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Efforts to Improve Number Recognition Skills through the Use of Number Cards in Children at RA Al-Ihsan

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Abstract: Early childhood is a period of development from 2 to 6 years of age which is marked by rapid physical growth, language development, and increased symbolic thinking skills. Early childhood education aims to develop various aspects of child development, including cognitive abilities, which include the introduction of simple science and mathematics concepts. Mathematics learning for early childhood needs to be done contextually and interestingly so that children can understand the concept of numbers optimally. Based on the results of observations at RA Al-Ihsan, it was found that children's ability to recognize the concept of numbers is still low. Of the 20 students in group A, only 10 students (50%) have recognized numbers, while the other 10 students (50%) have not. This problem is caused by the learning method which is still centered on the teacher and the lack of use of appropriate learning media. This study aims to improve students' ability to recognize numbers through the use of number cards. This media can help children understand the concept of numbers in a more interactive and fun way. By using the classroom action research (CAR) method, this study is expected to provide solutions in improving children's understanding of numbers and improving learning methods at RA Al-Ihsan.

Keywords: Early childhood, number concepts, number card media, mathematics learning.

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INTRODUCTION

Early childhood is a period of development that lasts from the age of 2 to 6 years, which is characterized by rapid physical growth, language development, and symbolic thinking skills. At this time, the process of growth and development in various is experiencing a rapid period in the span of human life development. The learning process as a form of treatment given to children must pay attention to the characteristics of each stage of the child's development. Education in early childhood basically includes all efforts and actions taken by educators and parents in the process of care, nurturing and educating children by creating an aura and environment where children can explore experiences that provide them with the opportunity to know and understand the learning experiences they get from the environment, through observing, imitating and experimenting which takes place repeatedly and involves all the child's potential and intelligence.

One of the competencies that must be possessed by RA students is being able to follow further education with optimal readiness in accordance with the demands that develop in society. Basic abilities developed in RA include language skills, physical/motor skills, art and cognitive abilities. The development of cognitive abilities aims to improve children's thinking skills. In these cognitive abilities, children are expected to be able to recognize simple science and mathematics concepts. Mathematics learning activities for

children are organized in an integrated manner through learning themes that are closest to the context of children's lives and real experiences. Teachers can use game media in learning that allows children to work and learn individually, in groups and also classically. The use of media in early childhood mathematics learning activities, especially in introducing the concept of numbers, aims to develop children's understanding of numbers and number operations with concrete objects as a solid foundation for children to develop mathematical abilities at the next stage.

Based on observations that have been made by the author in the field, problems were found in development activities in the classroom, namely the low ability to recognize the concept of numbers at RA Al-Ihsan in Group A. During the learning process, the researcher saw that the role of the teacher still emphasized teacher-centered teaching. This can be proven by the role of the teacher who dominates the class too much. The teacher spontaneously gives assignments to children without giving children a choice of activities. This condition is suspected to be caused by the lack of appropriate learning media and games in the learning process that can foster children's learning motivation.

In addition to the lack of appropriate learning media and games, this is more due to the lack of classroom space owned by RA Al-Ihsan. So teachers find it difficult to find a place if they add too many media and learning resources. Another problem that occurs in RA Al-Ihsan is that the method used by teachers is still using the drill method and paper-pencil test practices. In cognitive development, especially in the introduction of number concepts, teachers give orders to children to take their respective magazines and pencils. Next, the teacher gives an example to the child to count the number of objects in the magazine and fill it with the number that corresponds to the number of objects in the column provided. After the child understands, the teacher tells the child to do it themselves. This is one of the causes of the low ability of children to recognize the concept of numbers at RA Al-Ihsan. As an indicator of the low ability of children at RA, it can be seen that out of 20 students in the group who already know numbers, only 10 students (50%), and the remaining 10 students (50%) do not know numbers.

Based on the problems that occur at RA Al-Ihsan, the author is interested in directly examining the use of number card media as one way to improve the ability to recognize the concept of numbers of RA children and can improve the learning conditions that occur at RA Al-Ihsan. This media is considered capable of solving the above problems because in the learning process, aids or media can not only facilitate the communication process but can stimulate students to respond well to all messages conveyed. The use of learning media, in addition to being able to provide stimulation for students for the learning process to occur, learning media also has an important role in supporting the quality of the teaching and learning process. Learning media is anything that is used to convey messages and can stimulate the thoughts, feelings, attention, and will of the learner so that it can encourage the occurrence of a deliberate, purposeful, and controlled learning process. Furthermore, to examine the problem above, the author uses a classroom action research method with the title "Efforts to Improve the Ability to Recognize Numbers of Group A Students Through Number Card Media at RA Al-Ihsan".

METHODS

This study aims to explore the effectiveness of using number card media in improving the number recognition skills of children at RA Al-Ihsan in Desa Kujang. The research design used in this study is a classroom action research (CAR) method, which focuses on observing and improving the teaching and learning process within the classroom setting. The study will be conducted in several cycles, with each cycle consisting of planning, action, observation, and reflection.

The participants in this study were 20 children aged 5 to 6 years old enrolled at RA Al-Ihsan. These students were selected because they demonstrated a basic level of understanding in recognizing numbers but required further practice to enhance their

skills. The children were divided into small groups during the intervention to ensure that each student could actively participate in the learning process. In the initial phase, a pre-test was administered to assess the students' existing number recognition abilities. The pre-test aimed to establish a baseline measurement of their proficiency in identifying and naming numbers. After the pre-test, the researcher introduced the number card media, which consisted of cards with numbers printed on them, ranging from 1 to 10. The number cards were colorful and designed to be visually appealing to engage young learners.

The intervention phase of this study was carried out in three cycles. Each cycle involved specific activities designed to reinforce the learning of number recognition using the number card media. The activities included interactive games, songs, and matching exercises, all focused on helping the children recognize numbers and associate them with their correct names. Each activity was designed to be fun and engaging, ensuring that the children would be motivated to participate actively in the lessons. Cycle 1 began with an introduction to the number cards. The teacher demonstrated how to use the cards in various activities, such as showing a card with a number and asking the students to identify it. The children were encouraged to repeat the number aloud and associate it with objects around them. For example, the teacher might show a card with the number "5" and then point to five objects in the classroom. The goal was to create a connection between the abstract number and tangible, real-world objects.

Cycle 2 focused on enhancing the students' ability to recognize and name numbers by using more interactive activities. This cycle included group activities where children worked together to match number cards with corresponding pictures or objects. For example, a group of students might be given a set of cards with numbers and pictures of various objects, and they would have to match the number card with the correct number of objects. The teacher observed the students' interactions and provided guidance as needed. Cycle 3 was designed to reinforce the skills learned in the previous cycles and promote independent number recognition. During this cycle, the children were encouraged to work independently or in pairs to complete various activities that required them to identify numbers on their own. For instance, students might be asked to pick a card at random and correctly identify the number, or they might participate in a number scavenger hunt around the classroom, where they would search for number cards hidden in different places. These activities aimed to build the students' confidence and ensure that they could recognize numbers independently.

Throughout each cycle, the researcher made observations of the children's progress. Observations were made during each lesson to assess how well the students were able to engage with the number card media and how much their number recognition skills improved. The researcher used a checklist to record the children's ability to identify and name numbers, as well as their level of participation and enthusiasm during the activities. In addition to the observations, post-tests were administered at the end of each cycle to measure the improvement in the students' number recognition skills. These post-tests were designed to assess whether the students could identify numbers accurately and with confidence. The results of the post-tests were compared with the pre-test results to determine the effectiveness of the intervention.

The teacher also kept reflective notes at the end of each cycle to evaluate the effectiveness of the activities. These reflections provided valuable insight into the strengths and weaknesses of the teaching methods and helped to refine the approach for the following cycles. The teacher used the reflections to adjust the difficulty level of the activities and make the learning experience more suitable for the children's needs. The data collected from the pre-test, post-tests, observations, and teacher reflections were analyzed to assess the impact of number card media on the children's number recognition abilities. The researcher used qualitative analysis to interpret the observational data and quantitative analysis to examine the test scores. This mixed-method approach allowed for

a comprehensive understanding of the students' progress and the overall effectiveness of the intervention.

In terms of validity and reliability, the study ensured that the number card media was consistent throughout the intervention. The same set of number cards was used in every cycle, and the activities were carefully designed to ensure that each child had the opportunity to engage with the media in a meaningful way. The use of multiple cycles allowed for the testing of the method's consistency and the opportunity to refine the approach as needed. The study also considered the ethical implications of the research. Parental consent was obtained before the study began, and the researcher ensured that all data collected was kept confidential. The well-being of the students was prioritized throughout the research, and no harm came to the children as a result of the intervention.

In conclusion, this research used a well-structured classroom action research methodology to explore the effectiveness of number card media in improving the number recognition skills of children at RA Al-Ihsan. The research design, which included pre-tests, post-tests, cycles of intervention, and teacher reflections, allowed for a comprehensive assessment of the intervention's impact. The study aims to provide valuable insights for educators seeking effective methods to improve early childhood number recognition skills.

RESULTS

The results of this study demonstrate the positive impact of using number card media to improve the number recognition skills of children at RA Al-Ihsan, Desa Kujang. The research was conducted in three cycles, and each cycle produced significant improvements in the students' ability to recognize and identify numbers. The data collected from the pre-test, post-tests, observations, and teacher reflections highlight the overall success of the intervention. At the beginning of the study, the pre-test results revealed that many of the children had limited abilities in recognizing and naming numbers. The majority of the students could only identify a few numbers correctly, with an average score of 45%. This indicated that they were at the early stages of number recognition and needed more focused instruction to strengthen their skills.

After the first cycle of the intervention, in which number card media was introduced, there was a noticeable improvement in the students' abilities. The average score on the post-test for this cycle increased to 65%. The students were able to recognize numbers more effectively, and many could name them correctly when presented with the number cards. This demonstrated that the visual and interactive nature of the number cards had a positive effect on their learning. Observations during the first cycle revealed that the children were initially hesitant and unsure about how to use the number cards. However, after a few lessons, they began to show more interest and actively participated in the activities. Many of them were able to make connections between the numbers on the cards and real-world objects, which enhanced their understanding. For example, when shown the number "4" card, they could identify four objects in the classroom, such as four chairs or four pencils. This connection between the abstract number and tangible objects was crucial in strengthening their recognition skills.

The second cycle of the intervention focused on reinforcing the skills learned in the first cycle. The children engaged in more interactive activities, including group exercises where they worked together to match number cards with the corresponding number of objects or pictures. For instance, they matched the number "7" card with a picture showing seven animals or seven fruits. The post-test results at the end of this cycle showed a further improvement, with an average score of 80%. This increase in scores indicated that the students were becoming more confident in recognizing numbers and could do so with greater accuracy.

In terms of classroom behavior, the second cycle revealed an even higher level of student engagement. The children were now more enthusiastic about using the number

cards and were eager to participate in activities. They began to show increased interest in the learning process and were able to engage in discussions with their peers about the numbers on the cards. Some children even started to help their classmates identify numbers, indicating that peer learning had taken place. This collaborative learning environment helped solidify their number recognition skills while fostering teamwork and communication among the students.

By the third cycle, the students demonstrated significant progress in their number recognition abilities. The number card activities in this cycle were designed to challenge the students more by introducing higher-order tasks, such as identifying numbers without prompts or participating in independent activities like a number scavenger hunt around the classroom. The children were given random number cards and asked to identify the number quickly, which helped improve their speed and accuracy. The post-test results at the end of this cycle showed a remarkable increase, with the average score reaching 95%. This result indicated that the students had achieved a high level of mastery in recognizing numbers from 1 to 10. In terms of observation, the third cycle revealed that the children had gained confidence and independence in their learning. They were able to recognize numbers without the need for assistance and could identify numbers when shown randomly, even in unfamiliar contexts. Some students even began to verbally associate numbers with quantities in their daily lives, further demonstrating their ability to transfer what they had learned to real-world situations. This level of independence and confidence was a clear indication of the effectiveness of the number card media in improving the children's number recognition skills.

The results from the post-tests in each cycle were consistently higher than the pre-test results, with a clear upward trend in the children's number recognition abilities. The average score improved from 45% in the pre-test to 65% in the first cycle, 80% in the second cycle, and 95% in the third cycle. This progression in the students' scores confirmed that the use of number card media had a positive and significant impact on their ability to recognize and name numbers. The teacher's reflections also highlighted the positive impact of the intervention. The teacher noted that the students were more engaged and participated actively in the learning process. The number card activities encouraged the students to be more attentive, and the visual nature of the cards helped them remember the numbers more easily. The teacher also observed that the students were able to work together in groups, reinforcing their understanding through collaboration. This sense of cooperation was especially evident in group activities, where the children helped each other identify numbers and shared their learning experiences.

Furthermore, the teacher observed that the children's attitudes toward learning had improved. Many of the students, who were initially reluctant to participate in lessons, became more enthusiastic about the activities. They looked forward to the number card exercises, and their excitement was evident in their active participation. This change in attitude suggested that the number card media not only improved the children's academic skills but also increased their motivation and interest in learning.

The feedback from the parents was also overwhelmingly positive. Many parents reported that they had noticed improvements in their children's number recognition skills at home. Parents mentioned that their children were now able to recognize numbers in everyday situations, such as on clocks, house numbers, and in books. Some parents even reported that their children began to count objects at home and name the numbers aloud. This extended learning at home further reinforced the effectiveness of the number card media as a tool for enhancing number recognition. The study also revealed that the number card media was an effective tool for addressing the diverse learning styles of the students. The visual nature of the cards helped children who were more visually inclined, while the interactive activities catered to those who preferred kinesthetic learning. Additionally, the group-based activities provided opportunities for social learners to engage and collaborate with their peers. The flexibility of the number card media made it a suitable learning tool for students with varying learning preferences.

The overall improvement in the students' number recognition skills was also reflected in their increased ability to identify numbers accurately and quickly. This improvement was particularly evident in the third cycle when students demonstrated greater fluency in recognizing numbers, even when presented with numbers in random order. This increase in fluency indicated that the number card media had effectively helped the children internalize number recognition skills, making them more proficient in identifying numbers without hesitation. In conclusion, the results of this study indicate that the use of number card media significantly improved the number recognition skills of the children at RA Al-Ihsan, Desa Kujang. The students showed a consistent improvement in their ability to identify and name numbers throughout the three cycles of the intervention. The data collected from pre-tests, post-tests, observations, and teacher reflections all pointed to the effectiveness of the number card media in enhancing the children's number recognition abilities.

The positive outcomes of this study highlight the importance of using engaging and interactive learning tools, such as number cards, in early childhood education. The visual and hands-on nature of the number card media made learning enjoyable and effective, helping children develop foundational math skills that they will build upon in the future. The study's findings suggest that number card media is a valuable resource for teaching young children essential number recognition skills in an engaging and meaningful way. Finally, the results of this study suggest that similar interventions could be implemented in other early childhood education settings to improve number recognition skills. By using visual and interactive tools like number cards, educators can create more dynamic and effective learning environments that cater to the diverse needs of young learners, promoting a deeper understanding of numbers and early math concepts.

The results of this study demonstrate the positive impact of using number card media to improve the number recognition skills of children at RA Al-Ihsan, Desa Kujang. The research was conducted in three cycles, and each cycle produced significant improvements in the students' ability to recognize and identify numbers. The data collected from the pre-test, post-tests, observations, and teacher reflections highlight the overall success of the intervention. At the beginning of the study, the pre-test results revealed that many of the children had limited abilities in recognizing and naming numbers. The majority of the students could only identify a few numbers correctly, with an average score of 45%. This indicated that they were at the early stages of number recognition and needed more focused instruction to strengthen their skills.

After the first cycle of the intervention, in which number card media was introduced, there was a noticeable improvement in the students' abilities. The average score on the post-test for this cycle increased to 65%. The students were able to recognize numbers more effectively, and many could name them correctly when presented with the number cards. This demonstrated that the visual and interactive nature of the number cards had a positive effect on their learning. Observations during the first cycle revealed that the children were initially hesitant and unsure about how to use the number cards. However, after a few lessons, they began to show more interest and actively participated in the activities. Many of them were able to make connections between the numbers on the cards and real-world objects, which enhanced their understanding. For example, when shown the number "4" card, they could identify four objects in the classroom, such as four chairs or four pencils. This connection between the abstract number and tangible objects was crucial in strengthening their recognition skills.

The second cycle of the intervention focused on reinforcing the skills learned in the first cycle. The children engaged in more interactive activities, including group exercises where they worked together to match number cards with the corresponding number of objects or pictures. For instance, they matched the number "7" card with a picture showing seven animals or seven fruits. The post-test results at the end of this cycle showed a further improvement, with an average score of 80%. This increase in scores

indicated that the students were becoming more confident in recognizing numbers and could do so with greater accuracy.

In terms of classroom behavior, the second cycle revealed an even higher level of student engagement. The children were now more enthusiastic about using the number cards and were eager to participate in activities. They began to show increased interest in the learning process and were able to engage in discussions with their peers about the numbers on the cards. Some children even started to help their classmates identify numbers, indicating that peer learning had taken place. This collaborative learning environment helped solidify their number recognition skills while fostering teamwork and communication among the students. By the third cycle, the students demonstrated significant progress in their number recognition abilities. The number card activities in this cycle were designed to challenge the students more by introducing higher-order tasks, such as identifying numbers without prompts or participating in independent activities like a number scavenger hunt around the classroom. The children were given random number cards and asked to identify the number quickly, which helped improve their speed and accuracy. The post-test results at the end of this cycle showed a remarkable increase, with the average score reaching 95%. This result indicated that the students had achieved a high level of mastery in recognizing numbers from 1 to 10.

In terms of observation, the third cycle revealed that the children had gained confidence and independence in their learning. They were able to recognize numbers without the need for assistance and could identify numbers when shown randomly, even in unfamiliar contexts. Some students even began to verbally associate numbers with quantities in their daily lives, further demonstrating their ability to transfer what they had learned to real-world situations. This level of independence and confidence was a clear indication of the effectiveness of the number card media in improving the children's number recognition skills. The results from the post-tests in each cycle were consistently higher than the pre-test results, with a clear upward trend in the children's number recognition abilities. The average score improved from 45% in the pre-test to 65% in the first cycle, 80% in the second cycle, and 95% in the third cycle. This progression in the students' scores confirmed that the use of number card media had a positive and significant impact on their ability to recognize and name numbers.

The teacher's reflections also highlighted the positive impact of the intervention. The teacher noted that the students were more engaged and participated actively in the learning process. The number card activities encouraged the students to be more attentive, and the visual nature of the cards helped them remember the numbers more easily. The teacher also observed that the students were able to work together in groups, reinforcing their understanding through collaboration. This sense of cooperation was especially evident in group activities, where the children helped each other identify numbers and shared their learning experiences. Furthermore, the teacher observed that the children's attitudes toward learning had improved. Many of the students, who were initially reluctant to participate in lessons, became more enthusiastic about the activities. They looked forward to the number card exercises, and their excitement was evident in their active participation. This change in attitude suggested that the number card media not only improved the children's academic skills but also increased their motivation and interest in learning.

The feedback from the parents was also overwhelmingly positive. Many parents reported that they had noticed improvements in their children's number recognition skills at home. Parents mentioned that their children were now able to recognize numbers in everyday situations, such as on clocks, house numbers, and in books. Some parents even reported that their children began to count objects at home and name the numbers aloud. This extended learning at home further reinforced the effectiveness of the number card media as a tool for enhancing number recognition.

The study also revealed that the number card media was an effective tool for addressing the diverse learning styles of the students. The visual nature of the cards

helped children who were more visually inclined, while the interactive activities catered to those who preferred kinesthetic learning. Additionally, the group-based activities provided opportunities for social learners to engage and collaborate with their peers. The flexibility of the number card media made it a suitable learning tool for students with varying learning preferences.

The overall improvement in the students' number recognition skills was also reflected in their increased ability to identify numbers accurately and quickly. This improvement was particularly evident in the third cycle when students demonstrated greater fluency in recognizing numbers, even when presented with numbers in random order. This increase in fluency indicated that the number card media had effectively helped the children internalize number recognition skills, making them more proficient in identifying numbers without hesitation. In conclusion, the results of this study indicate that the use of number card media significantly improved the number recognition skills of the children at RA Al-Ihsan, Desa Kujang. The students showed a consistent improvement in their ability to identify and name numbers throughout the three cycles of the intervention. The data collected from pre-tests, post-tests, observations, and teacher reflections all pointed to the effectiveness of the number card media in enhancing the children's number recognition abilities.

The positive outcomes of this study highlight the importance of using engaging and interactive learning tools, such as number cards, in early childhood education. The visual and hands-on nature of the number card media made learning enjoyable and effective, helping children develop foundational math skills that they will build upon in the future. The study's findings suggest that number card media is a valuable resource for teaching young children essential number recognition skills in an engaging and meaningful way. Finally, the results of this study suggest that similar interventions could be implemented in other early childhood education settings to improve number recognition skills. By using visual and interactive tools like number cards, educators can create more dynamic and effective learning environments that cater to the diverse needs of young learners, promoting a deeper understanding of numbers and early math concepts.

DISCUSSION

The findings of this study demonstrate the effectiveness of using number card media in improving the number recognition skills of children at RA Al-Ihsan, Desa Kujang. The intervention, implemented over three cycles, showed that the children's ability to recognize and name numbers significantly improved after using the number cards. The discussion will explore the implications of these findings and provide insights into why and how the use of number card media facilitated the improvement of number recognition skills in young children. The results from the pre-test indicated that many of the children initially had limited abilities in recognizing numbers. This finding is consistent with the developmental stage of children in early childhood, where number recognition is just beginning to emerge. At this stage, children are typically more familiar with concrete experiences and objects than abstract concepts like numbers. The challenge of teaching abstract concepts like numbers to young learners highlights the importance of using visual aids, such as number cards, which can bridge the gap between abstract learning and concrete experiences.

The positive outcomes observed after the first cycle of the intervention support the idea that the number card media helped to provide a visual representation of the numbers. Visual learning aids, such as number cards, are particularly effective for children at the early stages of learning because they cater to their visual learning styles. The brightly colored, visually engaging cards attracted the children's attention and helped them associate each number with a specific visual representation, making the concept of numbers more accessible. The increase in the students' post-test scores from the first cycle also reflected an improvement in their ability to identify numbers. This suggests that

the children were beginning to understand the connection between the abstract concept of numbers and their physical representations. The use of number cards that had large, clear numbers on them allowed the children to focus on the visual aspect of the learning material. This visual connection is particularly important for young children who may struggle with abstract concepts without tangible support.

As the intervention progressed into the second cycle, it was evident that the students' confidence in recognizing numbers had grown. The second cycle, which involved more interactive activities like matching number cards with corresponding objects, showed a notable increase in the children's number recognition abilities. The matching exercises allowed the children to make real-world connections between numbers and quantities, further reinforcing their understanding. By associating numbers with objects, the children could better grasp the concept of numbers as representations of specific quantities. The increased engagement in the second cycle indicated that the children were becoming more comfortable and confident in using the number cards. As the children interacted with the number cards, they were also able to explore the relationship between the numbers and their corresponding quantities in a hands-on manner. This is an important aspect of early childhood education, where tactile and hands-on experiences are essential for reinforcing abstract concepts. The tactile nature of the number cards, combined with the visual representation, facilitated learning by providing multiple channels for the children to process and internalize the information.

In the third cycle, the students demonstrated significant improvements in both speed and accuracy when recognizing numbers. The activities in this cycle, which included independent tasks and a number scavenger hunt, encouraged the children to apply their learning in more spontaneous and real-life contexts. By identifying numbers in various settings within the classroom, the students were able to transfer their skills to different situations. This transfer of learning is a key goal in early childhood education, as it shows that the children have internalized the concept of number recognition and can apply it in various contexts outside of structured lessons. The increased fluency in number recognition, as evidenced by the third-cycle results, indicates that the children had moved from a phase of dependence on guidance to one of greater independence and mastery. The positive impact of the intervention can be attributed to the repetitive exposure to number cards and the diverse activities designed to reinforce learning. Repetition is a powerful tool in early childhood education, and by repeatedly engaging with number cards, the children were able to internalize the numbers and recognize them with increasing ease.

The observations made throughout the cycles confirmed that the children were not only improving their recognition of numbers but also becoming more engaged in the learning process. Initially, the children were hesitant and unsure about the number cards. However, by the end of the third cycle, the children were enthusiastic and actively participated in the activities. This shift in attitude is significant because it shows that the number card media not only supported cognitive development but also enhanced the children's motivation to learn. Motivation plays a critical role in learning, especially in early childhood education, where children are still developing their interest in academic subjects. Another key finding from this study was the role of peer learning in enhancing number recognition. During the group activities, children were able to help each other identify numbers, which fostered collaboration and reinforced their understanding. Peer learning in early childhood classrooms can be incredibly beneficial as it allows children to learn from one another, share ideas, and build social skills. This collaborative aspect of the intervention helped create a positive learning environment, where the children supported each other and worked together toward the common goal of improving number recognition.

The role of the teacher in this study was also crucial. Throughout the intervention, the teacher served as a guide, facilitating activities and providing support when necessary. The teacher's observations and reflections were valuable in identifying areas where the children needed additional support and adjusting the activities accordingly. This process

of continuous reflection allowed the teacher to fine-tune the intervention to meet the needs of the students, ensuring that the activities were engaging and beneficial for their learning. Teachers in early childhood education settings play a critical role in adapting lessons and activities to suit the diverse needs of young learners.

Furthermore, the positive feedback from parents further reinforced the success of the intervention. Many parents reported that their children had started to recognize numbers at home, and some even began to count objects or name numbers they encountered in their daily lives. This suggests that the number recognition skills acquired through the number card activities were transferred beyond the classroom, indicating that the learning process was not confined to school hours but was extended to home environments as well. The ability to transfer knowledge to real-world situations is a key indicator of successful learning. The study also highlighted the importance of making learning enjoyable and engaging for young children. The children's increased enthusiasm and participation in the activities, as well as their preference for the number card media, demonstrate that when learning materials are interactive and visually appealing, they can significantly improve children's engagement and motivation. The playful and interactive nature of the number card activities made the learning process more enjoyable, which in turn contributed to the children's progress.

The progress observed in this study suggests that number card media is an effective teaching tool for improving number recognition skills in young children. However, it is important to note that the success of this intervention also depended on the appropriate use of the cards in conjunction with interactive and hands-on activities. Merely showing the cards to the students without engaging them in activities that promote active learning would not have yielded the same results. The combination of visual aids and engaging activities was key to the success of the intervention. Another important aspect to consider is the role of assessment in monitoring students' progress. The pre-test, post-tests, and ongoing observations provided valuable data that allowed the teacher to track the children's development and adjust the activities accordingly. Regular assessment and reflection are critical components of effective teaching, as they allow educators to identify learning gaps and make adjustments to ensure that students are continuously progressing.

The results of this study align with previous research on the effectiveness of visual aids in early childhood education. Studies have consistently shown that visual aids, such as flashcards or number cards, can enhance children's understanding and retention of new concepts. The positive impact of number card media in this study further supports the idea that early learners benefit from visual and interactive learning materials that help bridge the gap between abstract concepts and concrete experiences.

In conclusion, the findings of this study demonstrate the effectiveness of using number card media in improving number recognition skills in young children. The use of visually engaging, interactive number cards provided a foundation for the children to understand and identify numbers, while also fostering their enthusiasm and engagement in the learning process. The success of this intervention suggests that number card media can be a valuable tool in early childhood education, promoting both cognitive and motivational development in young learners. Moving forward, it is recommended that number card media be incorporated into early childhood education programs to support the development of number recognition skills. Additionally, further research should be conducted to explore the long-term effects of using number card media on children's mathematical development, as well as its impact on other areas of early childhood learning.

CONCLUSION

This study demonstrates that the use of number card media significantly enhances the number recognition skills of children at RA Al-Ihsan, Desa Kujang. Over the course of three cycles, students showed substantial improvement in recognizing and identifying numbers,

moving from initial difficulties to greater fluency in number recognition. The data collected from pre-tests, post-tests, observations, and teacher reflections consistently highlighted the positive impact of the intervention on the children's ability to identify and name numbers. The effectiveness of number card media in this study can be attributed to its visual and interactive nature. The number cards helped bridge the gap between abstract numerical concepts and tangible, real-world representations, which is crucial for young learners who are still in the early stages of understanding numbers. By associating numbers with objects and engaging in hands-on activities, the children were able to internalize the concept of numbers in a way that was both meaningful and enjoyable. Furthermore, the results indicated that the children became more engaged and motivated throughout the intervention. Their initial hesitation evolved into active participation, and many of the students began to show confidence in recognizing numbers independently. The increased enthusiasm for learning, alongside the improvement in their skills, suggests that number card media not only facilitated cognitive development but also enhanced the students' motivation to learn. The findings also highlight the importance of using engaging, visual aids in early childhood education. The number card media provided an accessible, effective tool for teaching young children basic math skills. The success of this study supports the idea that interactive and visually appealing learning materials can significantly improve children's learning outcomes, particularly in early mathematical development. In conclusion, this study confirms that number card media is an effective method for improving number recognition skills in young children. The results provide valuable insights into the role of visual and interactive learning tools in early childhood education. Future research could explore the long-term effects of such interventions, as well as the potential for expanding the use of number cards to teach other foundational skills in early education.

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