

ABSTRACT

This study aims to design a sensory play-based educational toy to support the introduction of numbers and letters to children aged 4–6 years. Early childhood, especially the 0–6 age range, is a critical period for cognitive and language development, thus requiring appropriate learning media tailored to their developmental needs. The research employed a qualitative approach, involving field observations at TK Telkom Schools Buah Batu and interviews with teachers and parents to identify real educational needs. The collected data informed the design of an interactive, safe, and engaging educational toy prototype. The product is intended to stimulate fine motor skills, symbolic understanding, and creativity through play-based learning activities. Validation results indicated that the toy increases children's active participation and interest in learning letters and numbers. This study concludes that sensory play-based educational toys hold promise as an effective and enjoyable learning tool for early childhood literacy development.

Keywords: *Educational Toys, Early Childhood, Interactive, Number and Letter Recognition, Education.*