

# The Ability to Recognize Numbers Through the Singing Method in Group A Students

Silma Nilna Alfinatul Mubarokah

*Universitas Pangeran Diponegoro Nganjuk, Indonesia.*

[silmanilnaalfinatul@gmail.com](mailto:silmanilnaalfinatul@gmail.com)

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**ABSTRACT** This study is motivated by the challenges teachers face in introducing numbers to early childhood learners. The difficulty arises because numbers are abstract concepts, while young children predominantly think concretely. An effective and engaging method to facilitate number recognition is the singing method, which combines auditory, visual, and kinesthetic activities to make learning more enjoyable and memorable for children. In this study, the learning process involved several stages. First, the planning stage followed the 2013 Curriculum (K13), where the teacher determined appropriate teaching techniques and prepared relevant materials and teaching aids. During implementation, the teacher presented images and asked the children to identify the number of symbols depicted. The teacher then displayed the corresponding number shape, and the children were guided to complete the shape by tracing or marking the unfinished points. Finally, the evaluation stage aimed to enhance learning outcomes through interactive assessments, such as question-and-answer sessions and simple quizzes. The results indicate that the singing method effectively improves children's number recognition, encourages active participation, and supports both cognitive and fine motor development. These findings suggest that integrating creative, multisensory methods in early childhood education can facilitate the understanding of abstract concepts like numbers in a more engaging and developmentally appropriate way.

**Keywords:** *Ability to Recognize Numbers, Singing Method.*

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## INTRODUCTION

Education is an effort to develop students' abilities by helping them develop their intelligence, attitudes, and behaviors, and skills. Education is a planned activity organized for the community, occurring within the family, religious institutions, and formal education settings, such as schools. (Kurniasih et al., 2021). Potential: Therefore, education is an activity that facilitates the development of a person's potential and value system, including children, throughout their lives.

Early childhood, the period from 0-6 years old, is a child's golden age, occurring once in a lifetime and cannot be repeated (Yusuf et al., 2023). According to the American-based Association of Educators (NAEYC), early childhood generally spans the ages of birth to 8 years, or the equivalent of children at the elementary school level. (Masganti, 2015) Guidance efforts aimed at children from birth to 6 years of age are carried out through providing learning stimuli, education, growth, and physical development so that children are ready to learn and advance to further education. (Saputra, 2019)

In essence, the learning process for early childhood in schools focuses on play-based learning activities. This is perfectly normal in educational institutions, as early childhood is essentially a time for play. Early childhood education has the motto of play in learning activities. (Kurnia, 2018) Play plays a crucial role in developing children's abilities to think creatively, logically, and imaginatively. Early childhood is generally in a diverse growth and development process. (Ahmadi et al., 2023)

According to Khadijah, early childhood development encompasses five aspects. These developmental aspects include physical-motor, language, cognitive, religious and moral values, and social-emotional development. These five developmental aspects need to be stimulated appropriately so that children can grow and develop optimally. (Khadijah, 2016) One aspect of development that requires special stimulation and attention is cognitive development. Introducing the concept of numbers to young children can be a bit challenging. This is because the concept of numbers is abstract, and young children cannot yet think abstractly but rather concretely. (Anu et al., 2024) Therefore, in introducing children to the concept of numbers, verbal explanations should not be limited to accompaniment or chanting to aid the process.

For children, singing is an activity that uses vocal instruments and can broaden their knowledge by introducing them to unfamiliar topics. This way, children gain new vocabulary, expanding their vocabulary and becoming more skilled at applying it. By singing, children can understand the words in song lyrics and pronounce them. In addition to strengthening children's memory for memorizing song lyrics, children also develop critical thinking skills. (Madyawati, 2017). Honig, in Sitompul, states that singing has many benefits for children's educational practices and their broader personal development because: (1) singing is enjoyable; (2) singing can be used to overcome anxiety; (3) Singing is a medium for expressing feelings; (4) Singing can help build children's self-confidence; (5) Singing can improve children's memory; and (6) Singing can develop children's thinking and motor skills. (Kamtini & Sitompul, 2019)

The low ability of early childhood children to recognize number symbols often leads to the assumption that learning related to numbers is a very difficult subject to understand. Educators have used various methods to teach basic mathematics materials to early childhood, especially numbers. (Asri Devi, 2020) One way to improve children's ability with numbers is through games, engaging learning methods, and learning media to capture children's attention during the classroom learning process so that they can easily understand. (Siti Nur Hayati & Putro, 2021). Education is an effort to develop students' abilities by helping them cultivate intelligence, attitudes, behaviors, and skills. It is a planned activity organized within families, religious institutions, and formal educational settings, such as schools (Swargiary, 2025). Education serves to facilitate the development of a person's potential and value system throughout life, including for children. Early childhood, defined as the period from 0 to 6 years old, represents a critical phase of life known as the golden age, which occurs only once and cannot be repeated (Nganga dkk., 2024). According to the National Association for the Education of Young Children (NAEYC), early childhood generally spans birth to 8 years, or the equivalent of elementary school children (Masganti, 2015). Guidance for children from birth to 6 years involves providing learning stimuli, education, growth, and physical development so that children are prepared to advance to further education (Ghosh, 2021).

In essence, early childhood learning in schools emphasizes play-based activities, as play is fundamental to children's development. Play contributes significantly to developing creative, logical, and imaginative thinking, while supporting overall growth and development across multiple domains (Ndlovu dkk., 2023). (Suryana dkk., 2022) identifies five key aspects of early childhood development: physical-motor, language, cognitive, religious and moral values, and social-emotional development. Among these, cognitive development, including number recognition, requires special attention and stimulation. Introducing numbers to young children presents challenges because numbers are abstract concepts, whereas young children think

concretely (Ahmed dkk., 2021). Consequently, verbal explanations alone are often insufficient, and learning must incorporate concrete, engaging, and multisensory strategies.

Based on a previous research study conducted by Nurkholifah, singing can influence children's numeracy skills. (Nurkholifah et al., 2024) Research by Bhakti found that using the singing method to improve counting skills from 1-10 in group A was successful. Research by Novita found that applying the singing number method can develop and improve early counting skills in early childhood. Thus, number recognition skills in early childhood learners can be improved through the singing method. (Selfia et al., 2024). Based on these findings, the researchers are interested in conducting research focusing on the planning, implementation, and evaluation of number recognition learning through the singing method in early childhood education in group A of Dharma Wanita Kindergarten.

## **METHOD**

This study employs a qualitative approach aimed at producing descriptive data in the form of written records and observable behaviors of the participants. Data were collected using three primary techniques commonly employed in qualitative research: interviews, observations, and document analysis. The participants were selected purposively from Group A of Dharma Wanita Kindergarten, consisting of children aged 4–5 years, and the study was conducted over a period of four weeks in the classroom setting. During the observation process, the researcher recorded children's interactions and responses while participating in number recognition activities using the singing method. Interviews were conducted with teachers to gain insights into planning, implementation, and challenges in the learning process. Relevant documents, such as lesson plans and teaching aids, were also analyzed to triangulate the data.

Data analysis followed the three-step process described by Akmalia (2019), which includes: data reduction, where the collected information was summarized and coded according to emerging themes; data display, in which the organized data were presented in narrative and tabular forms to facilitate interpretation; and conclusion drawing and verification, where patterns were identified, interpreted in relation to the research questions, and validated through triangulation across observations, interviews, and documents. To ensure validity and reliability, member checking was conducted with the teachers, and peer review of the data interpretation was carried out. Each method was carefully aligned with the research objective of examining the planning, implementation, and evaluation of number recognition learning through the singing method, ensuring a rigorous and systematic qualitative study.

## **RESULT AND DISCUSSION**

Childhood is a crucial period for establishing a foundation for understanding knowledge, attitudes, and personality, or more generally, for overall growth and development. During childhood, especially in early childhood (3-6 years), information absorption and response occur very rapidly, as do children's responses. Therefore, during this period, children often imitate language, emotions, and behaviors involving body movements.

Singing is a learning method that utilizes sung verses. These verses are usually tailored to the material being taught by the teacher. According to some experts, singing creates a cheerful and lively learning environment, thus optimally stimulating children's development. (Fadhilah, 2012) Singing is an activity that children enjoy. By singing along with their peers and imitating the teacher's voice in front of the class, children will become more enthusiastic about what they are learning, especially in the school environment. In general, singing functions more as a play activity than as a learning activity or a message delivery activity. The planning for learning to recognize numbers through singing in early childhood education in Group A of Dharma Wanita

Watulimo Kindergarten includes: 1) using the K13 curriculum, 2) determining techniques such as singing together, highlighting numbers, quizzes, or games. 3) preparing materials and teaching aids to facilitate children's understanding of the teacher's delivery. 4) preparing songs that are constantly updated and developed by the teachers to prevent boredom.

The implementation of the Busy Book media for children aged 5-6 at Mutiara Bunda Bogo Kindergarten, Nganjuk, is aligned with the lesson plan (RPP) on the theme of vehicles, with a subtheme of two-wheeled vehicles/bicycles. The learning steps include: opening, children observing, children asking questions, children gathering information, children reasoning, children communicating, and recalling (the final touch of the lesson). Planning is very useful for teachers as it serves as a self-assessment to improve their teaching methods. Teachers can effectively implement learning by developing several components of the learning planning toolkit, including learning programs and lesson plans. (Lestari et al., 2020)

In the context of teaching, planning is a learning design that can be defined as the process of compiling lesson materials, using instructional media, employing teaching approaches and methods, and assessing them within a specific timeframe to achieve predetermined objectives (Kurniawati, 2021). Learning design includes a syllabus and a Learning Implementation Plan (RPP), which outlines the subject matter, competency standards (SK), core competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

The implementation of learning to recognize numbers through the singing method in early childhood education in Group A of Dharma Wanita Watulimo Kindergarten involves the teacher showing a picture, the children stating the number of symbols in the picture, then the teacher pointing out the shape of the number in question, and the children filling in the dots on the incomplete shapes. The principle of implementing the singing method at Dharma Wanita Watulimo Kindergarten is that the teacher is child-centered and uses poems that can be adapted to the material being taught.

The principle of implementing the singing method at Dharma Wanita Watulimo Kindergarten is that the teacher is child-centered and uses poems that are relevant to the material being taught. According to Jean Piaget's Constructivist learning theory, constructivism is essentially logical-mathematical in nature, meaning that cognitive development includes logical and mathematical abilities such as sequencing, number operations, classification, and time relationships. Constructivism is a cognitive process by which children organize, structure, and restructure their experiences. (Suyadi, 2015) Children learn by constructing knowledge. The knowledge children acquire is then recreated and built upon within themselves through experience, observation, and understanding.

Singing makes introducing numbers easier. Through singing, children more easily remember what the teacher teaches. They also receive verbal stimulation for their language development, including pronunciation of number names and symbols. This can be achieved by implementing number recognition lessons through a systematic and planned singing method.

During the evaluation stage, the Dharma Wanita Kindergarten in Watulimo uses questions and answers or quizzes, followed by games tailored to the learning theme. Dharma Wanita Kindergarten provides a worksheet (LKA) containing simple number recognition questions ranging from 1-10. This aligns with Sari's statement that evaluating number recognition through singing aims to determine how far children have achieved the set goals or how well they have established the foundations for personal growth and development in learning to recognize numbers.

Children's understanding after implementing the singing method in recognizing numbers can be said to have achieved optimal results. Children more easily absorb the material delivered

by the teacher through song lyrics which contain counting lessons. This is inseparable from the advantages of the singing method, namely it can stimulate students' imagination, can trigger creativity, and provide a strong enough stimulus to the brain so that it encourages children's cognitive development quickly. Thus, the ability to recognize numbers in early childhood students can be improved through the singing method.

## CONCLUSION

The planning, implementation, and evaluation of number recognition learning through the singing method at Group A of Dharma Wanita Watulimo Kindergarten are designed to support active, child-centered learning. Learning planning follows the 2013 Curriculum (K13), in which teachers select appropriate techniques such as singing together, interactive games, and quizzes, and prepare materials and teaching aids that facilitate understanding. Songs are regularly updated and adapted to maintain children's interest and engagement. During implementation, the teacher presents visual representations of numbers and guides children to complete the corresponding number shapes by connecting dots, promoting fine motor skills and number recognition simultaneously. The learning process emphasizes a child-centered approach, integrating poems and songs that align with the material. Evaluation is conducted through interactive question-and-answer sessions, quizzes, and simple learning activity sheets (LKA) designed to reinforce number recognition. The study indicates that the singing method effectively enhances children's engagement, memory, and understanding of numbers, suggesting that incorporating music and play into early childhood mathematics instruction can improve both cognitive and motor development while making abstract concepts more accessible.

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