



### THE EFFECTIVE LEARNING MEDIA FOR EARLY CHILDHOOD IN IMPROVING LIFE SKILLS AT SEKOLAH ALAM MATOA

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#### **Abstract**

*Mastery of life skills needed by young children aims to learn to be independent from an early age, so that they become people who are able to carry out all activities alone without the help of others. The use of media in the learning process is an important component in learning because it can influence students' psychology and make them more motivated in the learning process. This research aims to analyze the need to develop effective learning media in improving the life skills of students at the Alam Matoa School Kindergarten. This research is qualitative research with a survey method. Data collection techniques are interviews and document analysis. Based on the research results, the problems found include: 1) The life skills possessed by students are not yet proficient in several aspects of independence, 2) There is no effective learning media available to improve life skills, and 3) There is no visible habit of students to carry out life skills daily. Based on data analysis, effective learning media is needed to improve life skills by carrying out simple practices directly through busy books. This busy book learning media is able to increase independence, can be used with direct practice and used repeatedly.*

**Keywords:** Learning media, Busy Book, Life Skills, Early Childhood.

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## **I. Introduction**

Essentially, humans will never be separated from education. It is because humans will always be involved in the education process, whether it is conducted towards one another or themselves. The optimal development during early childhood has an impact on the development of learning abilities in the subsequent period, this period becomes a crucial period because only comes once and cannot be repeated. Therefore, learning experiences during early childhood need to be arranged perfectly because it will affect future learning experiences. In addition, the method used by the teacher must certainly be supported by appropriate learning media so the material delivered by the teacher is maximally achieved (Widyasari, 2023).

Children are typically spoiled and they still depend on adults. Therefore, children need to learn to be independent at a young age until they can carry out their activities by themselves. Generally, children will feel enjoy reading books with attractive illustrations inside; indeed they enjoy reading books with incredible images that could be played and it will make them read many times.

The effective learning process must be interactive, enjoyable, challenging, motivating, and provide greater opportunities for students to develop their creativity and freedom that correlate with their abilities and interests. Even though teachers are only facilitators in the learning process, while students are expected to be more active inside, teachers must be able to develop an enjoyable environment for the learning process to encourage students to be actively involved in learning. An interesting learning activity is significantly impacted by a variety of elements, among them is the selection of learning media. The learning media used need to be interesting for learners but without detracting from the content of the material delivered. (Widyasari, 2023.)

Sekolah Alam Matoa is an educational institution for young learners committed to innovative learning approaches so the learning media must be contextual and interactive. This is related to the opinion of Dinita Vita Apriloka, M.Pd the principal at *Sekolah Alam Matoa* Kindergarten, who argues that learning media about life skills using books is less effective because life skills in early childhood are more appropriate through habituation. Still, if the book is developed again as in the book there are several life skill activities. There can be some kind of interaction between the book and the learners. The use of media in the learning process is an important element in the learning process. The use of media in the learning process is an important component of learning. The use of media has psychological effects on learners, motivating them to participate in the learning process, and enhancing the learning environment. An effective learning media can be easily understood by learners, simple and also not complicated, one of the effective media for early childhood is a busy book.

According to Wulsansari, quiet book media is often also called busy book/activity book, which is a 3-dimensional media type of model/imitation in the form of a flannel material book consisting of several pages that contain various children's activities such as counting, identifying colors, tying ropes, identifying animals, etc. which are

educative (Ramadhani & Setyaningtyas, 2021). Busy books are an effective medium for interestingly teaching simple vocabulary, including colors, animals, numbers, and shapes. In addition, busy books also stimulate cognitive and fine skills in early childhood (Risa Mufliharsi, 2019).

This is consistent with previous research carried out by Yuniarni (2021) entitled Development of a Neuroscience-Based Busy Book in the Framework of Introducing Sex for Early Childhood. Neuroscience-based busy books are considered very appropriate for use in introducing sex education for early childhood, where the busy book is considered effective in attracting children's attention, raising children's enthusiasm, and increasing the desire to participate in existing activities. Based on previous research, it can be concluded that the use of busy books can attract students' attention can raise students' enthusiasm.

## **II. Research Methods**

This research was conducted at *Sekolah Alam Matoa* Kindergarten, while the participants of this research were 9 students at *Sekolah Alam Matoa* Kindergarten. The research method carried out by researchers is a type of qualitative research. The method that will be used is a survey. The Survey method is used to obtain data from a certain natural (not artificial) place, the researchers collect the data by circulating questionnaires, tests, structured interviews, and many others (Sugiyono, 2017). In this study, the research used qualitative descriptive analysis techniques consisting of interviews and document analysis with principals and teachers related to needs analysis.

To obtain the appropriate information, the data for this study were obtained from the results of the needs analysis using data collection techniques in the form of interviews and data analysis. Interviews were conducted with the principal and teachers at *Sekolah Alam Matoa* Kindergarten with several indicators to determine the need for learning media development including; The total number of students at *Sekolah Alam Matoa* Kindergarten, the aspects of assessing students' progress, life skills, the existence of life skills learning media, the perspective on the picturebook media, learning life skills at home, how to guide students in developing life skills and the problems being faced by them.

## **III. Findings and Discussion**

The result of this research is to obtain data to analyze the needs in developing learning media. Here are the results of interviews and analysis of documents that have been carried out by researchers to analyze the needs of media development:

### **A. Interview**

Based on the results of preliminary interviews that have been conducted with teachers and principals of *Sekolah Alam Matoa* kindergarten, she said there are 9 students in *Sekolah Alam Matoa* kindergarten, there are several aspects that are included in the assessment of *Sekolah Alam Matoa* including life skills, unavailability of life skills learning media, the perspective on picturebook media if only ordinary picture books which are often used only once because students are less interested

with it, but if the book made more varied with direct practice it will further enhance the understanding of what is explained inside, while for learning life skills at home it can be collaborated with parents so it can continuously, as for guiding students in improving life skills by providing instructions and also modelling them immediately, for the problems that occurred the life skills of learners have not been proficient in several aspects of independence, and the lack of awareness in life skills of learners.

### **B. Document Analysis**

Based on the development aspects contained in the students' rapport, there are four categories of independence assessment, those are Undeveloped (BB), Start to Develop (MB), Expectancy Developed (BSH), and Very Well Developed (BSB).

Table 1. Students development progression raport

No	Developmental Aspects of Independence	BB	MB	BSH	BSB
1	Students brave to be left by her parents or caregivers		1 student	3 students	5 students
2	Capable to walk independently from school gate to class		3 students	3 students	4 students
3	Capable to choose their own activities		1 student	4 students	4 students
4	Neat in action, grooming, and work		3 students	3 students	3 students
5	Capable to complete task independetly		3 students	4 students	2 students
6	Capable to distinguish between school property and their own		3 students	3 students	3 students
7	Capable to tidy up their own toys or equipment		2 students	5 students	2 students
8	Self-cleaning (toothbrush, hand washing, and taking a bath)		3 students	5 students	1 student
9	Eating and drinking independently		1 student	3 students	5 students
10	Capable to pee independently		3 students	2 students	4 students
11	Capable to defecate independently	1 student	2 students	4 students	2 students
12	Self-grooming ( wearing on clothes/pants/skirt, shoes, socks, open and close their eating utenlies, tidy up their praying utensils, comb their hair, and tying shoelaces)		3 students	4 students	2 students

Source: Students' Raport

Based on the data on the development aspects of independence obtained, some criteria are still in the process of development including; the capability of walking independently from the school gate to class, being neat in acting, dressing, and working, capable of self-tasking, capable to differentiate between school property and their property, capable to tidy up their toys or equipment, self-cleaning (brush their teeth, wash their hands, wash their feet, and take a bath), capable to do pee and defecate independently, and self-grooming ( wearing clothes/pants/skirt, shoes, socks, open and close eating utensils, tidy up their praying utensils, comb their hair, and tie their shoelaces).

Based on the results of data analysis, the independence problem of early childhood needs to be provided with media that can be practiced directly. One of them is effective learning media in the form of busy books. By using this teaching material, it is hoped that the independence of students can be increased. Busy book learning media can increase independence and can be used directly with practice, it is inappropriate when children only achieve the level of knowing, but do not achieve the level of understanding, practicing, or internalizing. So that students can implement life skills in their daily lives, and can be more interested in learning with learning materials that are easy to understand.

#### IV. Conclusion

Based on the results of the analysis, the learning media that can enhance life skills of independence is still needed. So, it can be concluded that the development of busy books could be the solution to the existing problem. After conducting an analysis using an interview and document analysis with Mrs. Dinita Vita Apriloka, M.Pd as the principal of *Sekolah Alam Matoa*, and also Mrs. Indar Maya, S. Pd as a teacher at *Sekolah Alam Matoa*, here are problems were found: 1) The lack of life skills aspects of independence of learners; 2) Unavailable learning media to improve life skills; and 3) There was no awareness of life skills (life skill) in learners. Based on the background and the data obtained, the effective learning media needed to improve life skills is a busy book and this learning media can be used directly with practical.

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