

THE USE OF FLASH CARD NUMBER MEDIA IN IMPROVING THE ABILITY OF
THE CONCEPT OF NUMBERS AGED 4-5 YEARS IN RA DARUNNIYAH
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The use of number card media is expected to improve the ability to know the concept of number of children in the teaching and learning process so that in the teaching and learning process, teaching and learning activities do not occur saturation, thus the child will be involved physically, emotionally and intellectually which in turn is expected the concept taught by the teacher can be understood by the child.

The problems that want to be studied in this study are: (1) How is the teacher's activity in the use of number cards in the introduction of the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto? (2) How is the cognitive ability to know the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto?

(3) Can the use of number cards improve cognitive ability to recognize the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto? While the purpose of this study is: (1) To describe the activities of teachers in the use of card media on the introduction of the concept of numbers in children aged 4-5 years RA Darunniyah Mojokerto. (2) To find out cognitive ability in knowing the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto. (3) To analyze whether the use of number card media in improving cognitive ability to recognize the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto.

This study used action research (action research) as much as two rounds. Each round consists of four stages: design, activity and observation, reflection, and refisi. Based on the analysis of research data and discussions, it was obtained that the application of the introduction of the concept of numbers through the medium of number cards increased the cognitive ability of children in cycle I by 63% and cycle II results achieved by 94%. The behavior shown by the child also changes after being given action. Children are more happy and enthusiastic in participating in learning activities and more active. So it can be concluded from this study is that learning with the medium of number cards can improve

cognitive ability in knowing the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto.

Keywords: number card media, getting to know the concept of numbers

INTRODUCTION

Each child is born with a different amount of potential. This individual difference (individual differences) is what causes differences in abilities in each child even though they are the same age. Realizing this, it is appropriate for teachers to provide different opportunities and times for each child. It is believed that a child will be able to complete the tasks assigned to him completely if he gets the opportunity and adequate time according to his ability.

Whatever children experience in their daily lives inevitably involves all kinds of senses of sight, hearing, taste, smell and deprivation. And whatever they feel serves to stimulate their mentality. Sensory development is the goal of any nurturing of a good Kindergarten. However, recent research in terms of early childhood mental development reveals the conclusion that in order to be able to develop all kinds of concepts around them, children not only need many sensory experiences, but also need the opportunity to develop certain concept-forming abilities or mental processes that are the basis for all their thoughts. Some education experts call such abilities with cognitive abilities or thinking skills.

The most effective learning for early childhood is through an activity that is oriented to play (learning while playing and playing while learning), learning that has more developmental concentrations to give children the opportunity to be able to learn in the right ways. The most appropriate approach is child-centered learning.

Early age / pre-school is an efficient age to develop

The potential that children have. This development effort can be carried out with various themes including through games and numeracy media, where numeracy games in kindergarten are not only related to cognitive abilities, but also the social and emotional mental readiness of learners, therefore in its implementation must be done interestingly, varied and fun.

According to Hurlock (1999) in Susanto (2011:50), states that children aged 3 –

5 years is game time. Playing with objects or tools of the game starts from the age of one year first and will reach its peak at the age of 5 - 6 years. At this time also the child is more sensitive to develop. So at this time is also an effective time for teachers (educators) and parents in providing understanding or learning to children through the provision of concrete examples or some educational demonstrations will be more effectively accepted by children.

As stated in Indonesian Law No. 20 of 2003, concerning the National Education System, article 28, paragraph 3 states that Kindergarten education (TK) is an early childhood education on the formal path, which

aims to help students develop various potentials both psychic and physical which include morals and religious values, social, emotional, independence, cognitive, bahasa, physical / motor to be ready to enter the next level. Early Childhood should be given direct experience both in groups and individually, so that children gain real experience and knowledge. Schools or educational institutions are used as laboratories to work for children to develop their potential. At the age of 4-5 years is the period of studying mathematics. In this stage the child begins to learn simple mathematics. For example, mentioning numbers, calculating the order of numbers even though they are still wrong in order, and mastering a small number of objects around the child. Deep learning model In order to develop the initial numeracy ability must be packaged in the form of play. This is intended so that children are not saturated and easily bored just looking at the forms of numbers. Therefore understanding the concept of numbers through games is very important because with games children will be able to quickly understand the meaning of the learning.

According to Hurlock (1978) in Susanto (2011: 107) along with the development of understanding the initial number states that the concept that children begin to understand in line with the increasing experience experienced by children, including the concept of numbers.

The material for the introduction of the concept of numbers in Early Childhood is contained in the 2013 curriculum which includes: crossing, mentioning the sequence of numbers from 1 to 10, making sequences of numbers 1 - 10 with objects, connecting and pairing the symbol of numbers with objects up to 10 (children are not told to write).

The problem that most children experience is that most of them do not understand the forms of numbers, so the condition has an impact on them in sorting numbers 1 - 10 and the number of objects based on contemplation of the learning process so far which is due to not maximal teachers in providing guidance and approach persuasively to children, and still tend to use classical ways. The efforts that have been made by the teacher are not enough to provide an understanding of the concept of numbers / numbers, because there are still many wrong in understanding the symbols of numbers such as the numbers 6 and 9.

As a preschool education institution, RA Darunniyah Mojokerto's main task is to prepare children by introducing various knowledge, attitudes / behaviors, and skills so that children can continue real learning activities in elementary school later. Kindergarten is a pre-scholastic or pre-academic educational institution which means that kindergarten does not carry the main responsibility in teaching numeracy skills, but which is the basis for children to have the correct number / number concept that will be developed. the beginning of the semester I study year researchers have introduced the concept of numbers by using the question and answer method and assigning tasks to write the form of numbers only. It turns out that most of the children in group A in RA Darunniyah Mojokerto which numbered 23 children there are still 15 children who do not understand numbers 1-20, and 5 children who do not understand the concept of numbers with objects, also in the introduction of the sequence of numbers

1-20, and mention the results of addition and subtraction with objects even though researchers have often conveyed.

With the development of various interesting exploration models, we as educators really want group A in RA Darunniyah Mojokerto to be able to cross numbers and know the concept of numbers according to the number of objects. Of course, it sticks to the principle of "Learning while Playing or Playing while Learning". In cognitive development, the use of appropriate media will be very helpful to foster interest in crossing numbers and getting to know the concept of numbers and the number of objects. In order to meet the needs and sensitive periods of children in the aspects of development, these numbers are arranged various forms of learning activities to cross numbers for kindergarten children. Taking into account the results of reflection, the state of children and the advantages of number card media, it is expected that the results of empirical studies of relevant previous research will be carried out, a class action study (PTK) entitled "The Use of Flash Card Media Numbers in Improving the Ability of the Concept of Numbers Aged 4-5 Years in RA Darunniyah Mojokerto". Based on the background of the above problems, the problem is formulated as follows:

1) How is the activity of teachers in the use of Flash Card Media Numbers in Improving the Ability of the Concept of Numbers Aged 4-5 Years in RA Darunniyah Mojokerto? how is the cognitive ability to know the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto?

2) Can the use of Flash Card Media Numbers improve cognitive ability to recognize the concept of numbers in children of group A RA Darunniyah Mojokerto? Based on the formulation of the problem, the purpose of this study is as follows:

1.) To describe the activities of teachers in the use of Flash Card Media Numbers on the introduction of the concept of numbers in children aged 4-5 years RA Darunniyah Mojokerto.

2) To find out cognitive ability in knowing the concept of numbers in children of Group A TK Islam Mutiara Surabaya.

3) To analyze whether the use of Flash Card Media Numbers in Improving the Ability of Number Concepts in children aged 4-5 years RA Darunniyah Mojokerto.

Learning media is a means of education that can be used as an intermediary in achieving teaching goals. In a broader sense learning media are tools, methods, and techniques used in order to further streamline communication and interaction between teachers and learners in the learning process in the classroom. According to Gagne in Sujiono, et al (2008: 8.1) stated that media is various types of components in the child's environment that can encourage children to learn.

According to Sudiman, et al (1990: 8) in Sanaky (2011: 4) the purpose of learning media as a learning tool is as follows: a) Facilitate the learning process in the classroom. b) Improve the efficiency of the learning process. c) Maintain relevance between the subject matter and the purpose of learning. d) Helps the concentration of learners in the learning process.

The benefits of learning media as a tool in the learning process are as follows: 1) Fostering children's learning motivation. 2) It will be clearer in its meaning, so that it can be better understood and can master the purpose of teaching. 3) Learning methods are varied and not boring and teachers do not run out of energy. 4) Learners will do a lot of learning activities, not just listen to the teacher's explanation. The child will also be more active to observe, Demonstrate and explore its potential.

According to Hamalik (1989: 6) in Sanaky (2011: 6) there are several functions of learning media, namely: 1) The function of attention means that visual media is the core of interest and directs the attention of learners to concentrate on the content of the lesson. 2) The effective function of visual media can be seen from the level of learner's preference when learning to read images. 3) Cognitive function means the visual media of revealing, facilitates the achievement of the goal of understanding and listening to the information contained in the image. 4) The compensatorical function means the visual medium of context for understanding text helps the learner who is weak in recalling.

The material developed in kindergarten is contained in the 2013 curriculum, among others, the material includes: crossing, mentioning the sequence of numbers 1 - 20, knowing the concept of numbers with objects up to 10, making sequences of numbers 1 - 10, connecting / pairing number symbols with the concept of numbers, etc. (Kemendiknas, 2014).

According to Susanto (2011: 109) flashcard games have a positive impact on improving the ability to count early, because the game of this card can stimulate children to know numbers faster, make children's interest stronger in mastering the concept of numbers, as well as stimulate children's intelligence and memory, able to develop abilities because children can have the concept of numeracy well and children can develop all the potential that exists in him in accordance with his ability as optimally. Maybe, children will also learn a lot about the sequence of numbers and understand the concept of numbers well.

Rahman (2002: 112) in Susanto (2011: 208) revealed that the impact of using flashcards on the ability to count early, including children are able to develop their cognitive abilities well, children have the concept of numeracy well, and children can develop all their potential in accordance with their abilities. This is important because the child's development must be in accordance with the level of development. Advantages of Using a Number Card (Flashcard): 1) Can stimulate children to get to know numbers faster. 2) Make the child's interest stronger in mastering the concept of numbers. 3) Stimulate the child's intelligence and memory. 4) Able to develop cognitive abilities. 5) Have a well-calculated concept. 6) The child will develop all his potential that is in him. 7) Children will learn to know the sequence of numbers and understand the concept of numbers well. 8) Children will more easily understand the concept of addition and subtraction well by using images and objects.

Cognitive is a thought process, which is the ability of the individual to connect, assess and consider an event or event. Cognitive processes are associated with a variety of interests primarily aimed at ideas and learning

(Susanto, 2011: 47).

According to Piaget (1972) in Sujiono, et al (2006: 3.5) cognitive development has 4 aspects, namely: maturity is the development of neural arrangements, experience is a reciprocal relationship between organisms and the environment, transmission is an influence obtained in relation to the social environment, the equilibrium of the ability that regulates in the child so that he is always able to maintain balance and adjustment to the environment.

Basically cognitive development is intended so that children are able to explore the world around through their five senses, so that with the knowledge they get, the child will be able to carry out his life.

and become a complete human being in accordance with his nature as a creature of God who must be deceived what is in this world for the benefit of himself and others.

The development of mathematical logic skills in Kindergarten is developed on the ability of early numeracy and problem solving. The indicators that can be used include

: 1) Cross / mention the sequence of numbers. 2) Crossing (knowing the concept of numbers by objects) to 20. 3) Sequence numbers 1-20 with objects. 4) Imitate the symbol of numbers.

According to Copley (2001: 47) a number is a symbol or symbol that is an object composed of numbers. For example, the number 10 can be written with 2 numbers, namely the number 1 and the number 0.

The definition of numbers according to wikipedia's online dictionary, is a mathematical concept used for enumeration and measurement. The symbol or symbol used to represent a number is referred to as

number or symbol of number. In mathematics, the concept of numbers over the years has been expanded to include zeros, negative numbers, rational numbers, irrational numbers, and complex numbers (www.wikipedia.org/Wiki/Bilangan, retrieved March 27, 2020).

The game of knowing numbers is part of mathematics. This game is needed to develop numeracy skills that are indispensable in everyday life. The concept of numbers is the basis for the development of children's mathematical abilities. Through the game of knowing numbers is expected to train children to work alone, steadfast, confident, not discouraged, and unyielding.

(<http://www.bpkpenabur.or.id/node/7844>, retrieved March 27, 2020).

According to Fatimah (2009: 9), in mathematics, numbers, such as points, lines, and fields, are early concepts, i.e. elements that are fundamental, often used but never can be precisely defined. But if that Asked for natural numbers, or rational numbers, the answer is clear. There are several kinds of numbers, namely: 1) Natural numbers are numbers that start from one, two, three, and so on. 2) A number of numbers is a number that starts from zero, one, two, three, and so on. 3) Integers are numbers that are not fractional, can be positive, can be negative, can be zero. 4) A rational number is a number consisting of an integer or a broken number, which is a number that can be expressed as a division of two integers. 5) A real number is a number that contains rational numbers and

irrational numbers.

6) A complex number is a number that contains real numbers and non-real numbers.

(<http://p4tkmatematika.org/downloads/sd/NumberACB.pdf>, retrieved March 27, 2020).

There are several stages in helping to accelerate the mastery of child numeracy. Ministry of Education (2000:7-8) in Susanto (2011:100). The stages include: 1) The stage of mastery of concepts, starting with the introduction of concepts or understanding of something by using real objects, such as color recognition of shapes and counting numbers. 2) The transaction stage is the transition from concrete understanding by using real objects towards abstract understanding. 3) The stage of recognition of the symbol is where after the child understands something abstractly, then the child can be introduced at the level of use of the concept of numbers by asking the child to do the process of addition / subtraction through solving the problem.

Expressed by Yew (2002) in Susanto (2011: 103) some principles in teaching numeracy to children include: 1) Make exciting lessons. 2) Get your child directly involved. 3) Build a desire for confidence in completing numeracy. 4) Appreciate the child's mistakes do not punish him. 5) Focus on what your child is achieving. With a number card game can stimulate children to get to know numbers faster, making the child's interest stronger in mastering the concept of numbers, as well as stimulating the child's intelligence and memory, the child is able to develop cognitive abilities.

METHODS

Research using qualitative methods is research based on the philosophy of postpositivism. The philosophy of positivism is often referred to as an interpretive and constructive paradigm, which views social reality as holistic, complex, dynamic, meaningful, and a reciprocal relationship. Research is done on natural objects. A natural object is an object that develops as it is, is not manipulated by researchers and the presence of the researcher does not affect the dynamics of the object. In qualitative research, the instrument is a person or human instrument, that is, the researcher himself. Qualitative research results emphasize more meaning than generalization. (Sugiyono, 2006: 8-9)..

According to Sudikin et al (2002: 16) PTK is a form of reflective research study by taking certain actions in order to improve and improve classroom learning practices more professionally. The main purpose of PTK is to improve and improve practical and direct teaching. In accordance with the type of research chosen, namely action research, this study uses action research models from Kemmis and Taggart (in Sudikin et al, 2002: 13), which are in the form of a spiral from one cycle to the next. Each cycle in action research consists of four components, namely: Draft

Class Action Research Procedure (PTK) entitled "The Use of Number Card Media in Improving the Ability to recognize Child Numbers Group A RA Darunniyah Mojokerto", this uses Class Action Research (PTK) with the Kemmis and Mc Taggart models (2000). In the implementation of class action research is that the researcher has a set of action plans (which are based on experience) so that they can directly start the action stage. There are also researchers who have It has a set of data, so the researcher begins his first activity with reflection activities. Most research action classes start from the initial reflection phase to conduct additional studies as a basis in formulating research problems. The next step is planning, action, observation, and reflection.

A research place is a place used in conducting research to obtain the desired data. This research was conducted at RA Darunniyah Jetis Mojokerto. The time of research is the time of the research or when this research is carried out. This research was conducted in the second semester of 2019 - 2020. The subject of the study was Group A there were 15 consisting of 5 girls and 10 boys RA Darunniyah Mojokerto.

Observation data collection techniques. According to Nasution (1988) in Sugiyono (2011: 310) stated that observation is the basis of all science. Scientists only work based on data that is facts about the real world obtained through observation. Observation is observation that is done directly and naturally to get data and information about the development of children in various situations and activities carried out.

Teachers use research instruments as a tool to collect the data needed to support this research. The instruments that the teacher uses are as follows. Instruments that teachers use to observe the activities of teachers and children in the form of observation sheets of teacher activities and children's activities in the application of playing aroma bottles as an effort to improve the ability of children to group the types of fruit according to the aroma they cause.

The child observation sheet is used to monitor every child's development in the child's ability which is a benchmark in measuring child development by using learning media to improve the ability to recognize the concept of numbers.

The teacher observation sheet is prepared to monitor the development of the learning process carried out by the teacher. Mastery of the appropriate methods. As well as the typical mastery in using media, this observation sheet is compiled to monitor strategies in the learning process carried out by peers. Action Observation Sheet

To find out the effectiveness of a learning activity, data analysis needs to be done.

In this study used elbowalitative descripttrip analysis is a research method that describes reality or facts in accordance with those obtained with the aim of knowing the improvement of children's cognitive ability in knowing the concept of numbers as well as to find out the improvement of teacher skills in classroom management. The data is analyzed by determining the average percentage of each aspect observed, with the following formula:

F

$P = \frac{F}{N} \times 100\%$

Information:

P = Percentage

F = Number of Occurrence Values

N = Number of aspects observed x High value (Aqib, et al. 2009: 41)

The child is declared accomplished (T) if it has earned ≥ 3 or ≥ 4 .

The observation data is analyzed by describing the child's activities and improving the ability to know the concept of numbers in children. To find out the results of observation of activities in learning activities obtained success indicator criteria adapted from the opinions of Zainal and Khotimah (2005: 41)

HASIL DAN PEMBAHASAN

A. Hasil Penelitian Early reflection is an exploratory activity that is used for authors to gather information about situations relevant to the research theme. The co-author of the teacher team made preliminary observations to recognize and find out the actual situation. Based on the results of reflection, the author makes and compiles weekly planning based on daily planning..

1. Siklus I

a. Tahap Perencanaan

- 1) Select what will be done in the learning process in the classroom.
- 2) Formation of a team of teachers for the creation of a Weekly Learning Implementation Plan (RPPM) and a Daily Learning Implementation Plan (RPPH) for the learning plan by using number card media in improving the ability to know numbers in children 4-5 years old RA Darunniyah Mojokerto
- 3) Determine the basic competencies that will be conveyed to children by using the medium of number cards.
- 4) Prepare learning instruments
- 5) Prepare observation instruments in cycle I
- 6) Prepare an evaluation sheet

b. Tahap Pelaksanaan

In this stage, researchers apply pre-planned learning preparations, broadly speaking, the activities carried out in learning are as follows:

- 1) Researchers perform an perception
- 2) Researchers convey the material to be discussed, explaining the activity of learning to cross by using cards containing numbers
- 3) The researcher shows the cards to be used. In cycle I of meeting 2 this will cross the number cards from 1 to 10.
- 4) Researchers demonstrate how to correctly cross clearly and loudly
- 5) Researchers tell children to imitate words that have been spoken and repeat them several times
- 6) Researchers evaluate the child's ability to cross.

c. Tahap Observasi

To determine the criteria of the achievement of actions in order to improve cognitive ability in knowing the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto. Furthermore, the data from the observation of this second cycle action, tabulated and then analyzed using a simple statistical formula. As in this first meeting before the activity of getting to know the concept of numbers in children is given an explanation of the medium of the number card that will be used to cross.

Analysis of observation results related to the performance of the teacher cycle I, which consists of 13 aspects of observation of teacher skills when carrying out the learning activity process, which starts from the initial activity to the final activity through the use of number cards, as an effort to improve cognitive ability to recognize the concept of numbers, which is supported by the use of number card media.

This statement is evidenced by the observation data on the achievements of ability development summarized in the analysis that shows that of all children who follow the learning process there are 4 children who are less serious to pay attention at the time of the teacher, while the rest of the children are able to participate in the learning process. Successful achievement of the level of development of the ability to recognize concepts the number of children reaching 73%, if converted by the guidelines, the average result of the development achievement can be said to still not reach the average standard of development achievement that has been determined, which reaches 80%. The constraint of failure to achieve the standard of development achievement that has been established, caused by one of the indicators of observation materials. Referring to the results of observations of the level of achievement of the

development, it was agreed to make improvements to the learning process in cycle II.

d. Tahap Refleksi

In the implementation of learning activities obtained information from the results of observations as follows:

- 1) Teachers are less in motivating children, so children are less excited.
- 2) The teacher is less close to the child, so the child does not understand what is meant in the game.
- 3) How to use less organized media.

Based on the results of these reflections, researchers and collaborators decide and plan to make improvements to the actions carried out in cycle II.

2. Pelaksanaan Siklus II

a. Tahap Perencanaan

In cycle II, researchers carry out research in accordance with the research plan that has been prepared. The preparations made by researchers include:

- 1) Researchers conduct curriculum analysis to find out the basic competencies to be conveyed to children
- 2) Weekly Learning Implementation Plan (RPPM)
- 3) Create a Daily Learning Implementation Plan (RPPH)
- 4) Prepare learning facilities and resources
- 5) Establishing learning media is the ability to recognize the concept of numbers with number cards.
- 6) Create an observation sheet
- 7) Evaluation sheet.

a. Tahap Pelaksanaan

In this stage, the activities carried out in learning are as follows:

- 1) Researchers perform an perception
- 2) Researchers convey the material to be discussed, explaining learning activities to get to know the concept of numbers by using number cards.
- 3) The researcher shows the cards to be used.
- 4) Researchers demonstrate how to play the correct number cards according to the rules.
- 5) Children try to sort and pair according to the number with number cards together with guided by the teacher
- 6) Researchers help and provide support to the child.
- 7) Researchers give praise for children's achievements in improving the ability to recognize the concept of numbers with number cards

b. Tahap Observasi

Based on the results of observations made by researchers with colleagues in cycle II of this meeting 2 has shown an increase in children's learning outcomes that are quite significant and encouraging.

Based on the results of observations, it is known that all children already have the ability to know the concept of numbers well. The results of the assessment obtained by each child are as follows:

The success of changing teaching patterns in cycle II, reflected in the attitude of teachers who are starting to be able to behave as facilitators, teachers give children the opportunity to be directly involved in the learning process, which is implemented by providing opportunities to choose number cards by children, which are used in pairing activities according to their partners alternately. So that in the learning process children look active.

A. Tahap Refleksi

After the implementation of data analysis learning activities in cycle II, researchers and colleagues held discussions and reflections and evaluations that the level of achievement of reading learning outcomes of children with learning problems in cycle II has reached the expected and very satisfactory success rate.

The success achieved in this reading activity is the ability to know the concept of the number of children who have experienced rapid progress although of course it takes accuracy and patience in playing number cards in children.

B. Analisis Dan Pembahasan

1. Analisis

Some children of group A RA Darunniyah Mojokerto have difficulty in the activity of knowing the concept of numbers. The causes are variegated. As a result of observations and interviews with teaching teachers, researchers concluded that some of the factors that cause children are because the child is reluctant or lazy in the way taught by the teacher. It is known that the activity

What is taught is monotonous and still conventional.

The teacher introduces the numbers, has the child repeat them many times and then the teacher writes on the board. Therefore, researchers propose a concept or how to introduce the concept of numbers by using an interesting number card medium. In this study, learning was carried out in two cycles, each of which was divided into two meetings.

From the findings of the study showed that the activity of knowing the concept of numbers in cycle I resulted in an increase in the value of some children, from the value of the category less to enough but there are still children who are in the category less once. In cycle I there are still weaknesses in the learning process. The weaknesses felt in this cycle are: 1) There are still children who are less active. 2) Teachers are less able to attract the attention of children. 3) In the activity of knowing the concept of numbers, children do not hold their own cards, so that when only seeing and imitating, children are less liked.

Based on the weaknesses that occur in cycle 1, researchers try to re-plan

and make improvements to the activity of knowing the concept of numbers in the provision of actions in cycle II. The provision of cycle II actions is carried out several improvements, including : 1) Optimize the role of teachers in learning to be in accordance with the expected. 2) Teachers are more active in giving motivation and rewards in the form of rewards.

With the improvement in cycle II, the results achieved are quite satisfactory, many changes in values are all in the good category, and there are even two children who have very good category values. Children are also excited again in following the teacher to know the concept of numbers with number cards that indicated because they are already fluent in knowing the concept of numbers. Achievement of learning outcomes even exceeds the target of achieving research success set.

2. Pembahasan

Starting from the presentation of the above data, it can be said that, the effectiveness of the introduction of the concept of the highest number, is to use a number card. Learning experience so that children can master cognitive abilities better. In addition, number cards are used with the aim of teaching a process or procedure, connecting, and developing children's cognitive abilities. In addition, based on the results of number card observations in order to improve the ability to know the concept of numbers in children 4-5 years old, will play a role in the development of the child's soul and personality next. They will always be encouraged to always be serious in carrying out their duties, namely studying diligently and diligently so as to get glorious learning results.

Knowing the concept of numbers according to Susanto (2011: 109) flashcard games have a positive impact on improving the ability to count early, because the playing of this card can stimulate children to know numbers faster, make children's interests stronger in mastering the concept of numbers, as well as stimulate children's intelligence and memory, able to develop abilities because children can have the concept of numeracy well and children can develop all the potential in accordance with the As optimal as possible, children will also learn a lot about the sequence of numbers and understand the concept of numbers well.

The number card according to Hurlock (1978) in Susanto (2011: 107-108) along with the development of this understanding of early numbers, states that the concept that children begin to understand includes the concept of numbers. Child experience

It affects the concept of numbers they know, because it relates to words. Therefore, understanding the concept of bilangan through games is very important because with the game children can quickly understand the meaning of the learning.

SIMPULAN DAN SARAN

A. Simpulan

1. From the results of the analysis on learning the introduction of the concept of numbers with the medium of number cards in order to

improve cognitive ability in children 4-5 years old RA Darunniyah Mojokerto is as follows: Data results of the average percentage of completion of the achievement of cognitive ability development in children 4-5 years old implemented which is applied through the activity of introducing the concept of numbers using the medium of the number card as a whole average increase in achievement. The development of cognitive abilities of children of group A RA Darunniyah Mojokerto has improved are:

1. The teacher's activity in the use of number cards in children 4-5 years old RA Darunniyah Mojokerto is good so that the ability to recognize the concept of numbers has increased.
2. Cognitive ability to know the concept of numbers for children of Group A RA Darunniyah Mojokerto has improved by using number cards.
3. The use of number cards can improve the ability to know the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto.

B. Saran

Based on the findings of research and field conditions where research in an effort to improve cognitive ability in children 4-5 years old RA Darunniyah Mojokerto implemented through the activity of introducing the concept of numbers using the medium of number cards, as an educational practitioner a teacher should be motivated to

Looking for strategies and media, as well as a more targeted approach individually, so as to provide optimal results for improving the ability to recognize the concept of numbers in children 4-5 years old in kindergarten, through modification of existing media.

1. Teachers are expected in the learning process to gain cognitive ability in knowing the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto.
2. Teachers are expected to optimize the ability to know the concept of numbers in children 4-5 years old RA Darunniyah Mojokerto
3. For similar research, improvements should be made in order to obtain good results.

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