UNO Card Media: Improving Learning Outcomes of Colors and Numbers Through the Role Play Learning Model for Kindergarten Students

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Abstract: The purpose of this research is to: (1) find out if the role play model via UNO cards is appropriate for use at the kindergarten level; and (2) know the effectiveness of the role play model through UNO cards. This type of research is R&D research using the ADDIE development model. The subjects of this study were material experts, learning model experts, learning design experts, and Tri Sakti Lubuk Pakam Kindergarten students, totaling 60 people. The results showed that (1) the criteria for the learning material expert test were very good (88.24%), (2) the criteria for the learning model expert test were very good (95.56%), and (3) the criteria for the learning design expert test were very good (95%). Based on the results of the learning tests, it is known that the average value of the control class is 68 and the experimental class is 85. The results of the submission of the hypothesis prove that (1) the role-play learning model through UNO cards is feasible to use. (2) There is a significant difference between the learning outcomes of students who use the role play learning model through UNO cards and the learning outcomes of students who do not use the role-play learning model through UNO cards. This is indicated by the results of data processing on the results of the posttest obtained by tcount = 10.69. At a significant level (α = 0.05) with dk 58, ttable = 1.16, so that tcount > ttable. The average effectiveness of learning outcomes in the use of the role play learning model through the Uno card is 73%, while the group of students who do not use the role play learning model through the UNO card is 36%. From this data, it is proven that the use of the role play learning model through UNO cards is more effective than without the model.

Keywords: uno card media; learning outcomes of colors and numbers; role play learning models; kindergarten

1. INTRODUCTION

In general, learning to count really requires more energy and thought because the material is difficult, especially during the developmental period of kindergarten children. Learning to count can be said to be a difficult lesson because there are many numbers and symbols to solve discussion questions. The purpose of learning to count in general to start counting in early childhood is to know the basics of learning to count so that, in time, the child will be better prepared to take part in learning to count at the next, more complex level.

Activities to build an understanding of numbers and numbers that are in accordance with the characteristics of students in learning require media. The medium to be discussed in this study is cards. Kindergarten children (TK) are usually quick to recognize and understand material with various symbols, colors, and pictures or videos. Mostly at the kindergarten level, there is a lack of understanding among children in writing and memorizing sequences of numbers on a scale of 1–10. The importance of this basic level will support and sustain the material in learning mathematics at the kindergarten level.

For this reason, the author created the title Developing a Role Play Learning Model Through Uno Cards at the Kindergarten Level as a start for improving counting material as well as the introduction and understanding of numbers and colors. The beginning of giving material to the kindergarten level is holding a pencil. The kindergarten teacher will teach how to write lines, which then go to the letters, numbers, and colors.

However, the comprehension power of each child is not the same. Here it can be seen from the creativity of the teacher to introduce students to the introduction of numbers and letters through the media.

With media in the form of pictures or games, it can even be combined with singing, being able to attract more real student interest and knowledge. Besides that, children must also be able to memorize numbers and sequences 1–10 and the colors on the uno card. This is the simplest thing to learn.

Qualified, quality education can be achieved by implementing an effective and efficient teaching and learning process. Learning achievement can be grouped into learning achievement in all fields of study and learning achievement in certain fields. To get achievement results for students, surely the teacher will carry out a system of approaches to hopefully gain a broader and deeper understanding. Based on this, the basic learning achievement of numbers, colors, and thematics through role play will be able to obtain student results, which should tend to increase in achieving these expectations or at least be maintained. Thus, it is hoped that students will absorb the basic learning materials for numbers, colors, and thematics as much as possible through role play learning achievement indicators at the kindergarten level.

1.1 The Nature of Learning and Learning Outcomes

According to Rusmono [1], learning outcomes are changes in individual behavior that include the cognitive, affective, and psychomotor domains. We can interpret this change as an improvement and also a better development, where previously those who did not know will become aware.

Bloom mentions (in Rusman [2]) that the changes that occur in learning are learning outcomes, which include changes in the cognitive, affective, and psychomotor domains. The cognitive domain is knowledge, understanding, application, analysis, and evaluation. The affective domain is the attitude toward receiving, responding, assessing, managing, and living. The psychomotor domain includes movement and acting skills, as well as verbal and non-verbal expression skills.

1.2 The Nature of the Role-Play Learning Model

Helmiati [3] states that the learning model is a description that is formed or presented by educators in a lesson; the learning model is a frame (frame) of the application of approaches, models, strategies, and learning techniques. Meanwhile, according to Suprihatiningrum [4], the learning model is a systematic procedure regarding learning patterns in order to achieve learning objectives carried out by students by instilling values and knowledge in them. According to Trianto [5], the learning model is a design or guideline used in designing the learning process that is implemented and determines learning tools consisting of books, films, computers, curricula, and others.

Prastowo [6] emphasized that the learning model is a reference for learning activities that are carried out or applied based on patterns that are composed of students' skills, ideas, and ways of thinking. Based on the opinions of the experts above, it can be said that the learning model is a systematic pattern that is compiled and developed by students in order to achieve a desired learning goal. Patterns or ideas determined by students must be in accordance with learning objectives because they are directly related to cognitive, affective, and psychomotor learners. The application of learning models that are always varied and creative will generate interest and motivation to learn in children, so that the results will increase their learning competence.

According to Slavin (Isjoni [8]), a cooperative learning strategy is a learning model in which students learn and work in small groups collaboratively with 4-6 members with heterogeneous group structures. Researchers apply this group learning strategy, because students in groups will work together and exchange opinions on understanding teaching material. Bruce Joyce et al. (in Johnson [9]). Fannie and George Shaftel stated that in role-playing, students explored problems concerning human relations by playing roles in problem situations and then discussing the rules.

According to Sugihartono [10], Model role playing is a learning model through which students develop their imagination and appreciation by playing characters, both living and dead, so that they practice appreciation and are skilled at using the material being studied. According to Gagne and Briggs [11], learning is a system that aims to assist student learning

processes and contains a series of events that are designed and arranged in such a way as to influence and support the internal student learning process. Meanwhile, Sagala [12] explains that the role-playing model is a way of presenting learning material by demonstrating and acting out the ways of behavior in social relations. In its implementation, students get assignments from the teacher to play a social situation that contains a problem so that they can solve a problem that arises from a social situation.

1.3 UNO Card Media

Media comes from Latin, which is the plural form of "Medium" which literally means "Intermediary" or "Introduction", namely an intermediary or introduction to the source of the message with the recipient of the message. Gagne and Briggs (in Arsyad [13]) explicitly say that learning media include tools that are physically used to convey the content of teaching materials. From these two definitions, media is a tool used to convey learning material. According to Heinich and Friends [14], Arsyad [15] put forward the term medium as an intermediary that conveys information between sources and recipients. This definition emphasizes the term media as an intermediary. In the Instructional Technology and Media for Learning Book (Sharon E. Smaldino and James D. Russell). Media is the plural of medium, which means a means of communication. This term refers to something that carries information between a source and a recipient. The six basic categories of media are text, audio, visual, video, manipulative (objects), and people (technicians). The purpose of the media is to facilitate communication and learning.

Media comes from the Latin word medium, which means "between." This term refers to anything that carries information between a source and a receiver. According to Sanjaya [16], media is a tool and a source, and although its function is as a tool, it has a role that is no less important. In connection with this study, the media used were handouts and scripts. Gagne states that the media are various types of components in the student's environment that can stimulate them to learn, whereas Briggs argues that the media are all physical tools that can present messages and stimulate students to learn [17].

Gagne & Briggs in Arsyad [18] argue that learning media include tools that are physically used to convey the content of learning materials, consisting of, among others: books, tape-recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers.

Uno is a card game for two to twelve players. The object of the game is to get rid of all the opponent's cards faster than all the other players by throwing them in the middle of the table. Instead of taking turns, all players play simultaneously. The game in its present form, was published in 1988 by Rosengarten Spiele (Rose Garden Games), Germany, and designed by Michael Michaels. Early forms of the game were published in the early 1960s. Since 2000, the game has been published by Schmidt-Spiele from Berlin, Germany. In 2009, Playroom Entertainment began publishing games for North America and other English-speaking countries. The game is similar to Dutch Blitz, which is based on the original 1960s Uno. Both Uno and Dutch Blitz use specially printed cards but feature nearly identical games to Nerts, which is played with standard playing cards and is in turn based on Canfield, a variant of the classic Klondike Solitaire.

This game uses a lot of special cards. Each card is colored red, green, yellow, or blue, and is numbered from 1 to 10. Each player gets 40 cards (ten of each color) that have a different design on the back that is unique to that player.

1.4 The Nature of Developing a Role Play Model Through the UNO Card

Development is a type of research that we are more familiar with under the term research and development (R&D). Development research is research that aims to use research to produce certain products and test the effectiveness of relatively new types of research. The definition of development research according to Borg & Gall is "a process used to develop and validate educational products". Meanwhile, according to Seels & Richey, "development research is a systematic study to design, develop, and evaluate programs, processes, and

learning outcomes that must meet internal consistency and effectiveness criteria. This development research follows the steps in a cycle. The steps of this research or development process consist of a study of the research findings for the product to be developed. Developing products based on these findings, conducting field trials according to the setting where the product will be used, and revising the results of field trials.

The research procedures (R&D) that have been carried out are described by identifying systematic stages in developing learning. Uno Media Card Game: Learning Media is basically a physical tool that can provide information through message channels and stimulate students to learn. Learning media is a form of communication tool, both printed and audiovisual. These components include the existence of players, the environment where players can interact, the rules of the game, and the goals to be achieved. After the four components are complete, the game can begin.

Figure 1. Display of UNO cards and UNO card games in learning Colors and Numbers for Tri Sakti Lubuk Pakam Kindergarten students

The research problem is formulated as follows: (1) Is the role play model development through uno cards appropriate for use at the kindergarten level? (2) Is the role play model effective in teaching numbers and colors at the kindergarten level? (3) Are there differences in student learning outcomes in learning numbers and colors using the role play model?

2. METHOD

This type of research is a type of development research, commonly called development (Research and Development). Research development is research that aims to produce a product through the development process [19]. According to Sugiyono [20], research and development are both research that produces products and other activities, namely testing the effectiveness of the products to be produced. In order to be able to produce a particular product, namely research that needs analysis in nature and to test the effectiveness of the product so that it can function for a large audience, research must be carried out to test the effectiveness of the product that has been produced. R & D can be defined as a research method that is deliberately, systematically, aimed or directed at finding, formulating, improving, developing, producing, and testing the effectiveness of products, models, methods, strategies, means, services, and certain procedures that are superior, new, effective, efficient, productive, and meaningful. Neuman [21] stated that development research in learning is a process used to develop and validate the products used in the learning process.

In the ADDIE model, there are several stages, namely: analysis, Design, Development, implementation, and Evaluation. The following are products with the ADDIE model:
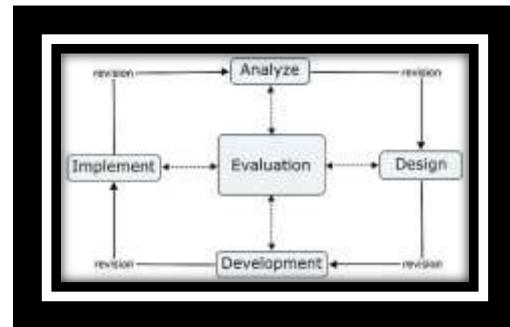

Figure 1. Stages of the ADDIE Model

In this study, models and development procedures were used with the ADDIE model as previously stated for each stage: analysis, design, development, implementation, and evaluation, based on what was stated by Branch [22], namely: Analyze, Design, Development, Implementation, and Evaluation.

This research was conducted in Kindergarten at Tri Sakti Lubuk Pakam School. A total of 60 students. The sample in this study was 60 kindergarten students. Sampling was done randomly. Tri Sakti Kindergarten Lubuk Pakam odd semester 2023/2023 The attractiveness of the product effectiveness data is known through the results of the analysis of trial activities carried out through several stages, namely: (1) Review by material experts, media experts, and design experts; and (2) field trials.

The main aspect that forms the basis for testing the hypothesis in this learning activity research is the average score of learning activities obtained from the implementation of learning in the control and experimental classes. Hypothesis testing is carried

out using the Independent Sample T-test, with the assumption that the results of the analysis prerequisite test are normal and homogeneous. However, if the prerequisite test results are not normally distributed, a test is performed using the Mann-Whitney test.

Interpretation of the results was tested at the significance level (p) of 0.05. The hypothesis in this study of learning activity data is as follows:

Ho1: There is no difference between the experimental class using the Uno card-assisted role play model and the control class using the conventional learning model for kindergarten students at Tri Sakti Lubuk Pakam.

Ha1: There are differences in learning activities for numbers, sequences, and colors in the experimental class using the Uno card-assisted role play model and the control class using conventional learning models for Tri Sakti Lubuk Pakam Kindergarten students.

Furthermore, Hake in Mchunu & Imenda [23] classifies this increase in gain into several levels of interpretation. The normalized gain index can be seen in Table 1 below.

Table 1. Index of Normalized Gain Value (N-Gain)

Gain Value	Interpretation
$g \geq 0.70$	High
$0,70 > g \geq 0,30$	Medium
$g < 0,30$	Low

Source: Adapted from Hake (Mchunu & Imenda, 2015)

3. RESULTS AND DISCUSSION
3.1 RESULTS

The results of the assessment by media experts, material experts, individual trials, small group trials and limited field trials for all aspects of the assessment are determined by the average score. The results of the assessment are then analyzed and determined whether or not it is appropriate to develop interactive multimedia-based learning media. The average percentage of the results of the assessment of media experts, material experts, individual trials, small group trials and field trials is shown in Table 2 below:

Table 2. Feasibility of CTL-based interactive media

No	Categorization	ercentage of average score %	Criteria
1.	Material Expert Validation	88,24	very feasible
2.	Model Expert Validation	95,56	very feasible
3.	Learning Design Validation	95,00	very feasible
4.	Limited Field Testing	83,70	very feasible
The average		90,62	very feasible

Based on Table 2, it can be concluded that the scoring intervals for material expert validation, media expert validation, learning design validation, limited field trials show an average of 90.62% with very feasible criteria. So the application of the role play model through UNO cards is very feasible and appropriate to learn.

Descriptive Research Data. Based on the data obtained from the results of the study with a sample of 60 students, the average and standard deviation of the results of the literacy skills of the control class and experimental class students were obtained as shown in Table 3.

Table 3. Descriptive Research Data

Control Class		Experiment Class	
Average	SD	Average	SD
67,69	7,95	85,4	3,61

From the data in Table 3, it can be seen that in the control class that has carried out learning, the average student score is 67.69 with a standard deviation of 7.95. Meanwhile, in the experimental class, the average student score was 85.4 with a standard deviation of 3.61. Based on Table 4.10 it can be seen the difference between the control class and the experimental class.

Table 4. The difference in the average score of learning outcomes

Information	Literacy Ability Average Score
Control Class	67,69
Experimental Class	85,4
Difference Score	17,71

Based on Table 4 above, it can be seen that the sample learning outcomes have increased with a difference of 17.71%. For more details, the description of the score data on learning outcomes in the experimental class and control class will be described in the following research results.

Assessment of Control Class Students
Based on the data obtained, the highest score is 85 and the lowest is 52.5 with an average (M) = 67.96 and a standard deviation (Sd) = 7.95. In Table 4.54 it can be seen the distribution of the frequency of scores of students who do not use the learning model (control class) on the subject of knowing numbers.

Table 5. Frequency distribution of control class student assessments

Class No	Interval Class	Frequency	%
1	50-55	2	6,67
2	56-61	4	13,33
3	62-67	8	26,67
4	68-73	9	30,00
5	74-79	5	16,67
6	81-86	2	6,67
Total		30	100

In Table 5 it can be seen that the score of the frequency distribution of the post test learning outcomes of students who did not use the learning model (control class) in learning to recognize numbers was in the 50-55 interval class as much as 6.67 percent, the 56-61 interval class as much as 13.33 percent and the 62-67 class interval as much as 26.67 percent, then the 68-73 interval class as much as 30 percent, the 74-79 interval class as much as 16.67 percent and the 81-86 class interval as much as 6.67 percent.

Assessment of Experimental Class Students

Based on the data obtained, the highest score is 95 and the lowest is 77.5 with an average (M) = 85.4 and a standard deviation (Sd) = 3.61. In Table 4.12 it can be seen the frequency distribution of student scores using the learning model (experimental class)

Table 6. Distribution of the Frequency of Assessment of Experiment Class Students

Class No	Interval Class	Frequency	%
1	77,5-79,5	2	6,67
2	80,5-82,6	5	16,67
3	83,5-85,5	11	36,67
4	86,5-88,5	7	23,33
5	89,5-91,5	4	13,33
6	92,5-94,5	1	3,33
Total		30	100

In Table 6 it can be seen that the score of the frequency distribution of post test learning outcomes of students using the learning model (experimental class) is in the 77.5-79.5 class interval of 6.67 percent, the 80.5-82.5 class interval is 16.67 percent and the 83.5-85.5 class is 36.67 percent, then the 86.5-88.5 class interval is 23.33 percent, the interval class is 89.5-91.5 13.33 percent and class interval 92.5-94.5 as much as 3.33 percent.

The level of tendency of the research variable is determined by using student assessment research data. Then it can be identified the level of tendency to score the results of the control class literacy ability in Table 7 below:

Table 7 Level of Trend in the Control Class

Information	F. absolute	F. relative	Category
>74,37	7	23,33	Very good
68,75-74,37	8	26,67	Good
63,12 – 68,75	6	20,00	Fairly good
<63,12	9	30,00	Not good
Total	30	100	

Based on Table 7, it can be seen that the level of tendency for student learning outcomes in the control class was only 23.33 percent in the very good category, then 26.67 percent in the good category and 20.00 percent in the fairly good category. Then 30.00% in the unfavorable category. Thus the one with the highest percentage is the unfavorable category, so it can be concluded that the level of tendency in the control class is in the unfavorable category.

The trend level of research variables is determined using posttest research data. Then it can be identified the level of tendency in the assessment of experimental class students in Table 8 below

Table 8 Level of Tendency in the Experimental Class

Information	F. absolute	F. relative	Category
>90,61	5	16,67	Very good
86,20-90,61	11	36,67	Good
81,89 – 86,20	7	23,33	Fairly good
<81,89	7	23,33	Not good
Total	30	100	

Based on Table 8, it can be seen that the level of trend in experimental class student learning outcomes was obtained by 16.67 percent in the very good category, then 36.67 percent in the good category and 23.33 percent in the fairly good category. Then 23.33% in the less good category. Thus, the category that has the highest percentage is quite good, so it can be concluded that the level of tendency in the experimental class is in the good category.

This Normality Test is used to determine whether the research data is normally distributed or not. The test was carried out using the chi square test for both groups as described in Appendix 13. The results of the calculation of the chi square test obtained samples from populations that were normally distributed, because χ^2count < χ^2Table at the significance level $\alpha = 0.05$.

Based on Table 4.15, the results of the assessment of students who did not use the model (control class) were (χ^2count = 4.35) and (χ^2Table = 11.070) at a significant level of 5 percent, so that (χ^2count = 4.35 < χ^2Table = 11.070) so that it can be concluded that the distribution of data from the assessment results of students who did not use the model (control class) is normally distributed.

Furthermore, the learning outcomes of students who use the learning model (experimental class) are (χ^2count = 3.09) and (χ^2Table = 11.070) at a significant level of 5 percent, so that (χ^2count = 3.09 < χ^2Table = 11.070) so that it can be concluded that the distribution of data on student learning outcomes using the learning model (experimental class) is normally distributed.

Table 9 Normality Test Results

Class	χ^2count	χ^2Table	Conclusion
Learning outcomes of students who do not use the role play model through uno cards	4,35	11,070	Normal
Student learning outcomes using the role play model through uno cards	3,09	11,070	Normal

The homogeneity test is intended to determine differences in the variance of the data for each class. To determine the homogeneity of the assessment results using the Barlett test presented in Table 10.

Table 10 Homogeneity Test

Class	χ^2count	χ^2Table	Conclusion
Learning outcomes of students who do not use the role play model through uno cards	5,33	7,81	Homogeneous
Student learning outcomes using the role play model through uno cards			

From Table 10 above it is known that after the F test was carried out on the data on the results of the control class students and the experimental class, it was obtained Fcount = 5.33 and

FTabel = 7.81 at a significance level of 0.05 with dk = 2-1 = 2. The results of the calculation above stated that Fcount < FTabel which means that the scoring results of students in the control class and the experimental class, have a homogeneous variance, which means that the sample from each treatment group in this study has the same empirical character of the problems studied.

Test the Feasibility of the Product Developed. Testing the feasibility of the product developed was analyzed from the feasibility validation from experts and the feasibility of testing it on students. The results of the expert feasibility validation trial can be presented in Table 11.

Table 11. Expert Feasibility Validation Test Results

No	Expert Assessment	Percentage	Criteria
1.	Learning Material Expert	88,24%	Very Good
2.	Expert Learning Model	95,56%	Very Good
3.	Learning Design Expert	95%	Very Good
4.	Field Trials	83,7 %	Very Good
	Average	90,63%	Very Good

Based on Table 11 above, it can be seen that the average rating (µo) from experts and field trials is 90.63%, while the eligibility threshold value criteria (µ) is 70%, then µo > µ mapka can be concluded that the role play model product through the Uno cards developed includes very good criteria, which means that the product is very feasible to use and can meet the needs of implementing number recognition learning.

N-Gain Score test results To test the ability of the role play learning model through Uno cards in improving learning outcomes, the N-Gain effectiveness formula is used. The normalized gain test (N-Gain) is calculated in order to see an increase in student learning outcomes after being given treatment. The results of calculating the n-gain score in this study are presented in Table 12 below:

Table 12 N-Gain Score Results

Sample	Ideal Score (100-Pre)	N-Gain Score	N-Gain Score (%)
The learning outcomes of posttest students who do not use the role play model through uno cards (control class)	36,52	0,36	36%
Posttest student learning outcomes using the role play model through Uno cards (experimental class)	43,30	0,73	73%

Based on Table 12 above, it can be concluded that the use of the role play model through uno cards can improve student learning outcomes with a percentage of 73% in the high category.

Hypothesis Test of Product Effectiveness Developed. The results of the product effectiveness hypothesis test are known through the difference in assessment of the control and experimental class students. It can be seen that the results of the following hypothesis test calculations are presented in Table 13.

Table 13. Hypothesis Test Calculation Results

Statistics	Class	
	Control	Experiment
N	30	30
Means	68	85
Sd	8,13	4,22
S^2	66,10	17,82
t_{count}	10,691	
t_{Table}	1,167	
Status	H_a accepted	

Based on Table 13 above, the value of t count = 10.691 is obtained. At the significant level (α = 0.05) and dk = n1 + n2 – 2 = 58, it is known that the level (0.05; 58) is 1.167, so the price of tcount compared to ttable turns out to be tcount > ttable, namely (10.691> 1.167). Then Ha is accepted so that it can be concluded that the role play learning model through Uno cards in learning to recognize numbers for Tri Sakti Lubuk Pakam Kindergarten students is appropriate to use and has a higher effectiveness than the previous learning model in terms of assessing learning outcomes.

Based on the research conducted, it was found that student ratings in the experimental class that used the role play model through the UNO card were in the good category of 36.67%, while in the control class, which did not use role play through the UNO card (Control), there was a tendency of 26.67% in the unfavorable category.

3.2 DISCUSSION

Furthermore, for the percentage of expert validation test results on role play models through Uno cards, it is known that the percentage of subject matter aspects is 88.24% in the very good category, the average assessment of the model aspect is 95.56%, the learning design aspect is 95% in the very good category, and field trials are 83.7% in the very good category. All aspects of the assessment with an average of 90.63% in a very good category.

In line with Agarwal's research [24] concerning the use of Multimedia as a New Educational Technology tool: a study. The results of the study suggest that multimedia can provide a better quality learning process. Taking into account pedagogical interests, the use of media is the main potential for maximizing the process of achieving learning objectives.

The results of the analysis of the assessment data for the control class that did not use the role play model through Uno cards can be stated that the average score of learning outcomes was 68.00 and the experimental class that used flipbook-based e-books was 85.00 with classical completeness of 100%.

Sadiman [25] argues that the learning model is a method that can be used to channel messages from the sender to the recipient so that it can stimulate thoughts, feelings, concerns, and interests as well as students' attention in such a way that the learning process occurs. The media also has related software containing educational messages, which are usually presented using equipment.

Kemp and Dayton in Kustandi [26] argue that the learning model can fulfill three main functions when the media is used for individuals, groups, or large groups, namely in terms of: (1) motivating interest or action; (2) presenting information; and (3) giving instructions. To fulfill the motivational function, learning media can be realized with drama or entertainment techniques.

Based on some of the opinions and research results stated above, it can be concluded that the role of the teacher will be very influential in helping and determining the success of their students. The teacher is the main actor as a facilitator of the implementation of the learning process. The teacher's task is to convey subject matter to students through communication in the teaching and learning process carried out at school. Therefore, the success of a teacher in conveying subject matter to students also depends on the learning media he uses. Because the non-fluency of the use of learning media can have bad consequences for the message to be conveyed by the teacher.

4. CONCLUSION

After carrying out the process or stages of developing the role play learning model through the Uno card, the following conclusions can be put forward:

1. The role play learning model through Uno cards used in number recognition material at Tri Sakti Lubuk Pakam Kindergarten is appropriate to use.
2. The role play learning model through Uno cards used in number recognition material at Tri Sakti Lubuk Pakam Kindergarten is effectively used.

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