

The Use of Learning Based on Various Learning Resources in Early Childhood Education

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ABSTRACT--*Learning in early childhood must be fun and not boring and must be able to stimulate the five senses of the child to do a lot of exploration through play activities. But the fact is there are still many teachers who provide learning that is far from the values of play. Teachers only rely on books as children's activities, so that it looks like children's learning is boring and does not use various existing learning resources. This paper aims to find out how the use of learning that uses various learning resources in early childhood education institutions that have used various learning resources in their learning. Besides this paper also aims to see how early childhood development has been facilitated by various learning resources in learning. The method in this research is qualitative. The results showed that the use of learning based on various learning resources was used in two activities by the teacher. First, the teacher uses various learning resources while discussing the theme of the day that is learned with the child. Second, the teacher has prepared a play environment where children explore in the child's play area / play center for use by children. Observed, children who use many learning resources, their language development is more developed, children ask questions and tell their play experiences. In the fine motor aspect, children are increasingly coordinated eye and hand movements, in cognitive understanding, the ability to think more critically and the spirit of activity is very high. This research is expected to contribute to the world of early childhood education, especially teachers in designing learning to use various learning resources for children*

Keywords--*learning based, learning resources, early childhood*

I. INTRODUCTION

Early Childhood Education is a very important stimulation to be obtained by children, because it is the basis for the formation of Humans for the future. Early age is known as the sensitive age period, meaning that whatever children get from their environment will be able to be absorbed by children and will be imitated by children, so that this age is known as "master imitators". Early childhood sensitivity is in line with optimal developing intelligence. This has a very strong reason, because children's intelligence occurs very rapidly in the early years of a child's life. About 50% of adult intelligence capabilities occur when children are up to 4 years old, increasing to 80% when they are up to 8 years old and reaching the culmination point when children are 18 years old. So it can

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be seen that 80% of children's intelligence is in their 8 years of life, so we are familiar with the Golden Age of 0-8 Years.

The creation of optimal aspects of children's development requires learning resources that are meaningful and full of play, which invites all five senses of the child to experience stimulation of learning activities. By involving the five senses through environmental exploration, children will find their way to gain knowledge and optimize their development. This is in line with Montessori's opinion that education is an effort to help the development of children as a whole and not just teaching. Spirit or basic human values that develop through interaction between children and their environment (Zaman, 2004).

Early Childhood Learning must be with the concept of learning through play, so that the Play Environment Setting is a source of learning for children where children will explore using their five senses as a tool for children to develop their abilities. This is in line with NAECY (The National Association for Education of Young Children) in (Gestwicki, 2007) which states, "Playing gives children the ability to recognize the world, interact with others, express and control emotions and develop symbolic abilities of children". It can be concluded that playing is a child's need that must be facilitated by educational institutions. Piaget argues about how children learn, "Children should be able to do their own experimenting and their own research. Teachers, of course, can guide them by providing appropriate materials, but the essential thing is that in order for a child to understand something, he must construct it himself, he must re-invent" (CCCRT, 2002).

However, the fact is that in the field, PAUD teachers are still low in using various children's learning resources. Many teachers who teach only rely on LKS / Magazine books that lack play values and even a few are impressed to prepare children to enter elementary school level, activities only suppress the ability to read, write and count without going through play activities, without using existing learning resources. Looks boring and unattractive learning for children.

Learning for the right child must use learning resources that are full of play values that will be explored by children, especially meaningful play with 3 types of play namely: mainsensorimotorik, play development and play pretend this is in line with CCCRT, "High quality Play environments for young children support the three of play recognized in early childhood research and the theoretical work of Erikson, Piaget, Vygotsky and Ana Freud: Sensorimotor or functional play, dramatic play, construction play "(CCCRT, 2002).

Departing from this, the authors consider it very important to carry out research on how the use of various children's learning resources that can be done by early childhood education teachers. This research was conducted by authors at schools who have used various learning resources so that their use and the impact of their use on children's development can be known. Thus it is hoped that Early Childhood Education teachers can change the learning process provided to children by utilizing various learning resources as a basis for children's needs to develop optimally.

II. THEORITICAL REVIEW

Learning

According to Mulyasa learning is a process of interaction between participants and the environment so that changes in behavior towards the better. In interacting, there are many factors that influence both internal and

external factors (Mulyasa, 2003). In learning the main task of the teacher is to condition the environment so that changes in behavior occur for students. Mel Siberman argues that true learning will not happen, without the opportunity to discuss, make questions, practice and even teach others (Silberman, 2007). From this description, it is concluded that Learning is interpreted as a plan as a tool to Direct students towards better in accordance with the objectives of education through interesting environmental interactions that can develop all the development of students, so that students develop all aspects of its development. And more The main thing is that learners become adult individuals who have complete human behavior, who are advanced and are able to use their knowledge.

Learning for young children must be fun, using a variety of learning resources for children to do many choices of activities. So that in learning in early childhood environmental settings provide an important role for children to enjoy the learning process. So that the teacher's role in setting up the learning environment by using various learning resources is learning that will provide children to develop optimally and the child will enjoy learning activities.

Various Learning Resources

According to AECT (*Association of Education Communication Technology*) learning resources include messages, people, materials, tools, techniques, and the environment (Rolina, 2006). Learning based on various sources is a learning strategy that gives learners the opportunity to acquire and build their knowledge through interactions with various learning resources (Sitepu, 2014). Campbell et.all see learning based on various learning resources as an educational model that has a broader meaning than the learning model (Sitepu, 2014). This means that learning resources are something that is used to support learning activities.

According to Januszewski and Molenda learning resources are all sources including messages, people, materials, tools, techniques, and settings that can be used by students both individually and in a combined form to facilitate learning activities and improve learning performance (Januszewski & Molenda, 2008). So the output of the use of learning resources later is expected that student learning performance can be achieved. Learning resources are not only tools and materials used in learning, but also include people, budgets, and facilities. Learning resources can include anything available to help someone learn (Seels & Richey, 2006). From the explanation, it can be interpreted that various learning sources are various kinds of learning resources, both living and inanimate objects which facilitate for children to explore so that they help understand what is being studied and help in the process of learning output. One writer evaluates that quality schools are schools that are able to change the learning system, especially learning resources, are able to change learning resources that are only focused on teachers into schools that can facilitate children to learn.

Types of Learning Resources and their Benefits

These learning sources include two types, namely planned learning resources (by design) and learning resources because they are utilized (by utilization) (Rolina, 2006). Usually the types of learning resources that tend to be used in educational units according to Stronge there are six types, namely: (1) People, forms of learning resources: teaching subjects, peers, and laboratory assistants, (2) Messaging forms of learning resources: Ideas, facts, meanings associated with the contents of the field of study or course, (3) Material forms of learning resources: books, student work, boards, maps, globe, films (non-TV), pictures, diagrams, magazines, journals, and letters

news, (4) Background form of learning resources: library, laboratory, and campus garden, (5) Techniques of learning resource forms: varied lectures, programmatic learning discussions, individual learning, group learning, simulations, games, exploratory studies, field studies, questions answer, assignment, and (6) Tools for learning resources: computer, LCD, radio, tape recorder, television, OHP and camera.

According to Sudono, various sources of early childhood learning are divided into: 1) Places for natural learning resources, where children get direct information such as; post office, police station, fire department, market, supermarket, restaurant, rice field, field trip etc. where children will get information directly from the source, namely the environment, 2) Library, here where various learning resources in the form of encyclopedias or readings related to knowledge- knowledge that will be studied by children, 3) Resource persons, are experts brought in or visited because they can provide information related to what will be studied by students, 4) Print Media, including magazines, printed materials, experimental pictures that help children's vocabulary increasingly developed and 5) Props, used to explain or demonstrate something that is being studied / studied (Sudono, 2000).

Early childhood plays an important role in the framework of the implementation of quality learning activities, interesting and meaningful for children. The source of learning becomes very important, because its availability will foster enthusiasm, motivation, and interest of children to learn and explore various sources of information freely and in accordance with children's interests. Early childhood learns in holistic / whole situations and related to their daily lives. Therefore, teachers need to use learning resources that are relevant to these characteristics and needs. The need for concrete learning resources and if possible even those that are actually adapted to the stage of development of early childhood thinking that are still at the stage of concrete operations. According to Cooper in his research journal entitled *Nature and the Outdoor Learning Environment*: "that research shows that the environment of learning and playing outdoors with various natural elements develops all domains of aspects of development, health and well-being for early childhood" (Cooper, 2016).

Utilization of learning resources in the classroom and in the classroom gives a very extraordinary contribution to children, this is in line with research conducted by Macquarrie., Et all in his research journal entitled *Learning with nature and learning from others: nature as a setting and resource for early childhood education*, that "" The use of nature, as a background and resource, gives flexibility in pedagogical practices and provides many possibilities for children's learning and development "(Macquarrie et. all, 2015). So it can be concluded various types of various learning resources for children is everything that can be used by children, both in the form of the environment, as well as various media that support children to be able to learn more meaningfully.

III. RESEARCH METHODS

The method used in this research is qualitative research that is used to examine the condition of natural objects, where the researcher is a key instrument, data collection techniques are carried out by triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. Data taken through interviews and observations. This research was conducted at 13 Early Childhood Education Institutions in Tangerang City that have used various learning resources in their learning.

IV. RESULTS AND DISCUSSION

Results

From the results of the study it was found that:

1. The use of learning based on various learning resources is used in two activities by the teacher. **The First**, teacher use a variety of learning resources while discussing themes on the day that are learned by children. At this stage it is called the footing before playing, where the theme discussed by the teacher requires learning resources that are able to strengthen the child for the discussion being studied. At this stage the teacher must be able to bring something tangible into the world of children. Teachers can bring children out of class, or take various learning resources that can be used to provide clarity of thinking about something children are learning. Various sources of learning at this stage, are various sources both from the school environment or other visual tools such as: picture books, videos and so on. The use of various learning resources at this stage (the stage of discussing themes) must be utilized by the teacher by doing 5 ways to the child, namely: Observing, Asking, Trying, Reasoning, and Communicating. The teacher discusses the theme, presents the child's learning resources to the classroom or invites the child to leave the classroom. When learning interactions invite children to observe what is presented by the teacher. Conduct dialogue interactions that invite children to finally communicate what is observed. **The second**, a variety of children's learning resources is a play environment that turns out to have been setup at the beginning of the teaching process. Children enter the play area / environment that has been prepared by the teacher. Here children choose what play activities they like and what they choose. At this stage it is called footing when playing. There are areas / centers that were observed from 13 PAUD schools using the same center in facilitating children as a source of learning for children by using a conditioned environment / in a setting, including centers for playing blocks, centers, role playing, centers for art, centers for preparation, centers for natural materials. All of these are various sources used by early childhood to hone their development in order to grow optimally.

2. Observed, children are facilitated by teachers with various learning resources, their language development is more developed, children ask lots of questions and tell their play experiences very well. In the fine motor aspect, children are increasingly coordinated with eye and hand movements, children's scratches look meaningful because their hand muscles are already strong because of very strong environmental stimulation. Cognitive understanding, namely the ability to think more critically, is observed to be very well developed. Activities that invite them to interact with the environment make them have a very high enthusiasm in completing their work .. Not seen children who cry. All children feel happy with their learning activities. And they observed learning without pressure in accordance with their growth and development, namely playing.

V. DISCUSSION

The use of learning based on various learning resources in the education of children is used by teachers when activities discuss themes and when children enter play activities with the teacher playing environment. The various resources prepared by the teacher are in the form of a playing environment which is a variety of various learning resources that can be used. So clearly the first important role as a source of learning for children is that teachers are able to use the environment. This is in line with Macquarri et al, which states that the contribution of the natural environment provides experiences for children to explore (Macquarrie. Et all, 2015). This means that the

use of the environment by teachers must be optimized. The teacher as a source of student learning must be able to create a learning environment for children. The environment set by the teacher for early childhood is a type of planned learning resources (by design) (Rolina, 2006). The use of these various learning resources helps children to develop their potential, in this case aspects of child development, which are observed to develop rapidly are language, fine motor skills, critical thinking skills and a high enthusiasm for learning where this is in accordance with what is stated by the environment as learning resources are interesting objects to learn. By attracting learning resources, students will certainly be more excited and motivated. As a real and interesting source of learning, the environment will provide meaningful learning for students. Meaningful learning is very important for students because learning objectives or competencies are expected to be achieved well (Pantiwati, 2015). it can be concluded Diversity of learning resources must be created, carried out and utilized by teachers for the benefit of child development.

VI. RECOMMENDATION

The use of learning based on various learning resources is a process of teaching and learning activities that must be met and carried out by the teacher. Teachers are required to create and facilitate children with a variety of existing learning resources, especially planned learning resources. But still the lack of use of various learning resources used by PAUD teachers. Therefore, in the future research can be carried out in the field of training in making learning resources for early childhood teachers.

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