

UTILIZATION OF LEARNING MEDIA ON STUDENT MOTIVATION At AN- NAFIS KINDERGARTEN TELUK MENGKUDU

Septi Ayu Syahraini¹, Nurazizah Sitorus², Rana Manik³, Cindy⁴, Siti Salimah Nasution⁵, Siti Aisyah⁶

¹Faculty Of Islamic Studies, Universitas Muhammadiyah Sumatera Utara, Indonesia,
(Email: syahraini0809@gmail.com¹, sitorusnurazizah8@gmail.com², ranamanik725@gmail.com³,
cindycindybaru@gmail.com⁴, sitisalimah4412@gmail.com⁵, aisayahh6522@gmail.com⁶

Abstract:

The purpose of using media on children's learning motivation is to provide a real picture of new information and ideas and without material that the teacher will convey to the knowledge that will be given to children, so that understanding from the teacher becomes easier. The media used cannot be separated from materials that are safe, harmless and easy to use so that children can explore these media to add to the child's learning experience. The type of learning media used is physical, in addition to media numbers cards, among smart trees, and many others, used materials that are safe, easy to obtain and harmless, so that children can easily explore them to explore curiosity and can find out various things. . The results of the use of this learning media can bring up children's learning motivation. This can be seen from the children's interest in seeing and listening to the teacher who tells stories using the media. Children can express their ideas, the results of observations in the environment around them and their experiences. So that the meaning of learning and understanding of the material obtained by the child and the material presented by the teacher is in the same direction.

Keywords: *media, learning, early childhood*

INTROCUPTION

Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (UU RI No. Article 1 paragraph 14) early childhood education can be carried out on formal, non-formal, and informal channels. In the formal path, Kindergarten (TK) or Raudhatul Athfal (RA) TK is formed to foster, grow, develop all potential optimally, so that basic behavior and abilities are in accordance with the stage of development in order to have readiness to enter further education (Directorate of Kindergarten and Elementary Development, 2010). in elementary school (SD) or Un Madrasahibtidaiyah (MI) Kindergarten education has a very important role in helping to lay the foundation for children in developing moral, religious values, emotional social, self-concept, and independence as well as developing physical, cognitive, language and artistic abilities as an effort To achieve this role, an optimally planned educational process is needed. Learning media can be interpreted as a means used to convey messages in learning. In a broader sense it can be said that learning media are tools, methods, and techniques used in activities to further streamline communication and interaction between teachers and students during the direct learning process (Sanaky, 2011). and the ability of the child so that he is able to encourage the occurrence of a teaching and learning process in

children (Fitryanti, 2015) The learning media used certainly has benefits, including (1) fostering learning motivation in children (2) children will have clearer meanings so that they can be more easily understood (3) learning methods varied and not boring and the teacher did not run out of energy (4) children will do more learning activities and not only listen to explanations from the teacher. children become more active to observe, demonstrate and explore their potential (Sanaky, 2011) Learning media can also improve the presentation of messages and information so that this can facilitate and improve learning processes and outcomes, in addition, learning media can also increase and direct children's attention so that it can lead to learning motivation in children, there is direct interaction between children and teachers, society, their environment and can overcome sensory limitations, space and time

METHODS

This study uses descriptive qualitative methods is a method that intends to make awareness in a systematic, factual, and accurate qualitative method is an interpretive research (using interpretation) which involves this research method is more suitable in the problems discussed data collection techniques in this study using observation, Interviews and Documentation. This research was conducted at TK IT An-Nafis Teluk Mengkudu.

RESULT AND DISCUSSION

An-Nafis Teluk Mengkudu IT Kindergarten is one of the private kindergartens in Serdang Bedagai Regency. easy to access by public transportation and the road is asphalted, besides that it is supported by a strategic location. students who attend school come from tribal religions, namely Javanese and Batakese, in this kindergarten I did PKP (Professional Ability Development) for 3 weeks. The learning model in This Kindergarten is a Sentra, but previously used a group learning model. Learning starts from 8.00 to 10.30 WIB from Monday to Friday. Learning using this group model, teachers tend not to use learning media in the form of pictures or miniatures. Children only listen to the teacher telling stories so that soon the atmosphere becomes less conducive and not focused (children are bored). Stepping on the time for learning activities, children only work on two sheets of activities in the magazine, the activities most often do by children are thickening letters (even though the child does not know the letters) and coloring pictures.

These activities are carried out every day so that some of the children's work is not neat. in coloring, when the child is asked not to understand the difference in the letters in the sentence. The student books available at school are used as learning materials by the teacher, this is seen when the teacher makes a daily activity plan (PKH), the teacher first selects the student book and then the indicator code contained in the student's book. When transferred to RKH, in this case, the teacher did not try new things about the activities he made himself or was less varied. This makes learning activities monotonous and less interesting for children.



The teacher prepares the center learning tools by making their own varied activities. The teacher chooses indicators and makes activities according to the center that will be used that day. Learning becomes varied and the teacher is more creative. Using concrete objects as learning activities. Media are made according to the theme to be taught. The media made by me and the teacher are:

1. Letter train (with writing)

The smart train is from HVS which is written in a sequence of alphabetical letters arranged like a caterpillar and given additional colors to make it interesting and the media is pasted on the classroom wall.

2. Making animal displays and transportation

By using HVS paper that already has an image and then it is interestingly colored and pasted in each class

3. Make a smart tree

With the writings of the pillars of Islam and pasted in the classroom so that it becomes a medium of learning and decoration in the classroom

Early Childhood Development

The ability of early childhood can not be separated from the stages of development they experience. Various factors can support their development by providing stimulation according to the stages. At the age of children entering kindergarten, namely the age of 5-6 years, children in receiving information or learning children are in the preoperational stage. The pre-operational stage of early childhood is marked by children only focusing on 1 variable and generalizing based on limited experience (Rita Eka Izzaty, ddk. 2008.35) so the importance of learning to use concrete media at this stage so that children can focus their understanding on what they want to know.

Learning motivation is an important role in the success of learning itself. This role can be seen from the activeness of students, the child's curiosity about the material presented so that children focus on paying attention to the material so that children find what they want to know.

The relevance of the material can be supported by learning media and APE as an illustration of what they will know. In this case the teacher can focus on the child's knowledge of the material and the achievement of the benefits of this learning will result in self-confidence by children because of their ability to know new things clearly and have satisfaction from himself in obtaining new things the child has

Learning motivation that is created from learning can be done in various ways, one of which is the use of learning media as a child to assist in conveying messages or information. The expected learning media can unite the perception between the teacher and the material he wants to convey and bring up the child's ideas or experiences with the material. Learning media is an intermediary tool that carries messages or information that has a goal in the learning process (Surtikanti, 2011: 51)

The effectiveness of the learning process will be established if there is communication to the sender of the message and the recipient of the message. This communication is supported

by the use of media in learning that can help convey messages according to goals, so that the area of experience is achieved in interpreting things between teachers and students. This learning media can be in the form of pictures, miniatures, books, concrete objects that are possible to carry and others. The use of this media makes the classroom atmosphere active, full of ideas and can multiply curiosity well so that it creates a sense of satisfaction in obtaining it.

Implementation

The use of media in learning is carried out when apperception activities. Media selection is adjusted to the specified theme. The teacher tells or explains the themes and sub-themes of learning. The teacher starts with the child's experience and is supported by using the prepared media.



Media results using origami paper



Media results using used materials

The teacher tells the media starting by introducing a picture with the media mentioning its characteristics, followed by telling stories and questions and answers that explore children's curiosity and knowledge. In this activity children can express ideas, experiences around children

CONCLUSION

Early childhood education is a forum that aims to prepare children to learn at the next level. In preparing these needs, PAUD services stimulate the development and growth of children in order to support the maturity of children's abilities. Aspects of child development include cognitive, social-emotional, religious moral values, physical-motor, art and language. This development is stimulated by games and media that make it easier for children to understand and understand the information to be conveyed. In the early childhood learning process, it can be felt useful when using learning media that can attract students' interest and increase student learning motivation.

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