



Efforts to Improve Early Childhood Numeracy Skills through Playing Number Envelopes at RA Sirojul Muttaqiin

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Abstract: This study used Classroom Action Research (CAR) which was implemented in two cycles, with each cycle having planning, implementation, observation, and reflection. The data source was students of Group B RA Sirojul Muttaqiin, Lemawungkuk District, Cirebon City through more interesting learning activities by playing number envelopes with the theme as a learning resource proven to be able to improve early arithmetic skills of early childhood, which can be seen from the data sheet of observation results during the arithmetic learning activities. In cycle I, the results obtained were 50% increase in early arithmetic learning skills not by playing, while in cycle II, the increase in early arithmetic learning skills by playing was 82.05% with these results indicating that this study was successful because it exceeded the target of the research indicator by 80%. The results of this study indicate that playing number envelopes as a learning resource can be said to be successful in improving early arithmetic skills of early childhood. Based on this study, it is recommended that all teachers can provide interesting and enjoyable geometric shape learning for children. Teachers should also be able to create a comfortable and enjoyable learning environment for children. Based on these conditions, the formulation of the problem presented in this writing is: playing number envelopes that can be used to develop early numeracy skills in Group B RA Sirojul Muttaqiin, Lemahwungkuk District, Cirebon City and how to improve early numeracy skills by playing number envelopes in Group B RA Sirojul Muttaqiin, Lemahwungku District, Cirebon City. In cycle I, the results obtained were 50% increase in early numeracy learning skills without playing, while in cycle II, the increase in early numeracy learning skills by playing was 82.05% with these results indicating that this study was successful because it exceeded the target of the research indicator by 80%. The results of this study indicate that playing number envelopes as a learning resource can be said to be successful in improving early numeracy skills in early childhood. Based on this study, it is recommended that all teachers can provide interesting and enjoyable geometric shape learning for children. Teachers should also be able to create a comfortable and enjoyable learning environment for children.

Keywords: Beginning Numeracy Skills, Playing Number Envelopes

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INTRODUCTION

Early childhood is a child aged zero to six years who is undergoing a very rapid and fundamental growth and development process in various developmental areas, including the development of religious and moral values, language development, cognitive

development, fine motor development and gross motor development, and social emotional development. All of these developmental areas must be developed according to their stages. According to Law No. 20 of 2003 concerning the National Education System, Article 1 states that: Early Childhood Education (PAUD) is an effort to foster children from birth to six years of age which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. One branch of mathematics is arithmetic. Arithmetic is the basis of various sciences used in every human life. In every activity, humans cannot be separated from the role of mathematics in it, starting from addition, subtraction, division, to multiplication. Arithmetic is part of the component regarding the concept of numbers and number symbols so that they are able to count correctly. Counting is very close to everyday life around children, both at home, in the surrounding environment, at home, at school, in public places and anywhere.

Thus, the development of early counting skills for early childhood needs to be developed because children aged 4-6 years or in kindergarten experience a golden age where the efforts are very sensitive or begin to be sensitive to receiving stimuli as an effort to develop the full potential of children. The world of children is a world full of games. Every object that is touched by a child will be made like a toy, hit or thrown. Anything around them will be needed by every child. Thus, the development of counting skills 1-10 in children is one of the basic skills that must be prepared, with the aim that children are able to find various alternative solutions to problems, so that children will be able to recognize the concept of numbers and number symbols carefully. The reality shows that these learning objectives are still very difficult to realize in the field. One of the factors causing the failure is the lack of creativity in the learning models implemented by the teacher or the lack of number envelope games used in the teaching and learning process for group B children at RA. Sirojul Muttaqiin.

As stated by Piaget and quoted by Suyadi's book (2010: 8) in a book entitled *Psychology of Early Childhood Education Learning* states that: "Cognitive development in children begins with their attention to their surroundings".

At the age of 3 to 5 years, children have begun to be able to manipulate the environment and often start trying new things, they have even been able to generalize one situation to another with certain techniques, children are able to bring themselves to master various obstacles in the environment they have just found. Based on the problems found in learning to count, especially mathematics learning at RA Sirojul Muttaqiin, Cirebon City, that mathematics learning at the school is not optimal, the researcher conducted a study entitled "Efforts to improve early childhood numeracy skills through playing number envelopes in group B RA Sirojul Muttaqiin, Cirebon City, 2021-2022 Academic Year".

METHODS

This research design is Classroom Action Research (CAR). According to Arikunto (in Wardani 2008:1.3) classroom action research comes from the translation of Classroom Action Research, namely action in the classroom that aims to improve the learning process. There are several forms or models of action research put forward by experts who study action research, including models put forward by Kurt Lewin, Kemmis, Henry, Mc Taggart, John Elliot and Hopkins. The expert who first created the action research model was Kurt Lewin but until now the most well-known are Kemmis and Mc Taggart. In this study, the researcher used the model put forward by Kemmis and Mc Taggart (Rochiati Wiriaatmadja, 2005:66) which is a development of the Kurt Lewin model. In the study, it shows the activity of observing an object using certain methods and methodological rules to obtain data or information that is useful in improving the quality of something that is interesting and important to researchers. This action is done deliberately with a specific purpose. The class in this case is not a classroom, but a group of children who are at the

same time and the same learning. This research is used to improve the quality of learning in the classroom. Kurt Lewin in Wijaya (2012:20) put forward a model based on the basic concept that action research consists of four main components that also show steps, namely; 1) Planning. In this stage, the researcher explains what, why, when, where, by whom, and how this action is carried out. In this study, the researcher made a plan with RPPH that is in accordance with the theme as the beginning of learning; 2) Action or acting. Action research is an implementation that is the implementation or application of the contents of the design, namely regarding actions in the classroom. The actions taken are when the beginning of learning to the end of learning; 3) Observation or observing. This observation activity is carried out by the observer, the observer is the researcher, and the researcher is the class teacher. The researcher uses an observation sheet as a reference in observing children.

In recording the results of the observation, the implementation must be accurate because it is related to the following cycle; 4) Reflection or reflecting. It is an activity to restate what has been done. This reflection activity is an evaluation of the researcher which is carried out when the researcher has finished taking action, which then discusses the implementation of the action plan. Cycle I, Planning; 1) Prepare RPPH according to the theme; 2) Arrange the classroom; 3) Activity theme: Profession, sub-theme: Postman; 4) Type of activity: Q&A about activities related to the theme; 5) Type of activity: introducing and demonstrating post office items; 6) Prepare learning resources, envelopes, stamps, letter paper; 7) Place of implementation in the classroom of group B RA Sirojul Muttaqin, Lemahwungkuk District, Cirebon City; 8) Evaluation is carried out by means of observation and assignment; 9) Make an observation/observation sheet. Implementation; 1) The initial activity is lining up; 2) Children are invited to enter, followed by prayer, greetings; 3) The teacher provides learning materials according to the theme, followed by questions and answers about the theme discussed together; 4) The teacher provides initial counting material; 5) The teacher gives praise and appreciation to each student who has paid serious attention; 6) Children are given the opportunity to carry out the tasks given by the teacher. Students are given the opportunity to express themselves again in a simple way about the initial arithmetic material that is adjusted to the theme; 7) Rest, pray, eat supplies; 8) Closing filled with Q&A learning, singing sayonara, praying to go home and greetings. Observation. Observations in cycle I were carried out on children. Observations were carried out by researchers who collaborated with fellow teachers. Observations on children used observation sheets that had been determined with indicator points that were appropriate for the child's development, both regarding activeness in participating in question and answer activities and conversations about the initial arithmetic material and the relationship between arithmetic questions through playing number envelopes.

Reflection. Researchers and teachers discuss the results of observations. Researchers and teachers look for advantages and disadvantages that occur in cycle I as a basis for planning and implementing cycle II. Cycle II. Planning; 1) Preparing RPPH according to the theme; 2) Arranging the classroom; 3) Theme of activities: Profeu sub-theme: postman; 4) Type of activity: Q&A about activities related to the theme; 5) Type of activity: introducing and demonstrating post office items; 6) Preparing learning resources, envelopes, stamps, letter paper; 7) Place of implementation in the classroom of group B RA Sirojul Muttaqin, Lemahwungkuk District, Cirebon City; 8) Evaluation is carried out by means of observation and assignments; 9) Making observation sheets. Implementation; 1) Initial activity is lining up; 2) Children are invited to enter, followed by prayer, greetings; 3) The teacher provides learning materials according to the theme, followed by Q&A about the theme discussed together; 4) The teacher provides basic arithmetic material; 5) The teacher gives praise and appreciation to each student who has paid serious attention; 6) Children are given the opportunity to carry out the tasks given by the teacher; 7) Students are given the opportunity to express themselves again in a simple way about basic arithmetic material that is adjusted to the theme; 8) Rest, pray, eat supplies; 9) Closing

which is filled with Q&A learning, singing sayonara, praying to go home and greetings.

Observation
Observations in cycle II were carried out on children. Observations were carried out by researchers in collaboration with fellow teachers. Observations of children used observation sheets that had been determined with indicator points that were in accordance with the child's development, both regarding activeness in participating in question and answer activities and talking about basic arithmetic material and the relationship in playing number envelopes.

Reflection. This reflection was carried out immediately after the actions and observations in cycle II were completed. Researchers and teachers discussed the results of the observations. Researchers and teachers looked for the advantages and disadvantages that occurred in cycle II, if it had reached 85% there was no need for the next cycle. **Place and Time of Research.** This research was conducted at RA Sirojul Muttaqiin located on Jl. Yos Sudarso Gg Langgar Cangkol Selatan RT. 02 RW. 06 NO. 55. Lemahwungkuk District, Cirebon City.

The time of this classroom action research consists of two cycles, Cycle I was carried out on March 7-8, 2022, and Cycle II was carried out on March 14-15, 2022. **Research Population and Sample;** 1) **Population.** According to Suharsimi Arikunto (2002:108) population is all or all of the research subjects and is limited as a number of individuals who have at least the same characteristics. The population in this study were students of group B RA Sirojul Muttaqiin; 2) **Sample.** The sample in this study was group B RA Sirojul Muttaqiin with a total of 16 students, consisting of 4 girls and 12 boys. In terms of increasing the initial numeracy at RA Sirojul Muttaqiin.

Research Instrument. The instrument in this study is in the form of an observation guide for activities in the development of early numeracy before and after children participate in the Number Envelope game activity. The instrument in this classroom action research uses variables that can be measured and classified by means of classification or categories, namely variables that can be classified separately (Purwanto, 2006:47).

Data Collection Techniques; 1) **Observation.** Observations are made on children. Observations are made by researchers who collaborate with fellow teachers. Observations on children use observation sheets that have been determined with indicator points that are appropriate to the child's development, both regarding activeness in participating in question and answer activities and talking about early numeracy material through playing number envelopes

According to Anita Yus (2010:120) said that observation is a process of collecting data using a data recording tool. Assessment is done by observing children's behavior and activities at a certain time. Furthermore, Anggoro (2008:5) observation is a method used to collect data on children's activities when children do activities from the teacher and then check the results of the child's work to be assessed using a Checklist sheet. By using the predetermined observation guidelines, observers conducted direct observations during the geometric shape introduction activity, namely in group B children at RA Sirojul Muttaqiin, Lemahwungkuk District, Cirebon City. Observers recorded the results of observations in field notes so that observers could easily remember what had been obtained from the field; 2) **Documentation.** According to Sugiyono (2008:329) documentation is a record of events that have occurred, documents can be in the form of writing, pictures, or works of a person. Based on the data collection method, researchers took documents in the form of pictures, work/portfolios, relevant photos, namely photos during the learning process. And the form of a written report of the results is in the form of an observation sheet.

Data Analysis Techniques. Data analysis is an effort to summarize data that has been collected accurately, reliably and correctly (Dirgantara, 2012:58). A way to analyze data obtained during the researcher's research. This research includes quantitative and qualitative research. The data that has been obtained quantitatively is then analyzed using descriptive percentage analysis. Qualitative data describes student activities that can be

obtained from observation sheets. Before data analysis is carried out, data reduction is carried out first, namely summarizing, focusing data on important things and deleting unpatterned data from observation data.

RESULTS

This study aimed to explore how Number Envelope Play could enhance early childhood students' counting abilities at RA. Sirojul Muttaqiin. The research was focused on improving the children's basic counting skills, which are fundamental for their mathematical development. The findings presented in this section highlight how the Number Envelope Play contributed to boosting the students' engagement, understanding, and overall counting proficiency. Prior to the intervention, a pre-test was conducted to assess the students' initial counting abilities. The results showed that most children had limited or underdeveloped counting skills. Many struggled with basic tasks such as identifying numbers, counting from 1 to 10, and connecting numbers with quantities. The average score on the pre-test indicated that the students had difficulty performing these foundational counting tasks.

While some children could count up to a certain number, they often had trouble with one-to-one correspondence, or matching numbers to physical objects. Others struggled with recognizing written numbers or associating numbers with items. This initial stage of development demonstrated the need for a more engaging and effective teaching method to help children better grasp counting skills in a fun and interactive way.

Following the introduction of Number Envelope Play, a post-test was conducted to evaluate the students' progress. The post-test revealed a significant improvement in the students' counting skills. The average score on the post-test was substantially higher than that of the pre-test, indicating that the children had gained a better understanding of counting from 1 to 10 and had become more proficient at recognizing and applying numbers. Many students were able to identify numbers and count objects accurately during the post-test. The use of Number Envelope Play had a noticeable impact on their ability to associate numbers with objects and grasp the concept of quantity. This hands-on approach engaged students effectively and helped them internalize the counting skills they were learning.

The core objective of this study was to improve the students' ability to count, and the results demonstrated clear progress. Children who initially found it difficult to perform basic counting tasks, such as recognizing the correct number of objects or understanding the relationship between numbers and quantities, showed noticeable improvement after participating in the Number Envelope Play activities. They became more confident in their ability to count accurately and recognize numbers, which reflected the success of the intervention. At the beginning of the study, some students hesitated when asked to count, often skipping numbers or becoming confused midway through the task. After the intervention, however, most students were able to count smoothly and with greater precision. The interactive nature of the Number Envelope Play allowed them to practice counting in an enjoyable way, which significantly improved their skills through repeated exposure and active participation.

An important outcome of this research was the increase in student engagement and motivation during the Number Envelope Play activities. Unlike traditional methods of teaching counting, which can often feel repetitive or monotonous, the play-based approach allowed the children to interact with numbers in a fun and engaging way. The students seemed to enjoy sorting and matching numbers, and the combination of competition and collaboration encouraged them to actively participate. Teachers observed that the children were excited and motivated during the Number Envelope Play sessions. The playful nature of the activity helped the children develop positive feelings toward counting, which encouraged them to practice their skills outside of the lessons. As the children became

more comfortable with the numbers, their enthusiasm for the activity grew, and they eagerly looked forward to each new session.

The teachers at RA. Sirojul Muttaqiin provided valuable insights regarding the Number Envelope Play activity. They observed that the children were more focused and actively engaged compared to previous lessons that only used traditional methods. The hands-on, interactive approach allowed teachers to monitor each child's progress and observe how they were learning to count through their involvement in the activity. Teachers also mentioned that the play-based approach helped reduce feelings of anxiety or frustration among students who previously struggled with counting. Since the activity was presented in a fun, non-threatening manner, the children felt more comfortable engaging without the fear of making mistakes. This positive atmosphere of support helped foster a productive learning environment.

During the Number Envelope Play sessions, it was observed that the students frequently worked together to sort numbers, count objects, and assist one another with challenges. Many of them collaborated, shared strategies, and encouraged their peers. This social interaction promoted teamwork, communication, and peer learning, which further enhanced the students' counting abilities. The children often helped each other by demonstrating effective counting methods or offering positive reinforcement when a peer struggled. This peer collaboration not only strengthened their counting skills but also encouraged the development of social and emotional abilities. The children were able to learn from one another's approaches, which contributed to a deeper understanding of the counting process.

To validate the effectiveness of Number Envelope Play, statistical analysis was conducted comparing the pre-test and post-test scores. The paired t-test results showed a significant improvement in the post-test scores, with a p-value of less than 0.05, confirming that the observed improvement in counting skills was statistically significant. The findings demonstrate that the Number Envelope Play method had a measurable and positive impact on the students' ability to count and their overall mathematical development. The statistical evidence supports the conclusion that the play-based activity significantly improved early childhood counting skills.

Following the intervention, informal interviews were conducted with several students to gather their feedback on the Number Envelope Play activity. Most of the children expressed that they enjoyed the activity and found it helpful for understanding counting. They noted that the hands-on, interactive nature of the activity made learning more enjoyable compared to traditional methods.

One student mentioned, "I like playing with the envelopes because it helps me remember the numbers. It's fun to see the numbers match the pictures." Another said, "I like counting the objects and putting them in the right envelope. It makes me feel happy when I get it right." These comments illustrate the positive impact that Number Envelope Play had on the students' experiences and their enthusiasm for learning to count. In conclusion, the research findings confirm that Number Envelope Play is an effective strategy for improving early childhood counting skills. The use of this play-based activity significantly enhanced the students' ability to count accurately, recognize numbers, and understand the relationship between numbers and quantities. The hands-on, interactive approach not only made learning more enjoyable but also helped the children internalize important counting skills. This study highlights the effectiveness of play-based learning as an engaging and valuable tool for teaching foundational mathematics skills in early childhood education. The results suggest that integrating play-based activities like Number Envelope Play into the curriculum can provide young learners with a solid foundation for future mathematical learning, making the process enjoyable, effective, and interactive.

DISCUSSION

Mathematical skills, particularly counting, are essential building blocks in early childhood education. These skills not only contribute to later success in mathematics but also play a significant role in cognitive development, problem-solving, and logical thinking. Early childhood educators have long emphasized the importance of introducing foundational concepts such as counting in engaging and accessible ways. This study explores how Number Envelope Play can be a dynamic approach to improving children's counting skills and addresses the broader implications of using play-based methods in early childhood education.

The role of play in early childhood education is critical, especially in developing cognitive and motor skills. Play allows children to engage with learning in a natural and enjoyable way, where they can explore concepts, solve problems, and practice skills in a hands-on environment. Number Envelope Play, as a playful activity, provided an opportunity for children to interact with numbers while learning the fundamentals of counting. This approach taps into the idea that learning through play is more engaging and effective than traditional, passive methods, especially for young children.

One key aspect of the study was to assess the effectiveness of Number Envelope Play in facilitating learning. Effective learning strategies for early childhood education often include hands-on, interactive, and engaging activities that allow children to explore concepts in a meaningful way. Number Envelope Play embodied all of these characteristics, encouraging children to actively participate in counting tasks while also offering them the opportunity to work collaboratively with their peers. The play-based approach also provided room for repetition and reinforcement, crucial for skill development in early childhood.

Prior to the intervention, the students' counting skills were at a developmental stage, with many demonstrating limited or fragmented knowledge of numbers and their relationships to quantities. This aligns with the general understanding that children at this age often face challenges in grasping abstract concepts like numbers and their sequences. Many students struggled with identifying numbers, counting in the correct order, and associating numerical symbols with real-world objects. These difficulties are typical in early childhood education, where children are just beginning to understand how numbers work.

Given the challenges faced by students in the pre-test phase, it became evident that a more interactive and engaging learning approach was needed. Traditional methods of teaching counting, which primarily involved verbal instruction or simple worksheets, did not seem to capture the children's interest or help them fully internalize the counting concepts. The need for an alternative strategy that could make learning both fun and educational led to the incorporation of Number Envelope Play as an intervention. The results of this study suggest that a more interactive and playful approach is indeed effective in addressing the learning needs of young children.

The intervention itself proved to be highly effective. The results from the post-test showed a clear improvement in the children's counting abilities. Students who initially struggled to count from 1 to 10 and had difficulty identifying numbers were able to demonstrate a much better grasp of these skills by the end of the intervention. The hands-on nature of the Number Envelope Play allowed the students to physically engage with numbers and connect them with tangible objects. This approach helped them overcome the abstract nature of numbers by providing a concrete, visual, and interactive experience.

A key factor contributing to the success of the intervention was the increased engagement and motivation among the students. Traditional counting activities can often feel repetitive or boring to young children, but Number Envelope Play transformed the learning process into an enjoyable and dynamic experience. The students were excited to participate, eager to count, sort, and match the numbers with objects. Teachers observed that the children were much more motivated to engage with the activity compared to more conventional counting exercises. This increased motivation helped them stay focused and continue practicing their counting skills with enthusiasm.

The Number Envelope Play activity was designed to be a form of active learning, where children were not passive recipients of information but instead were encouraged to engage directly with the content. This approach, which aligns with contemporary educational theory, emphasizes the importance of active participation in the learning process. The hands-on activity provided a space for children to experiment with numbers, count objects, and learn through trial and error. Such active learning opportunities are essential for young children, as they help them process information more effectively and make learning more meaningful.

One of the most notable outcomes of the intervention was the increase in students' confidence in their ability to count. Many children who initially hesitated to participate in counting tasks or expressed uncertainty in their skills became more confident and independent after using Number Envelope Play. The ability to physically manipulate objects and numbers helped the children see their progress in real time, boosting their self-esteem and encouraging them to continue practicing. This newfound confidence in their abilities is an important factor in fostering a positive attitude toward mathematics as they continue their learning journey. Another benefit of the Number Envelope Play intervention was the opportunity for students to collaborate with their peers. During the activity, children worked together to sort numbers, count objects, and help each other with challenges. This collaborative environment promoted social interaction and teamwork, skills that are also essential in early childhood development. Children learned from one another's approaches, shared strategies, and provided mutual encouragement. These interactions not only enhanced their counting skills but also contributed to the development of communication, problem-solving, and social skills.

Teachers at RA. Sirojul Muttaqiin noted that the children were more engaged and focused during the Number Envelope Play sessions compared to traditional lessons. The teachers observed that the hands-on nature of the activity allowed them to assess each child's understanding and progress in a more individualized manner. This observation is important because it shows that play-based learning gives teachers more opportunities to interact with students and provide personalized guidance. Furthermore, teachers reported that the children's enthusiasm for the activity helped foster a more positive classroom environment, where learning was seen as enjoyable rather than a task. Play-based learning, such as Number Envelope Play, has been shown to have significant benefits for cognitive development. Through active engagement, children are better able to develop critical thinking and problem-solving skills. The study's findings suggest that play provides a valuable opportunity for children to make connections between numbers and objects in a meaningful context. By working with concrete materials and engaging in hands-on learning, children are more likely to retain the concepts they learn and apply them in future tasks.

For many students, counting was initially a source of anxiety or hesitation. They struggled to keep track of numbers or felt unsure when asked to count. However, the Number Envelope Play intervention helped reduce these feelings of anxiety. The game-based format created a non-threatening environment where students could make mistakes without fear of judgment. The low-pressure, playful nature of the activity allowed students to explore counting freely and at their own pace, reducing stress and helping them develop a more positive attitude toward mathematics. The statistical analysis of the pre-test and post-test results provided strong evidence of the effectiveness of Number Envelope Play. The significant improvement in the post-test scores demonstrates that the intervention had a measurable impact on the students' counting skills. This result supports the notion that active, play-based learning strategies can be highly effective in early childhood education. The p-value of less than 0.05 indicates that the observed improvement was statistically significant, providing further evidence that the Number Envelope Play contributed to the students' success.

While the Number Envelope Play activity itself played a crucial role in improving counting skills, the role of the teachers in facilitating the activity was also important.

Teachers guided the students through the activity, provided assistance when needed, and ensured that all children were engaged. Their ability to scaffold the learning process and encourage participation was essential to the success of the intervention. This highlights the importance of teachers in creating a supportive and stimulating learning environment where play can be used effectively to teach foundational skills.

The feedback gathered from students further supports the positive impact of the intervention. Many students expressed that they enjoyed the activity and felt it helped them understand counting better. The fact that students themselves recognized the value of the play-based learning approach is a strong indicator of its effectiveness. When students feel engaged and enjoy the learning process, they are more likely to retain the information and apply it in future contexts. The benefits of play-based learning, including Number Envelope Play, extend beyond the immediate improvement in counting skills. Early childhood experiences with play contribute to the development of cognitive, social, and emotional skills that have long-term effects on a child's academic success. The positive attitudes and confidence built through engaging activities like Number Envelope Play can lay the groundwork for future learning in mathematics and other subjects. As children build a solid foundation in early math skills, they are better equipped to succeed in more complex tasks as they progress in their education.

In conclusion, the findings from this study suggest that Number Envelope Play is an effective tool for improving early childhood counting skills. Through the hands-on, engaging nature of the activity, children were able to develop a better understanding of numbers and counting, and they gained greater confidence in their abilities. The play-based approach not only enhanced the students' mathematical skills but also fostered a more positive and collaborative learning environment. These findings underline the importance of incorporating play-based learning into early childhood education to support the development of essential skills and foster a love for learning.

CONCLUSION

In conclusion, this study has shown that Number Envelope Play is a highly effective strategy for improving early childhood counting skills. The results demonstrated that the activity significantly enhanced students' ability to count, recognize numbers, and associate numbers with quantities. The children showed a noticeable improvement in their counting skills after engaging in the play-based activity, which not only helped them grasp mathematical concepts but also fostered a positive attitude toward learning. The play-based approach of Number Envelope Play provided a hands-on, interactive environment that made learning enjoyable and engaging. Unlike traditional methods of teaching counting, which can sometimes feel repetitive and disengaging for young children, this method allowed students to actively participate and practice counting in a fun and low-pressure setting. This created an atmosphere where students felt more confident and motivated to learn. Additionally, the intervention demonstrated that play-based learning not only improves cognitive skills, but also promotes important social and emotional development. Through collaboration and peer interaction, students were able to practice their counting skills while also developing teamwork, communication, and problem-solving abilities. The cooperative nature of the activity encouraged students to work together and learn from each other, further enhancing their overall educational experience. The findings also highlight the importance of teacher involvement in facilitating play-based learning activities. While the Number Envelope Play itself was effective, the teachers' role in guiding the children, providing support, and fostering a positive and encouraging learning environment was crucial to the success of the intervention. Teachers were able to assess individual student progress and offer personalized assistance, ensuring that all students benefited from the activity. Overall, the

results of this study underscore the value of incorporating play-based learning strategies into early childhood education. By making learning enjoyable and interactive, Number Envelope Play has proven to be an effective way to enhance children's foundational math skills. The success of this approach suggests that other play-based activities can also be used to promote mathematical understanding and other essential cognitive, social, and emotional skills in young children. Finally, the study's findings support the broader educational philosophy that children learn best when they are actively engaged in hands-on activities that connect to their natural curiosity and interests. The success of Number Envelope Play in improving counting skills offers a promising avenue for future educational practices, showing that learning through play can be both fun and highly effective in early childhood development.

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