Copyright © 2026 The Author(s)
Didaktika: Jurnal Kependidikan Vol. 15 No. 1 Februari 2026

Building Early Numeracy Skills: A Literature Review of Numeracy Learning Implementation in Early Childhood

Siti Anastasya Putri[1], Hapidin[2], Sri Wulan[3]
[1,2,3]Universitas Negeri Jakarta, Indonesia

[1]tasyaanas223@gmail.com
DOI: https://doi.org/10.58230/27454312.3797

Abstract

Numeracy skills are basic skills that are important to be developed from an early age because they play a role in forming logical thinking skills, problem solving, and children's learning readiness at the next level of education. Numeracy learning in early childhood education needs to be implemented in accordance with the characteristics of child development and learning principles in the PAUD curriculum. This study aims to systematically examine the implementation of numeracy learning in early childhood through a literature review and analyze its suitability with the perspective of the PAUD curriculum and learning principles in the Independent Curriculum. The method used is a literature study descriptive by analyzing ten relevant national journal articles, obtained through Google Scholar databases, GARUDA, and university journal portals. The selected 10 articles were analyzed based on the focus of numeracy learning implementation, research subjects, and main findings. The results of the study show that the implementation of numeracy learning in early childhood is generally carried out through a play approach, the use of concrete and game-based media, habituation of daily activities, and child-centered learning strategies. In addition, the role of teachers and a numeracy-rich learning environment are important factors in learning success. The findings of the study also show that the practice of numeracy learning is generally in line with the principles of the PAUD curriculum and the Independent Curriculum, although there are still limitations in planning and consistency of implementation in the field. This research is expected to make a theoretical and practical contribution to the development of early childhood numeracy learning as a foundation for improving the quality of education towards a Golden Indonesia 2045.

Keywords: Early childhood curriculum, Early childhood numeracy, Independent curriculum, Literature review, Numeracy learning

Introduction

Numeracy skills are one of the basic skills that are very important to be developed from an early age because they play a role in building logical thinking skills, problem solving, and decision-making in daily life(Witono & Hadi, 2025). Pradana, (2025) Stating numeracy is not only related to the ability to count, but also includes understanding the concepts of numbers, patterns, measurements, and the ability to use mathematical knowledge functionally. Various studies show that early numeracy is an important foundation for children's learning readiness and academic achievement at the next level of education

In the perspective of the Early Childhood Education Curriculum (PAUD), numeracy development is directed to be carried out through learning experiences that are meaningful, contextual, and in accordance with the stage of child development (Ratnasari, 2020). Numeracy learning is not presented formally and mechanically, but is integrated into children's play, exploration, and social interaction activities. This principle is in line with the implementation of

the Independent Curriculum which emphasizes child-centered learning, strengthening basic skills, and providing space for children to actively build their knowledge through direct learning experiences(Rozana et al., 2025). Maolana et al., (2025) It is important to note that strengthening numeracy from an early age becomes increasingly relevant in the context of national education development towards a Golden Indonesia 2045, which requires future generations to have the ability to think critically, logically, and adaptively

Although numeracy has become an important part of the PAUD curriculum and emphasized in the implementation of the Independent Curriculum, empirically the practice of numeracy learning in PAUD institutions still shows various problems. Numeracy learning is still often perceived narrowly as an activity of recognizing numbers and calculating mechanically, so it does not reflect learning principles that are in accordance with the characteristics of child development (Fahlevi, 2022; Maolana et al., 2025). This condition shows that there is a gap between the theoretical foundation of the early childhood education curriculum and the practice of numeracy learning in the field.

Various previous studies have examined early childhood numeracy learning from various perspectives. (Yulianti et al., 2025) It was found that early numeracy skills had a stronger influence on math achievement than early literacy skills. Other research shows that numeracy learning will be more effective when integrated into play activities and meaningful learning experiences (Fiyul & Duryat, n.d.; Santoso & Widyastuti, 2024). In the Indonesian context, several studies emphasize the importance of the role of teachers and the use of appropriate learning strategies and media in developing children's numeracy (Widagdo, 2024).

However, most of the research still focuses on the effectiveness of specific interventions, such as the use of media, games, or specific learning methods. This partial approach causes the understanding of the implementation of numeracy learning in PAUD to tend to be fragmented and does not provide a comprehensive picture (Muspita & Ningsih, 2024; Purwandari et al., 2024). However, until now there have not been many studies that systematically synthesize the results of research related to the implementation of numeracy learning in early childhood and analyze their suitability with the perspective of the PAUD curriculum and the principles of the Independent Curriculum. The absence of synthesis studies is the main gap in the current literature review (Fahmiyah et al., 2025b).

In the context of the implementation of the Independent Curriculum, these limitations have become increasingly significant. The Merdeka Curriculum demands numeracy learning that is not only oriented to cognitive achievement, but also to a learning process that provides space for exploration, independence, and active participation of children (Fahlevi, 2022; Rifai et al., 2024). However, until now there have not been many studies that systematically synthesize the results of research related to the implementation of numeracy learning in early childhood and analyze their suitability with the perspective of the PAUD curriculum and the principles of the Independent Curriculum. The absence of synthesis studies is the main gap in the current literature review.

Based on these gaps, this study aims to conduct a systematic literature review of various studies that examine the implementation of numeracy learning in early childhood. This research is directed to identify the forms of numeracy learning implementation that have been carried out, the learning strategies and approaches used, and to analyze their suitability with the perspective of the PAUD curriculum and learning principles in the Independent Curriculum. Thus, this research is expected to make a theoretical and practical contribution in strengthening numeracy learning in early childhood education as the foundation for human resource development towards a Golden Indonesia 2045.

Copyright © 2026 The Author(s)

Method

This research uses the literature study method or literature review descriptive. Literature study is a research design that is carried out by collecting, studying, and analyzing various scientific sources relevant to the research topic to obtain a comprehensive understanding of a problem (Ridwan et al., 2021). Literature searches are carried out through several national journal databases that can be accessed online. The databases used in this study include Google Scholar, GARUDA, Publish or Perish (PoP), university journal portals, and accredited national journals. The keywords used in the search process included "early childhood numeracy learning", "implementation of numeracy in early childhood education", and "early childhood numeracy". These keywords are used singly or in combination to obtain relevant articles.

The article selection stage is carried out in stages, starting from the process of identifying articles through a predetermined database. The obtained articles are then checked to eliminate duplicate data. The remaining articles were then selected based on titles and abstracts to assess their suitability with the focus of the research. The inclusion criteria in this study include research articles that discuss numeracy learning in early childhood education, carried out in the context of education, published in accredited national journals, and published in a predetermined year range. Meanwhile, articles that do not discuss early childhood numeracy, focus on educational levels other than early childhood education, or are conceptual and opinions are excluded from the analysis process. Through the selection stage, the number of articles was gradually filtered until finally 10 articles were obtained that met all the criteria for in-depth analysis.

Data analysis is carried out by synthesizing the selected research results and grouping them into discussion themes according to the research objectives. The results of the synthesis were then used to describe the implementation pattern of numeracy learning in early childhood and its suitability with the perspective of the PAUD curriculum and learning principles in the Independent Curriculum.The snake and ladder game improves children's numeracy literacy skills through play activities

Results

Good learning is learning that is able to facilitate children to develop their basic skills as a provision in facing the next stage of education (Boiliu & Messakh, 2024). One of the basic skills that is important to develop from an early age is numeracy skills. Therefore, the implementation of numeracy learning in early childhood education needs to be designed and implemented carefully to match the characteristics of child development and learning principles in the early childhood education curriculum (Daulay & Fauzidin, 2023).

Based on the problems that have been described in the background, the literature review in this study focuses on the implementation of numeracy learning in early childhood. After conducting a search and selection of literature according to the criteria that have been set, a number of research articles relevant to the study topic were obtained. The articles are then analyzed and presented in the form of a table of literature findings to provide an overview of the practice of implementing numeracy learning in early childhood.

Table 1. Literature Review Extraction Table

No	Author & Year	Research Title	Subject/ Context	Focus on Numeracy Implementation	Research Findings

1	(Sulistiyaningsih, 2023)	Penerapan pembelajaran numerasi di TK IT Bhakti Insani.	Childern TK IT Bhakti Insani	Implementation of numeracy through play activities and daily learning activities	Planned and integrated numeracy learning in play activities helps children understand number concepts more meaningfully
2	(Dwijayanti et al., 2024)	Pengenalan Numerasi Awal pada Anak Usia 0-6 Tahun melalui Activity Book di Pos PAUD Nusa Indah Jaya 8	Children aged 0–6 years and teachers of the PAUD Post	The use of *activity books* as numeracy learning media	Activity books make it easier for children to know the concept of numeracy and increase children's interest and involvement in learning activities
3	(Fitria et al., 2023)	Strategi Guru Mengembangkan Kemampuan Numerasi Awal Anak di TK Tabarak Deli Tua	Teachers and kindergarten children	Teachers' strategies in play-based numeracy learning	A varied and child-centered learning strategy supports the development of early numeracy skills
4	(Sudarti, 2022)	PENERAPAN PEMBELAJARAN LITERASI NUMERASI PADA ANAK USIA DINI	Early Childhood in Early Childhood Education	Implementation of numeracy literacy in learning activities	Contextual numeracy literacy learning helps children understand the concept of numeracy in daily life
5	(Nurhayati et al., 2024)	Pegaruh Project Based Learning terhadap Kemampuan Literasi Numerasi Anak Usia Dini	Early Childhood Children	Application of *Project Based Learning* in numeracy learning	Project-based learning improves children's engagement and numeracy literacy skills through meaningful activities
6	(Trianingsih, 2023)	Peningkatan Kemampuan Numerasi Anak TK A Dalam Mengenal Lambang Bilangan 1–5 Menggunakan Media Pasir dan Papan Pintar di TK Negeri Pembina Bangsri	Kindergarten Child A	Sand media and smart boards in numeracy learning	Concrete media helps children to recognize the symbols of numbers more easily and pleasantly

Copyright © 2026 The Author(s)

7	(Mu'in et al., 2024)	Strategi Guru dalam Mengembangkan Literasi dan Numerasi Melalui Pembiasaan Pagi pada Kelompok B (5-6 Tahun) di TK Nailul Maram Jember	Teachers and kindergarten children group B	Morning habituation as a numeracy learning strategy	Morning habituation activities consistently stimulate children's literacy and numeracy development
8	(Pratiwi et al., 2025)	Systematic Literature Study on Early Numeracy: Relations between Early Numeracy in Early childhood and Children's Mathematics	Early childhood numeracy research articles	Systematic study of early numeracy	Early numeracy has a strong relationship with children's mathematical abilities at the next level of education
9	(Meta & Widayanti, 2023)	PENGARUH MEDIA PERMAINAN ULAR TANGGA TERHADAP KEMAMPUAN LITERASI NUMERASI PADA ANAK USIA 5-6 TAHUN	Children aged 5–6 years	Snake and ladder games as numeracy media	The snake and ladder game improves children's numeracy literacy skills through play activities
10	(Rahim, 2023)	Strategi Peningkatan Ketrampilan Literasi dan Numerasi Pada Anak Usia Dini	Early childhood teachers and children	Numeracy learning strategies in PAUD	Diverse, child-centered learning strategies support optimal literacy and numeracy development

Disscussion

Based on the literature review that has been presented previously, there are four main themes that stand out related to the implementation of numeracy learning in early childhood education, namely numeracy learning approaches and strategies, the role of teachers and learning environments, the use of media and play activities, and the suitability of implementation with the principles of the Early Childhood Education Curriculum and the Independent Curriculum. The four themes are compiled based on the results of the analysis of ten research articles summarized in Table 1. The following is presented a descriptive and critical discussion for each theme.

Numeracy Learning Approaches and Strategies

The results of the literature study show that *the play-based learning* approach is the most dominant strategy in the implementation of numeracy learning in early childhood. This can be seen in the research of Sulistiyaningsih (2023) which reported that numeracy in Bhakti Insani IT Kindergarten is integrated into play activities and daily learning activities. Similar findings were also shown by Fitria et al. (2023), who emphasized that teachers' strategies in developing early numeracy are carried out through play activities that are tailored to children's interests and needs. In addition, Mu'in et al. found that morning habituation that is done consistently can be an effective means of strengthening literacy and numeracy of children aged 5–6 years.

This approach to play allows numeracy to be introduced contextually in children's daily lives, such as counting objects around, singing number songs, and role-playing games involving the concept of numbers. This integrated approach helps children understand the meaning of numbers and operations in a concrete way, not just memorize number symbols. Sudarti (2022) emphasized that numeracy literacy learning that is integrated into children's daily activities provides a more meaningful learning experience and is in accordance with the characteristics of early childhood development.

Nevertheless, critical discussions show that the consistency of the implementation of the playing approach is still a challenge. Several studies, such as Rahim (2023), indicate that numeracy learning strategies are highly dependent on teachers' understanding and readiness. Under certain conditions, numeracy is still narrowly perceived as a formal counting activity, so the approach to play has not been fully utilized optimally. This shows the need to strengthen teachers' understanding of numeracy as part of a holistic and child-centered learning process.

The Role of Teachers and the Learning Environment

The literature analyzed consistently places teachers as the main actors in the success of early childhood numeracy learning. Teachers not only play the role of delivering material, but also as facilitators who design a learning environment rich in numeracy. Research by Fitria et al. (2023) and Rahim (2023) shows that teachers who are able to use varied and flexible learning strategies can support children's numeracy development more optimally. This is also reinforced by Mu'in et al., who found that regular habituation designed by teachers is able to stimulate children's literacy and numeracy skills in a sustainable manner.

A learning environment rich in numeracy is reflected in the provision of teaching aids, classroom arrangements, and the use of the surrounding environment as a learning resource. Trianingsih (2023) shows that the use of concrete media such as sand and smart boards helps children get to know number symbols more easily and pleasantly. These findings indicate that a supportive learning environment provides opportunities for children to actively explore numeracy concepts.

However, literature review also reveals limitations at the teacher level and learning environment. Sudarti (2022) and Rahim (2023) noted that teachers' limited understanding of numeracy concepts can hinder learning optimization. In addition, not all PAUD units have adequate resources to provide diverse numeracy learning media. This condition shows that improving teacher competence and institutional support are important factors in the effective implementation of numeracy.

Media Use and Play Activities in Numeracy

The use of learning media and play activities are other important themes that emerge from the results of the literature analysis. Various studies show that concrete and game-based media can help children understand the concept of numeracy more realistically. Dwijayanti et al. (2024) found that *activity books* as an early numeracy learning medium are able to increase children's interest and involvement in learning activities. Similar findings were also shown by Meta and

Copyright © 2026 The Author(s)

Widayanti (2023), who reported that snake and ladder games are effective in improving the numeracy literacy skills of children aged 5–6 years.

Concrete media has also proven effective in the research of Trianingsih (2023), which shows that the use of sand and smart boards helps children recognize the symbols of numbers 1–5. These media allow children to manipulate objects directly, so that the concept of numeracy becomes easier to understand. In addition, the use of project-based media in numeracy learning as reported by Nurhayati et al. (2024) provides space for children to be actively involved in meaningful learning activities.

Although the media and play activities provide many benefits, critical discussion shows the need for proper selection and mentoring. Learning media must be used in a targeted manner so that it is not just a play activity without numeracy meaning. Therefore, the role of teachers in directing and facilitating play activities is very important so that the goals of numeracy learning can be achieved optimally.

Conformity of Implementation with the Principles of the Early Childhood Curriculum and the Independent Curriculum

The results of the literature review show that most of the numeracy learning practices analyzed are in line with the learning principles in the Early Childhood Education Curriculum and the Independent Curriculum. Play-based, contextual, and child-centered numeracy learning as reported by Sulistiyaningsih (2023), Sudarti (2022), and Meta & Widayanti (2023) reflects the principles of meaningful learning and strengthening basic skills emphasized in the Independent Curriculum.

However, there is still a gap between curriculum principles and practice in the field. Several studies have shown that the implementation of numeracy often depends on individual teachers' initiatives, rather than on systematic curriculum planning (Rahim, 2023; Fitria et al., 2023). In addition, a systematic study conducted by Pratiwi et al. (2025) confirms that although early numeracy has a strong relationship with children's mathematical abilities at the later level, studies on the implementation of numeracy within the framework of the Independent Early Childhood Curriculum are still relatively limited. This shows the need for further research that specifically examines the alignment of numeracy learning practices with applicable curriculum policies.

Conclusion

Based on the results of the literature review of the ten research articles analyzed, it can be concluded that the implementation of numeracy learning in early childhood is generally carried out through a child-centered approach and integrated in play activities and daily learning activities. The approach to play, the use of concrete and game-based media, routine habituation, and the application of project-based learning are strategies that are widely used to develop early childhood numeracy skills. These strategies allow children to gain meaningful numeracy learning experiences that are appropriate to their developmental stages.

In addition, the results of the study show that the role of teachers and the learning environment has a significant contribution in supporting the success of numeracy learning. Teachers act as facilitators who design learning experiences, provide learning media, and create a learning environment rich in numeracy. However, the implementation of numeracy learning still faces a number of challenges, especially related to teacher readiness, the availability of learning media, and the consistency of the implementation of numeracy strategies in various PAUD units.

Viewed from the perspective of the PAUD curriculum and the Independent Curriculum, numeracy learning practices reported in various studies have generally been aligned with the principles of meaningful, play-based, and child-centered learning. However, a more in-depth follow-up study is still needed to examine the implementation of numeracy learning systematically within the framework of the Independent Early Childhood Education Curriculum. Therefore, the results of this study are expected to be a basis for reflection for educators, early childhood education managers, and policy makers in strengthening the implementation of early childhood numeracy learning in a planned and sustainable manner.

References

Boiliu, E. R., & Messakh, J. J. (2024). Pembelajaran Adaptif sebagai Inovasi Strategi Pembelajaran bagi Anak Usia Dini. *Real Kiddos: Jurnal Pendidikan Anak Usia Dini*, 133–153.

Daulay, M. I., & Fauzidin, M. (2023). Implementasi kurikulum merdeka pada jenjang PAUD. *Jurnal Bunga Rampai Usia Emas (BRUE)*, *9*(2), 101–116.

Dwijayanti, I., Nugroho, A. A., Khasanah, I., & Utami, R. E. (2024). Pengenalan numerasi awal pada anak usia 0-6 tahun melalui activity book di pos PAUD Nusa Indah Jaya 8. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *8*(6), 1657–1665.

Fahlevi, M. R. (2022). Upaya pengembangan number sense siswa melalui kurikulum merdeka (2022). *Jurnal Sustainable*, *5*(1), 11–27.

Fahmiyah, A. U., Kuswandi, D., & Wahyuni, S. (2025a). Using Learning Media to Improve Beginning Reading Skills: Penggunaan Media Belajar Untuk Meningkatkan Kemampuan Membaca Permulaan. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 308–326.

Fahmiyah, A. U., Kuswandi, D., & Wahyuni, S. (2025b). Using Learning Media to Improve Beginning Reading Skills: Penggunaan Media Belajar Untuk Meningkatkan Kemampuan Membaca Permulaan. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 308–326.

Fitria, D., Friska, N., & Muslim Nusantara Al Washliyah Jl Garu, U. (2023). Strategi guru mengembangkan kemampuan numerasi awal anak di TK Tabarak Deli Tua [Teacher strategies for developing children's early numeracy skills at Tabarak Deli Tua Kindergarten]. *Jurnal Usia Dini*, *9*(2), 273–279.

Fiyul, A. Y., & Duryat, H. M. (n.d.). *Kualitas Pendidikan Di PAUD: Membangun Kapasitas Guru Untuk Pembelajaran Berkualitas*. Penerbit Adab.

Maolana, A., Setiawi, A. P., Tassia, F., Siburian, M. M., Kristiawan, N., Shofiani, R., Nuriyati, T., Anjani, F., Simbolon, G., & Liana, T. (2025). *Model, Metode, Strategi Pembelajaran dan Pendidikan Mewujudkan Generasi Emas Indonesia*.

Meta, E., & Widayanti, M. D. (2023). Pengaruh Media Permainan Ular Tangga Terhadap Kemampuan Literasi Numerasi Pada Anak Usia 5-6 Tahun. *PAUD Teratai*, *12*(1), 1–9.

Mu'in, M., Misyana, M., & Niesa, N. (2024). Strategi Guru dalam Mengembangkan Literasi dan Numerasi melalui Pembiasaan Pagi pada Kelompok B (5-6 Tahun) di TK Nailul Maram Jember. *JURNAL PENA PAUD*, *5*(1), 21–28.

Muspita, Z., & Ningsih, L. P. (2024). Peningkatan kemampuan numerasi siswa melalui pendekatan kontekstual berbasis permainan edukatif. *ALPATIH: Jurnal Inovasi Pengabdian Masyarakat*, *2*(2), 66–78.

Nurhayati, L., Djoehaeni, H., Mariyana, R., & Rahaju, I. (2024). Pegaruh Project Based Learning terhadap Kemampuan Literasi Numerasi Anak Usia Dini. *Aulad: Journal on Early Childhood*, *7*(2), 616–625.

Copyright © 2026 The Author(s)

Pradana, L. N. (2025). *Membangun Kecakapan Numerasi Sejak Dini: Konsep, Praktik, dan Refleksi untuk Sekolah Dasar*. CV. AE MEDIA GRAFIKA.

Pratiwi, W., Christianti, M., & Hayati, N. (2025). Systematic Literature Study on Early Numeracy: Relations between Early Numeracy in Early childhood and Children's Mathematics. *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, *12*(1), 31–48.

Purwandari, W., Safitri, I. N., & Karimah, M. M. (2024). Eksplorasi Hakekat Pembelajaran Matematika di Madrasah Ibtidaiyah dalam Konteks Kurikulum Merdeka. *Indonesian Research Journal on Education*, *4*(4), 1045–1060.

Rahim, A. (2023). Strategi Peningkatan Ketrampilan Literasi dan Numerasi Pada Anak Usia Dini. *Journal Sains and Education*, *1*(3), 72–79.

Ratnasari, E. M. (2020). Outdoor learning terhadap literasi numerasi anak usia dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *8*(2), 182.

Ridwan, M., Suhar, A. M., Ulum, B., & Muhammad, F. (2021). Pentingnya penerapan literature review pada penelitian ilmiah. *Jurnal Masohi*, *2*(1), 42–51.

Rifai, M. H., Mamoh, O., Mauk, V., Nahak, K. E. N., Harpriyanti, H., Nahak, M. M. N., Rejeki, S., Lasi, F., Jaya, D. M., & Abbas, I. (2024). *Kurikulum Merdeka (Implementasi dan Pengaplikasian)*. Selat Media.

Rozana, S., Widya, R., & Rambe, A. (2025). *Eksplorasi Kurikulum Merdeka: Pendekatan Permainan Kompas Bulok pada Anak Usia Dini*. PT. Sonpedia Publishing Indonesia.

Santoso, A., & Widyastuti, S. R. (2024). Peran Penguatan Literasi Numerasi (Mata Pelajaran Matematika dan Non-Matematika) terhadap Peningkatan Sikap Matematis Siswa Madrasah Ibtidaiyah. *Jurnal Jembatan Efektivitas Ilmu Dan Akhlak Ahlussunah Wal Jama'ah*, *5*(2), 92–103.

Sudarti, S. (2022). Penerapan pembelajaran literasi numerasi pada anak usia dini. *Seminar Nasional Pembelajaran Matematika*, 130–139.

Sulistiyaningsih, S. (2023). Penerapan pembelajaran numerasi di TK IT Bhakti Insani. *Jurnal Pendidikan Anak (WEBSITE INI SUDAH BERMIGRASI KE WEBSITE YANG BARU==> Https://Journal. Uny. Ac. Id/v3/Jpa)*, 186–196.

Trianingsih, T. (2023). Peningkatan Kemampuan Numerasi Anak TK A Dalam Mengenal Lambang Bilangan 1–5 Menggunakan Media Pasir dan Papan Pintar di TK Negeri Pembina Bangsri. *AUDIENSI: Jurnal Pendidikan Dan Perkembangan Anak*, *2*(2), 117–125.

Widagdo, T. B. (2024). PANDANGAN KONSEPTUAL PENDEKATAN MENDALAM MENUJU "TRANSFORMASI PENDIDIKAN." *Jurnal Cerdik: Jurnal Pendidikan Dan Pengajaran*, *4*(1), 83–107.

Witono, S., & Hadi, M. S. (2025). Numerasi dan kemampuan berpikir kreatif pada pembelajaran matematika di sekolah dasar. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *8*(3), 2489–2496.

Yulianti, I., Satiyah, S. P. I., Ruswiyati, L., Soleha, S., Husnia, F., Ar, R., Khotimah, K., Nisa, S. C., Lukman, M., & Pd, S. (2025). *BUKU BUNGA RAMPAI INOVASI KURIKULUM PAUD: Sebuah Pengembangan Inovasi Kurikulum dari Para Pendidik Anak Usia Dini*. Edu Publisher.

--- This page is intentionally left blank---