THE USE OF MULTIPURPOSE BAG LEARNING MEDIATO ENHANCE EARLY CHILDHOOD'S DEVELOPMENT

ATIP NURHARINI, HARTATI

lecturer at PGSD FIP UNNES
E-mail: atip.nurharini@gmail.com

Abstract— It is necessary to implement good planning for the sake of interactive, interesting and fun learning activities in early childhood education. In fact, there are few kindergarten teachers who have not applied the precise concept of children's education. Most teachers are found to have less effectiveness and less competentence in designing their teaching plans to be implemented in the learning activites based on the given procedures. One of common problems which are experienced by teachers is to find suitable and fun media for young learners. They still confound to select instructional media as well as create the learning media. Based on preliminary observation that was conducted in a Kindergarten of East *Ungaran*, it is found that the teachers had not used a multi-functional and inspiring learning mediathat stimulated children's interest and imagination. Therefore, a set of teachers' training was implemented while introducing a multi-purpose bag for early childhood learning.
The methods used in the study include: lectures, discussions, workshops, practice, and simulation.To conclude, a multi-prupose bag training as learning mediafor Kindergaten teachers of East *Ungaran* ran successfully. Since all teachers become more enthusiastic and motivated in the training and then use the multi-purpose bag in their teaching.

Keywords: Training, Multipurpose Bag, Learning Media, Kindergarten Students.

I. INTRODUCTION

Early childhood education is essential for the sake of future generations who are superior, healthy, smart, active, creative, and noble. The success of early childhood education becomes important foundation for the next stages' success. The earlier children acquire knowledge, science, technology and art, the deeper they will remember those experiences in their memory and their life. This suggests that early childhood is the "golden age" for someone, it means when someone at that time received a proper education, then he gains a good learning readiness which is one of the main keys to the success of learning to the next level. It shows that education at an early age is so important in helping the child's development.

In accordance with the Regulation Number 20, 2003 on the National Education System that every child has the right to obtain education and teaching in order to develop his appropriate personal and intellectual capacity according to his interests and aptitudes. It is because every child has different aptitude and intelligence in multiple intelligences such as verbal-linguistics, musical-rythmical, interpersonal-intrapersonal, and bodily-kinesthetic intelligence.

In line with the progress of the nation and the awareness of education importance, the kindergarten schools have develop more advanced and rapidly. For that reason, in almost every region of Indonesia there will be a Kindergaten. By the growing of Kindergarten, the need for planning interesting, interactive, and fun learning activities is urgent. One of planning concepts is that a kindergarten teacher should be able to plan instructional media that can improve children's knowledge, capabilities and behavior. Furthermore, kindergarten teachers should be able to apply the interesting, inspiring, creative, and joyful methods and media in their teaching. Learning activities undertaken by teachers should stand on the characteristics of the child. This suggests that the learning process which will be done by the teachers must support both the development of the teachers—themselves and the children. Teachers' development can be achieved by myriad of willingness and ability to continually improve competencies in teaching and learning activities. The teachers attempt in applying the teaching methods must be adjusted to the characteristics of early childhood learners that is implemented by the teaching concept called play-and-learn.

In the real practice, there are a lot of kindergarten teachers who have not applied the precise concept of children's education. Even in some learning activities, there are less competent teachers who deal with planning and implementing the activities of learning according to the given procedures. One of the common problems is to find a suitable and fun medium for early childhood learners. Teachers still have difficulties to select suitable media then to create proper instructional learning.

It is obviously seen during the preliminary observation that most kindergarten teachers did not use and implement an exciting and inspiring medium in their learning activities. This phenomenon also occurs in other kindergarten schools outside East *Unggaran*.

Most kindergarten teachers in East *Unggaran* have not use learning mediathat has many functions as well as inspiring for the children. Indeed, there were only some common media such as blocks, pictures, colorful and various shape dolls and sort of modest class arrangement. Teachers have not use various media containing miscellaneous meanings that can

stimulate students critical thinking to then observe, argue, try or even use the medium. Teachers also do not use a medium that can be used to teach and which is related to learning theme yet having many functions as well.

As a result, an active partaking for improving the quality of learning programs of kindergarten children and improving human resources in this case is a kindergarten teacher. It is necessary to introduce an innovative, attractive and multi-purpose learning mediafor those teachers. Then a training program was designed by introducing a multi-purpose bag as a learning mediafor early childhood learners. The multi-purpose bag assists teachers in delivering teaching material to the children, and allows the children to learn, know as well as to enhance the children's development.

II. DISCUSSION

A. Development as Learning Change

Basically a lot of people use the term "growth" and development "interchangeably. In fact these two terms are different, although it can be separated, but they can not stand alone. Growth is associated with quantitative changes in the size and structure enhancement. It is not only children become physically larger, but the size of organs and structures within the brain also increases. Growth is associated with major changes in the number, size and function of the level of cells, organs of individuals, as measured by the size of the weight (grams, pounds, kilograms), length (centimeters, meters), the age of the bone and metabolic balance (calcium and nitrogen retention in the body).

Children developments can not be separated from the role of both internal and external environments. Attitude change is a form of children development in behavior. According to Gagne (Abin Ma'mun Shamsuddin , 2003), changes in behavior are the result of learning that can be found in the form of:

1. Verbal information: the mastery of verbal information in the form of writing, for example, giving the names of an object, definitions, and so on.
2. Intellectual prowess: individual skills in interacting with environment by using symbols, for example: the use of mathematical symbols. It includes the skill of distinguishing and understanding the concept of abstract from concrete, rules and laws. These skills are needed in problem solving.
3. Cognitive strategies: it is the individual's ability to exercise and control the overall management activities. In the context of the learning process, cognitive strategy is the ability to control memory and thinking to yield effective activities. Intellectual skills focus on learning outcomes, whereas cognitive strategies emphasis on the thought processes.
4. Attitudes: is learning outcomes in the form of an individual's ability to choose the kind of action that will be performed. In other words, attitude is a tendency to act in the face of an object or event. There are some elements of thoughts, feelings and thoughts that accompany action.
5. Motor skills: is learning outcomes in the form of a skill that is controlled by physical movement.

B. Multipurpose Bag as An Interesting Learning Media

Basically a media is a tool to convey a message. The message is how the recipients understand the intent of the giver's message. The media is not just a tool such as Television, radio, slides, printed materials, but it includes a person or human being as a learning resource or it can be an activity in the form of discussions, seminars, field trips, simulations, and many others. Those media are conditioned to increase knowledge and insight, change students' attitude, or to add skills. (Sanjaya, 2006:162)

A learning mediais a component that supports learning besides teaching strategies and time. Some media are used in instructional activities because: 1) the media can magnify very small objects which previously are not visible become visible to one's eye, 2) the media can present the objects that are far from the source of learning, 3) the media are able to transfer complex and complicated events to a systematic and simple explanation to follow. Therefore, to improve the functionality of media in learning, educators need to select the appropriate media.

Similar opinion on the function of the media is that a medium has several functions as follows:

1) The media in learning process can reduce learners' limitation. Since each learner has different aptitude and experience, it is necessary to determine the child's wealth of experience, such as the the frequency of reading books and the opportunity of traveling and so on. Learning mediacan overcome children different experiences. If the learners are not brought to the immediate object which is going to be studied, then the teacher must bring the object to the learners . Objects can be defined in the form of a real, miniature, models, and form images that can be presented in audio or visual form.
2) Learning mediacan transcend the limits of the classroom. Many objects may not be experienced directly in the classroom by the students, because : (a) the object is too large; (b) the object is too small; (c) the subject is moving too slowly; (d) the subject is moving too fast; (e) the object is too complex; (f) the object is too subtle in sound; (f) the objects are dangerous

and high risk. By using an appropriate medium, then all objects can be presented to the students.

3) Learning mediaallows direct interaction between the learners and their environment.
4) Medium produces uniformity observations
5) Medium can instill the basic, correct, concrete, and realistic concepts.
6) Medium arouses new desires and interests.
7) Medium arouses and stimulates the child's motivation to learn .
8) The medium gives integrated experience and overall forms of concrete to abstract.

In distance learning, instructional media can be realized in the form of learning materials which are prepared or designed for self-learning, such as: module (printed teaching materials), radio or audio learning, instructional television, CD or instructional video or audiovisual medium, and e -learning via web-based or internet.

The use of instructional media at the stage of learning orientation will greatly assist the effectiveness of the learning process and the delivery of the message or the contents of the current lesson. Learning media can also help students improve comprehension, and students' ability in using interesting and reliable data, then interpretating data, compressing information, and generate students' motivation and interest in learning.

Educational media are learning tools that can enhance the effectiveness and efficiency in achieving the teaching's goal (Sanaky, 2010:4). Meanwhile, according Kustandi (2011:9), learning mediais a tool that can boost learning process and clarify the message, then achieve the goal of learning to yield better and perfect result.

Multipurpose Bag

Basically a bag is used to keep something. A bag or container in rectangular shape and so forth, is usually used to store or carry something. (Purwodarminto, 2001:1146) Bags are sealed containers that can be taken away. There are some materials to make bags such as paper, plastic, leather, fabric and many others. Bags are commonly used to carry clothes, books, and others. The bag can be in the form of backpack while a large bag to load clothings is luggage (it is called *Koffer* in Dutch). There is also a box-shaped bag that is only used by women to bring beauty equipment, commonly referred as beauty bag case.

Nowadays, bag becomes one of very lucrative industries. Apparently, the majority of people in the world spend most of his money to purchase bags. Therefore, entrepreneurs are very keen on developing bag industry business. In Indonesia, there are bags made from cloth with *Batik* pattern. The model is also interesting compared to others. What is more, those *Batik* bags are also attractive and become customer's favorite.

Because of bag's multi-purpose, the researcher proposes to utilize the bag as a learning medium. It is because the bag can be used in such a way to attract people and to keep sets of educational information as well as to make the children play while learning. This multi-purpose bag is created based on early childhood learning themes. The themes include animals, plants, nature, people, objects around the environment, and the objects created by God.

III. THE RESEARCH METHOD

The method is to achieve the set of goals. Some methods used in the study are: lectures, discussions, workhsop, practice and simulation. The explanation of these methods will be described as the following:

a. Lectures: The initial step was by giving a lecture (presentation), to explain timetable for implementation, and assessment materials. The materials presented were: the role of kindergarten teachers in child development, the benefits of learning medium, identification of learning problems in kindergarten, a brief explanation of multi-purpose bag, the benefits of multi-purpose bag, and finally instructional procedure in creating multi-purpose bag as a learning medium.

b. Group discussion: it was by making plans and then kindergarten teachers also conducted internal discussions. They worked in groups. They were 16 teachers and worked in 4 groups. Each group was asked to design a multi-purpose bag which contained many learning themes. This theme was aimed to increase children knowledge and development.

c. Practice: For the practical implementation phase, the researcher gave time for the participants to practice creating multi-purpose bag as a learning medium. The participants were asked to make boxes to be attached to the multi-purpose bag. It took quite a long time to assemble some tiny ornaments, then sewed, taped, and colored them. Some participants, who could not complete the bag, were permitted to continue it at home. The next day, the participants displayed the bags that they made .

d. Simulation: Simulation activities were done to determine how much a kindergarten teacher utilized multi-purpose bag as teaching medium. Each participant demonstrated how to teach using multi-purpose bag medium.

CONCLUSION

It can be concluded that the training activities ran successfully and smoothly. The training reached implementation level that was by making of multi-purpose bag then using it in learning activities. Some success points that can be highlighted are:

1. There is a concept understanding in Kindergarten teachers in using instructional media,
2. Kindergarten teachers know the roles and functions of instructional media for kindergarten children

3. Kindergarten teachers know the positive impact and benefits of multi-purpose bag as a learning mediathat are interesting to kindergarten children,
4. Kindergarten teachers are welcomed and intrigued by the introduction of multi-purpose bag as a medium that promotes children's successful learning,

REFERENCES

[1] Budiningsih, C Asri. 2008. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.

[2] Dahar, Willis Ratna. 2006. *Teori-Teori Belajar dan Pembelajaran*. Jakarta: Erlangga

[3] Darmadi, Hamid. 2010. *Kemampuan Dasar Mengajar*. Bandung: Alfabeta

[4] Habibi, Mhmd. 2011.*Taksonomi Bloom*. Padang State University (http://aby-pendidikanindonesia.blogspot.com/2011/04/vbehaviorurl defaultvmlo.html)

[5] Hurlock, Elizabeth B. 1978. *Child Development Perkembangan Anak Jilid I*I, EdisiKeenam Alih Bahasa Meitasari Tjandrasari dan Muslichah Zarkasih. Jakarta: PT. Gelora Aksara Pratama

[6] Hamdani. 2011. *Strategi Belajar Mengajar*. Bandung: CV Pustaka Setia.

[7] Hamzah, Uno. 2007. *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Jakarta: Bumi Aksara

[8] Sanaky, Hujair AH.2011. *Media Pembelajaran*. Yogyakarta: Kaukaba Dipantara

[9] Yusuf, S. 2001. Psikologi Perkembangan Anak dan Remaja. Bandung: Remaja Rosdakarya.

★★★