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IMPROVING COUNTING SKILLS USING BIG BOOK MEDIA at BAROKAH PRESCHOOL, PADANG GENTENG KAUR

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ABSTRACT

This research aims to improve children's counting skills through the use of Big Book media in PAUD Barokah Padang Genteng, Kaur Regency. The research used the Classroom Action Research (PTK) method which was carried out in two cycles with research subjects of 12 group A children. Data collection techniques were carried out through observation, documentation and assessment of children's numeration abilities. Indicators observed include the ability to number sequences 1-10, count objects according to their number, relate number symbols to objects, and count by showing the objects being counted. The results showed that children's numeracy skills improved in each cycle. The average numeracy score at baseline was 29.17 % , increasing to 62.50% in Cycle I, and reaching 87.50% in Cycle II. All indicators met the established success criteria of at least 75%. In addition to improving numeracy skills, Big Book media also increases children's interest, attention, and activeness during learning. Therefore, Big Book media is effective for improving numeracy skills in early childhood.

Keywords: *Numeracy Skills, Big Book Media, Early Childhood , Classroom Action Research*

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan membilang anak melalui penggunaan media Big Book di PAUD Barokah Padang Genteng Kabupaten Kaur. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan subjek penelitian sebanyak 12 anak kelompok A. Teknik pengumpulan data dilakukan melalui observasi, dokumentasi, dan penilaian kemampuan membilang anak. Indikator yang diamati meliputi kemampuan membilang urutan bilangan 1-10, menghitung benda sesuai jumlahnya, menghubungkan lambang bilangan dengan benda, serta membilang dengan menunjukkan benda yang dihitung. Hasil penelitian menunjukkan bahwa kemampuan membilang anak mengalami peningkatan pada setiap siklus. Rata-rata kemampuan membilang pada kondisi awal sebesar 29,17%, meningkat menjadi 62,50% pada Siklus I, dan mencapai 87,50% pada Siklus II. Seluruh indikator telah mencapai kriteria keberhasilan yang ditetapkan yaitu minimal 75%. Selain meningkatkan kemampuan membilang, media Big Book juga meningkatkan minat, perhatian, dan keaktifan anak selama pembelajaran. Dengan demikian, media Big Book efektif digunakan untuk meningkatkan kemampuan membilang anak usia dini.

Kata kunci: Kemampuan Membilang, Media Big Book, Anak Usia Dini, Penelitian Tindakan Kelas

INTRODUCTION

Education is a crucial factor in improving the quality of human resources (Kasmawati et al., 2025). Early Childhood Education (PAUD) plays a strategic role in providing appropriate stimulation for optimal growth and development (Aminah & Mauliyah, 2025). During early childhood, children are at a very rapid developmental stage, requiring guidance tailored to their characteristics. its development (Tamonob, 2025). Matter this is in line with Law Number 20 of 2003 Article 1 Paragraph 14 concerning the National Education System which states that Early Childhood Education is a development effort aimed at children from birth to the age of six years through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education (Sukmawati et al., 2025).

PAUD is the main foundation in developing various aspects child development, including cognitive, language, social-emotional, and motor skills (Wisudaningsih et al., 2025). One important aspect that needs to be developed from an early age is cognitive abilities, especially in the introduction of basic mathematical concepts such as the ability to count. Susanto (2011) stated that cognitive abilities Early childhood develops through interaction with the environment and the use of learning media Which concrete (Puspita et al., 2026). Ability counting No not only just mentioning the sequence of numbers, but also includes the ability to recognize number symbols, relate the number of objects to numbers, and understand the concept of many and few (Ilmaknun & Hidayati, 2025).

Early childhood is expected to master the ability to count and recognize numbers through fun, interactive, and developmentally appropriate learning (Komalasari et al., 2025). The ability to count and recognize numbers is important to stimulate from an early age because it forms the foundation for the development of children's mathematical abilities at later stages. Through activities recognizing numbers, counting, adding objects, and counting, children learn to understand the concepts of quantity, order, and the relationship between number symbols and the number of real objects. This ability also supports cognitive development, logical thinking skills, problem solving, and children's readiness to participate in learning at the next level of education.

Furthermore, numeracy stimulation in early childhood needs to be provided in accordance with child development theory. According to Jean Piaget's cognitive development theory, early childhood is in the preoperational stage, the stage when children begin to recognize symbols, including number symbols, but still require concrete objects in the learning process. Therefore, learning to count and recognize numbers should be done through real-world media, games, and activities that involve direct experience to help children better understand number concepts. With appropriate stimulation and developmentally appropriate support, children's ability to recognize numbers and count can develop optimally.

However, in reality at PAUD Barokah Padang Genteng, children's numeracy skills are still not developing optimally. Based on the results of initial observations carried out at the beginning of the second semester in January 2026, of the 12 children in group A, only 5 children were able to name the sequence of numbers correctly, while the other 7 children still had difficulty in counting, counting objects, and matching numbers with the correct number of objects. Furthermore, some children appear to lack focus and quickly become bored during learning activities.

The low ability to numerate is caused by several factors, including the use of learning methods that are still conventional and the lack of a variety of interesting learning media. The learning process tends to be dominated by verbal explanations and the use of worksheets without the support of concrete media that can attract children's attention. This

causes children to be less actively involved in the learning process, so that their understanding of the concept of counting is less than optimal. This problem is increasingly visible in daily learning activities in Group A PAUD Barokah Padang Genteng. During the preparatory center activity on the theme "Plants" the 3rd week of January 2026, children were asked to count the number of corn kernels in the picture and attach the appropriate number cards. As a result, 7 out of 12 children were unable to point to corn kernels while counting correctly, but only said the numbers correctly memorization. Child Also wrong differentiate number 6 And 9, as well as Not yet understand cardinality concept that number the last one called show the total amount object.

Early childhood learning should be presented through fun, interactive activities that involve hands-on experience (Gea & Zega, 2025) . Therefore, innovation is needed in the use of learning media that can attract children's attention while helping them understand the concept of numbers and counting concretely. The use of media is important in early childhood learning because children more easily understand concepts through real objects and visuals. According to Jean Piaget's cognitive development theory, early childhood is still in the preoperational stage and therefore requires concrete media to recognize numbers and count. One such media is the big book. A *Big Book* is a large book with attractive images, bright colors, and simple text that is easy for children to understand (Suminah & Mardiana, 2025) . The use of *Big Books* allows for more intensive interaction between teachers and children and can increase children's active participation in learning (Rahmatika et al., 2025) .

Zhafira (2025) states that a Big Book is an enlarged picture book designed to support shared reading activities . *Big Books* are characterized by simple text, engaging images, and memorable patterns, which can help children understand learning materials (Umiroh & Rahmi, 2025) . Through the use of *Big Book media* , children can learn in a fun way, such as counting the number of pictures, recognizing numbers, and connecting symbols with concrete objects (Abelia & Ilhami, 2026) .

Several previous studies have shown that the use of *Big Book media* is effective in Early childhood learning . Research by Zuziah et al. (2025) *Big Book media* Which worthy For increase ability literacy beginning child age 4-5 year and to find out the teacher's response to big book media to improve children's early literacy skills. In addition, Firgiawan & Sukasih's (2025) research found that the use of Big Book media is effective in improving children's early reading skills. This is reinforced by Latifah et al.'s (2025) research conducted over two cycles. It was found that big book media was proven to improve the backward counting skills of children aged 5-6 years. This finding is in line with Piaget's cognitive development theory that preoperational children learn more effectively through concrete experiences involving the five senses (Anggrian & Saefurahman, 2025) . So *Big Book media* not only strengthens children's numeracy but also supports the development of cognitive aspects and learning interests through activities that are in accordance with the learning characteristics of early childhood (Latifah et al., 2025) .

Based on the background description, this research aims to examine the application of *Big Book media* in learning, specifically regarding the steps for its use and its impact on early childhood numeracy skills . The focus of this research is to determine the effectiveness of using *Big Book media* in helping children understand number concepts more concretely. The purpose of this study was to develop children's numeracy skills at Barokah Padang Genteng Early Childhood Education (PAUD) through the use of *Big Book media* . This study also aimed to identify the learning process using *Big Book media* and analyze the improvement in children's numeracy skills after the learning activities were carried out.

This research is expected to provide both theoretical and practical contributions. Theoretically, this research is expected to enrich studies on the use of media learning in development ability cognitive child age early. Practically, the results of this study can be

used as an alternative for teachers in selecting and using more varied and interesting learning media. For children, the use of *Big Book media* is expected to help improve understanding of number concepts, foster interest in learning, and create a more enjoyable learning atmosphere.

THEORETICAL STUDY

Early Childhood Numeracy Skills

Numbering skills are a basic mathematical skill that needs to be developed from an early age. This skill includes naming number sequences, counting objects, connecting number symbols with objects, and counting while pointing to the objects being counted. Numeracy skills form the foundation for the development of children's numeracy and logical thinking skills at subsequent levels of education.

Piaget's Theory of Cognitive Development

According to Jean Piaget, children aged 2-7 are in the preoperational stage. At this stage, children begin to recognize symbols, including numbers, but still require concrete objects and direct experience in the learning process. Therefore, learning to count requires engaging and concrete media to make number concepts easier for children to understand.

Bruner's Learning Theory

According to Jerome Bruner, the learning process occurs through three stages: enactive (using real objects), iconic (using images), and symbolic (using symbols or numbers). Learning to count will be more effective if children learn gradually from concrete objects to number symbols.

Big Book Media

Big Books are learning media in the form of large books featuring attractive pictures, bright colors, and simple text, making them easy for children to understand. This media allows all children to view the book's contents together and actively interact with the teacher during learning. Using Big Books helps children understand number concepts through activities such as counting pictures, recognizing numbers, and connecting numbers with concrete objects.

The Relationship Between Big Books and Number Skills

Big Books can improve children's number skills because they provide a concrete, engaging, and enjoyable learning experience. Through large, clear pictures, children more easily understand number concepts, count objects, and connect number symbols with the appropriate number of objects. Thus, using Big Books can help optimally improve early childhood number skills.

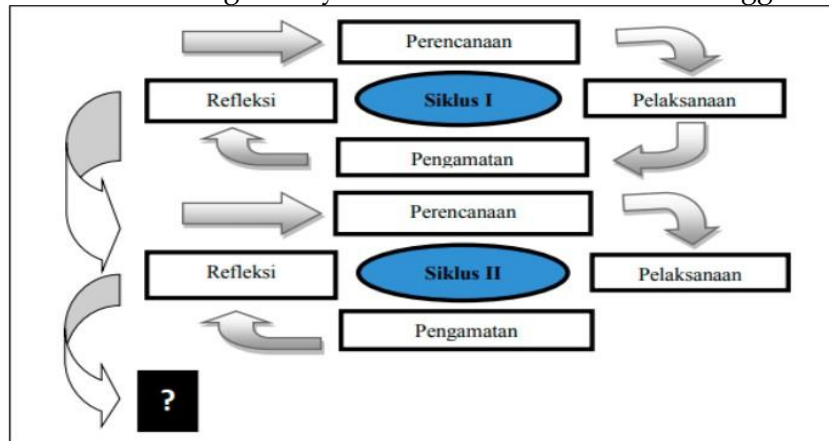
METHOD

Study This implemented in Blessed Early Childhood Education Padang Roof tile on semester II academic year 2025/2026. The research subjects were 12 children in group A, consisting of 7 boys and 5 girls. The subject selection technique used was total sampling, meaning all children in one class were made the research subjects. The type of research used is Classroom Action Research (CAR). action class is something form research that done in a way systematic and reflective by teachers in the classroom to improve and enhance the quality of the learning process and outcomes (Batubara et al., 2026).

The PTK model used in this study is the Kemmis and McTaggart (1988) model. This research was conducted in two cycles, each consisting of four stages: planning, action

implementation, observation, and reflection. At the planning stage arranged Plan Implementation Learning (RPP) as well as device learning in the form of *Big Book media*, observation sheets, and assessment instruments. The implementation phase involves implementing learning using *Big Book media* to improve children's counting skills. The observation phase involves observing the teacher and children's activities during the learning process. The reflection phase analyzes the results of the actions as a basis for improvements in the next cycle.

Picture 1. Design study Action Class Kemmis & Mc Taggart



Source : Wijaya et al. (2023)

Table 1. Indicator ability counting

No	Ability Indicators	Observation Description	Item
1.	Count the numbers 1-10	Children are able to say the sequence of numbers 1-10	1-2
2.	Counting objects	Children are able to count the pictures in the Big Book	3-4
3.	Connect number symbols with objects	Children are able to connect number symbols with objects	5-6
4.	Saying by showing objects	Children are able to show numbers according to the number of objects	7-8

Source: Mudjito AK, Guidelines for Learning to Count in Kindergarten, (Jakarta, Department of National Education), 2007.

The numeracy skills of early childhood children in this study are based on Piaget's (1952) theory of cognitive development. Piaget explained that children aged 2-7 years are in the preoperational stage, the stage when children begin to understand symbols, number symbols, and number concepts through concrete objects and direct experience. At this stage, children learn to count, recognize number sequences, and connect number symbols with the number of objects. Furthermore, this research is also supported by Jerome Bruner's (1966) learning theory, which emphasizes that children's learning occurs through three stages: enactive (using real objects), iconic (using images), and symbolic (using symbols/numbers). This theory is relevant in learning to count because it helps children understand the concept of numbers in a gradual and meaningful way.

The numeracy ability indicator also refers to the Child Development Achievement Level Standards (STPPA) sourced from Mudjito AK, Guidelines for Learning to Count in

Kindergarten, Jakarta, Ministry of National Education, 2007. which is the national reference for early childhood development in Indonesia.

Data were analyzed using qualitative descriptive and quantitative descriptive techniques. Qualitative analysis was used to describe the results of observations and interviews, while quantitative analysis was used to calculate the improvement in children's numeracy skills based on their performance in each cycle. The percentage of success was calculated using the following formula:

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

Information:

P = Percentage Number

F = Frequency obtained from the calculated data

N = Amount all over data or amount subject research

100% = Constant

As for criteria evaluation improvement ability counting child served in the following table :

Table 2. Criteria Evaluation Increase In Counting

Category	Score	Interval
BB (Not yet Develop)	1	$8 \leq X \leq 14$
MB (Starting to Develop)	2	$14 < X \leq 18$
BSH (Develop As Expected)	3	$18 < X \leq 24$
BSB (Develop Very Good)	4	$24 < X \leq 32$

Source: Aqib, Z (2019) in Zhafira, M., et al (2025)

Information:

BB = Not yet Developing

MB = Starting to Develop

BSH = Develop In accordance Hope

BSB = Very Well Developed

RESULTS AND DISCUSSION

Research result

The first meeting was held in the second semester of the 2025/2026 academic year at Barokah Padang Genteng Early Childhood Education (PAUD). Before the learning activities began, the researcher prepared the tools and materials to be used, particularly the Big Book media as a means to improve children's numeracy skills. During the implementation, the researcher collaborated with the class teacher in the learning process. Learning activities were carried out based on the Daily Learning Implementation Plan (RPPH) that had been prepared previously. At this meeting, learning focused on developing children's counting skills through the use of Big Book media. Learning activities are designed in accordance with predetermined indicators of number ability, namely children mention the sequence of numbers 1-10, count the number of pictures in the Big Book, connect number symbols with the appropriate number of objects, and

indicate the number of objects based on the numbers mentioned. During the activity, the teacher provides examples and guidance to the children in each activity carried out using Big Book media. To determine the development of children's early counting abilities, researchers made observations based on these four indicators. The results of the initial condition observations are presented in Table 3.

Table 3. Initial Conditions of Children's Counting Ability

No	Aspects observed	BSB	%	BSH	%	MB	%	BB	%
1.	Children are able to number numbers 1-10	0	0	0	0	5	41.7	7	58.3
2.	Children are able to count objects according to their number	0	0	0	0	4	33.3	8	66.7
3.	Children are able to connect number symbols with objects	0	0	0	0	2	16.7	10	83.3
4.	Children are able to count by showing the objects being counted	0	0	0	0	3	25.0	9	75.0

Based on the results of observations of the initial conditions of the numeration abilities of group B children, totaling 12 children, it is known that the children's numeration abilities are still relatively low and have not developed optimally. In the indicator of number sequence 1-10, there are 5 children (41.7%) who are starting to develop (MB) and 7 children (58.3%) are still in the not yet developing (BB) category. In the indicator of counting objects according to their number, there are 4 children (33.3%) who are starting to develop and 8 children (66.7%) are still not developing. The children's ability to connect number symbols with objects showed the lowest results, namely only 2 children (16.7%) were starting to develop, while 10 children (83.3%) were still not developing. Meanwhile, in the counting indicator by showing the objects being counted, there were 3 children (25.0%) who were starting to develop and 9 children (75.0%) were still not developing.

The results of the observation show that most children still have difficulty in recognizing the concept of numbers, counting objects accurately, connecting number symbols with the appropriate number of objects, and counting while pointing to the objects being counted. No children have yet achieved the Developing According to Expectations (BSH) or Developing Very Well (BSB) categories across all observed indicators. Therefore, more engaging and tailored learning strategies are needed, including the use of Big Books, to optimally improve children's numeracy skills.

Implementation of actions in Cycle I is carried out through number learning activities using Big Book media which is designed to actively involve children in recognizing and understanding the concept of numbers. Children are given the opportunity to observe the pictures in the Big Book, count objects according to their number, state the sequence of numbers 1-10, and connect number symbols with the corresponding number of objects. During the activity, the teacher guides the children through questions and answers, demonstrations and counting exercises together to create an interesting and enjoyable learning atmosphere. Through the use of Big Book media,

children become more focused, enthusiastic and motivated in learning. The results of observations of children's counting abilities at the end of Cycle I are presented in Table 4.

Table 4. Children's Number Ability at the End of Cycle I

No	Aspects observed	BSB	%	BSH	%	MB	%	BB	%
1.	Children are able to number numbers 1-10	0	0	3	25.0	8	66.7	1	8.3
2.	Children are able to count objects according to their number	0	0	3	25.0	7	58.3	2	16.7
3.	Children are able to connect number symbols with objects	0	0	1	8.3	2	16.7	9	75.0
4.	Children are able to count by showing the objects being counted	0	0	2	16.7	1	8.3	9	75.0

Based on the observation results at the end of Cycle I, children's numeracy skills began to show improvement compared to the initial conditions. In the indicator of counting the number sequence 1-10, there were 3 children (25.0%) who had reached the Developing According to Expectations (BSH) category, 8 children (66.7%) were in the Starting to Develop (MB) category, and 1 child (8.3%) was still in the Not Yet Developing (BB) category. In the indicator of counting objects according to their number, 3 children (25.0%) had reached the BSH category, 7 children (58.3%) were in the MB category, and 2 children (16.7%) were still in the BB category. Furthermore, in the indicator of connecting number symbols with objects, only 1 child (8.3%) had reached the BSH category, 2 children (16.7%) were in the MB category, and the majority of children, namely 9 children (75.0%) were still in the BB category. Meanwhile, in the counting indicator by showing the objects being counted, there were 2 children (16.7%) who reached the BSH category, 1 child (8.3%) was in the MB category, and 9 children (75.0%) were still in the BB category.

These results indicate that children's numeracy skills improved after being given learning activities using Big Book media in Cycle I. Children began to be able to sequence numbers and count objects better than the initial condition. However, the ability to connect number symbols with objects and count while showing objects still needs to be improved because most children are still in the Not Developing (BB) category. Therefore, it is necessary to improve learning in Cycle II so that children's numeration abilities can achieve the predetermined indicators of success.

Improvements made in Cycle II through the use of Big Book media had a positive impact on children's counting abilities. Children appear more active and confident in saying the number sequence 1-10, counting the number of objects, connecting number symbols with the appropriate number of objects, and counting while showing the objects being counted. More interesting and interactive learning activities make children more focused and enthusiastic in participating in the learning process. Apart from that, children's ability to understand the concept of numbers showed better improvement compared to Cycle I. Observation results of children's number abilities at the end of Cycle II are presented in Table 5.

Table 5. Children's Number Ability at the End of Cycle II

No	Aspects observed	BSB	%	BSH	%	MB	%	BB	%
1.	Children are able to number numbers 1-10	11	91.7	1	8.3	0	0	0	0
2.	Children are able to count objects according to their number	11	91.7	1	8.3	0	0	0	0
3.	Children are able to connect number symbols with objects	8	66.7	4	33.3	0	0	0	0
4.	Children are able to count by showing the objects being counted	8	66.7	4	33.3	0	0	0	0

Based on the results of observations of children's numeration abilities at the end of Cycle II involving 12 children, results were obtained that showed a very good increase in numeration abilities. In the aspect of numerating numbers 1-10, 11 children (91.7%) were in the Very Well Developing (BSB) category and 1 child (8.3%) was in the Developing According to Expectations (BSH) category. These results show that almost all children are able to number the sequence of numbers 1-10 correctly without the help of a teacher. In the aspect of counting objects according to the specified number, the same results were obtained, namely 11 children (91.7%) were in the BSB category and 1 child (8.3%) was in the BSH category. This shows that the child is able to count the number of objects correctly and according to the number in question. Furthermore, in the aspect of connecting number symbols with the number of objects, there were 8 children (66.7%) who were in the BSB category and 4 children (33.3%) were in the BSH category. Although there are still some children who need a little guidance, all children have been able to connect number symbols with the number of objects correctly according to their stage of development. In the counting aspect by showing the objects being counted, the same results were obtained, namely 8 children (66.7 %) were in the BSB category and 4 children (33.3%) were in the BSH category. These results show that the majority of children are able to count while pointing to objects one by one correctly so that no errors occur in the counting process.

Table 6 . Increasing Children's Reading Ability Through *Bigbook Media*

No	Observed Aspects	Condition beginning (%)	Cycle 1 (%)	Cycle 2 (%)	Information
1	Children are able to number numbers 1-10	41.7	66.7	91.7	Increase
2	Children are able to count objects according to their number	33.3	67.7	91.7	Increase
3	Children are able to connect number symbols with objects	16.7	58.3	83.3	Increase

4	Children are able to count by showing the objects being counted	25.0	58.3	83.3	Increase
Average		29.17	62.50	87.50	Increase

Based on Table 5, children's numeracy skills improved across all indicators after the Big Book was implemented in learning. Initially, the average numeracy skill was only 29.17 % . After the interventions in Cycle I, the average numeracy skill increased to 62.50 % . Although improvements were visible, these results did not meet the established success indicators, requiring improvements in Cycle II. In Cycle II, children's numeracy skills increased significantly with an average of 87.50 % . Indicators for counting numbers 1-10 and counting objects according to their number reached 91.7 % , while indicators for connecting number symbols with objects and counting by showing the objects being counted each reached 83.3%. All indicators have exceeded the research success criteria of $\geq 75\%$, so it can be concluded that the use of Big Book media is effective in improving children's numeracy skills at PAUD Barokah Padang Genteng.

Discussion

The results of the study show that the use of Big Book media can improve the counting skills of group A children at PAUD Barokah Padang Genteng. This improvement is evident from observations conducted during the initial conditions, Cycle I, and Cycle II. In the initial conditions, children's numeracy skills were still low, with an average achievement of only 29.17 % . Most children were still in the Not Yet Developing (BB) and Beginning to Develop (MB) categories. Children have difficulty saying the number sequence 1-10, counting the number of objects, connecting number symbols with objects, and counting while showing the objects being counted. This condition shows that children do not yet fully understand the concept of numbers and still need more optimal stimulation through learning media that suits their developmental characteristics.

After implementing learning using the Big Book media in Cycle I, children's numeracy skills began to improve. The average numeracy ability increased to 62.50 % . Children began to show interest in learning activities because the Big Book media is large, has attractive images, bright colors, and content is easy for children to understand. Through activities such as observing images, counting objects, and matching numbers with the number of objects in the Big Book, children gain a more concrete and enjoyable learning experience. The improvements in Cycle I demonstrated that the Big Book media was able to capture children's attention and help them better understand number concepts. However, the results obtained in Cycle I did not reach the research's established success indicator of at least 75%. Some children still have difficulty, especially in connecting number symbols with objects and counting while showing the objects being counted. This is because children still need more intensive practice and teacher guidance in understanding the relationship between number symbols and the actual number of objects.

The results in Cycle II showed a very significant improvement. The average children's ability to number reaches 87.50 % . In the indicator of counting the number sequence 1-10 and counting objects according to their number, the success percentage reached 91.7 % . Meanwhile, the indicator connecting number symbols with objects and counting by showing objects counted reached 83.3 % . All indicators have exceeded the established success criteria, namely $\geq 75\%$. The successful use of Big Books in this study aligns with Jean Piaget's theory of cognitive development. According to Piaget, early childhood is in the preoperational stage, a stage where children learn through concrete and

visual experiences. Big Books provide children with the opportunity to directly see images, observe the shapes of numbers, and relate them to real-world objects, making the concept of numbers easier to grasp. In addition, Bruner's learning theory also supports the results of this study, because learning through Big Books allows children to learn through iconic (pictures) and symbolic (numbers) stages in stages.

The findings of this study also support previous research that stated that Big Book media is effective in improving the abilities of early childhood . Through Big Book media, learning becomes more interesting, interactive, and enjoyable, so that children are more motivated to learn. When learning motivation increases, children's engagement in the learning process also increases, which ultimately has an impact on improving their numeracy skills. Thus, the use of Big Book media has proven effective in improving the numeracy skills of group A children at PAUD Barokah Padang Genteng. This media not only helps children understand the concept of numbers concretely, but also creates an active, enjoyable learning atmosphere that is in accordance with the developmental characteristics of early childhood .

CONCLUSION

Based on the results of classroom action research that has been carried out in two cycles, it can be concluded that the use of Big Book media can improve the numeracy skills of group A children at PAUD Barokah Padang Genteng, Kaur Regency. The improvement in numeracy skills is seen in all observed indicators, namely the ability to count the number sequence 1-10, count objects according to their number, connect number symbols with objects, and count by showing the objects being counted. The average number of children in the initial condition only reached 29.17 % , then increased to 62.50% in Cycle I, and increased again to 87.50% in Cycle II. These results indicate that all indicators have achieved the established success criteria, which is at least 75%. In addition to improving number skills, the use of Big Book media can also increase children's interest in learning, attention, activeness, and enthusiasm during the learning process. Therefore, Big Books can be used as an effective alternative learning medium to develop early childhood numeracy skills . Early childhood education teachers are advised to use Big Books creatively and innovatively in their teaching activities to make the learning process more engaging, enjoyable, and meaningful for children.

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