Analysis of the Use of Learning Media in Early Childhood Education

Taopik Rahman¹*, Yufiarti¹ and Yuliani Nurani¹

¹Early Childhood Education Departement, State University of Jakarta

*taopikRahman_9920917006@mhs.unj.ac.id

Abstract

The purpose of this study is to describe the use of instructional media in early childhood education. Learning media is considered very important in helping the learning process. This research was conducted using a descriptive research method using a qualitative research approach. The research techniques used are interviews, observation, and documentation studies. The research subjects were teachers at Perwari Kindergarten, Tasikmalaya City. The results of this study are the types of media used by the teacher, including textbooks, blackboards, pictures, swings, blocks, seesaws, catwalks, and tape recorders. The use of media in the classroom includes textbooks, blackboards, blocks, and pictures. And the use of learning media outside the classroom includes skyboards, swings, seesaws, and tape recorders. The learning media used can increase children’s motivation to participate in learning.

Key words: Learning Media, Learning Process, Early Childhood.

Introduction

The learning process requires the achievement of learning objectives (Jailani, 2016). The learning objectives are influenced by various factors, including teacher factors as educators, children as learners, the environment, methods and techniques, and learning media. According to Sadiman (2009) that what happens in learning often occurs when the teaching process is running and takes place ineffectively; a lot of time, energy, and costs are wasted while learning objectives cannot be achieved, and even miscommunication occurs between the teacher and students. This is still often encountered in the learning process so far. Furthermore, Aunurrahman (2009) explains that the successful use of learning media in the learning process in kindergarten is inseparable from the ability of teachers to develop learning models that are oriented towards increasing the intensity of children’s involvement effectively in the learning process. The development of appropriate learning models aims to create learning conditions that enable children to be able to learn actively and happily so that children can achieve optimal learning outcomes and achievements. (Nasution, 2017; Mardhiyah et al, 2021)

Aunurrahman (2009) suggests that to be able to use instructional media in the learning process in Kindergarten more effectively, teachers must have adequate knowledge regarding the concepts and how to practice existing models of learning media. The use of learning media in an effective learning process is closely related to the level of teacher understanding of the development and condition of children. Likewise, it is also important for the teacher’s understanding of the available Kindergarten facilities and facilities, such as class conditions and other factors related
to the use of instructional media. Without an understanding of these various conditions, the use of instructional media in the learning process tends not to increase children's participation optimally. Finally, the use of learning media in the learning process is not achieved.

The use of learning media in the learning process in Kindergarten should be based on the goals and aspects of child development and the learning material and the characteristics of the child so that the teacher can easily convey lessons well to children. Fatmala (2020) states that the use of learning media in the learning process in Kindergarten can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on children. Preliminary observations made by the author at Perwari Kindergarten, Tasikmalaya City, found that there was a gap between expectations and reality. Arsyard (2002) says that teachers can at least use media that are varied, easy, and efficient even though they are simple but are a must to convey the expected lesson objectives. This statement can be understood that PAUD teachers are expected to be able to use a variety of learning media even though the media is what it is. But the reality that happened was not as expected. At Perwari Kindergarten, Tasikmalaya City, teachers tend to still use learning media that are less varied or monotonous so that children get bored easily and are not interested in the learning activities being delivered. So the authors consider it important to analyze the use of learning media in Early Childhood Education

Method

This study uses a descriptive qualitative research approach. The research location was conducted at Perwari Kindergarten, Tasikmalaya City, Indonesia. In this study, the subject of the research was group B teachers at Perwari Kindergarten, Tasikmalaya City, Indonesia. In this study, researchers used three data collection techniques, namely: interviews, observation, and documentation. The data analysis used in this study is qualitative, following the concept of Miles and Huberman, namely 1). Data Collection), 2. Data Reduction 3. Data Display 4. Conclusion drawing and verification.

Results and Discussion

Result

This section is the result of the researcher’s interview with the teacher and head of the Perwari Kindergarten in the City of Tasikmalaya regarding the use of instructional media in the learning process. The types of media used by teachers in TK Perwari are still incomplete, such as realia media, tape recorders, and flannel boards. As for the use of learning media in the classroom as a result of observation in the learning process, namely

a. Whiteboard media.
With the use of blackboard media, the teacher prepares markers in advance when conveying learning activities, the teacher explains to the children what is planned and what will be done by writing an outline on the blackboard, and the teacher gives an explanation to the children for everything written on the blackboard, the teacher asks the child to understand and comment on the material presented, the teacher assigns the child to do the tasks written on the blackboard. This data states that the teacher uses blackboard media in front of the class using chalk or markers to provide explanations to children by writing an outline on the blackboard so that children understand the teacher’s explanation.

b. Textbooks
Teachers use textbooks as learning media in the learning process. The teacher prepares the textbook, the teacher opens the textbook and looks for the pages discussed, the teacher explains to the child the subject matter presented, the teacher asks the child to understand and comment on the material presented, the teacher gives assignments to the child; the teacher asks the child to close the textbook that has been used.

c. Image media
The teacher uses learning media in the learning process observed when the teacher prepares the necessary pictures; the teacher explains to the child what will be planned and what to do; the teacher demonstrates the picture to the child slowly and gives clear explanations; the teacher repeats it step by step and explaining the reasons, the teacher assigns the child to work on the problem through pictures. This data states that the teacher uses media images in front of the class by preparing the necessary images, explaining to children what will be planned and what to do, demonstrating pictures to children slowly and giving clear explanations, repeating step by step, and explaining reasons. – the reason is assigning children to work on problems through pictures.

d. Block
From observations in the form of a checklist conducted by researchers on group B teachers when teachers use instructional media in the learning process, it is known that teachers meet the indicators of using instructional media properly. The indicators consist of the use of block media, the teacher places blocks on open shelves that can be reached by children so that they can be removed and put back easily, the teacher provides a sufficient number of
block units, the teacher allocates an area on the floor that is sufficient for playing blocks far from walking around, the teacher provides enough time to play ± 45–60 minutes, the teacher labels (according to the shape of the block) on the boxes or shelves to help children play, the teacher uses blocks in various ways (multifunction), the teacher tries to play the blocks on a flat floor with a carpet mat so that the blocks don’t break or make loud and disturbing sounds, the children clean up the blocks after playing, the teacher gives the next activity after playing with blocks, the teacher provides guidance very wisely, the teacher can provide stimulation that challenges children to create buildings, towers, and bridges from blocks. This data states that the teacher uses block media in front of the class by placing blocks on open shelves and accessible to children so that they can be taken out and put back in easily, providing a sufficient number of block units, allocating sufficient area on the floor to play blocks far from walking around, providing enough time to play ± 45–60 minutes, labeling (according to the shape of the blocks) on boxes or shelves to help children play, using blocks in various ways (multifunction), trying to play with blocks on the floor flat with the carpet base so that the blocks are not damaged or cause loud and disturbing noises, tidying up the blocks after playing, giving children the next activity after playing with blocks, giving very wise guidance, can provide stimulation that challenges children to create buildings, towers, and bridges of blocks.

As for the use of learning media outside the classroom in the learning process at Perwari Kindergarten, Tasikmalaya City, namely

a. Boardwalk.
   From observations in the form of a checklist conducted by researchers on group B teachers when teachers use instructional media in the learning process, it is known that teachers meet the indicators of using instructional media well. The use of footbridge media was observed when the teacher invited the children to do a warm-up activity and explained and gave examples of activities to be carried out; one by one, the children walked on the footbridge by stretching their arms first; the child walked on the footbridge carrying a cup filled with water and did not spill it, giving motivation and guidance for children to carry out activities, inviting children to do calming movements. This data states that the teacher using the footbridge media does not invite the children to warm up; the teacher explains and gives examples of activities to be carried out; the children one by one walk on the footbridge by stretching their hands first, the child walks on the footbridge carrying a cup filled with water and not spill it, the teacher provides motivation and guidance to children to carry out activities, the teacher invites children to do calming movements.

b. Swing.
   The use of swing media is observed when the teacher invites children to do warm-up activities, the teacher explains the activities to be carried out, the children one by one carry out swinging activities on the swings, the teacher provides motivation or encouragement and guidance to children to carry out activities, the teacher invites children to do calming movements. This data states that the teacher does not invite children to do warm-up activities, explains the activities to be carried out, children one by one carry out swinging activities on a swing, provides motivation or encouragement and guidance to children to carry out activities, and invites children to do calming movements. So from the results From the observations made by the researcher, it can be concluded that group B teachers at Perwari Kindergarten are not suitable for using swing media.

c. Seesaw.
   The use of seesaw media was observed when the teacher asked the children to do a warm-up activity; the teacher explained the activities to be carried out, each child sat at each end, and then they took turns lifting their bodies off the ground; the teacher gave motivation and guidance to the children to do the activity, the teacher invited the child performs reassuring movements. This data states that the teacher does not invite children to do warm-up activities or explain the activities to be carried out; each child sits at each end, and then they take turns lifting their bodies off the ground, providing motivation and guidance to children to carry out activities, inviting children to make movements calming movement. So from the results of observations made by researchers, it can be concluded that group B teachers in Perwari Kindergarten are not following how to use seesaw media.

Discussion

This section will discuss the results of research at Perwari Kindergarten, Tasikmalaya City, regarding the use of instructional media in the learning process. The use of learning media in the learning process is very important to be implemented by teachers in kindergarten. Tafonao (2018) argues that the use of media is used to complement the learning process so that it can attract children's attention, accelerate the teaching and learning process and assist in completing the understanding given by the teacher, also enhance the quality of teaching and learning or in other words by using media in the teaching and learning process. will stimulate children in learning. In addition, it can also generate children's motivation and interest in the teaching and learning process. The learning reference used by the teacher in preparing lesson plans is the Regulation of the Minister of Education and Culture Number. 137 of 2014 concerning Early Childhood Education National Standards, the results of work meetings (work meetings) held
by teachers and kindergarten heads discussing solving themes for one semester. This reference is used to facilitate
the preparation of lesson plans to support optimal program achievement, with the first step being to look at these
references.

The use of media to carry out learning can support learning so that learning objectives are achieved. Teacher
creativity is needed to develop the media used in learning (Fitriyani et al., 2021). Various used items have been
successfully recycled by the teacher into interesting game tools. For example, cardboard has been successfully
utilized and recycled into puzzle games. Children look enthusiastic when the teacher uses interesting learning media.
The types of media used by Perwari Kindergarten teachers are still incomplete, including realia media and flannel
board media. Realia media are real media that exist in the natural environment, both on plantations and in school
yards that are used, such as plants and animals. Realia media is used in learning the theme of plants (flowers). Media
realia is useful because it can provide real experiences to children, involve all the five senses, can provide motivation
for children to learn independently and creatively; children's interest in learning also increases

Conclusion

Based on the results of the research and discussion that has been carried out by the author regarding the analysis
of the use of learning media in the learning process at Perwari Kindergarten, Tasikmalaya City, it can generally be
concluded that the use of learning media in the learning process at Perwari Kindergarten, Tasikmalaya City is good.
In particular, the following conclusions can be drawn: 1) The types of media used by the teacher in the learning
process at Perwari Kindergarten in Tasikmalaya City are blackboards, blocks, pictures, textbooks, swings, seesaws,
catwalks, and tape recorders. This can be seen from the results of interviews and observations made by researchers;
the teachers have used blackboard media, block media, picture media, textbook media, swings, seesaws, catwalks,
and tape recorders. 2) The use of learning media in the classroom in the learning process at Perwari Kindergarten in
Tasikmalaya City is following applicable regulations, namely by preparing the media first, then the teacher adjusts
the media to be used with the learning activities to be delivered. 3) The use of learning media outside the classroom
in the learning process at Perwari Kindergarten in Tasikmalaya City is following applicable regulations. that is, the
teacher provides media or game tools first, then the teacher adapts the media to the learning activities to be delivered.
4) Teachers have not used digital media for learning according to technological developments.

References

Mata Pelajaran IPS di Sekolah Dasar. Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Keputusan Di Bidang
Proses Pembelajaran Pendidikan Agama Islam (PAI)). Nadwa: Jurnal Pendidikan Islam, 10(2).
Jurnal Ilmiah Bidang Pendidikan, 11(01), 9–16.
pendidikan, 2(2), 103–114.