

Development of Number Slides for the Counting Ability of Group B Children at RA Jami'ul Muhimmah Pelambik

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Abstract: This Research aims to develop and see the effectiveness of number slide media on the numeracy skill of Children with 5-6 years old. The development model used is the Borg and Gall type which has been simplified into 6 stages, including data collection, planning, initial product development, initial field trials, revision results of initial field trials, and field trials. The media learning developpe is validated by media's expert and material's expert. The initial field used subjects were 5 children and in the field test used there were 15 children in group B of Kindergarten. The instrument used was an Observation sheet, The data analysis technique used is the T test. The results of this study show that the validation results from media's expert obtained a score of "33" with a score range of $27.42 < \text{Score range} < 34.26$ according to expectations" (BSH). There is a significant difference in the t-test regarding development of number slide media on children's numeracy skills, namely ($t \text{ count} = 7.024 > t \text{ table} = 2.145$). $\chi^2 \text{ count} < \chi^2 \text{ table}$ ($-156.21 < 23.685$) the pre-test data is said to be normally distributed, in the post-test $\chi^2 \text{ count} < \chi^2 \text{ table}$ ($-635.60 < 23.685$) is normally distributed suitable use the numeracy skills of children aged 5-6 years.

Keywords: *Number Slide Media, Children's Numeracy Ability*

Abstrak: Penelitian ini bertujuan untuk mengembangkan dan melihat keefektifan media seluncuran angka terhadap kemampuan berhitung anak kelompok B. Model pengembangan yang digunakan adalah Tipe *Borg and Gall* yang telah disederhanakan menjadi 6 tahap, meliputi pengumpulan data, perencanaan, pengembangan produk awal, Uji coba lapangan awal, Revisi hasil uji coba lapangan awal, dan uji lapangan. Media pembelajaran yang dikembangkan divalidasi oleh ahli media dan ahli materi. Subjek uji coba lapangan awal berjumlah 5 anak serta pada uji lapangan sejumlah 15 anak TK Kelompok B. Instrumen yang digunakan adalah Lembar Observasi. Teknik analisis data yang digunakan adalah uji T. Hasil penelitian ini menunjukkan bahwa hasil validasi ahli media memperoleh skor "33" dengan rentang skor $27,42 < x \leq 34,26$ (Kriteria baik hasil dari ahli materi memperoleh skor "23" dengan rentang skor

$17,02 < x \leq 21,06$ (kriteria baik). Hasil menunjukkan bahwa 15 anak hasil rata-rata persentase pada *pre-test* dengan keseluruhan 51% “berkembang sesuai harapan” (BSH), *post-test* 62% “berkembang sesuai harapan” (BSH). Ada perbedaan pada uji-t yang signifikan terhadap pengembangan media seluncuran angka terhadap kemampuan berhitung anak yaitu ($t \text{ hitung} = 7,024 > t \text{ table} = 2,145$). Perbedaan pada uji normalitas antara *pre-test* dan *post-test* yaitu $\chi^2 \text{ hitung} < \chi^2 \text{ table}$ ($-156,21 < 23,685$) data *pre-test* dikatakan berdistribusi normal, pada *post-test* $\chi^2 \text{ hitung} < \chi^2 \text{ table}$ ($-635,60 < 23,685$) berdistribusi normal. Berdasarkan hasil tersebut dapat disimpulkan bahwa media seluncuran angka layak dan efektif digunakan untuk kemampuan berhitung anak usia 5-6 tahun.

Kata Kunci: Media Seluncuran Angka, Kemampuan Berhitung anak

Introduction

Early childhood education (PAUD) aims to help children's growth and development optimally, so that children have readiness to enter further education. As stated in Indonesian Law number 20 concerning the national education system article 1 on early childhood development efforts with an age range of 0 - 6 years.¹ PAUD should be organized professionally in order to help the process of optimizing all developmental potential in children and completing educational goals, because early childhood is a child who is in need of educational efforts to achieve optimization of all aspects of physical or psychological development.

Early childhood is the most sensitive period in humans. The sensitivity of human senses in hearing and seeing things that happen around them affects their future development.² Children will continue to be inspired and learn from the things they see, hear and experience. The human brain, which is equipped with various functions, will process what is experienced by its owner. The brain will store things that make a good impression. It is memorable or fun and can cause trauma to a child's self.³ That is why this age is very important to pay attention to, do not let the early years experienced by children in the form of things that cause children trauma and mental weakness.

Early childhood is an individual who is undergoing a developmental process, which is rapid and very fundamental to life.

¹ Kemdikbud, “Buku Saku Kurikulum Merdeka; Tanya Jawab,” Kementerian Pendidikan Dan Kebudayaan, 2022, 1–50.

² Herdina Indrijati, *Psikologi Perkembangan Dan Pendidikan Anak Usia Dini*, ed. Kencana (Jakarta, 2016).

³ Ahmad Susanto, *Perkembangan Anak Usia Dini* (Jakarta: Kencana Perdana Media Group, 2011).

Next.⁴ Children have their own world and characteristics that are much different from adults. Children are always active, dynamic, enthusiastic, and curious about what they see and hear as if they never stop learning. Children also egocentric, have scientific curiosity, are social creatures, unique, rich in fantasy, have short attention spans and are a period of potential for learning. Rita, et al state that "human development is divided into four main domains, namely physical, intellectual development which includes cognitive and language, as well as emotional and social which also includes moral development".⁵ Complementing this opinion, that children develop various aspects of the development of basic abilities which include language, cognitive, physical motor, and art.

Cognitive development is the ability of early childhood thinking in understanding the surrounding environment so that children's knowledge increases.⁶ Cognitive development as a process of connecting the human internal nervous system when thinking.⁷ Development that is important to develop, one of which is cognitive. Cognitive is a thought process in the form of the ability to receive, process, store, and use information.⁸ Piaget divides cognitive development into four stages, namely the sensory motor stage, preoperational, concrete operational, and formal operational.⁹ Raudhatul Athfal (RA) group B children in general aged 5-6 years are in the preoperational period.

The level of achievement of child development in cognitive aspects has three scopes of development, one of which is the development of symbolic thinking. In the development of symbolic thinking has 5 levels of developmental achievement in children aged 5-6 years. However, the ability to think symbolically in the preoperational period still has limitations, for example children still have difficulty in mentioning numbers 1 to 10 symbolically. The cognitive aspect is the ability to count for purposes in society, while the mathematical is to do the arithmetic operations of addition, subtraction, multiplication, and division in counting. Given the importance

⁴ Ulfiani Rahman, "Karakteristik Perkembangan Anak Usia Dini," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan* 12, no. 1 (2009): 46-57, <https://doi.org/10.24252/lp.2009v12n1a4>.

⁵ Huri Suhendri and Rita Ningsih, "PERANAN KETAHANMALANGAN DAN KREATIVITAS DALAM PEMBELAJARAN MATEMATIKA," *JPPM (Jurnal Penelitian Dan Pembelajaran Matematika)* 11(1) (2018), <https://doi.org/http://dx.doi.org/10.30870/jppm.v11i1.2982>.

⁶ Khadijah, *Media Pembelajaran Anak Usia Dini* (Medan: Perdana, 2015).

⁷ Fatimah Ibdah, "Perkembangan Kognitif: Teori Jean Piaget," *Intelektualita* 3, no. 1 (2015): 242904.

⁸ Susanto, *Perkembangan Anak Usia Dini*.

⁹ Slamet. Suyanto, *Dasar-Dasar Pendidikan Anak Usia Dini* (Yogyakarta: Hikayat Publishing, 2013).

of counting in daily life, children's numeracy skills need to be stimulated and developed early, namely from preschool age so that it can be a provision children to develop numeracy skills in elementary school. Counting skills for early childhood begin with simple concrete things, for example counting the number of fruits, blocks or objects around the child simply and then displaying the number symbol. When in school, counting skills are contained in early math learning to introduce children to solving math problems in a simple way.¹⁰

Early counting ability is a child's counting ability whose development starts from their immediate environment and increases and can solve addition and subtraction problems of numbers 1-20.¹¹ According to Khadijah Piaget's cognitive development stage, children aged 5-6 are at the preoperational stage where children think concretely.¹² Therefore, the media used in learning counting in RA should use educational games that concrete.

Educational game tools (APE) are all game tools designed to provide educational experiences or learning experiences to students, both traditional games and modern games that are given learning and educational content.¹³ The results of initial observations at RA Iami'ul Muhimmah Pelambik show that the learning media to determine children's counting skills still use children's worksheets (LKA). The learning process for children's counting skills is still lacking and has not been packaged in the form of a game. APE, thus making children bored in learning. Stimulation of children in introducing counting skills has not been done optimally.

Stimulation in counting in group B children aged 5-6 years requires innovation with a variety of games using media. Teachers need to develop teaching methods so that children can be motivated in various learning activities. This is so that the Early childhood cognitive development can develop optimally. To solve the problems that exist in the institution, researchers developed a media to stimulate cognitive development. In children aged 5-6 years. Learning media that can help children learn to count is with slide-shaped APE whose basic material uses wood which is given decorative colors to attract children's attention. Which has been given

¹⁰ Nanda Ribatul Hilda and Dkk, "Implementasi Merdeka Belajar Dalam Meningkatkan Mutu Pembelajaran Matematika Selama Pandemi," *Jurnal (Biormatika) Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan* 8, no. 1 (2022): 110-19.

¹¹ Siti Hanifah and Euis Kurniati, "Eksplorasi Peran Lingkungan Dalam Masa Transisi," n.d., 130-42.

¹² Suyanto, *Dasar-Dasar Pendidikan Anak Usia Dini*.

¹³ Ratri Nuria, "Pengembangan Modul Pembelajaran Hidup Sehat Anak Usia Dini Pada Taman Kanak-Kanak," *Jurnal Golden Age* 2, no. 02 (2018): 96, <https://doi.org/10.29408/goldenage.v2i02.1052>.

learning content about basic mathematics (mentioning numbers 1-20, classifying colors, matching numbers with their number symbols and counting basic numbers). This is also in accordance with the STPPA (Standard Level of Achievement of Child Development) aged 5-6 years, in accordance with the characteristics of the counting ability of children aged 5-6 years and also to improve early childhood counting skills in group B children at RA Jami'ul Muhimmah Pelambik.

The introduction of counting is needed as a basis for addition and subtraction for group B children aged 5-6 years. Furthermore, efforts to improve children's ability to count can be done by introducing number calculations through the number slide media. In this number calculation the teacher must be patient and careful, because children have different characteristics so that the differences in children must be considered by the teacher. The number slide is one of the media to train children in counting in a fun way. Playing number slides in addition to counting can also teach children about recognizing colors, numbers, number symbols, geometric shapes, playing while learning in a fun atmosphere, so that it greatly stimulates children's development in improving counting skills.

The introduction of counting in RA Jami'ul Muhimmah Pelambik has begun to introduce addition and subtraction of basic numbers such as numbers 1 to 10, for group B children aged 5-6 years. Through the addition and subtraction of basic numbers, children will find it easier to determine the results of the addition and subtraction of numbers. Optimizing the implementation of children needs to be guided by the teacher so that children's ability to count will increase. Based on the exposure above, the problem in group B children aged 5-6 years at RA jami'ul Muhimmah Pelambik, namely the low ability to count, in this case the researcher will develop a number slide media, namely learning media in the form of slides in general with a small size. The numbers to be added and subtracted will be to the upper wall of the slide made of wood, for the addition and subtraction symbols (+ /-) affixed between the two numbers, and for the results will be affixed below right next to the end of the slide.

The teacher directs the child to roll the marbles into the number slide according to the many numbers that have been attached, the child will count how many marbles are rolled. The advantage of this number slide media is that it can stimulate children to count, add and subtract basic numbers, given the shortcomings in these conditions, there needs to be a better media change. In this study, researchers are interested in developing slides to improve the counting ability of group B children aged 5-6 years at RA Jami'ul Muhimmah Pelambik.

Method

The research method used by researchers is research and development (Research and Development) R & D. According to Borg and Gall defines development research and validates existing products or develops new products, development research is also used to find knowledge or answer the problems at hand.¹⁴ Produk dalam konteks ini berbentuk media dan buku panduan. Products in this context are in the form of media and guidebooks. In this study, researchers developed a media to improve the counting skills of class B children aged 5-6 years by using the Borg and Gall development research design. Borg and Gall's research and development design has 10 stages simplified into 6 stages, namely:

1. Research and Collection Research and Data Collection, at this stage the researcher makes observations to gather information, find out problems and needs. The steps at this stage include activities such as: the researcher finds out the problem through observation, then the researcher creates a product (media) that can solve the problem of the media made by the researcher is very careful in every material and object used whether it is safe for children or not and collects data by means of observation, documentation and questionnaire validation of 2 experts, namely validation of material and media experts.
2. Planning, at this stage researchers design the initial design of learning media after designing the initial design.
3. Initial Product Development, at this stage the researcher begins to develop a number slide media on children's counting ability, with a learning process that does not bore children. During the learning process using learning media, children not only learn to count, in the media there are already various geometric shapes with different colors and media designs that are given attractive colors to make children feel not bored in learning to count using learning media made by researchers.
4. Initial Field Trial, the next stage is the initial field trial. After the product and its devices were ready for use, the researcher conducted an initial field trial in different subjects with a sample size of 5 children of the same age.
5. Initial Product Revision, at this stage the researcher can see the results of the initial field trial to improve the shortcomings that exist in the product on small scale, after revising the product the researcher proceeds to the product validation test of material experts and media experts to be tested on a large scale.
6. Field Implementation Test, then at this stage the researcher uses one class, namely group B aged 5-6 years. This is intended to find out whether the

¹⁴ M.D Borg, W.R. & Gall, *Educational Research: An Introduction*, 4th ed. (New York: Longman Inc, 1983).

product developed is able to help children improve their counting skills, especially in addition and subtraction.

Product Trial Design

Product trials were conducted to obtain data from the assessment of media experts and material experts. The data obtained from the trial activities as a basis for revising the number slide media product. The first thing to do is product validation by material experts and media experts. After being declared feasible by material experts and media experts, then field trials were carried out.

This trial design aims to produce products that are developed to be valid and feasible. The product developed is a number slide media that is suitable for children's counting ability.

The research design used is experimental research, namely Pre-Experimental design with type. This research will be conducted in one class, namely in One-Group Pretest- Posttest Design group B with ages 5-6 years. One-Group Pretest-Posttest Design is a type of research used to determine effectiveness. The One-Group Pretest-Posttest Design in this study is described as follows:

$$O_1 \times O_2$$

Source: (Sugiyono, 2018)¹⁵

Result and Discussion

The learning media developed in this study is a number slide media to improve the counting ability of grade B children aged 5-6 years. The development procedure model used in this study is to use the Borg and Gall development model, but which was adapted by the researcher into 6 stages / steps because it was adjusted to the background and conditions of the subject and place of research. The 6 stages are: research and data collection, planning, product development, initial field trials, media revision, and field implementation tests.

Research and data collection, at this stage the researcher observes learning activities by analyzing the problems that occur related to learning media, from these activities the researcher obtains information including, the learning media used in the learning process still uses LA, a fun learning process for counting skills is still lacking and has not been packaged in the form of APE, and the low ability to count in children is due to the boring

¹⁵ Sugiyono, *Penelitian Kualitatif, Kuantitatif, Dan R&d* (Bandung: Alfabeta, 2018).

learning process for children.

After the researcher conducts research and data collection, the next stage is to design learning media in order to solve the problems found when conducting research and data collection.

In an effort to solve the problems that have been found, researchers tried to design a number slide media including:

- a. Plan the initial design of the number slide media especially to develop children's counting skills.
- b. Plan the tools and materials to be used and then collect the tools and materials to make the learning media to be developed.
- c. Plan the preparation of evaluation instruments and validation of media and materials.

Evaluation instruments in the form of observations and instruments used as media assessments developed in the form of validation sheets for the feasibility of learning media developed. Evaluation instruments are prepared to measure whether or not the learning objectives that have been prepared previously are achieved.

In this initial product development, researchers took several steps to develop a number slide media, the target use of this product / number slide media is children aged 5-6 years. The stages carried out by researchers include: Making daily learning implementation plans (RPPH) based on competency standards and basic competencies that have been determined Making initial products. Steps/stages of making number slide media:

- 1) Designing the shape of the media, cutting 2 wooden boards with different sizes, the first wooden board with a size of 44 X 34 cm, and the second wooden board with a size of 6x34 cm.
- 2) Search for tools and materials needed to make the number slide media.
- 3) Product creation, making the number slide media.

Media Expert Validation Results

This media feasibility validation aims to obtain information from suggestions and criticisms both verbally and in writing on the number slide media. The validation activity was carried out by showing the number slide media accompanied by a guidebook for the use of media slides numbers and instruments.

Table 1. Media Expert Validation Sheet

No	Statement	Value				
		1	2	3	4	5
1.	The Number Slide is made of tools and materials that are safe for young children.				√	

2.	The tools and materials used in the Number Slide media are not easily damaged and durable.				√	
3.	The size of the Number Slide media is adapted to the age of early childhood.				√	
4.	Number slide media display that is interesting for early childhood.				√	
5.	The suitability of the colors used in the Numbers Slide media is liked by early childhood.				√	
6.	Number Slide media packaging is very safe and not harmful to children.				√	
7.	Number Slides are easy to implement for early childhood.				√	
8.	The instruction manual for the Number Slide is easy to understand.					√
	Total Value	33				
	Average Value	4,12				
	Score Range	$27,42 < x \leq 34,26$				
	Category	Good				

Based on the results of validation by media experts, it shows that the quality of the number slide media when viewed from the point of view of media experts is to meet the criteria and the "Good" category after being converted to a five-scale formula to convert quantitative data into qualitative data with the actual number of scores being 33 with an average value of 4.12. And it can be said that it is feasible to use to collect data with revisions according to suggestions.

Material Expert Validation Results

Validation of the number slide media by material experts was carried out by submitting a number slide media guidebook, an assessment instrument and an assessment rubric to improve the counting ability of children aged 5-6 years group B. Material expert validation was carried out on July 29, 2023 at Hamzanwadi University. The validator of the material expert is Mrs. Rohyana Fitriani, M.Pd, PG-PAUD lecturer at Hamzanwadi University. After validation by the material expert, the input received was: sentence adjustment on the assessment rubric.

Table 2. Material Expert Validation Sheet

No	Statement	Value				
		1	2	3	4	5
1	Teaching for children's numeracy skills					√
2	Ease of children understanding the material presented					√
3	Can develop cognitive aspects in children					√
4	Materials can develop children's counting skills				√	
5	The media developed is appropriate for the age of the child (56 (year)				√	
	Total Value	23				
	Average Value	4,6				
	Score Range	17,02 < x ≤ 21,06				
	Category	Good				

Based on the results of the validation by the material expert, it shows that the quality of the number slide media when viewed from the material expert's point of view is meeting the criteria and the "Good" category after being converted to a five-scale formula to convert quantitative data into qualitative data with an actual score of 23, with an average value of 4.6 and can be said to be suitable for taking data with revisions according to suggestions.

Product Trial

Initial Product Trial

After conducting media validation and material validation, the next stage of research is testing the initial product. This trial was carried out on a limited basis, namely the trial was conducted on students aged 5-6 years with a sample size of 5 children. The purpose of this small-scale research is to see the shortcomings of the products developed as a reference in further improvements. The activity that researchers did when conducting the initial field trial was to introduce the number slide media by explaining instructions the use of to children, at when researchers explained how to use the number slide media children responded enthusiastically, this can be seen by researchers when children scramble to be the first player to play the number slide media.

After conducting an initial field trial, the researcher found shortcomings in the developed product, namely:

- a. In counting activities with subtraction material, children are still confused or do not understand how to subtract numbers on this number slide media.
- b. When sorting numbers from 1-20, the child has not been able to determine the numbers with their respective symbols.

Field Implementation Test

The results of observations of learning activities using the number slide media are carried out to improve the counting ability of children aged 5-6 years in group B with a total of 15 children, then an observation instrument is used with a total of 5 items. The pre-test activity used in the learning process aims to determine the counting ability of children before using the number slide media. In this pretest activity, children carry out the learning process using a magic book where in the book there are pages that show whether or not children able to learn math.

In the learning process using the book, the researcher told the children to sort the numbers in a random position in the book, after which the researcher began teaching the children about the symbols of addition and subtraction by singing, then the researcher told the children to count using the book in which the book had provided material about counting (addition and subtraction).

The data obtained before using the number slide learning media was 152 which was then calculated using the percentage of classical success. Resulted in 51% which is categorized as "starting to develop" and 49% is categorized as "not yet developed.

The implementation of the post-test uses a worksheet to count how many marbles are depicted on the , write how many marbles are on the worksheet. At this stage of the post-test implementation, it was seen that the children were so excited in completing the worksheets given by the researcher. While the data obtained after using the number slide media is 187 which then the percentage of success classically produces 62% can be categorized as "developing as expected" and 38% is categorized as "start to grow".

Table 3. Average Value Percentage of Observation Results

Class	Number of abilities obtained	Average value Percentage	Category assessment
Pre-test	152	51%	MB
Post-test	187	62%	BSH

Data normality testing is carried out to test whether the scores in the variables studied are normally distributed or not. To analyze the data, the

Chi-squared formula (X^2) is used, the calculation results obtained are matched with the X^2 table with a significant level of 5% and (dk) degrees of freedom (k-1). The results of the normality test on the pre-test are as follows:

Table 4. Pre-test Normality Test Results

Class	X^2 count	X^2 table	Description
<i>Pre-test</i>	-155,34	23,685	Normally distributed

Based on the table above after calculating the normality test data on the pre-test, the results of X^2 count are smaller than X^2 table, and can be said to be normally distributed.

Table 5. Post-test Normality Test Results

Class	X^2 count	X^2 table	Description
<i>Post-test</i>	-424,797	23,685	Normally distributed

Based on the table above after calculating the normality test data on the post-test, the results of X^2 count are smaller than X^2 Table, and can be said to be normally distributed.

T Test Calculation Results

Based on the data description and normality test, the analysis has shown that the data is normally distributed, so the hypothesis submission can be carried out. Testing is done with the hypothesis of a difference test between the pre-test and post-test using the T test.

Table 6. Results of Value Differences in T-Tests

N = 15	<i>Pre-test</i> (X1)	<i>Post-test</i> (X2)	Gain (d)
Σ	152	187	175

Based on the calculation results obtained, it turns out that $t_{count} \geq t_{table}$ ($7.0240 \geq 2.145$) at a significant level of 5% so it can be concluded from hypothesis testing on this media has a significant effect on the counting ability of children aged 5-6 years in group B at RA Jami'ul Muhimmah Pelambik. Based on the results of the t test calculation, it can be concluded that the number slide media has a significant effect on the counting ability of children aged 5-6 years.

Initial Product Review

A slide is an example of simple play known as an inclined plane, which moves objects from top to bottom easily. The slide media developed in this research is a small slide made of wooden boards, which is given an additional

container under the slide and a pedestal behind to adjust the position of the slide. Researchers also added adhesive to the media to attach number cards. This number slide game has 3 games, the first of which introduces numbers using the number cards that have been prepared, then the second introduces the symbols of addition and subtraction and then performs calculations of addition and subtraction. By using this learning media, children will see concretely or this number slide learning media aims to improve the counting ability of children aged 5-6 years in group B and the effectiveness of the number slide media, so research was conducted for six days, namely one day of pre-test, four days of treatment, and one day of post-test.

The pre-test activity used in the learning process aims to determine children's counting ability before using the number slide media. In this pretest activity, children carry out the learning process using a magic book where in the book there is a page that shows whether or not children are able to learn math. In the learning process using the book, the researcher told the children to count the numbers whose position was random in the book, after that the researcher began to teach the children about the symbols of addition and subtraction by singing, then the researcher told the children to count using the book in which the book had provided material about counting (addition and subtraction). After conducting pre-test activities, the researcher gave treatment (treatment) using the number slide media for four days. The first treatment given by researchers using the number slide media is to introduce how to play numbers, introduce numbers from numbers 1-20, in this activity the researcher asks the children to come forward one by one to take the numbers and then mention them.



Figure 1. Children Counting Using the Number Slide Media

The second treatment is to introduce the symbols of addition and subtraction, the researcher explains the symbols and their functions using the symbol cards that have been made, then the children are asked to re-explain what the researcher has said. In this activity, children have begun to understand the function of the symbols of addition and subtraction. The third treatment the researcher asked to start counting using the number slide media

with the activity of adding marbles. In this activity the children were asked to roll the marbles according to the numbers that had been attached by the researcher, then the children were asked to count how many marbles had been rolled and paste the results on the adhesive that had been provided. The fourth treatment was still using the number slide media with the activity of reducing marbles from the slide container. In this activity the children were asked to roll the marbles on the left, then ask the children to reduce the marbles in the container as much as the number that had been prepared on the right. In this activity, children begin to complete the task independently.

The next stage is the implementation of the post-test using the worksheet counting how many marbles are depicted on the worksheet, writing how many marbles on the worksheet. At the implementation stage post-test this seen childrenso excited in completing the worksheets given by the researcher. Children's counting ability in the pre-test implementation has reached the expected target, this can be seen from the results of the percentage of children's counting ability, namely 51%, which can be categorized in the assessment of developing as expected (BSH) which ranges from 51%-75%. Meanwhile, during the implementation of the post-test which was given learning media using number slides obtained an average percentage of 62% which is categorized in the assessment of developing as expected (BSH) which ranges from 51% - 75%. So that it can be compared before and after the use of the number slide learning media on children's counting ability from 51% to 62% with a BSH assessment.

Based on the data obtained from the calculation of the t-test, the value of t count is 7.0240 and t table is 2.145, so $t_{\text{count}} > t_{\text{table}}$. This proves that the use of number slides has a significant effect on the counting ability of class B children aged 5-6 years at RA Jami'ul Muhimmah Pelambik.

Conclusion

Based on the data from the results of expert judgment validation by media experts and material experts, namely: the assessment given by media experts, namely the number slide learning media with validation data obtained a score of 33 with an average value of 4.12 which can be categorized as "good" in the score range ($27.42 < X \leq 34.26$). While the assessment given by the material expert, namely the number slide learning media with the validation results obtained a score of 23 with an average value of 4.6 which can be categorized as "good" in the score range ($17.02 < X \leq 21.06$).

Based on the data obtained from the pre-test observation results, namely 152 then calculated using the percentage of children's success classically, resulting in 51% of children in the "starting to develop" category and 49% categorized as "not yet developing. While the data obtained from the posttest observation results is 187 then calculated using the percentage of

classical child success so as to produce 62% of children with the category "developing as expected" and 38% of children are categorized as "starting to grow".

Based on the data obtained from the calculation of the normality test, the pre-test data is normally distributed with the results count smaller than X^2 table, namely $-155.34 < 23.685$. That this slide media can be used as a fun, varied media for children aged 5-6 years to stimulate children's counting skills. It is hoped that with this number slide media development research, it can be used as a reference for further researchers.

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