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TAYO Cards in Understanding Numbers 1-10 for Early Childhood, Improve?

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Abstract

The title of this study is to improve the ability to understand the concept of numbers for children aged 4-5 years through the media of number cards at Ceria Jawang Children's PAUD Golokantar Manggarai Timur, the academic year 2022/2023. The research problem is: What are the efforts to improve the ability to understand the concept of numbers in children aged 4-5 years through the media of number cards at Ceria Children's Early Childhood Education in Jawang Golokantar for the 2022/2023 school year? The aim is to find out how to improve the ability to understand the concept of numbers for children aged 4-5 years through the media of number cards at Ceria Children's Early Childhood Education, Jawang Golokantar. This research is a Classroom Action Research conducted with 15 students in Group A of Ceria Anak PAUD as research subjects. The study was conducted in two cycles. The stages in each process consist of planning, implementing, observation, and reflection. The results showed that using number card media could improve understanding and the concept of numbers in children aged 4-5 at Ceria Jawang Children's Early Childhood Education Center, Golokantar Village, Borong District, East Manggarai Regency. This increase can be seen from the rise in the percentage of implementation of actions in cycle I and II. Implementation of actions in cycle I with a completeness percentage of 60%, then a significant percentage increase was shown in the implementation of cycle II to 93.33%. This increase can be seen from the rise in the percentage of implementation of actions in cycle I and II. Implementation of actions in cycle I with a completeness percentage of 60%, then a significant percentage increase was shown in the implementation of cycle II to 93.33%. This increase can be seen from the rise in the percentage of implementation of actions in cycle I and II. Implementation of actions in cycle I with a completeness percentage of 60%, then a significant percentage increase was shown in the implementation of cycle II to 93.33%.

Keywords: *Ability, Concept, improving, media*

INTRODUCTION

Early childhood education is critical because the growth and development of children will be able to develop according to their character and needs through learning programs designed by an educational institution (Darmayanti et al., 2022; Veryawan & Hasibuan, 2020). Early childhood is a golden age, a golden period in human life so that children will easily receiquicklye and hear something shown by others (ND Safitri et al., 2023; Sugianto et al., 2023). Age 0-6 years is a golden period for growth and development of cognitive, language,

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social-emotional, physical motor, religious and moral values (Darmayanti et al., 2023; Sekaryanti et al., 2023), and art (NA Anggraini et al., 2022; Sugianto et al., 2022). The period when children can absorb a variety of very high levels of information and develop rapidly, so they need special attention from parents and educators as well as adults around the child (Pattison & Dierking, 2019; Suryana et al., 2022). In addition, early childhood education plays a crucial role in building the foundation for human development and lifelong learning opportunities. Consequently, ensuring equity and quality education for all children in their early years, especially those living in the most disadvantaged conditions, has become essential today (Gresham & Burleigh, 2019).

Learning in early childhood is principally carried out by playing while learning or learning while playing. Play is essential for early childhood because play can develop aspects of development in children. These aspects include aspects of religious and moral values, physical aspects, language aspects, social-emotional aspects, cognitive aspects, and artistic aspects (Abdoellah, 2020; Utesch et al., 2019). By playing, children will get pleasure and at the same time learn something new so that children can develop all aspects of their development properly. Games, if done regularly and correctly, will provide goodness to children who are in the process of growth, and social relations with friends will become more familiar because closeness is created when playing together (Gopnik, 2020; Lauricella et al., 2020). In children aged 4-5 years, the development of the ability to count is vital because it is related to the brain.

Developmental abilities in children effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, build and maintain positive relationships, and make responsible decisions (Dong et al., 2020). The learning media used to introduce numbers 1 to 10 in PAUD Ceria Jawang Golo Kantar East Manggarai children uses blackboard media and LKA media as learning resources. Based on observations, it is known that the teacher encounters obstacles in learning when introducing the concept of numbers and their symbols to children, and children's attention needs to be improved. Children are restless and cannot stand sitting during class time. In other words, children need better concentration in participating in learning activities. Therefore, teachers must observe children carefully and determine each child's abilities, needs, interests, and ways of learning. The learning process occurs because of the interaction between the child's thinking and experiences with teaching materials, ideas, and the people around him. These experiences must match the ability level and needs of the developing child(Astuti, 2016; Usmiyatun et al., 2021). One way to improve the ability to understand the concept of numbers 1 to 10 is to use number cards as media. Children learn partly through their games because the world of children is a world of play. Playing provides many benefits supporting rt children's physical, language, cognitive, moral, and social-emotional development. Children's activities during play can provide children with new knowledge and experiences. So it is hoped that the number card media can be accepted readily (Nurinta et al., 2018; Veryawan & Hasibuan, 2020).

According to Hildayani et al. (2017), at birth, a child's brain is only 25% of the weight of an adult's brain. This brain weight will reach 90% when the child is three and 100% when the child is six. Because many experts claim that brain development is processing optimally at 0 to 5 years old, the slogan "The golden age" has recently appeared at this age. At this age, children are expected to be able to count/call the sequence of numbers from 1 to 10, count by showing objects up to numbers up to 10, count by pointing to objects 1 to 10, distinguish the concepts of many-few, more-less, equal-unequal, connecting/pairing number symbols with things up to 10 (children are not told to write) tasks, showing two sets of the same objects more and less, mention the results of the addition (combining two groups of things), mentioning the effects of subtraction (separating a collection of objects). Using number card media in learning

initial acquisition can optimize cognitive potential (Dahlan, 2022; Wahidah & Latipah, 2021).

Based on observations in the field, especially in PAUD Anak Ceria Golokantar, shows that the ability to understand the concept of children's numbers is still low, and the existing teaching and learning activities are not maximally able to develop the ability to understand children's number concepts. For this reason, it is necessary to increase the ability to understand the idea of numbers for children aged 4-5 years using number cards as media in PAUD for cheerful children, Jawang Golo Kantar, East Manggarai.

LITERATURE REVIEWS

Cognitive Development

Sujiono (2019) says that the term cognitive began to be put forward a lot when Jean Piaget's theory was widely written and discussed again in the 1960s. Piaget argued that cognitive development is not only the result of the maturity of the organism, nor is it the influence of the environment, but rather the interaction between the two (Abdoellah, 2020).

According to Fauziddin & Elyana (2018), cognitive development can be obtained through counting, counting, grouping, recognizing shapes, distinguishing things, and so on. Based on the teacher's observations in the field of cognitive development, it is one of the materials that are difficult for children to understand, especially in counting activities. Recognizing the importance of aspects of cognitive development in early childhood among other aspects of developing aspects, cognitive aspects including learning to count or count, which is very important in everyday life, then activities to count or recognize numbers start early (Fauziddin & Elyana, 2018).

Cognition is extensive knowledge, reasoning, creativity, language skills, and memory. The cognitive development of children aged 4-5 years, often referred to as preschool age, is characterized by attitudes and behavior that are creative, free, and full of imagination. The imagination of preschoolers continues to increase as their knowledge increases(Juniarti et al., 2018; Khadijah, 2016). 3-5 years is the golden age for children. Apart from being marked by the emergence of a period of sensitivity to several aspects of its development, this period is marked by various forms of play creativity that arise from young children's imagination. Providing stimulation that is by the development of children will make them more physically and psychologically mature. Referring to the period that children pass at the age of 3-5 years; this period is an essential period for the continued development of children in the future. Piaget classifies children aged 4-5 years into the preoperational stage because children are not ready to engage in mental operations or manipulations that require logical thinking (Novitasari, 2018).

Numbers Concept

The concept of numbers is the foundation of mathematics. This concept develops gradually along with the experience that children gain through exploration activities, manipulation with various objects or game tools, and when children communicate with their parents or peers about what they think and find related to mathematics (Hasanah et al., 2022)

Ability related to counting or initial arithmetical concepts such as knowing numbers (number symbols), mentioning the order of numbers, counting objects, imitating number symbols, learning simple sets with different values, addition, subtraction, multiplication, and division by using abstract concepts, connecting symbols of numbers and the idea of numbers and create the shape of objects by the concept of numbers (Zaman & Hernawan, 2020). Syafitri et al. (2018) explained that recognizing the concept of number symbols could develop thinking,

reasoning, and problem-solving skills. This is because, in everyday life, counting activities through the media of number cards have started early (Syafitri et al., 2018).

According to Gandana et al. (2017), a number is a set in the form of a symbol or symbol closely related to a value representing the number of objects (Veryawan & Hasibuan, 2020). A symbol number is a symbol that represents the number. Signs or symbols representing a number are called numbers used for enumeration and measurement. This number symbol or symbol will later make it easier for us to perform number operations.

The number symbol is a tool that contains an understanding. In line with that, Anisatul Khoiriyyah (2018), Wardani & Rochmah (2022) said that the ability to recognize numbers in early childhood is as follows: calling the number sequence 1-10, counting (knowing the concept of numbers with objects) to 10, connecting or Pair number symbols with things up to 10 (Anisatul Khoiriyyah, 2018; Wardani & Rochmah, 2022).

a. Count (memorize numbers and say them). Counting is a child's initial ability from the concept of numbers that appears in children. This ability begins with the child's ability to memorize numbers and say them in sequence, for example, 1-10. The ability to count develops when children are invited to sing or rhyme about numbers, play about numbers using their fingers, and so on.
b. One-to-one correspondence. One-to-one correspondence is a very fundamental component of the concept of numbers. One-to-one correspondence is an understanding that each member has a partner or relationship with another member with the same number. For example, each child gets a cookie, each person wears a hat, and each object group is paired with a number. This kind of understanding is the beginning of numeracy skills, the basis for understanding equations, and the concept of conservation of numbers.
c. Quantities (amounts) comparisons and number symbols. Quantity is a concept of the whole (knowing that the last object is the last object counted is representative of the total number of things). When a child is asked to bring five oranges, then he returns with five oranges, he can count to five, and maybe he already understands numbers.

Indicators of the ability to count children aged 4-5 years

In the 2013 curriculum, indicators of the cognitive ability of children aged 4-5 years in mathematics (counting) are as follows: 1) counting/calling the sequence of numbers 1 to 10. 2) counting by showing objects up to 10. 3) counting by pointing to objects -objects 1 to 10. 4) distinguish the concept of many-few, more-more-less, and equally unequal. 5) connecting/pairing number symbols with objects up to 10 (children are not told to write) assignments. 6) shows two sets of the same objects more and less. 7) mention the results of the addition (combining two sets of objects). 8) mention the results of the reduction (separating a collection of objects) (Malapata & Wijayanigsih, 2019; Munawarah, 2019).

Media

Media in the learning process for early childhood can be interpreted narrowly as anything that is used to help achieve early childhood learning goals in the form of various aids and play tools, including tools to demonstrate a process so that it is more easily understood by children (Nurrita, 2018; Pradilasari et al., 2019). Number card media is needed to develop basic knowledge of mathematics, especially the symbols of numbers or numbers, so that children are mentally ready to participate in further mathematics lessons, such as introducing number symbols, colors, shapes, and sizes. The benefits of learning media (Batubara, 2020; Madhuri, 2019): a) make abstract concepts concrete. b) present objects that are too dangerous or difficult to obtain in the learning environment. c) displays objects that are too large. d) shows movement that is too fast

Number Card

Partiwi (2017) and Tarjono (2013) stated that number cards are one of the essential tools for training and strengthening the ability to recognize numbers and improve the ability to call while developing the ability to recognize number symbols.(Balkis & Rakhmawati, 2019). Number card media, which makes an image of a number consisting of 1-10, arranged and unordered (random), is used in learning to recognize number symbols (Veryawan & Hasibuan, 2020).

The use of number card media: a) children are asked to show the number symbol on the number card associated with the same number of objects, be it seeds, leaves, stones, or shells. b) the teacher allows children to repeatedly repeat the names of numbers, for example, 1 to 5. c) the child is asked to name the number and show the symbol of the number from one to five. After the child is fluent enough to say the number then, the teacher gives a number symbol card 1-5 to each child and gives an explanation so that the number symbol is attached to the number of objects that match the number symbol (Irmawati, 2020; Raudilah & Malina, 2021).

Number card media is helpful in early childhood learning to make it easier for children to understand something that may be difficult or simplify something complex. In the Department of Education and Culture (1997), the definition of a number card is a card that is used to identify a number and an object. In the development of multiple intelligences, number cards are made with only the number written on one side, while one side depicts the number of things according to the number of the number. Understanding the concept of numbers in children is one of the abilities that must be achieved in early childhood learning, so through the efforts made by the teacher to increase the ability to recognize the concept of numbers; it is hoped that it can minimize the possibilities for children not to be able to recognize numbers and numbers when continuing to further education (Astuti, 2016; Fransiska & Khotimah, 2022).

Strengthened by the existence of previous research, namely Hartati's 2016 research with the title Development of Illustrated Number Card Media to Improve the Ability to Recognize Number Concepts in Students at Ceria Bunga Bangsa Kindergarten, Manggala District, Makasar City, the 2015/2016 Academic Year experienced an excellent increase (Anjelina et al., 2021).

RESEARCH METHODS

This research method aims to discover how to develop the ability to understand the concept of numbers in children aged 4-5 years using number card media in Anak Ceria PAUD. This type of research is class action research (CAR) or Classroom Action Research (CAR). by the teacher in his class through self-reflection to improve his performance as a teacher so that student learning outcomes increase. Every step of CAR has four stages: planning, acting, observing, and reflecting. The planning step is the first step in any activity. The plan will be a reference in acting. Taking action as the second step is the realization of the plan that the teacher made. Furthermore, the teacher needs to make observations so that the teacher’s actions can be known for their quality. Based on this observation, the teacher can determine whether things must be corrected immediately so that the action can achieve the goals set. If the observation is made during the activation process, then reflection, as the fourth step, is carried out after the auction ends (Syah, 2016; Wright, 2020).

The research subjects were students aged 4-5 years in the Ceria Jawang Children's Early Childhood Education Center, Golokantar village, Borong sub-district, East Manggarai district, with a total of 15 people consisting of 9 men and six women. This research was conducted on students aged 4-5 years at Ceria Jawang Children's Early Childhood Education Center,

Golokantar village, Borong sub-district, East Manggarai district. The reason is that the student's ability to understand the concept of numbers 1-10 is not optimal, and the teaching and learning activities implemented by the teacher are not optimal, so it needs improvement and handling to increase supporting activities.

Classroom Action Research was carried out for two weeks, namely the second week and the fourth week of October, in semester I of the 2022/2023 academic year, with the following sequence: The preparatory stage was carried out in September, the third week, namely; 1) pre-cycle. Research in the pre-cycle was carried out in the first week on October 3, 2022, 2) Research cycle l. Cycle 1 research was carried out on October 2nd on 10 -12, 3) Cycle II research. Cycle 2 research was carried out in October 3rd week on 17-19. This research was conducted on effective days of teaching and learning activities with the following times: 1) the preparation stage for one week. Held after finishing teaching at 11.00 a.m. until finished. 2) implementation of cycle l. Implementation of the cycle I for three days was carried out at 07.30-10.00 WITA. Implementation of cycle II. Cycle II for three days was carried out at 07.30-10.00 WITA.

RESULTS AND DISCUSSION

Results

Research result

This research was conducted at Ceria Children's Early Childhood Education Center, Golokantar Village, Borong District, East Manggarai Regency. The research subject was group A, with 15 students consisting of 9 boys and six girls. This research will be conducted in two cycles. The steps are as follows:

Cycle I Results

a) Action Planning

This planning stage is arranged to cover all action steps in detail, starting from the initial activity to the final activity. Provide media or props for teaching, determine and plan learning, including media, allocating time, and observation and evaluation techniques.

b) Implementation of actions

This stage is the implementation (implementation) of all plans made. Activities carried out in class are implementing theories that have been prepared beforehand and can be expected to be effective. The steps are as follows:

1. Initial activity. In this activity, the teacher begins by greeting, praying, singing along with animal sounds, and telling briefly about the theme that will be studied that day.
2. Core activities. In this activity, the teacher explains in detail the activities that will be carried out by children counting pictures of chickens; the steps are as follows: a) the teacher conveys the theme and learning objectives, and b) the teacher conveys the theme of pets with the sub-theme of chickens. Then the teacher distributes worksheets for students to color using crayons; after coloring, the teacher asks students to count the pictures of the chickens that have been colored.
3. Rest. Children play outside the classroom while the teacher supervises, then the children are invited to enter the class by ordering them to line up to wash their hands. The children are invited to pray together before eating.
4. Closing. In the closing activity, the children listen to stories about chickens from the teacher, ask what activities were carried out that day and ask how the children felt participating in the activities on that day; then, the teacher invites a child to lead a prayer.

c) Observation and evaluation. While the teacher conducts classroom action research, data is collected through a scaled performance format. This performance format was carried out by colleagues, assisted by Lusia Agnes Anjasmani and Merdina Detisari S.pd.

Table 4.1 Results of Children's Activities in Cycle I

No	Child name	Rated aspect		
		Counting the number of pictures of Chickens	Write the number symbol 1-10 on the picture	Match the number symbol on the number card
1.	G	BSH	BSH	BSH
2.	D	BSH	BSH	BSH
3.	M	BSH	BSH	BSH
4.	M	BSH	BSH	BSH
5.	N	BSH	BSH	BSH
6.	G	MB	MB	MB
7.	K	BB	MB	MB
8.	Q	BSH	BSH	BSH
9.	S	MB	BSH	BSH
10.	O	BSH	BSH	BSH
11.	R	MB	MB	MB
12.	B	BSH	BSH	BSH
13.	Gi	BB	MB	MB
14.	Da	BB	BB	MB
15.	DV	BB	BB	MB

Information: BB = Not yet developed
MB =Start growing
BSH =Growing as expected
BBS =Very well developed

d) Reflection

Based on the results of the first cycle of observations, it can be concluded that many children still need help understanding the concept of numbers. Of the 15 children who developed according to expectations in counting the number of pictures of chickens, there were nine people (60%) out of 15 children who developed according to expectations in writing activities of number symbols on images and numbers, and eight people (53.33%) out of 15 children who created according to expectations in the activity of matching number symbols. In the first cycle of implementing learning activities through the media of number cards to increase understanding of the concept of numbers, it was not successful Esi Purwaningsih & Okianna (2016); Mustafa & (Esi Purwaningsih & Okianna, 2016; Mustafa & Muadzin, 2021). This is in line with the opinion expressed by Anjelina et al. (2021); Dahlan (2022) states that learning activities through the use of number card media are the right way to help children improve their ability to recognize number symbols because this media uses objects that are around the child, the colors used are attractive and the use of number cards (Anjelina et al., 2021; Dahlan, 2022). The results above show that in the first cycle, the child's success will be followed up in the second cycle.

Cycle II results

a) Action Planning. In this planning stage, it is prepared to cover all action steps in detail from the initial activity to the final activity. Provide media or props for teaching, determine lesson plans that include teaching methods or techniques, and allocate time and observation and evaluation techniques.
b) Action Implementation. This stage is the implementation of all the plans made. Implementation activities in class are the implementation of theories that have been

prepared beforehand and can be expected to be effective. The steps are as follows a) initial activity. In this activity, the teacher begins by greeting, praying, singing together again animal sounds, telling briefly about the theme to be studied that day, and b) core activities. In this activity, the teacher explains in detail the activities that will be carried out by children counting pictures of dogs. The steps are as follows: a) the teacher conveys the theme and learning objectives, b) the teacher conveys the theme of Pets with the sub-theme of Dogs. Then the teacher distributes worksheets to students to color using crayons,

c) Rest. Children play outside the classroom while the teacher supervises, then the children are invited to enter the class by ordering them to line up to wash their hands. The children are invited to pray together before eating.
d) Closing. In the closing activity, the children listen to stories about Dogs from the teacher, ask what activities were carried out that day and ask how the children felt participating in the activities. The teacher invites a child to lead a prayer, and after praying, the child recites a promise to come home from school.
e) Observation And Evaluation. While the teacher conducts classroom action research, data is collected through a scaled performance format. This performance format was carried out by colleagues, assisted by Lusia Agnes Anjasmani and Merdina Detisari S.pd.

Table 4.2 Results of Children's Activities in Cycle II

No	Child name	Rated aspect		
		Counting Dog images	Bold numbers on paper	Say the numbers 1-10
1.	G	BSH	BSH	BSB
2.	G	BSH	BSH	BSB
3.	M	BSH	BSH	BSB
4.	O	BSH	BSH	BSH
5.	R	BSH	BSH	BSH
6.	M	BSH	BSH	BSB
7.	N	BSH	BSH	BSH
8.	B	BSH	BSH	BSH
9.	S	BSH	MB	BSH
10.	Q	BSH	BSH	BSH
11.	Gi	BSH	BSH	BSH
12.	D	BSH	BSH	BSH
13.	K	BSH	BSH	BSH
14.	Da	BSH	BSH	BSH
15.	DV	MB	MB	MB

Information: BB = Not yet developed
MB =Start growing
BSH =Growing as expected
BBS =Very well developed

f) Reflection. Based on the results of the second observation cycle, it can be concluded that children have progressed in understanding the concept of numbers. The results of the study after implementing learning activities through the media of number cards to increase understanding of the concept of numbers with pets, the sub-theme of dogs, were 14 people (93.33%) out of 15 children who developed according to expectations in counting dog pictures there were 13 people (86.66%) out of 15 children who created according to expectations in the number thickening activity in the image 14 people (93.33%) out of 15 children who developed according to expectations in the activity of saying numbers in number card.

In the second cycle, the implementation of number card media learning activities to improve understanding of the concept of numbers turned out to be successful. Children already understand the concept of numbers through the media of number cards. So that in cycle 2, the child's cognitive intelligence has developed well.

Discussion

Cycle I

The use of number card media is suitable for developing children's cognitive abilities, specifically in developing children's understanding of the concept of numbers. In cycle I, the children were not serious about participating in learning activities using number card media, so improvements were made in cycle II. The results of the assessment of the activities of children and teachers in process I and cycle II experienced an excellent increase. This shows that cards can increase the understanding of numbers in early childhood through the media of numbers. This is in line with Harslana and Wiratania's (2017) article which says that children experience an increase in using number card media.(Haslana & Wirastania, 2017).

Table 4.3 Comparison of Observation Results for Cycle I and Cycle II

No	Cycle	Average child score		
		Counting pictures	**Write a number symbol**	**Match numbers**
1.	I	53.33%	60%	53.33%
2.	II	93.33%	86.66%	93.33%

The results of observations in cycle I in learning activities using number card media found that 8 out of 15 children developed as expected in counting pictures of chickens. In comparison, seven children had not yet developed; there were 9 out of 15 children grew as expected in the activity of writing symbols of the numbers in the picture, six people who have not yet developed, and eight children out of 15 children have developed as expected in the number matching activity while seven people have not materialized.

Cycle II

The use of number card media is suitable for developing children's cognitive abilities, specifically in developing children's understanding of the concept of numbers. In cycle II, the children are serious and active in learning activities using number card media. The results of the assessment of the activities of children and teachers in cycle II experienced an excellent increase. This shows that cards can increase the understanding of numbers in early childhood through the media of numbers. This is in line with the research of Dewi and Kusumah (2018), which states that using number card media can recognize the number symbols 1-10 (Dewi & Kusumah, 2018). The results of observations in cycle II can be seen in the table below:

Table 4.4 Comparison of Observation Results for Cycle I and Cycle II

No	Cycle	Average child score		
		Count the number of pictures.	**Match pictures and numbers.**	**Trace the numbers**
1.	I	53.33%	60%	53.33%
2.	II	93.33%	86.66%	93.33%

From the observations in cycle II in learning activities using number card media, 14 out of 15 children developed as expected in counting dog pictures. In contrast, one child had not yet developed, and there were 13 out of 15 children developed as expected in thickening activities numbers 1-10 in the picture, two people who had not yet developed, and 14 children out of 15 children who progressed according to expectations in the activity of mentioning numbers. In contrast, one person still needs to develop. So the second cycle of the child's ability has developed according to expectations. This is in line with the article from Rosmiyati & Wahyuni (2019), which revealed that playing dominoes can improve the ability to recognize the concept of numbers for children aged 4-5 years (Rosmiyati & Wahyuni, 2018)with an average score obtained in pre-cycle activities reaching 36.33% in the Undeveloped category (BB) then

in cycle I the average figure went 53.33% in the Beginning to Develop sort (MB) and in cycle II the average figure again increased to 93.33% already in the Very Good Developing (BSB) category.

Conclusion

Based on the results of the research described in the previous chapter, it was conveyed: that the media of number cards can increase the understanding of the concept of numbers for children aged 4-5 years at PAUD Anak Ceria Jawang Golo Kantar, Borong sub-district, East Manggarai Regency because seen from the indicators in the first cycle, the success only reached 53% (8 of 15 children) in the second cycle each indicator of creativity increased to 93%, namely 14 of 15 children. This change was caused because the children needed an approach in the first cycle and were less interested in the activities being carried out. In contrast, in the second cycle, the children received a direct approach and were interested in the learning activities.

Open Problem

Suggestions for PAUD teachers if they want to improve their understanding of the concept of numbers in children must do well, the media used must be engaging, the methods used are not monotonous, and they pay attention to the characteristics of each child. Teachers should develop the ability to understand the concept of numbers in children through play.

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