education, thus, this research still has many shortcomings, including the implementation of the games used that need to be improved. So further research is needed from other review aspects related to cognitive aspects.

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