

# The Use of Media *Activity Book* and Number Card Media on Improving the Numeracy Ability of Group B Children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency

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## ABSTRACT

Aspects of cognitive development. is one of the important developmental aspects for early childhood. There are several skills that need to be improved in cognitive development. One of them is the ability to count. Numeracy is the ability to know the number or number of objects. The purpose of this study is to find out the ability to count by applying book media, the *ability* to count by applying the media of number cards and the difference in the ability to count by applying the *media of activity books* and the media of number cards. This study is a quantitative research with a *quasi-experimental* type of research using an unequal control group *design*. The population includes all students at Nurul Fikri Bonto Majannang Kindergarten consisting of groups A, B1, and B2 with a total of 51 students. The samples used were groups B1 and B2 as many as 30 students with a sample technique, namely *purposive sampling*. The instrument used is the observation sheet guidelines. The analysis technique uses descriptive and inferential analysis. The results showed that children's numeracy ability by applying *activity book* media in the experimental group significantly improved with an average pretest score of 23.87 while a *posttest score* of 36.53. The results of children's numeracy skills by applying number card media in the control group have increased, although not as large as the experimental group which received treatment in the form of *activity book media* with an average pretest score of 23.07 while the *posttest score* was 29.07. When compared with the *posttest scores* of the experimental group and the control group, it can be concluded that there is a difference in numeracy ability by applying *activity book* media and number card media to group B children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency.

**Keywords:** Numeracy Skills, Media *Activities Book*, Number Card Media, Early Childhood

## 1). INTRODUCTION

Early childhood is a child who has an age from birth to reaching the age of 6 years which is commonly referred to as *the golden age* because at that age, children experience very rapid development. One of the important developmental aspects to be developed in early childhood is the aspect of cognitive development. In the aspect of early childhood cognitive development, there are several skills that need to be improved in kindergarten. One of them is the ability to count. Numeracy is the ability

to know the number or number of objects. Good numeracy skills in early childhood can foster a solid foundation for more complex math abilities in the future. So, it is important to apply effective and interesting learning methods to grow children's numeracy skills at an early age.

In improving numeracy skills, it is also important to use appropriate learning media. The appropriate learning media to improve children's numeracy skills are activity book media and number card media. Activities book is an activity book specifically designed to help develop children's numeracy skills, while number card media is a card that is written or illustrated with number symbols that can be used to introduce number symbols to children.

Based on the results of observations conducted on Wednesday, October 18, 2023, it can be seen that children's numeracy skills at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency are still lacking. Children face a number of difficulties including recognizing numbers, associating the number of pictures with the right number symbols, counting the number of fingers, writing numbers, and adding and subtracting numbers. This problem is caused by several factors, one of which is the ineffective use of learning media. The number card media used in schools only introduces number symbols to children without providing a broader context to understand the concept of counting.

To overcome this problem, a solution that can be applied is to use more interactive and interesting media activity books. Activities book is a book that is specifically designed to improve children's numeracy skills through various fun activities. In addition, the use of number card media can also be increased in more creative ways, such as combining games involving number cards, so that children can learn in a more interesting and interactive way.

By implementing the media activity book and optimizing the use of number card media more creatively, it is hoped that children will more easily understand the concept of counting and show improvement in their numeracy skills. This will also make the teaching and learning process more enjoyable and effective, so that it can have a positive impact on the cognitive development of children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency.

Based on the background of the above problem, the problem formulation in this study is that there are still children in group B of Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency whose numeracy skills have not developed properly. The purpose of this study is to analyze whether there is a difference in numeracy ability by applying activities book media and number

card media to group B children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency. The hypothesis of this study is that there is a difference in numeracy ability by applying activities book media and number card media to group B children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency.

## **2) METODE PENELITIAN**

The type of research used in this study is quantitative research with a type of quasi-experimental research, where experimental research is considered the most effective method to test the causal relationship. According to Sudaryono (2019), the experimental method according to Gay is considered the most suitable for solving problems both from a practical and theoretical perspective. A similar opinion was also conveyed by Donald Ary who revealed that the experimental method is the most valid research method to test hypotheses. The research design used is Non Equivalent Control Group Design using two class B groups, the results of which can be seen from the comparison between the two groups. This form of design has the concept of providing assessment before treatment and after treatment with the existence of an experimental group and a control group. This concept will show the results directly difference between the group that was given the activities book media treatment and the group that was given the number card media treatment.

The location of the research was carried out at Nurul Fikri Bonto Majannang Kindergarten, North Galesong District, Takalar Regency with a population covering all students in Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency consisting of three groups, namely groups A, B1, and B2 totaling 51 students. The sample used was groups B1 and B2 as many as 30 students with the consideration that the class had reached a level of development and ability that could be tested. The sample technique in this study uses purposive sampling.

The data collection method used is direct observation. Observations were carried out from the beginning to the end of the children's activities book and number card media at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency. Furthermore, it involves observation of children's numeracy skills during the learning activity process with media activity books and number card media. Throughout the learning process, children's learning activities using these media are observed and recorded on the observation sheet that has been prepared. Research tools or research

instruments are used by researchers to measure natural phenomena and obtain information from the actions taken. In the context of this study, an instrument in the form of an observation sheet guideline was used. In the observation sheet guidelines, there are several aspects that will be assessed and classified according to their level of development.

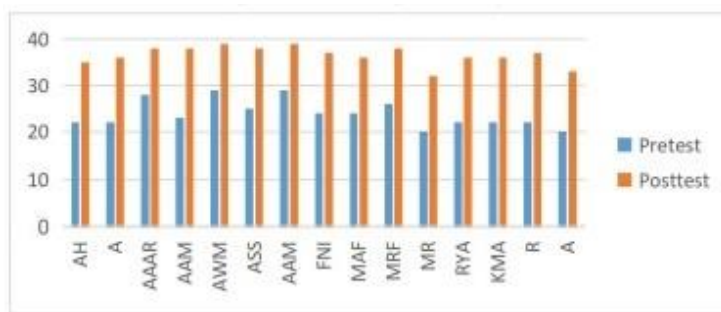
The analysis techniques used are descriptive and inferential analysis. The data analysis technique using descriptive statistics in this study describes the characteristics of children and aims to provide answers to problems related to the numeracy ability of group B children with an age range of 5-6 years at Nurul Fikri Bonto Majannang Kindergarten, North Galesong, Takalar Regency. Creating a frequency distribution table is a must-do in descriptive statistics. The frequency attribution table is created through several steps, namely: (1) determining the vulnerable value; (2) specifying many interval classes; (3) calculate the length of the interval class; (4) calculating averages; (5) standard deviation; (6) presentation of average scores; and (7) category tables. While inferential statistics are making conclusions or generalizations about the population based on data obtained from the sample. Inferential statistics include testing the hypothesis to determine if there is enough evidence in the sample data to support a particular statement about the population. Before testing the hypothesis, several prerequisite tests were first carried out, including: (1) normality test; (2) homogeneity test; and (3) hypothesis test

### **3). RESEARCH RESULTS AND DISCUSSION**

#### **Numeracy Skills by Applying Media *Activity Book* to Group B1 Children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency**

Data was obtained from the B1 group at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency with a total of 15 students. Based on the results of the research conducted, it was found that in the *pretest data of the* experimental group, there were no children who were very capable of counting. However, of the 15 children, 4 children have developed as expected with a percentage of 26.67% and 11 children have started to develop with a percentage of 73.33%. The *pretest* score before the media *activities book* was applied received the highest score of 29 and the lowest score of 20 with an average score of 23.87. There were 2 students who obtained the highest score in the *pretest*. Meanwhile, the lowest score in the category of starting to develop was only obtained by 2 students.

The posttest data of children's numeracy skills in the experimental group has improved well, where 14 children with a percentage of 93.33% in the category of developing very well and 1 child with a percentage of 6.67% in the category of developing as expected. The results of the posttest after being treated in the form of media activities book obtained the highest score of 39 and the lowest score of 32 with an average score of 36.53. The category developed very well as many as 14 students, while the category developed according to expectations as many as 1 student.



Gambar 1. Grafik perbandingan *pretest* dan *posttest* kelompok eksperimen

Based on the graphic image, it can be concluded that the application of media activities book to students' numeracy ability has a significant value comparison between before and after the implementation of media activities book. The comparison is the lowest score from the pretest of 20 and from the posttest of 32, while the highest score of the pretest is 29 and from the posttest is 39. This proves that there is a significant difference in influence from before the implementation of the media activities book and after the implementation of the media activities book.

In the B1 group of Nurul Fikri Bonto Majannang Kindergarten, they were shown the media activity book for the first time, they were very enthusiastic to learn while playing using the media. Before being given treatment, the researcher explained to the children about the media activities book and then explained how to play or use the media activities book. After that, the child completes the instructions contained in the LKA in the media activities book where each LKA in the media activities book is in accordance with the numeracy indicator as the instrument made by the researcher. The numeracy ability of each child at Nurul Fikri Bonto Majannang Kindergarten which was achieved by applying media activity books on each indicator has improved. Children are already more capable in their numeracy skills. The selection of interesting and effective learning activities will be easily accepted by children in the learning given about numeracy skills, one of which is through media activity books.

As the benefits of media activity books are that they can stimulate children's interest, curiosity, creativity, and enthusiasm for learning during the learning process (A. B. El Annisa, 2022).

Based on the explanation above, it can be concluded that the numeracy ability of B1 children at Nurul Fikri Bonto Majannang Kindergarten can be improved with stimuli or stimuli in the form of the application of fun media activity books. The application of activities book media as a medium for learning activities in this study is considered successful and effective. This is due to its ability to stimulate curiosity, interest, and understanding that is useful in achieving the Child Development Achievement Level Standards (STPPA) in children aged 5 to 6 years, as well as meeting child development indicators (Annisa, 2022).

This is in line with research conducted by Amaris et al., (2018) that Media Activities Book is a book made of flannel with bright colors on each page there are games that can develop cognitive abilities, especially children's numeracy skills. Based on the results of the study, it was shown that the children's numeracy ability in the experimental group was better than the results of the children's numeracy in the control group, which can be seen from the average score of the children in the experimental group which was higher than that of the control group. Therefore, it can be concluded that media activity books have an effect on the development of children's numeracy skills in Fadhilah Amal 3 Padang Kindergarten.

In addition to stimulating aspects of cognitive development, media activity books can also stimulate other aspects of development. Research conducted by Humaida & Abidin (2021) that the learning process using the media activities book is considered to be able to provide stimulation to hone children's cognitive abilities in the concept of counting, where the results of the study show that children at Thoyyibah Kindergarten Bandar Lampung Baru are not only able to count and also be able to memorize the numbers contained in the media activities book, in addition to improving children's cognitive abilities in recognizing the concept of numbers, there are many other benefits that children get, not only their cognitive abilities but many other developmental aspects that are stimulated in the media activity book, including: children's social-emotional development in carrying out activities in collaboration with their friends, children's fine motor development is able to apply their fingers by sticking pictures and children's cognitive development in recognizing colors and honing children's ability to solve problems.

In line with the theory put forward by Juliana dalam Nurwahyuni (2021) 'The advantages of the Activities Book learning media include: can be used for various subjects, can be arranged independently, items can be arranged as needed, can be prepared in advance, can be adjusted to the wishes and needs of children, can be used repeatedly, efficient in the use of time and energy, makes it easier and faster for children to understand through visualization, and is equipped with a variety of colors that aim to attract children's attention.

Likewise with the results of research conducted by Puspitasari & Noormiyanto (2021) that to train the numeracy skills of children with disabilities who have an IQ below average, learning media that is in accordance with their characteristics such as media activities book, this media contains simple activities such as puzzles, mazes, opening zippers, and where this media can be used for all subjects, can be made by themselves, items can be set by themselves, can be prepared in advance, allows adjustment to children's needs, can be used many times, and saves time and effort. Based on the results of the study, it was shown that the use of media activity books in teaching and learning activities in grade 2 SDLB-C at SLB Sekar Hamdayani, Panggang District could improve children's numeracy skills from pre-action, cycle I, cycle II and cycle III. In accordance with the statement made by Annisa (2022) that the activity book can be considered as a book-shaped game that uses flannel or thick paper with the specific purpose of stimulating children's cognitive development.

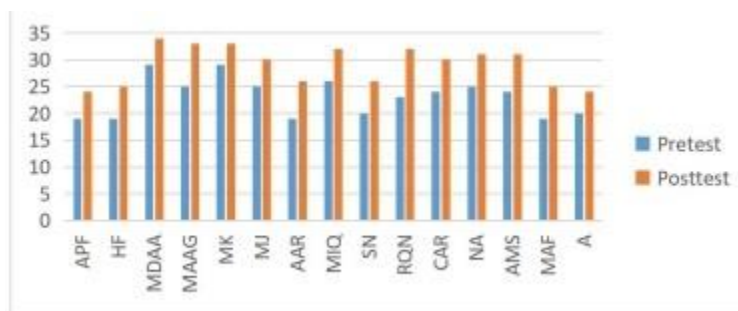
### **Numeracy Skills by Applying Number Card Media to B2 Group Children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency**

Data obtained from the B2 group at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency with a total of 15 students. Based on the results of the research carried out, it was obtained that in the pretest data of the control group, there were 3 children who had developed as expected with a percentage of 20% and 12 children had begun to develop numeracy skills with a percentage of 80%. The pretest score before the number card media was applied received the highest score of 29 and the lowest score of 19 with an average score of 23.07. There were 2 students who obtained the highest score in the pretest. Meanwhile, the lowest score in the category of starting to develop was only obtained by 4 students.

The posttest data on children's numeracy skills in the control group was quite good. Where 3 children with a percentage of 20% are included in the category of being able to count, 8 children with

a percentage of 53.33% with the category of being able to count and 4 children with a percentage of 26.67% with the category of being able to count. The data showed that children's numeracy skills in the posttest also experienced a slight improvement but were not the same as the increase that occurred in the experimental group that received treatment in the form of media activity books. The results of the posttest after being treated in the form of number card media obtained the highest score of 34 and the lowest score of 24 with an average score of 29.07. The category developed very well as many as 3 students, while the category developed according to expectations as many as 8 students and the category began to develop as many as 4 students.

The results of the pretest and posttest in the control group had changes in the values of the first test and in the last test, but the increase experienced by the control group was not the same as the results of the increase with the experimental group that received the media activity book treatment. Next, let's see in the image below a comparison of the pretest and posttest values of the control group to make it clearer:



Gambar 2. Grafik perbandingan *pretest* dan *posttest* kelompok kontrol

Based on the graphic image, it can be concluded that the application of number card media to students' numeracy ability has increased between before and after the application of number card media, although the increase is not as large as the experimental group that received treatment in the form of media activity book. The comparison is the lowest score from the pretest of 19 and from the posttest of 24, while the highest score from the pretest is 29 and from the posttest is 34. This proves that there is a significant difference in influence from before the application of the number card media and after the application of the number card media.

The number card media was chosen in this study because through this media it can stimulate children to recognize numbers faster. As using the media of number cards has many purposes and



benefits, namely teachers easily teach and quickly show various examples of numbers, children understand what has been learned faster, optimal delivery of material, learning that is interesting for children, learning becomes more interactive for children, the quality of children's learning is increasing, children understand the concept of number symbols faster, and the child becomes more capable of thinking Jannah (2021). Agree with Postalia (2021) that number card media is a card used to know a number and object, this media is not new in kindergarten but this media can stimulate children to recognize numbers faster, make children's interest in mastering the concept of numbers, and stimulate children's intelligence and memory.

In line with the research conducted by (Rachmawati, 2022) that children's numeracy skills have improved through the medium of number cards. Efforts to improve numeracy skills through the media of number cards have been tested in group B of Aisyiyah Bustanul Athfal 43 Ciledug Kindergarten is said to be successful because the results of the research on children's numeracy skills in the first cycle reached 45% and the increase in the second cycle reached 90.63%. The results of this study show that children's numeracy skills can be improved through the medium of number cards while singing.

According to the Ministry of Education and Culture in S. Annisa & Hajerah (2019) number card media is a card that is used to know a number and object because this number card media is a visual medium, so this number card media can stimulate children's intelligence and memory in understanding number symbols. In accordance with Piaget's theory which says that children at the age of 2 - 7 years are in the pre-operational stage so that children learn to understand the concept of pictures or objects around them and through this number card media it is easier for children to recognize, know and remember number symbols.

In line with the results of research conducted by Jannah (2021) it was concluded that the number card media can improve the ability to recognize number symbols in children, this is because the number card media can attract children's attention. Through the media of number cards, children can recognize number symbols in different ways so that children are interested in learning because the media is packaged or made as attractive as possible, the right learning methods and models, providing direct experience and a more concrete understanding in recognizing the concept of numbers, having a variety of colors and shapes using different learning methods.

Nurani in the Gunardi et al. (2022) said that the use of number cards in the learning process can be said to be a learning medium because it is able to stimulate students to feel happy in the learning process. By playing using the number card, children will participate more in counting lessons happily and play is a vehicle for learning and working for children so that their interest in counting activities is greater in the learning process. Thus, the use of number cards in the teaching and learning process will help teachers make it easier to understand the numbers contained in the number cards to students in kindergarten.

This research is also in line with the research conducted by Awan & Hasibuan (2020) which shows that the ability to recognize numbers in group A children of Harun Al-rasyid Kindergarten Pematangsiantar has increased with the use of number card media, where before conducting research actions, the level of children's ability to recognize numbers is still very low, after conducting the first cycle of research, the results were obtained 33% and in the second cycle it increased to 86.7%.

According to Setiawan in Jannah (2021) said that number card media is card media that is written or illustrated with number symbols that can be used to introduce number symbols to children through game activities that can stimulate children to get to know numbers faster.

This research is also supported by Raudilah et al. (2021) which shows that there is an improvement in the ability to recognize the concept of numbers which can be seen from the results of the initial observation (pretest) the child got a final score of 798 with an average score of 53 after observation (pretest) then the researcher provided treatment with the media of picture number cards as many as 2 meetings. After being given treatment using the media of a picture number card to the child, the researcher then made a final observation (posttest) with the assessment indicators that had been made by the researcher. The results of the final observation (posttest) after being given the treatment of the children obtained a final score of 1455 with an average score of 97. After making preliminary observations (pretest) and final observations (posttest), then the researcher analyzed all the research results, from the study it can be concluded that there is a significant influence between the media of pictorial number cards and the concept of numbers.

### **Differences in Numeracy Skills by Applying Media *Activity Book* and Number Card Media to Group B Children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency**

After the results of the pretest and posttest are known, a statistical test (Mann Whitney test) is carried out to see how the use of activity book media and number card media on children's numeracy skills at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency.

Table 1. Mann *Whitney Test Results*

**Test Statistics<sup>a</sup>**

	Hasil Belajar Kemampuan Berhitung
Mann-Whitney U	6.000
Wilcoxon W	126.000
Z	-4.435
Asymp. Sig. (2-tailed)	.001
Exact Sig. [2*(1-tailed Sig.)]	.001 <sup>b</sup>

a. Grouping Variable: Kelompok

b. Not corrected for ties.

Based on the results of the analysis of statistical data in table 1, it can be concluded that the significance (2-tailed) < 0.05, namely 0.001 < 0.05. This shows that it is accepted, this means that there is a difference in numeracy ability by applying media H<sub>1</sub> activity book and number card media to group B children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency. So that the treatment given to the B1 group children in the form of media activity books has an increase related to their numeracy skills.

Based on the results of the data processing above, it can be seen that the results of the experimental group are better than that of the control group. In the experimental group before the treatment, the average score was 23.87, after being given 5 media activities book treatments, the average score increased to 36.53. Likewise, the control group had an average score of 23.07 and after being given the number card media treatment to 29.07. So it can be understood that all children have

improved their numeracy skills, but there are still some children who are still lacking in numeracy skills, especially in recognizing geometric shapes and doing addition and subtraction.

The research in the experimental group was given treatment using media activity books, while the control group was given number card media treatment to teach arithmetic. The treatment provided was carried out 5 times. The selection of this treatment is carried out 5 times so that the results of the child's numeracy skills develop properly.

Comparison of posttest results between the experimental group and the control group, with the highest score in the experimental group being 39 and an average of 36.53 while the highest score in the control group was 34 with an average of 29.07. The highest scores in the experimental group and the control group were different. The role of teachers as implementers when starting and ending learning has been carried out well. In the experimental group, 2 children got a score of 39, while in the control group the children were only able to achieve the highest score of 34.

Furthermore, the lowest score in the experimental group was 32 where there was 1 child who reached this value. Meanwhile, in the control group, the child who obtained the lowest score was 24 where there were 2 children who reached this score. The lowest score in this group was due to the learning activities that were less interesting for children, so it was clear that the difference between the experimental group that used the media activity book was much more interesting compared to the number card media activities used in the control group.

Research Salwa & Diningrat (2021) showed that there was a significant difference between the numeracy ability of the children in the experimental group who used the media activity book and the control group who still used the classical method. This is evidenced by the comparison of the results of the calculation of pretest and posttest scores which can be seen from the average score of the experimental group and the control group, where in the pretest the experimental group obtained an average score of 5.47 while in the control group obtained an average score of 5.8 which means there is no significant difference. And in the posttest, the experimental group obtained an average score of 9.67 while the control group obtained an average score of 6.73, which means that the improvement of numeracy ability using media activity book is higher than using the classical method.

This research is also supported by the results of the research Anjani et al. (2023) which shows that media activities book has an effect on the development of problem-solving skills in children aged 3-4 years. This is evidenced by 7 children, including 3 boys and 4 girls, before using the media activities

book , there were two children who have not yet developed (BB), four children who have begun to develop (MB) and one child who has developed according to expectations (BSH). With a percentage of BB 29%, MB 57% and BSH 14%. Then after the media activities book was implemented, there was an increase, namely two children Starting to Develop (MB), four children Developing According to Expectations (BSH) and one child Developing Very Well (BSB). With a percentage of MB 29%, BSH 57% AND BSB 14%.

Indriana in Mardiani (2023) said that one of the media that can develop children's numeracy skills is by using media activities books. The use of this media activity book can improve children's numeracy skills because this media can facilitate and accelerate children's understanding through a visual process. In addition, the media activity book also consists of several bright colors so that the child becomes interested and with this media activity book, children do not get bored quickly and can concentrate for a long time. According to Pahrul (2021) By playing while learning using the Media Activities Book , learning becomes fun because there are many colors, many activities, and provokes children's creativity to do existing activities better and more systematically.

In line with the research conducted by Hasni (2019) where the results of the research show that using the media of number cards can develop children's cognitive abilities in group B of Hamzanwadi Pancor Kindergarten. This can be proven based on the increase from cycle I to cycle II. In the implementation of learning and the results of data analysis, a classical completeness score of 40% was obtained in the first cycle and increased to 90% in the second cycle. Teacher activity also increased with an average score of 3 increasing to 4 in cycle II. Therefore, learning through card games can improve children's cognitive abilities in group B of Hamzanwadi Pancor Kindergarten.

Likewise with the research conducted by Primaningsih et al. (2021) The results of his research show that by using the media of pictorial number cards, children's understanding of numbers and number symbols can increase. Of the 20 children, who are able to recognize numbers and number symbols, as many as 15 children. This is because in the activity of using the media of picture number cards, children are directly involved so that children become active in learning and the media of picture number cards is used as a game tool so that children do not feel that they are learning, for example, children guess numbers, pair picture number cards with many objects, sort picture number cards, or even learn to do math using the media.

According to Karim dkk. Dalam Dahlan (2022) The use of number card media in initial addition learning can optimize cognitive potential. This is because the use of picture card media as a learning resource can provide opportunities for children to gain knowledge and facilitate children to channel their strong and enthusiastic desires for many things. Agreeing with this, Montolalu and Setyowati said that in the math game area children must be given the opportunity to explore by matching, counting, grouping, comparing, estimating, and so on.

Sugianto said that one of the interesting, creative, and fun ways to introduce number symbols to children is by using the Educational Game Tool (APE) of number cards. The steps taken to improve the ability to recognize the concept of numbers through learning using APE number cards are that the teacher divides children into 3 groups, the teacher prepares APE number cards and objects that will be used according to the learning topic. Next, the teacher explained how to do the activity, the teacher gave an example by writing the numbers 1-10 on the board, counting by pointing to objects, connecting number cards and objects according to the number, then the child did the activity. In carrying out these activities, the ability to recognize the concept of numbers in children has increased well, this has been proven that the completeness rate obtained has been more than 80% on very good criteria and has increased in each cycle. In the pre-action, the results of the ability to recognize the concept of numbers were 43.7% (sufficient criteria), then increased in the first cycle by 66.2% (good criteria) and increased in the second cycle by 89.2% (very good criteria) (Khoiriyah, 2018).

Other opinions were also expressed by Zaman in Khoirunnisa et al., (2018) that the use of pictorial number cards in introducing number symbols can make it easier for children to recognize the shape and concept of numbers. This is in accordance with the results of research conducted by Dinda Khoirunnisa et al. which showed that children's responses when playing using the media of picture number cards increased, not only that children's abilities also increased after using the media of picture number cards.

Based on the results of the research conducted as a whole, media activity books can improve numeracy skills in children in group B1. It is evidenced by the results of the research obtained from the overall research data, where there is an improvement in children's numeracy ability by applying media activity books, which is shown by the acquisition of an average pretest score of 23.87 while the posttest score is 36.53. In contrast to the control group that applied the number card media, it was shown by the acquisition of an average pretest score of 23.07 while the posttest score was 29.07. This

shows that there is an increase in the control group although not as large as the experimental group that received treatment in the form of media activity books.

Judging from the explanation above, it can be concluded that the use of activities book media and number card media on children's numeracy skills has many benefits. Based on data obtained by researchers at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency, there are differences in numeracy skills by applying activities book media and number card media to group B children.

#### 4). CONCLUSION

Based on the results of research that has been carried out with the title of the use of media *activity book* and number card media on improving the numeracy ability of group B children at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency. Therefore, it can be concluded as follows: (1) children's numeracy ability by applying media *activity books* in the experimental group at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency has significantly increased with the acquisition of an average pretest score of 23.87 while *the posttest* score is 36.53; (2) children's numeracy ability by applying number card media in the control group at Nurul Fikri Bonto Majannang North Galesong Kindergarten, Takalar Regency has increased, although not as large as the experimental group that received treatment in the form of media *activity book* with an average pretest score of 23.07 while *the posttest* score was 29.07; and (3) the application of media *The activity book* significantly improved the children's numeracy ability in the experimental group compared to the control group that applied number card media at Nurul Fikri Bonto Majannang Kindergarten, North Galesong, Takalar Regency.

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