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TEACHER'S LEARNING STRATEGY FOR RECOGNIZING THE CHILDREN'S CONCEPT OF NUMBERS

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Abstract
The problem in this study is the low cognitive development of number concept children. The solution to this problem is to use the Project visualization model. The purpose of this study is to describe the activity of teachers, analyze children's activities and cognitive development. This research uses a qualitative approach with the type of Classroom Action Research (CAR), which is carried out with four meetings. The subjects of the study were group A children of Tunas Muda Kindergarten, the number of children was 13 people. The type of data in this study is qualitative data. The results of this study showed that teacher activities at meeting I got a score of 32, meeting II got a score of 42, meeting III got a score of 48, and meeting IV got a score of 52. Children's activities at meeting I obtained a percentage of 53.84%, meeting II obtained a percentage of 68.50%, meeting III obtained a percentage of 83.17%, and meeting IV obtained a percentage of 94.95%. Cognitive Development of children meeting I obtained a percentage of 75.96%, meeting II obtained a percentage of 82.05%, meeting III obtained a percentage of 89.10%, and meeting IV obtained 96.15%. Based on the results of the study, it can be concluded that teacher activity, child activity, and child development results have successfully increased and developed.
Keywords: Teacher Learning Strategy, recognizing the children's concept of number, Project visualization model

INTRODUCTION

Education is the main factor that needs to be considered in an effort to create human resources who have knowledge that makes humans qualified, without education humans will not be able to face the next challenges. Therefore, education must be prepared in a planned and holistic manner as a basis for children to enter further education. The purpose of education is to create students who are qualified and have character so that they have a broad view ahead to achieve the expected goals and are able to adapt quickly and appropriately in various environments. For this reason, education is a continuous process from early childhood (Syahrul &; Nurhafizah, 2021). According to David et al (2021) PAUD is education that plays a role in supporting the initial foundation of children's growth and development in the future. Early childhood education (PAUD) aims to provide stimulation or stimulation that can prepare children to enter further education, which is held on formal, non-formal, and informal channels. The nature of early childhood learning is based on the principle of learning by play, with a primary focus on comprehensive development. It aims to provide opportunities for children to be actively involved in various learning activities, which in turn encourages their development in all aspects (Muhjahaddah et al., 2021).

At an earlychildhood, learning or learning activities are carried out through activities that they consider fun. This could be playing, running around, or experimenting in their game. This is because, as we know, early childhood

education focuses on learning and developing children's experiences through play (Nurhayati &; Nurfidanova, 2023). Character education in children is carried out thoroughly or consistently because children are imbued with internalization and character education values. To explore and improve the potential or talents of kindergarten children, kindergarten can play its function because in kindergarten exploring potential becomes the main orientation (Oktavia &; Agusta, 2023).

A prominent characteristic of the child is his active and energetic nature. Children in general have a tendency to always want to do activities, especially when faced with new challenging activities (Fatimah et al., 2021). Parents and educators must understand child development to strive for child growth and development, especially the potential they have as optimally as possible. This understanding is very important for several reasons such as childhood is a time of very rapid development and changes in aspects of development (Mahfuziah &; Metroyadi, 2023). Every child has different intelligence, some children tend to have high intelligence in certain aspects while low in other fields. Such intelligence includes logical, mathematical, verbal intelligence Linguistic, Special, Musical, kinesthetic, interpersonal, intrapersonal, naturalist and spiritual (Rahmalia &; Suryana, 2021). Cognitive comes from the word Cognition or Knowing, means to know. In a broad sense, Cognition It is the acquisition, organization and use of knowledge. Cognitive itself can be interpreted as the ability to capture attitudes, meanings, or information about something and have a clear picture of it.

According to Khadijah &; Nurul (2021) Indicators in the cognitive development of children at the age of 4-5 years belong to the preoperational stage. In the preoperational stage where children begin to be able to receive stimuli even though they are still limited and have entered the social environment. The characteristic of the operational stage is that children begin to be able to use mental operations that are rare and logically inadequate. Children are also still classified as egocentric because they are only able to consider things from their own point of view, difficulty seeing things from the perspective of others. Children can already classify objects using one feature, such as collecting all red objects, even though they are different shapes. As stated by Princess &; Goddess (2020) All aspects of development in children are important to be stimulated, one of which is cognitive development. Cognitive development is a very important aspect to improve and develop in children. In childhood aged 4-5 years is a time when children learn mathematics in kindergarten is developed through activities such as numering, mentioning, and recognizing symbols and number concepts and also recognizing the same or not concepts.

Number development activities for early childhood are designed with the primary aim of equipping them with essential numerical knowledge and skills. This aims to prepare them to face various situations and problems involving numbers in everyday life (Fitriana &; Novitawati, 2021). Introduction to the concept of numbers in early childhood is very important, because it will provide convenience to children in following the next educational process, especially in the field of mathematics. Therefore, children's knowledge of understanding the concept of numbers is very important and needs to be prepared as early as possible to contribute to children's success in everyday life or in the future (Cahyaningrum,. et al, 2022). According to Princess &; Goddess (2020) Regarding this number concept, children can be involved in doing play activities by picking up and mentioning objects adjusted to numbers 1 to 5 by arranging gradations

of blue and red blocks, sorting numbers 1 to 5 with emery numbers/sandpapers, distinguishing stacks of objects with a small or large number with the activity of playing existence 1 to 5. According to Purwanti &; Sumriah (2022) Cognitive is a thought process, a cognitive process related to the level (intelligence) that marks a person with various interests especially devoted to ideas and learning. This cognitive ability can be taught to students through various ways by using interesting games that children have unwittingly learned a lot.

Based on observations in Group A of Tunas Muda Kindergarten, it was found that in the learning process there are still some children whose cognitive development has not developed optimally, especially in recognizing the concept of numbers. This can be seen from the problems that arise in some children in understanding the concept of numbers including, children have difficulty numbering 1 to 10, children have difficulty sorting numbers 1 to 10, children have difficulty in connecting objects with the number symbols in question, children have difficulty in distinguishing many and few, and children have difficulty in recognizing the designated number symbols. There are 4 children on the score of 4 criteria for Very Good Development, 3 children on the score of 3 criteria for Developing as Expected, 4 children on the score of 2 criteria Still Developing, and 2 children on the criteria of Not Developing. This is due to the lack of teachers in utilizing the use of media or learning aids. Learning aids available in class to introduce the concept of numbers consist of posters of numbers 1 to 10, wall hangings of numbers 1 to 10, and blackboards. The learning model applied by teachers is also less varied because they often use question and answer methods and lectures. In addition, the lack of interesting learning activities that teachers provide in introducing the concept of numbers to children, for example coloring numbers, bolding dotted line numbers, and writing number symbols on the blackboard.

To overcome these problems, researchers apply a learning model that uses projects as media and the use of images in the learning process, namely by using the Project visualization model which is a combination of Project Based Learning, Direct Intruction, Picture And Picture models. The reason researchers use the Project visualization Model is to attract children's attention and arouse curiosity so that children can actively participate in learning activities. By using the Project visualization model, it is expected to improve children's cognitive development in recognizing the concept of numbers with achievements, children can number 1-10, can sort numbers 1-10 with objects, can connect the concept of numbers with random number symbols, can recognize the concept of more numbers, can recognize the concept of fewer numbers, and can recognize the concept of the same number. The purpose of this study is to describe the activity of teachers, analyze children's activities and cognitive development.

METHOD

This study used a qualitative research approach with a type of classroom action research. According to Harahap (2020) Quality research is general and basically used in the world of social sciences and humanities, in the rules of microstudies. Classroom action research (CAR) is action research as a controlled investigation process that is recycled and self-reflective, which has the aim of making improvements to system, how it works, processes, content, competencies, or situations (Hendriana &; Afrilianto, 2017).

This research was conducted at Tunas Muda Kindergarten. This research is said to be successful if: Teacher activity is said to be successful if it has reached the Very Good criteria with a score of 43-52. A child's activity is said to be successful if the

child's activity obtains a score of 26-32 with the Very Active criterion. Classically, children's activities can be said to be successful if the number of children who are categorized as very active reaches 80%. Indicators of success in the results of children's cognitive development in recognizing the concept of numbers are said to be successful if: Individually the success of children in the development of skills to recognize the concept of numbers reaches the BSB value. Classically, children's cognitive development can be said to be successful if the number of children categorized as Very Good Development (BSB) reaches ≥ 80%.

RESULTS AND DISCUSSION

Teacher activities at meeting 1, meeting 2, meeting 3 and meeting 4 can be seen in that at every meeting carried out it has improved or improved well. It shows that every meeting held there is always an increase in teacher activity scores, starting from meeting 1 getting a score of 32 percentage 61.53% with the Good Enough category, continued with meeting 2 which got a score of 42 percentage 80.76% with the Good category, then in meeting 3 got a score of 42 percentage 92.30% with the Very Good category, and finally in meeting 4 got a score of 52 percentage 100% with the Very Good category.

The improvement that occurs is an improvement made by the teacher at each meeting by looking at the shortcomings that occur during the learning process, so that by seeing these shortcomings the teacher makes improvements for the sake of improvement and in the end the teacher is able to achieve the results of the Very Good category at meeting 4.

The result shows that every meeting conducted in the learning process, the classical percentage obtained must increase and reach the category of very active. From the table can be seen, it can be seen that at every meeting conducted by researchers there is an increase in children's activities. It can be seen that each encounter in the less active and moderately active categories tends to decrease and in the child's activity increasingly reaches the active and very active categories which are indicators of expected success.

At meeting 1 of the children's activities, 53.84% were in the Moderately Active category with a description of 0% less active, 76.92% moderately active, 23.07% active, and 0% very active. In meeting 2 children's activities found 68.50% to be on the Active criteria with a description of 0% less active, 15.38% moderately active, 69.23% active, and 15.38% very active. Then at meeting 3 get 83.17% are in the Very Active category with a description of less active 0%, quite active 0%, active 46.15%, and very active 53.84%. Furthermore, at meeting 4, 94.95% were in the Very Active category with a description of 0% less active, 0% moderately active, 0% active, and 100% very active. Children's activities are said to be successful if the success achieved by children is 82%-100%. So it can be concluded that children's activities in participating in learning in developing skills to recognize the concept of numbers using the project visualization model at Tunas Muda Kindergarten were declared successful.

It can be seen that at every meeting there is always an increase in the percentage of success. The table shows an increase in meeting 1, meeting 2, meeting 3, and meeting 4. At meeting 1, there were no undeveloped children (BB) with a percentage of 0%, 4 children with criteria still developing (MB) with a percentage of 30.76%, 4 children with criteria developing according to expectations (BSH) with a percentage of 30.76%, and 4 children with criteria developing very well (BSB) with a percentage of 38.46%. Furthermore, at meeting 2, there were no children with undeveloped criteria (BB) with a

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percentage of 0%, no children with criteria still developing (MB) with a percentage of 0%, 7 children with criteria developing according to expectations (BSH) with a percentage of 53.84%, and 6 children with criteria developing very well (BSB) with a percentage of 46.15%. Then at meeting 3, there were no children with undeveloped criteria (BB) with a percentage of 0%, no children with a percentage of still developing (MB) with a percentage of 0%, 5 children with criteria developing according to expectations (BSH) with a percentage of 38.46%, and 8 children with criteria of developing very well (BSB) with a percentage of 61.53%. Finally, at meeting 4, there were no children with underdeveloped criteria (BB) with a percentage of 0%, no children with criteria still developing (MB) with a percentage of 0%, 2 children with criteria developing according to expectations (BSH) with a percentage of 15.38%, and 11 children with criteria developing very well (BSB) with a percentage of 84.61%.

The results of class action research at meeting 1, meeting 2, meeting 3, and meeting 4 can be compared as follows:

Figure 1. Teacher Activities, Children's Activities, and The Development Results

From the comparison chart, it shows that during the 4 meetings held at Tunas Muda Kindergarten, it has managed to increase. It is said to be successful because at the meeting 4 learning activities carried out have reached the expected success indicators. This can be seen from the increasing success at each meeting.

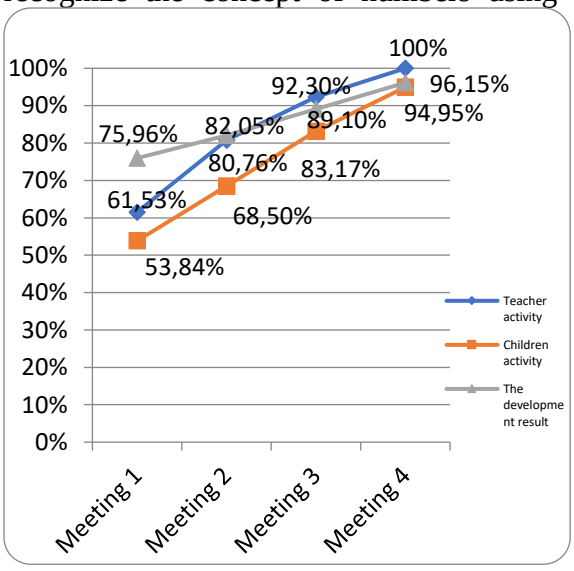
It can be seen from the teacher's activities at meeting 1 scored 32 with a percentage of 61.53 with the Good Enough category, at meeting 2 to 42 with a percentage of 80.76% with the Good category, then at meeting 3 it increased to 48 with a percentage of 93.30% with Very Good criteria, and at meeting 4 it increased again to 52 with a percentage of 100% with Very Good criteria.

Then in the children's activities at meeting 1 they got a percentage of 53.84% with the criteria of Quite Active, at meeting 2 they got a percentage of 68.50% with the criteria of Quite Active at meeting 3 got a percentage of 83.50% with the criteria of Very Active, and at meeting 4 it became 94.95% with the criteria of Very Active.

Furthermore, the results of child development at meeting 1 obtained a percentage of 75.96% with the criteria of Developing According to Expectations (BSH), at meeting 2 it increased to 82.05% with the criteria of Developing According to Good (BSB), then at meeting 3 obtained a percentage of 89.10% with the criteria of Developing Very Good (BSB), and at meeting 4 got a percentage of 96.15% with the criteria of Developing Very Good (BSB). From the results of the comparison, it can be seen that the results in each meeting have increased.

DISCUSSION

Based on the results of observations of teacher activities in developing skills to recognize the concept of numbers using



models Project visualization at Tunas Muda Kindergarten, it shows that it has succeeded in improving every meeting because the

teacher has made improvements in the learning implemented. This can be seen in meeting 1 the teacher only got a score of 32 with the criteria of Good Enough, then in meeting 2 got a score of 42 with Good criteria, continued in meeting 3 the teacher's score became 48 with Very Good criteria, and at meeting 4 got a score of 52 with Very Good criteria. The more optimal the effort made by the teacher in the learning process, it will have an impact on children's activities that are increasingly active in participating in learning which is also able to achieve the expected success indicators (Salsabila &; Novitawati, 2021).

Learning is the process of interaction between students and educators and learning resources in a learning environment (Mega &; Wahyudi, 2021). Teachers are one of the important components in the teaching and learning process. In management, the role of the teacher is very important, especially greetings to create an interesting learning atmosphere. The role in question is a role in teaching where all the teacher's efforts in helping students achieve learning objectives. Then the role in management which is related to efforts to create and maintain conditions in such a way that the learning process can be effective and efficient and learning objectives will be achieved (Kamal, 2019). Another important key to rewarding learning is to show children the ability to participate (Laida &; Sari, 2023). As a teacher or lesson planner, before carrying out the learning process the teacher must convey what material to be delivered, how to deliver, and what media is used. According to Nurdiyanti (2019) Learning media for early childhood is very important, because learning media will help children in doing a learning. Related to this, each teacher must be an expert in mastering and creating their respective fields of study. Every teacher must be competent in explaining in general to children according to the topics or subjects of the material studied by children (Purwanti &; Sumriah, 2022). The teacher is tasked with giving understanding to the students he teaches and these students are the ones who are in charge of listening to explanations from the teacher where if the student does not fully understand the learning delivered by the teacher, then the teacher fails to provide learning to his students (Etivali &; Kurnia, 2019).

Based on the statement above, teachers are required to know and master learning methods and models as an effort to determine and choose the right learning model in the implementation of the learning process. By using learning methods and models, teachers can design and determine learning activities that will be implemented to achieve learning objectives. As with this study, the success in this research is inseparable from the efforts of teachers to combine and apply media and models. The teacher chose to combine the Project Based Learning model, Direct Intruction, Picture And Picture, and image sticking activities for cognitive development in developing skills to recognize the concept of numbers using the Project visualization model at Tunas Muda Kindergarten.

Educator activities greatly impact children's activities so that educators who carry out good and structured learning will affect the results of optimal skills and child development. In addition, this achievement is also due to the way educators patiently provide help to children in distress, the way educators help children gain new insights, the way educators direct, the way educators explain and the way educators encourage children by giving attention. A teacher must have high abilities and professionalism, one of which is the teacher's ability to choose and use approaches or learning models that suit the needs of the child (Anggreani, 2022).

In teaching and learning exercises the teacher is not only capable as a model or role model for the children he educates,

but also as a head of learning (Director of Learning). A teacher must make a plan before learning starting from planning material, displaying material, or learning media. Furthermore, the outcome of a developed experience is not entirely determined by the quality or capacity of an educator (Suriansyah, 2014).

Educators play an important role in making learning fun for children so that children's involvement in learning activities can increase. Creative and professional teacher figures are needed in learning so that learning activities can run in accordance with the demands of the curriculum (Pratiwi, 2019). This is in line with opinion Suriansyah, Aslamiah and Sulistiyana (2015) states that the success of learning quality is determined by teachers who are innovative and creative and appropriate in choosing the learning models and strategies used.

Based on the results of research conducted at every meeting 1, 2, 3 and 4 has increased. Children's activities at meeting 1 obtained a percentage of 46.15% with Moderately Active criteria, at meeting 2 increased by obtaining a percentage of 68.50% with Active criteria, at meeting 3 children's activities obtained a percentage of 83.17% with Very Active criteria, and at meeting 4 obtained a percentage of 94.95% with Very Active criteria.

Children's activities are comprehensive involvement in the learning process, manifested in the form of attitudes, thoughts, attention, and various activities. The main purpose of children's activities is to support the success of the teaching and learning process and enable children to obtain maximum benefits from these activities. The active involvement of children in the learning process can be observed through various indicators, such as the increasing number of children actively participating in learning, increasing interaction between children to discuss learning materials, and the emergence of high enthusiasm and enthusiasm for learning (Norjanah &; Asmar, 2021). Children intrinsically have tremendous potential to build and create their own knowledge. Therefore, it is crucial for them to be directly involved in the learning process. This active engagement allows them to actively explore new ideas, connect concepts, and build a deeper understanding of the world around them (Samiyah &; Anggraeni, 2021).

In the learning process, children's activities are the most important part of a learning process. Without children's activities, learning is impossible. If the child's activity is higher, the greater the chance of successful learning (Agusta &; Saputri, 2022). The increase in children's activities that occur in learning activities is influenced by internal factors and external factors. Internal factors in the form of attitudes towards learning, learning motivation, study concentration and so on. While in external factors, namely influenced by teachers as child coaches in learning, learning facilities and infrastructure and so on (Purwanti &; Sumriah, 2022). According to Etivali &; Kurnia (2019) In the learning process, increased child activity can be influenced by several things related to the interaction between teachers and students. Increased child activity can occur because of feelings of pleasure or joy felt by children and it depends on how the teacher guides children in the learning process. In addition, high enthusiasm for children in learning will also increase children's activities, and in this case teachers must be able to appreciate and motivate children so that children can achieve maximum learning.

Children's activities in the learning process require support in the form of various media or educational tools because without the tools or media used, children will feel bored in learning and can stimulate and foster learning motivation so that

children can achieve learning goals (Ismiyati, 2021). In line with this opinion, Hamidah &; Mais (2020) said that the presence of media in the learning process can move students to increase motivation, curiosity, and develop their skills. So that students do not just sit still and become objects or recipients of information, but students can play an active role in the learning process.

Children's activity from the first meeting to the fourth meeting, always increases. Children listen to learning videos and series pictures. Children interact in the delivery of learning materials using series image illustrations. Children are involved in the practice of compiling series drawings, exploring the mastery of children's number concepts. Children are involved in developing project planning related to the concept of numbers, listening to examples of project results and steps to do projects. The child performs the project according to the example that has been given. Children can recognize the concept of numbers. Children are involved in making presentations, and children are involved in making conclusions from learning activities that have been carried out correctly due to the accuracy of the teacher choosing and setting the project visualization model which is a combination of project-based learning models, direct instruction, and picture and picture.

Based on the results of the study, the cognitive development of children at meetings 1, 2, 3 and 4 has improved. In meeting 1 there were 4 children with a percentage of 30.76% with the criteria of developing according to expectations (BSH) and 5 children with a percentage of 38.46% children with the criteria of developing very well (BSB). In meeting 2 there were 7 children with a percentage of 53.84% with the criteria of developing according to expectations (BSH) and 6 children with a percentage of 46.15% with the criteria of developing very well (BSB). In meeting 3 there were 5 children with a percentage of 38.46% with the criteria of developing according to expectations (BSH) and 8 children with a percentage of 61.53% with the criteria of developing very well (BSB). At meeting 4, there were 2 children with a percentage of 15.38% with the criteria of developing according to expectations (BSH) and 11 children with a percentage of 84.61% with the criteria of developing very well (BSB). There was an increase in meeting 1, meeting 2, meeting 3, and meeting 4, namely the increase in children with criteria ≥ (BSH) and (BSB) with a total of 13 children. With the results at meeting 4, this means that the results of children's cognitive development have reached the success indicator of 80%.≥ ≥

Early childhood development includes six aspects of development including moral and religious values, cognitive, language, physical motoricAspects Social and emotional and artistic aspects. All aspects of child development will be realized according to their age stage, because each child has a different development (Chandra, et al 2022). In early childhood education, mathematics is important in the child's learning process. Mathematics is a component of cognitive development in early childhood education. According to Rahmasari, et al. (2019) There are three main interrelated goals about children in learning mathematics, namely, the first is related to content-related goals where children get an understanding and think about mathematics. Second, about the goal process which includes mathematical skills such as reasoning and predicting. Third, about affective goals such as enjoying learning mathematics. According to Lestariningrum, et al (2021) Understanding mathematical concepts in children needs to be taught from an early age so that they are more skilled in solving problems in everyday life. This is because mathematics is an activity that teaches early childhood

about mathematical concepts, symbol language and trains children to solve problems through play activities in everyday life.

According to Hasanah, et al (2022) To teach children to recognize the concept of numbers can be through various ways, including: Children numerate through singing, with fingers, with objects, or while exercising, can be introduced to the form of numbers 1-10 first so that children recognize the number forms of numbers that are often spoken by children, children are invited to sort numbers that have been randomized by the teacher so that they are sorted according to the correct number, Sequencing is pairing existing numbers with objects, the last stage in introducing numbers is writing numbers as a symbol of many objects.

Improvement of children's cognitive development outcomes in developing skills to recognize number concepts using models Project Visualization in Tunas Muda Kindergarten in because in the learning process teachers apply child-centered learning, both from the use of learning models and media. In learning activities, a teacher needs to have the ability to design and implement various learning strategies that are appropriate to the child's developmental stage (Radiansyah et al., 2022). The learning model is very helpful for children to build their own basic knowledge and understanding based on what they learn. This is in line with opinion Chandra, et al (2022) The learning model is a design that describes the process of detailing and creating situations that allow children to interact in learning, so that changes or development occur in children. According to Haerullah &; Hasan (2017) which suggests that a broad knowledge base is more important than even the best learning strategies available. Especially if this broad knowledge and insight is accompanied by a good strategy, it will bring even better results.

Cognitive development is a thought process, namely the ability of individuals to connect, assess and consider an event or event. Cognitive processes related to the level of intelligence (intelligence) that mark a person with various interests are primarily aimed at ideas and learning (Hardianti &; Rachman, 2021). Cognitive development is changes that occur in cognitive structures that involve mental activities such as thinking, remembering, imagination, problem solving, creativity, language, intelligence, and the ability to reason (Sutisna &; Laiya, 2020). Therefore, in stimulating children's cognitive abilities, teachers must be able to develop lesson plans that can inspire children to express their abilities and creative ideas (Chandra, et al 2022).

The results of children's cognitive development in classroom action research that has been carried out from the first meeting to the fourth meeting always increase. Children are able to number with objects 1-10, sort numbers 1-10 with objects, connect the concept of numbers with random number symbols, know the concept of more numbers, know the concept of fewer numbers, and recognize the concept of numbers of the same magnitude. From the results of research that has been conducted through interviews, observations supported by assessment sheets from teachers, it can be seen that children's cognitive development in developing skills to recognize number concepts using the project visualization model has developed very well (BSB).

On the aspect of numerating with objects 1 to 10. In this aspect, it will train children to count and improve children's recognition of numbers using other objects. This is in line with opinion Diyenti (2021) who said that the use of learning media raised from children's daily experiences can help children's understanding of mathematical concepts, especially counting. In the aspect of sorting numbers

1 through 10 with objects. In this aspect, it will train and develop children's thinking skills and encourage children to develop their various intellectual potentials. This is in line with opinion Handayani, et al (2017) That said, sorting is a simple measurement activity that compares a magnitude to strengthen children's understanding of many and few, measuring using objects or tools and so on.

The aspect relates the concept of numbers to the symbol of numbers randomly. In this aspect, it will train children to solve problems in everyday life. This is in line with opinion Hidayat (2021) That said, introducing number symbols will make it easier for children to understand other mathematical concepts at a higher level and will stimulate cognitive development so that children can process and use number symbols in everyday life.

The aspect of knowing the concept of more numbers, the aspect of knowing the concept of fewer numbers, and the aspect of knowing the concept of the same number. In this aspect, it will train children for the intelligence of children's mathematical logic. This is in line with opinion Diyenti (2021) Which said that children's basic counting skills, namely the ability to see, distinguish, predict, separate, recognize the concept of numbers, and the ability to measure the concept of numbers can improve children's mathematical logic intelligence, especially sensitivity in understanding logical or numerical patterns and the ability to process long lines of thought. It can be concluded that researchers concluded that learning activities using models Project visualization can improve and develop skills to recognize children's number concepts. Model usage Project visualization which is a combination of models Project Based Learning, Direct Instruction, Picture And Picture This can improve a child's cognitive development.

CONCLUSION

Based on the findings obtained from the results of Classroom Action Research in developing skills to recognize the concept of numbers using the project visualization model in Tunas Muda Kindergarten in through several actions at meeting 1, meeting 2, meeting 3, and meeting 4 in Group A children, it can be concluded as follows: Teacher activities are in accordance with the steps of the learning model used and have improved by achieved the criteria of Very Good. Children's activities are in accordance with the steps of the learning model used and have improved by achieving the Very Active criteria. The results of children's development in developing skills to recognize the concept of numbers have increased to achieve success indicators with Very Good Development criteria.

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