

ABSTRAK

Yuli Musangadah. 2026. *“Upaya Meningkatkan Kemampuan Mengenal Angka melalui Permainan Kartu Gambar pada Anak Usia 3-4 Tahun di KB Al-Mu’awwanah Paron”*. Skripsi. Program Studi Pendidikan Anak Usia Dini, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Noviyanti Kartika Dewi, M.Pd. Kons., (II) Dr. Alisa Alfina, M.Pd.

Rendahnya kemampuan mengenal angka anak usia 3-4 tahun di KB Al-Mu’awwanah Paron akibat pembelajaran konvensional berbasis Lembar Kerja Siswa (LKS) yang monoton dan bersifat *teacher-centered*. Penelitian ini bertujuan untuk mendeskripsikan proses penerapan dan mengetahui peningkatan kemampuan mengenal angka anak melalui media permainan kartu gambar. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing siklus terdiri atas tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subyek penelitian adalah anak usia dini di KB Al-Mu’awwanah Paron. Teknik pengumpulan data dilakukan melalui observasi dan wawancara dengan guru. Analisis data dilakukan secara deskriptif kualitatif dengan membandingkan hasil pra-siklus, siklus I, dan siklus II. Hasil penelitian menunjukkan bahwa penerapan permainan kartu gambar yang bersifat kontekstual berjalan efektif dan mampu menstimulasi multi-sensori anak (Indera penglihatan, indera perabaan, indera pendengaran). Penggunaan media ini terbukti dari meningkatnya kemampuan mengenal angka anak usia 3-4 tahun di KB Al-Mu’awwanah Paron, dari pra-siklus ke siklus I dan mengalami peningkatan yang lebih signifikan pada siklus II. Dengan demikian, dapat disimpulkan bahwa permainan kartu gambar efektif digunakan sebagai salah satu strategi pembelajaran untuk meningkatkan kemampuan mengenal angka pada anak usia dini.

Kata Kunci: *Kemampuan Mengenal Angka, Permainan Kartu Gambar, Anak Usia Dini.*

ABSTRACT

Yuli Musangadah. 2026. "Efforts to Improve Number Recognition Skills through Picture Card Games in Children Aged 3–4 Years at KB Al-Mu'awwanah Paron." Undergraduate Thesis. Early Childhood Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Noviyanti Kartika Dewi, M.Pd. Kons., and (II) Dr. Alisa Alfina, M.Pd.

ABSTRACT

The low level of number recognition skills among children aged 3–4 years at KB Al-Mu'awwanah Paron is attributed to conventional learning methods based on monotonous, teacher-centered worksheets. This study aims to describe the implementation process and determine the improvement in children's number recognition skills through picture card games. This study employed Classroom Action Research (CAR), conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The research subjects were young children at KB Al-Mu'awwanah Paron. Data were collected through observation and interviews with the teacher. The data were analyzed using a descriptive qualitative approach by comparing the results of the pre-cycle, Cycle I, and Cycle II.

The findings indicate that the implementation of contextual picture card games was effective in stimulating children's multisensory learning through visual, tactile, and auditory experiences. The use of this learning medium was shown to improve number recognition skills among children aged 3–4 years at KB Al-Mu'awwanah Paron. Improvement was observed from the pre-cycle to Cycle I, with more significant progress in Cycle II. Therefore, it can be concluded that picture card games are an effective learning strategy for improving number recognition skills in early childhood.

Keywords: Number Recognition Skills, Picture Card Games, Early Childhood.