The Use of Learning Based Resources in Early Childhood Education

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Learning in early childhood must be fun and able to stimulate the five senses of the child to do a lot of exploration through play activities. However, the fact is that there are still many teachers who provide learning that is far from the values of play. Teachers who only rely on books in children's activities makes children's learning seem boring and does not effectively use the various existing learning resources available to them. This paper aims to find out how various learning resources are used in early childhood education institutions that have various learning resources available to them. Additionally, 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 various learning resources were used in two activities by the teacher. First, the teacher uses various learning resources while discussing the theme of the day learned by the child. Second, the teacher has prepared a play environment where children explore in the play area / play centre. Children who use many learning resources were observed to have improved language development, as children ask questions and talk about their play experiences. In the fine motor aspect, children are increasingly coordinated in terms of eye and hand movements. In relation to cognitive understanding, the ability to think more critically and in the spirit of the activity is very high. This research is expected to contribute to the world of early childhood education, especially teachers in designing learning activities that use various learning resources for children.

Key words: *Learning based, learning resources, early childhood.*

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,. Thus, this age is known as "master imitators". Early childhood sensitivity is in line with optimally developing intelligence. This has a very strong reason, because children's intelligence develops 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 be seen that 80% of children's intelligence is in their first 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 in 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 in teaching. Spirit or basic human values develop through the interaction between children and their environment (Zaman, 2004).

Early Childhood Learning must accord with the concept of learning through play. Thus, 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 prescribes that, "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 need that must be facilitated by educational institutions. Piaget argues, in regard to how children learn, that, "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 do not use various children's learning resources enough. Many teachers who teach only rely on LKS / Magazine books lack play values and few are instructed to prepare children to enter elementary school level, conducting activities that only suppress the ability to read, write and count without going by neglecting play activities, and existing learning resources. This activities also look 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: main sensory motor or functional play, play development, and imaginative play. This is in line with CCCRT, who state that "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 can be improved 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.

Theoretical Review

Learning

According to Mulyasa learning is a process of interaction between participants and the environment that changes behaviour for 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 behaviour 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 a plan or a tool to direct students for better in accordance with the objectives of education through interesting environmental interactions that can increase the development of students in all aspects. Furthermore, the main thing is that learners become adult individuals who have complete human behaviour, and are advanced and able to use their knowledge.

Learning for young children must be fun, and use a variety of learning resources for children to do many activities. Learning in early childhood environmental settings provide an important role for children to enjoy the learning process. The teacher's role in setting up the learning environment by using various learning resources is important in providing children the opportunity to develop optimally and enjoy the 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.al 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). The output of the use of learning resources is expected to improve student learning performance. 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). In this sesne, it can be said that various learning sources are various kinds of learning resources, both living and inanimate objects which facilitate for children to explore so that they can understand what is being studied and help in the process of learning output. One writer determines that quality schools are schools that are able to change the learning system, especially learning resources, to focus only on teachers who can facilitate child learning.

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 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, where children get information directly from the source, namely the environment, include the post office, police station, fire department, market, supermarket, restaurant, rice field, field trips etc.; 2) Library, here there are various learning resources in the form of encyclopedias or readings related to 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 develop; and 5) Props, which are used to explain or demonstrate something that is being studied (Sudono, 2000).

Early childhood plays an important role in the framework for 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 leaners learn in holistic / whole situations, which are 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, resources that are actually adapted for the development of early childhood thinking are still at the level of concrete operations. According to Cooper in his research journal entitled "Nature and the Outdoor Learning Environment:" "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 gives a very extraordinary contribution to children. This is in line with research conducted by Macquarrie, et al. in his research journal entitled "Learning with Nature and Learning from Others: Nature as a Setting and Resource for Early Childhood Education," which states tha, "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 that various types of various learning resources for children incorporates everything that can be used by children, both in the form of the environment, as well as media that support children in learning more meaningfully.

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 is 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.

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. One: the teacher uses 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 taken from the school environment or through 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 in 5 ways, 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. Learning interactions invite children to observe what is presented by the teacher. Conduct dialogue interactions invite children to finally communicate what is observed. Two: a variety of children's learning resources involves a play environment that turns out to have been setup at the beginning of the teaching process. Children enter the play area / environment, which 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 / centres that were observed from 13 PAUD schools using the same centre in facilitating children as a source of learning for children by using a conditioned environment, including centres for playing blocks, centres for role playing, centres for art, centres for preparation, and centres for natural materials. All of these are various sources used by early childhood to hone their development in order to grow optimally.

2. Children were observed to be facilitated by teachers with various learning resources in their leaning. Their language development was more developed. Children asked lots of questions and conveyed 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 improve their enthusiasm in completing their work. Not seen were children

who cry. All children felt happy with their learning activities and learned without pressure in accordance with their growth and development, namely playing.

Discussion

Learning based resources in the education of children are used by teachers when activities discuss themes and when children enter play activities with the teacher in a playing environment. The various resources prepared by the teacher are in the form of a playing environment, which involves a variety of learning resources. Clearly the first important role as a source of learning for children is 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 al., 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 resource (by design) (Rolina, 2006). The use of these various learning resources helps children develop their potential. Aspects of child development, which are observed to develop rapidly are language, fine motor skills, critical thinking skills, and enthusiasm, when learning is in accordance with what is provided by the environment. This is because learning resources are interesting objects to explore. 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 opportunities 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 that a diversity of learning resources must be created, carried out and utilized by teachers for the benefit of child development.

Recommendation

The use of learning based 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. Various learning resources, however, are not used enough by PAUD teachers. Therefore, future research should be carried out in the field of training, in terms of making learning resources for teachers in early childhood education.

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