

ABSTRAK

Sukarti. 2026. *“Meningkatkan Kemampuan Mengenal lambang bilangan melalui Permainan dadu angka pada Anak Usia 3-4 Tahun di KB Tunas Harapan”*. Skripsi. Program Studi Pendidikan Anak Usia Dini, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Dahlia Novarianingasri, M.Si (II) Dian Ratnaningtyas, M.Psi, Psikolog.

Kemampuan mengenal lambang bilangan merupakan salah satu aspek perkembangan kognitif yang perlu dikembangkan sejak usia dini sebagai dasar bagi kemampuan berhitung. Hasil observasi awal di KB Tunas Harapan menunjukkan bahwa kemampuan mengenal lambang bilangan anak masih rendah karena pembelajaran cenderung berpusat pada guru dan penggunaan media pembelajaran kurang bervariasi. Penelitian ini bertujuan untuk meningkatkan kemampuan mengenal lambang bilangan melalui permainan dadu angka pada anak usia 3–4 tahun di KB Tunas Harapan. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus, dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 9 anak kelompok usia 3–4 tahun. Teknik pengumpulan data menggunakan observasi dan dokumentasi, sedangkan analisis data dilakukan secara deskriptif kuantitatif dan kualitatif. Indikator kemampuan yang diamati meliputi kemampuan menyebutkan lambang bilangan yang muncul pada dadu dan menghitung benda sesuai lambang bilangan. Hasil penelitian menunjukkan bahwa penerapan permainan dadu angka mampu meningkatkan kemampuan mengenal lambang bilangan anak. Pada tahap pra tindakan, persentase kemampuan anak mencapai 38,88% dengan kategori kurang. Setelah pelaksanaan tindakan pada Siklus I terjadi peningkatan, dan pada Siklus II sebagian besar anak telah mencapai kategori Berkembang Sesuai Harapan (BSH) dan Berkembang Sangat Baik (BSB). Sebanyak 9 anak (100%) telah mencapai ketuntasan, terdiri atas 7 anak berkategori BSH dan 2 anak berkategori BSB. Peningkatan tersebut menunjukkan bahwa permainan dadu angka memberikan pengalaman belajar yang konkret, menarik, dan menyenangkan sehingga mampu meningkatkan keterlibatan anak dalam pembelajaran sekaligus meningkatkan kemampuan mengenal lambang bilangan. Berdasarkan hasil penelitian dapat disimpulkan bahwa permainan dadu angka efektif dalam meningkatkan kemampuan mengenal lambang bilangan pada anak usia 3–4 tahun di KB Tunas Harapan. Media ini dapat dijadikan sebagai alternatif pembelajaran yang sesuai dengan karakteristik anak usia dini untuk menstimulasi perkembangan kognitif, khususnya dalam mengenal lambang bilangan.

Kata kunci: *lambang bilangan, dadu angka, anak usia dini.*

ABSTRACT

Sukarti. 2026. "Improving the Ability to Recognize Number Symbols through Number Dice Games among Children Aged 3–4 Years at KB Tunas Harapan." Undergraduate Thesis. Early Childhood Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Dahlia Novarianingasri, M.Si. and (II) Dian Ratnaningtyas, M.Psi., Psychologist.

The ability to recognize number symbols is an essential aspect of cognitive development that needs to be stimulated from an early age as a foundation for numeracy skills. Initial observations at KB Tunas Harapan indicated that children's ability to recognize number symbols was still low because learning activities tended to be teacher-centered and the use of instructional media was limited. This study aimed to improve the ability to recognize number symbols through number dice games among children aged 3–4 years at KB Tunas Harapan. This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, which was conducted in two cycles consisting of four stages: planning, action, observation, and reflection. The research participants were nine children aged 3–4 years. Data were collected through observation and documentation, while the data were analyzed using descriptive quantitative and qualitative methods. The observed indicators included the children's ability to name the number symbols appearing on the dice and to count objects according to the corresponding number symbols. The results showed that implementing number dice games improved the children's ability to recognize number symbols. At the pre-action stage, the children's ability reached 38.88%, which was categorized as poor. An improvement occurred after the implementation of Cycle I, and by Cycle II, most children had achieved the *Developing as Expected* (BSH) and *Developing Very Well* (BSB) categories. All nine children (100%) achieved the completion criterion, consisting of seven children in the BSH category and two children in the BSB category. These improvements indicate that number dice games provide concrete, engaging, and enjoyable learning experiences, thereby increasing children's participation in learning activities and improving their ability to recognize number symbols. Based on these findings, it can be concluded that number dice games are effective in improving the ability to recognize number symbols among children aged 3–4 years at KB Tunas Harapan. This learning medium can serve as an alternative instructional approach that aligns with the characteristics of early childhood learners and supports cognitive development, particularly in recognizing number symbols.

Keywords: *number symbols, number dice games, early childhood.*