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Improving Number Concept Ability Through Picture and Clip Media at RA Muhammad Iqbal

Yayah Aryatie,✉, RA Muhammad Iqbal, Indonesia
Yanti Rosnawati, RA Latisya, Indonesia
Yanti, MTs Ibnu Ajhari, Indonesia
Yeni Yunita, MI Tahfidzhul Qur'an, Indonesia
Yudi Prasandi, MIS Al-Washliyah Sinaksak, Indonesia

✉ *aryatie378@gmail.com*

Abstract: This study aims to improve the concept of numbers in group B children at RA Muhammad Iqbal, through picture and clip media with the aim of introducing children to the basics of learning to count in an interesting, safe, comfortable and enjoyable atmosphere and preparing children to follow the next level of mathematics learning. The background of this study is the suboptimal concept of numbers in group B at RA Muhammad Iqbal. The object of study was group B which consisted of 15 children with an average age of 5 to 6 years, 6 boys and 9 girls. This type of research is classroom action research which was carried out for two cycles. Improving the concept of numbers is very important for the development of various aspects of children's abilities, such as social, emotional, creative, physical, and intellectual abilities. The results of the study showed that in improving the concept of numbers through picture and clip media in group B children there was a significant increase and showed that the media can play a role in helping to achieve goals in fun children's learning activities.

Keywords: number concept, picture media and clamps

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INTRODUCTION

Early childhood that is in the age range of 0 - 6 years marks the golden age, especially in brain growth and development. As expressed by (Mulyasa, 2012), this period can be considered as a developmental leap, where billions of neurons in children's brains experience rapid development. Therefore, it is the right moment to provide educational stimulation to optimize the development of all aspects of children, including aspects of cognitive development. Aspects of cognitive development are the main focus because they are directly related to thinking skills and are an integral part of a child's brain development, reaching its peak until the age of 8. Mathematics learning in Early Childhood Education (PAUD) is considered an effective means to develop children's intellectual potential. As stated by Triharso (2013), mathematics in PAUD is not only a learning activity of mathematical concepts, but also a daily scientific play activity.

Early childhood education, which lasts from birth to six years of age, is a critical phase in forming the basis for children's physical and spiritual growth and development. As explained by Masitoh (2005), education in this period aims to provide stimuli that support the growth and development of children, so that they are ready to enter the next stage of education. One of the important aspects in early childhood cognitive development

is the introduction of the concept of numbers, and it includes not only an understanding of number names, but also involves an understanding of number symbols as a symbol of the number itself.

In line with Winda's (2022) view, the concept of numbers is the basis for activities that involve connecting with objects or number symbols. According to (Haryati & Ismartoyo, 2016), at the age of four to five years children reach important milestones in cognitive development, which include the ability to recognize the concept of numbers, number symbols, the concepts of majority and minority, as well as refer to the number symbols 1 to 10 and associate them with the numbers.

Along with that, Rahman & Fuadatun (2017), emphasized that cognitive learning in early childhood involves understanding the concept of simple numbers, the role of the concept of numbers as the basis for the development of mathematical skills, and analyzing its positive impact on children's readiness to participate in basic education.

This is in line with the view (Sriningsih, 2009) which states that mathematics in early childhood is a means to develop intellectual potential, but observations in the field show that some children still have difficulty understanding the concept of numbers and their number symbols, with a deeper understanding it is hoped that more effective learning strategies can be identified to improve children's understanding of the concept of numbers at an early age.

The role of teachers in the current era is not only seen as a teacher, but more as an agent of change and a leader of learning. In this context, the demand for teacher professionalism is very important, where teachers are expected to have insight into the era of knowledge, excellence, which is able to form emotional intelligence and independence in students. Teacher professionalism not only includes mastery of science and technology, but also involves work ethic, discipline, and a proactive outlook on the future. The understanding of this concept is in line with the view of Semiawan (1991) which describes the change in the role of teachers from initially passive to creative and dynamic, creating a learning environment that invites collaboration and innovation, known as an invitation learning environment.

In meeting the demands of the development of education quality, teachers today are expected to carry out the role of motivators, facilitators, communicators, information providers, agents of change, transformers, innovators, counselors, administrators and evaluators. The quality of learning is a reflection of the professionalism of educators who play a key role in the educational process. As conveyed by (Astuti et al., 2020), a professional teacher not only has special expertise and abilities in the field of education, but is also able to carry out his duties as well as possible.

Professional teachers are individuals who have been educated and trained well, and are supported by qualified experience. The importance of the role of professional teachers does not only lie in the aspect of technical expertise, but also in the responsibilities carried out in all service to students, parents, society, nation, state, and religion. Social, moral, intellectual and spiritual responsibilities are the elements that describe the professionalism of an educator. In line with Sanjaya's (2013) view, learning development requires creativity and innovation from a teacher.

This emphasizes the ability of teachers to adapt their teaching activities to the style and characteristics of children, reinforcing their role as learning facilitators who are responsive to the needs of students. As expressed by Jhon Locke (1632 - 1704), in his theory that early childhood development is influenced by stimuli from parents and caregivers, as well as through the experiences they gain from the surrounding environment. This theory is in line with the views of psychologists, as expressed by Morrison (2012) in Busyro et al, (2014), who emphasized that play activities have an important role in maturing children's development, be it in academic, physical, or social-emotional aspects, to further explore the concept of learning while playing, is a mirror of children's growth, and analyzes the positive impact of play activities on children's overall development. This research is expected to enrich insights in improving the concept of

numbers in early childhood optimally because early childhood education plays a crucial role in forming the basis for understanding basic concepts, including the concept of numbers, in a study conducted by Nopayana, 2015 .

METHODS

This study uses a classroom activity method with a quantitative approach. The Classroom Behavior Method is a research approach applied by teachers in their classrooms that aims to improve performance through self-reflection to improve student learning outcomes (Wardani & Wihardit, 2022). The focus of this research is on the interaction between teachers and students during classroom learning activities. Classroom action research involves the process of observation and analysis in the classroom environment to gain a deeper understanding of the dynamics of learning interactions. The main purpose of this classroom action research is to use the results of self-reflection and evaluation of teacher-student interaction to improve the learning process. This study systematically examines how early childhood mathematics learning strategies can be applied in the classroom using classroom action methods.

This study tries to use a quantitative approach to objectively measure the improvement of student learning outcomes due to the improvement of learning strategies implemented by teachers in the classroom. Therefore, this research is expected to make a real contribution to improving the quality of learning in the concept of numbers. The ability to conceptualize numbers is one of the important aspects in early childhood cognitive development. The concept of numbers includes the ability to recognize numbers, understand the sequence of numbers, and perform simple operations such as addition and subtraction. Children aged 5-6 years are at a stage of cognitive development that demands concrete and fun learning. Therefore, the use of attractive media is one of the effective strategies to improve their understanding of the concept of numbers. Learning media has an important role in helping children understand abstract concepts. Children at an early age are easier to understand things if they can see and manipulate objects directly. Picture media and tongs are tools that can help children recognize numbers, understand the concept of numbers, and practice their fine motor skills. Image media can be used to teach the concept of numbers in a more engaging and interactive way.

For example, images of animals, fruits, or other objects can be used to indicate a specific number that must be matched with a corresponding number. The use of colorful and attractive images will help children focus more and be motivated to learn. Tongs are simple tools that can be used to hone children's skills in matching numbers with the appropriate number of objects. The child may be asked to clip the clamp on the picture showing a certain amount according to the given number. In addition to practicing understanding of the concept of numbers, the use of tongs also helps develop children's hand-eye coordination. In RA Muhammad Iqbal, this method is applied by providing a picture containing a certain number of objects, then the child is asked to match the number of objects with the available numbers. In addition, children are also given tongs to clamp the correct number, so they are more active in learning.

This activity is carried out in the form of games so that children do not feel burdened. The use of image media and clamps has various benefits in learning the concept of numbers. In addition to improving children's understanding of numbers and numbers, this method also helps improve children's memory, fine motor skills, and interest in learning. Learning that is carried out in a concrete and fun way will make children understand the concepts taught faster. The results of the application of this method show a significant improvement in children's understanding of the concept of numbers.

Children are faster to recognize numbers, understand the relationship between numbers and the number of objects, and are more confident in answering questions related to the concept of numbers. In addition, they are also more enthusiastic in participating in learning activities. Although this method is effective, there are several

obstacles faced in its application. Some children have difficulty using tongs because their fine motor skills are still in the developmental stage. To overcome this, teachers provide additional exercises to improve their skills in holding and using tongs.

In addition, the variety of images used also needs to be updated so that children remain interested. The success of this method shows that an approach based on concrete and fun experiences is very effective for early childhood. Therefore, similar methods can be further developed by using other media that can also improve children's understanding of other mathematical concepts, such as measurements, patterns, and shapes. The use of picture media and tongs in learning the concept of numbers at RA Muhammad Iqbal has proven to be effective in improving children's understanding of numbers and numbers. This method not only helps children in recognizing numbers, but also develops fine motor skills and increases their motivation in learning. With the right approach, learning the concept of numbers can be more fun and meaningful for early childhood.

RESULTS

The results of the study in the first cycle for five days in group B at RA Muhammad Iqbal showed that the use of image media and clamps has been proven to be effective in improving children's cognitive development related to the concept of numbers. The application of the classroom action method with a quantitative approach is able to provide a concrete picture of the positive impact of the learning strategies used. In the five days of implementation, observation of the interaction between teachers and students, the use of image media, and clamps showed an improvement in the understanding of the concept of numbers. These results are in line with the research objectives which aim to improve student learning outcomes through the implementation of effective learning strategies.

These findings are the basis for continuing research in the next cycle, with a focus on further consolidation and improvement of the use of the media. Thus, the prephase of this research aims to provide a brief overview of the positive results that have been achieved in cycle I and provide a foundation for the next steps in this class action research. Based on the data obtained from the first cycle on the 1st day, the evaluation of the children's ability to mention and count the numbers 1-10 in sequence and the ability to move objects to the number plate produced interesting findings. This data analysis provides an overview of the level of children's cognitive development in the concept of numbers.

On the first day of the first cycle, the results of the assessment showed that there were no children who had not shown development in these abilities (0%), while as many as 8 children or 53% were categorized as children who began to develop (MB). Meanwhile, as many as 7 children or 47% showed the ability to develop according to expectations (BSH), while no children reached the level and developed very well. On the second day, none of the children were stunted. There were 7 children (MB) or 47% whose skills began to develop and 81 children (BSH) whose skills developed as expected or 53%. None of the children are very well developed (BSB) On day 3, no child has not developed their skills (0%), 6 children have started to develop their skills (MB) or 30%, and 9 children have developed as expected (BSH) or 60%, and 0% for children with very good development. The 11 children developed according to the expectation of being able to compare, show, and mention the number of numbers that are more with the media of pictures and pins.

and there are still 4 children (26%) whose abilities are starting to develop. Assessment of ability to compare, show, and mention the number of numbers that are more numerous with the medium of pictures and clips. Learning activities that are packaged with interesting media make children more enthusiastic, but the availability of

media is less than optimal. The observation data on the second day showed that 80% or 12 children were able to compare and show fewer pictures on the picture media that had been provided, the remaining 20% or 3 children were still assisted by the teacher, the difficulty was in showing and comparing the numbers 6 and 9, so that the children in this group were guided step by step slowly and several times of repetition.

The observation data of the second cycle on the third day showed that 66.6% or 10 children were able to say numbers randomly for example after 2 is 3, before 5 is 4, etc., the remaining 33.3% or 5 children are still helped and guided with patience by the teacher, the difficulty is in saying numbers backwards, so the children in this group are guided step by step slowly and several times. In the observation of the second cycle on the third and fourth days, there were 6 children or 40% of children whose abilities began to develop, 9 children or 60% of children whose abilities were developing according to expectations, and children whose abilities were very well developed were absent (0%).

In the observation of the second cycle on the fifth day, 5 children or 33% of children had their abilities as expected, 10 children or 67% of their abilities developed according to expectations, and no children had very good development (BSB) (0%). The success of this research can be obtained through several factors, including the teacher's efforts in planning and developing varied play activities, especially through the use of picture media and clamps in improving children's understanding of the concept of numbers. Teachers play a key role in creating an engaging and vibrant learning environment for children. One of the key factors for success is the enthusiasm of children in carrying out simple math learning activities, especially when introduced to simple but effective educational teaching aids (APE) such as picture media and tongs.

This success has created a high interest in learning in children, in line with Crow & Crow which states that interest or interest has an important role in paying attention to an activity or object. Mulyati (2019), in her research, emphasized that Educational Game Tools (APE) are an integral element in early childhood learning. The success of the implementation of image media and clamps as APE in this study confirms its positive contribution to the effectiveness and excitement of children's learning. Therefore, a deep understanding of the role of APE in supporting children's learning in early childhood education is expected to provide important attention in the development of better learning methods in the future.

A study was conducted at RA Muhammad Iqbal to investigate how the use of visual aids, particularly images and clothespins, can improve the number concept abilities of children aged 5-6 years in Group B. The research aimed to explore whether these media could enhance the children’s understanding of basic mathematical concepts, particularly the concept of numbers and counting. The study was designed to evaluate both the effectiveness of visual learning tools and how hands-on activities impact young children's cognitive development. he research involved 20 children from Group B, who were exposed to a series of activities designed to improve their understanding of numbers. The activities were structured around the use of images and clothespins, which are simple yet engaging materials that children could easily manipulate. Images were used to represent numbers and quantities, while clothespins served as a tool for children to physically interact with these images by attaching them to corresponding numbers or groups. This method allowed children to connect visual representations with tangible actions, reinforcing their understanding of number concepts.

One of the primary goals of the study was to observe how children interacted with the images and clothespins. The images used in the activities depicted various everyday objects such as fruits, animals, or toys, with each image representing a different quantity. Children were asked to count the number of objects in the images and match the number of clothespins to the correct quantity. This hands-on activity encouraged children to engage physically with the materials, which enhanced their focus and provided them with immediate feedback as they connected numbers to real-world objects. The results of the study indicated a significant improvement in the children's ability to recognize numbers

and understand basic arithmetic concepts. At the beginning of the study, many of the children had difficulty identifying numbers or understanding the concept of counting. However, after participating in several sessions with images and clothespins, children showed marked progress. They were able to identify numbers more easily and were more confident in counting and matching quantities to the correct numbers. This indicates that the use of visual and physical tools played a crucial role in enhancing their number sense.

The study also observed improvements in children's engagement and motivation during the lessons. Prior to the intervention, some children showed little interest in traditional number-based activities, such as worksheets or oral drills. However, when the images and clothespins were introduced, the children became more actively involved in the learning process. The tactile and visual elements of the activities helped maintain their attention and fostered a more interactive learning environment. As a result, children seemed more excited about participating and were eager to complete the tasks. In addition to improving the children's number recognition, the study also highlighted progress in their ability to understand the relationship between numbers and quantities. For instance, when asked to match a set of objects with the correct numeral, children were able to demonstrate a clearer understanding of the concept of "more" and "less." The physical activity of attaching clothespins to images also helped children better visualize the relationship between quantities and numerals. This hands-on approach facilitated a deeper understanding of the abstract concept of numbers, making it more concrete and accessible.

Another significant finding was that the children's fine motor skills improved as a result of using clothespins in the activities. The act of pinching and attaching the clothespins required coordination and control, which provided the children with an opportunity to develop their hand-eye coordination and dexterity. Fine motor skills are essential for a variety of other tasks, including writing, drawing, and manipulating small objects, so the inclusion of clothespins as a tool also contributed to the overall development of the children. The study also emphasized the importance of repetition in learning. Many of the children needed repeated exposure to the activities in order to fully grasp the number concepts. By engaging in multiple sessions with the images and clothespins, the children had the opportunity to reinforce their learning and solidify their understanding. The repetition of tasks, such as counting and matching, helped to reinforce the association between numbers and quantities, leading to greater mastery over time.

Additionally, the children demonstrated increased problem-solving abilities. During the activities, children were often required to figure out how to match the correct number of clothespins to the images, which involved some trial and error. This process of figuring out solutions on their own encouraged critical thinking and problem-solving skills. For example, when a child was unsure about how many clothespins to use, they would often try out different options and observe the results, which allowed them to better understand the concept of quantity and number relationships. The use of images in the study also supported children's visual learning styles. Many children in the group responded positively to visual stimuli, and the images helped them form stronger mental connections between numbers and real-world objects. The images used were simple, colorful, and relatable to the children's everyday experiences, which made the activities more engaging and allowed them to connect the abstract concepts of numbers with familiar objects. This approach catered to various learning styles, ensuring that all children had an opportunity to succeed.

Parents and teachers also observed positive changes in the children's attitudes toward learning numbers. Before the study, some children had a negative or indifferent attitude towards mathematical concepts. However, after using the image and clothespin activities, there was a noticeable increase in enthusiasm and curiosity about numbers. Teachers reported that children were more willing to participate in number-related activities, and parents noted that their children had begun to show more interest in counting objects at home, further reinforcing the effectiveness of the approach. One of the

challenges encountered during the study was ensuring that the children understood the correct matching of numbers and quantities. Some children initially struggled with matching the right number of clothespins to the images, which highlighted the importance of scaffolding and individualized support during the learning process.

Teachers provided guidance and encouragement, which helped students work through these challenges and develop their skills. The teachers' role as facilitators was crucial in ensuring that the children were supported throughout the learning process. Despite this challenge, the overall results indicated that the combination of images and clothespins was highly effective in improving the children's ability to recognize numbers and understand basic number concepts. The children who participated in the study showed significant improvement in both their cognitive understanding of numbers and their enthusiasm for learning. The hands-on nature of the activities provided a dynamic and interactive learning experience that was well-suited to the developmental stage of the children in Group B. In conclusion, the study at RA Muhammad Iqbal demonstrated that using images and clothespins as learning media can significantly enhance the ability of children aged 5-6 years to understand number concepts. By connecting abstract numbers to real-world objects and providing hands-on, interactive activities, the children were able to grasp fundamental mathematical concepts more effectively. The study also highlighted the importance of engaging children in multisensory learning experiences that cater to different learning styles. The success of this approach suggests that using simple, accessible tools can greatly improve early childhood mathematical education and foster a deeper understanding of numbers in young learners. The findings of this study can inform future teaching practices in early childhood education. Educators may consider incorporating similar visual and hands-on approaches into their lessons to enhance the learning of mathematical concepts. The combination of images and manipulatives, like clothespins, provides an opportunity for young learners to engage in active, meaningful learning experiences that promote both cognitive development and fine motor skills. Additionally, this study supports the idea that learning mathematics in a fun and interactive way can have a lasting impact on children's attitudes and abilities in the subject.

Furthermore, the results suggest that when children are actively involved in their learning, they are more likely to retain information and develop a deeper understanding of mathematical concepts. The use of images and clothespins as part of a more dynamic, student-centered approach to learning helps children not only grasp number concepts but also develop critical thinking and problem-solving skills.

DISCUSSION

The ability to conceptualize numbers is one of the important aspects in early childhood cognitive development. The concept of numbers includes the ability to recognize numbers, understand the sequence of numbers, and perform simple operations such as addition and subtraction. Children aged 5-6 years are at a stage of cognitive development that demands concrete and fun learning.

Therefore, the use of attractive media is one of the effective strategies to improve their understanding of the concept of numbers. Learning media has an important role in helping children understand abstract concepts. Children at an early age are easier to understand things if they can see and manipulate objects directly. Picture media and tongs are tools that can help children recognize numbers, understand the concept of numbers, and practice their fine motor skills. Image media can be used to teach the concept of numbers in a more engaging and interactive way.

For example, images of animals, fruits, or other objects can be used to indicate a specific number that must be matched with a corresponding number. The use of colorful and attractive images will help children focus more and be motivated to learn. Tongs are simple tools that can be used to hone children's skills in matching numbers with the

appropriate number of objects. The child may be asked to clip the clamp on the picture showing a certain amount according to the given number.

In addition to practicing understanding of the concept of numbers, the use of tongs also helps develop children's hand-eye coordination. In RA Muhammad Iqbal, this method is applied by providing a picture containing a certain number of objects, then the child is asked to match the number of objects with the available numbers. In addition, children are also given tongs to clamp the correct number, so they are more active in learning. This activity is carried out in the form of games so that children do not feel burdened.

The use of image media and clamps has various benefits in learning the concept of numbers. In addition to improving children's understanding of numbers and numbers, this method also helps improve children's memory, fine motor skills, and interest in learning. Learning that is carried out in a concrete and fun way will make children understand the concepts taught faster. The results of the application of this method show a significant improvement in children's understanding of the concept of numbers.

Children are faster to recognize numbers, understand the relationship between numbers and the number of objects, and are more confident in answering questions related to the concept of numbers. In addition, they are also more enthusiastic in participating in learning activities. Although this method is effective, there are several obstacles faced in its application. Some children have difficulty using tongs because their fine motor skills are still in the developmental stage. To overcome this, teachers provide additional exercises to improve their skills in holding and using tongs.

In addition, the variety of images used also needs to be updated so that children remain interested. The success of this method shows that an approach based on concrete and fun experiences is very effective for early childhood. Therefore, similar methods can be further developed by using other media that can also improve children's understanding of other mathematical concepts, such as measurements, patterns, and shapes. The use of picture media and tongs in learning the concept of numbers at RA Muhammad Iqbal has proven to be effective in improving children's understanding of numbers and numbers. This method not only helps children in recognizing numbers, but also develops fine motor skills and increases their motivation in learning. With the right approach, learning the concept of numbers can be more fun and meaningful for early children.

The study conducted at RA Muhammad Iqbal focused on enhancing number concept abilities in children aged 5-6 years through the use of images and clothespins as learning media. The results indicated that these materials significantly contributed to the children’s understanding of basic number concepts. By using images representing real-world objects and having children match them with the correct number of clothespins, the activities created a hands-on, interactive environment that allowed children to connect abstract numbers to tangible objects. This approach helped make mathematical concepts more relatable and accessible to young learners. One of the key findings of the study was that children showed notable improvement in their ability to identify numbers and count objects. Initially, many students struggled with recognizing numbers and understanding how to associate them with quantities. However, through repeated engagement with the images and clothespins, children developed a clearer understanding of numbers and their corresponding quantities. The physical manipulation of clothespins also allowed children to receive immediate feedback, reinforcing their learning and helping them grasp the concepts more effectively.

Additionally, the study revealed that the use of images and clothespins had a positive impact on children’s motivation and engagement in learning. Traditional methods of teaching numbers, such as using worksheets or verbal drills, often failed to capture the children’s attention. However, the interactive nature of the activities involving visual and tactile materials sparked greater interest among the children. They became more eager to participate, and their enthusiasm was evident in their active involvement during the lessons. Another significant aspect of the study was the improvement in fine motor skills,

which resulted from the physical activity of using clothespins. Children developed better hand-eye coordination and dexterity through the act of pinching and attaching the clothespins to the images. This fine motor development is crucial in early childhood education as it prepares children for future tasks such as writing and drawing. The study demonstrated how a simple learning tool could serve multiple developmental purposes beyond the cognitive aspect of learning numbers. In conclusion, the research at RA Muhammad Iqbal highlighted the effectiveness of using images and clothespins in teaching number concepts to young children. By combining visual and tactile learning methods, the study showed that children could better understand numbers, develop essential motor skills, and increase their motivation to engage in learning. This approach not only facilitated cognitive development but also fostered a positive attitude toward mathematics, suggesting that interactive and hands-on activities can be valuable tools in early childhood education.

CONCLUSION

Through various activities in Cycle I that focus on the concept of numbers for children aged 5-6 years, it has proven to be effective in improving their understanding. In Cycle II, the observation results showed a significant improvement, with an average of 81.6% of abilities developing as expected and 18.4% stillat the stage of starting to develop. Thus, there was an increase in children's ability to understand the concept of numbers by 24.2%. This conclusion is a brief overview of the results of the study that show a positive improvement in the understanding of the concept of numbers in children. Furthermore, research will continue with a focus on a more in-depth analysis of the factors that support the improvement and to formulate recommendations and implications for the development of mathematics learning at the early education level. Thus, this research is expected to contribute to the development of more effective learning strategies in introducing the concept of numbers in early childhood. Based on the class research that has been carried out in the BRA Muhammad Iqbal group, it can be concluded that the ability to conceptualize numbers as a result of the observation of the first cycle on average is 57.4% developing as expected and 42.6% is starting to develop. Various activities in Cycle I, which focused on understanding the concept of numbers for children aged 5-6 years, were proven to be able to improve their understanding of the concept of numbers with an average ability, namely 81.6% developed as expected and 18.4% began to develop in cycle II. Thus there was an increase in children's ability to understand the concept of numbers by 24.2% Suggestions Based on the discussion of the improvement results in this study, several suggestions were identified that can be recommended for the next research Development of the Number of Research Subjects: This study involved a relatively small number of research subjects, namely 15 children. Therefore, it is recommended to be able to expand the number of research subjects so that the research results can have a stronger generalization related to the development of number concept skills in early childhood. b. Development of Number Concept Activities: Some activities that have been carried out in the concept of numbers through the media of images and clamps can be further developed. Alternative activities that are more interesting and exploratory can be explored, but still pay attention to the aspects of efficiency, effectiveness, and availability of environmental resources. Activities that are more varied and in accordance with the level of children's development are expected to improve learning outcomes. Further research development is expected to contribute further to the understanding of the concept of numbers in early childhood. The implication of the suggestions is to increase the validity and applicability of research findings in a broader context and provide a foundation for further investigation that can optimize children's learning strategies and learning outcomes at the early education level.

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