

Nature-Based Learning Media in Outdoor the Classroom to Increase Kindergarten Children's Learning Motivation

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ABSTRAK

Kurangnya penggunaan media pembelajaran oleh guru berdampak pada rendahnya motivasi siswa dalam belajar. Tujuan dari penelitian ini adalah untuk mendapatkan strategi yang dapat dilakukan untuk meningkatkan motivasi belajar siswa. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian dan pengembangan (R&D) dengan anak kelompok B di unit Gugus PAUD Flamboyan. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, angket, dan dokumentasi. Setelah mendapatkan data, peneliti kemudian melakukan uji validitas data yaitu uji validitas dan uji reliabilitas. Langkah selanjutnya adalah menganalisis data, menganalisis kelayakan model yang diperoleh dari ahli validator baik ahli media maupun ahli materi, dan diperoleh dari tanggapan guru dan tanggapan anak serta analisis keefektifan model. Berdasarkan hasil analisis menunjukkan bahwa pengembangan media pembelajaran luar ruang layak digunakan dalam pembelajaran. Berdasarkan kemampuan kognitif anak meningkat setelah perlakuan menggunakan pengembangan media pembelajaran luar ruang berbasis alam dengan pola berulang.

ABSTRACT

The lack of use of instructional media by teachers has an impact on low student motivation in learning. The purpose of this research is to get a strategy that can be done to increase students' learning motivation. The research method used in this study was research and development (R&D) with group B children in the Flamboyan PAUD Cluster unit. Data collection techniques used are interviews, observations, questionnaires, and documentation. After obtaining the data, the researcher then tested the validity of the data, namely the validity test and the reliability test. The next step is to analyze the data, analyze the feasibility of the model obtained from validator experts, both media experts and material experts, and obtained from teacher responses and children's responses and analysis of the model's effectiveness. Based on the analysis results, it shows that the development of outdoor learning media is suitable for use in learning. Based on the children's cognitive abilities it is increased after treatment using the development of outdoor learning media based on nature with a repeating pattern.

1. INTRODUCTION

Educational learning in PAUD aims to help improve cognitive, affective, and psychomotor development and creativity and prepare children to enter basic education by developing religious (moral), physical-motor, cognitive, language, social-emotional, and artistic values. The development speed of children's potential talents is determined by various factors, including motivation to learn (Maimuna, 2021; Winata et al., 2019). Motivation becomes crucial in producing these learning objectives (Aidi, Yulifri, & Edwarsyah, 2019; Rumhadi, 2017). Motivation is the most important milestone to the success of learning. Motivation is an important thing for children to have. When children have high motivation to learn, children will be more enthusiastic in carrying out each process of learning activities (Maizahroh & Ulum, 2020; Mulya & Lengkana, 2020). The higher the motivation of students to learn, the higher the lesson's success (Maimuna, 2021; Nainggolan & Manalu, 2021).

Teachers play an important role in achieving learning success (Pitaloka, Dimiyati, & Edi, 2021; Safitri & Dafit, 2021). Therefore, in learning, the teacher must be able to choose and use the right methods and strategies in teaching. In addition, teachers must be able to use learning media as a tool in learning activities. Media imparts knowledge to stimulate child development (Ahdan, Putri, & Sucipto, 2020; Putri,

Kusmariyatni, & Murda, 2018). Learning media can increase student interest and motivation (Mansur & Rafiudin, 2020; Mirnawati, 2020). However, based on the results of observations made by researchers at Tunas Harapan Kindergarten on May 10, 2021, researchers found a need for more motivation for children to learn, one of which is because children are bored of always studying in the classroom. Students sometimes experience boredom and boredom in class, and that is what can cause a decrease in children's motivation and enthusiasm for learning (Iriyanti, Nusabelani, Erlina, & Agustina, 2020; Pramana, Jampel, & Pudjawan, 2020). Teachers should be able to overcome children's boredom in a class by changing their learning patterns to make their students more interested. Besides that, students' low motivation in learning is also influenced by the lack of use of learning media (Arifin, Tegeh, & Yuda Sukmana, 2021; Nopiani, Made Suarjana, & Sumantri, 2021). This happens because the teacher's understanding of learning media needs to be maximized. The teacher does not apply learning media in learning activities, and many educators are patterned with conventional learning. Education in the classroom with study tables and chairs is one of the learning models commonly applied in kindergartens (Ardisti & Agustiningih, 2020; Yulianto & Putri, 2020). This results in the impact of not fulfilling children's needs, making children's learning motivation decrease. If this continues, it will certainly impact the success of learning.

The teacher's existence in the teaching and learning process is very important, so the teacher's ability to motivate children to learn should be considered. So the teacher must be active, creative, and innovative to foster fun learning so children's learning motivation will grow optimally (Darmawan & Arini, 2020; Triwardhani, Trigartanti, Rachmawati, & Putra, 2020). The effectiveness of the learning process will be established if there is communication between the media delivering the message and the recipient of the message. This communication is supported by media use in learning, which can help convey messages according to the purpose. One of the media developments is the development of fun outdoor learning media to meet children's needs and support children to be active. Nature-based outdoor learning media in the environment around the school is very suitable for the characteristics of early childhood who think critically and creatively, so this media can attract children's interest in learning about the environment by learning while playing (Ekayanti, 2020; Maya Trisulistiyorini, 2022). The advantages of outdoor learning include being able to encourage learning motivation in children with a pleasant learning atmosphere, using concrete learning media using natural materials that are already around can foster the ability to explore and can give children pleasure when learning without feeling bored and bored due to lack of interest in the learning being taught (Febbriana, Ardana, & Agustika, 2019; Maziyah & Anjar, 2021). Outdoor learning can also foster the strengthening of concepts given to children.

Previous studies have shown that outdoor learning media can increase student learning motivation (Armizah, 2019; Maya Trisulistiyorini, 2022). Outdoor learning media can improve students' critical thinking skills (Anggriani, Karyadi, & Ruyani, 2019; Prima Cristi Crismono, 2017). Research shows that outdoor learning media can improve student learning outcomes (Ekayanti, 2020). Based on the results of previous research, outdoor learning media is suitable for use in learning activities. This study aims to obtain strategies that can be used to increase students' learning motivation.

2. METHOD

The research method used in this research is research and development or Research and Development (R&D). Researchers use this method because researchers want to produce software, namely nature-based outdoor learning media, that can increase early childhood learning motivation. This research was conducted by researchers at Tunas Harapan Kindergarten students located in Watu Split Village, Kragan District, Rembang Regency. The steps for development research (R&D) can be seen in Figure 1 below.

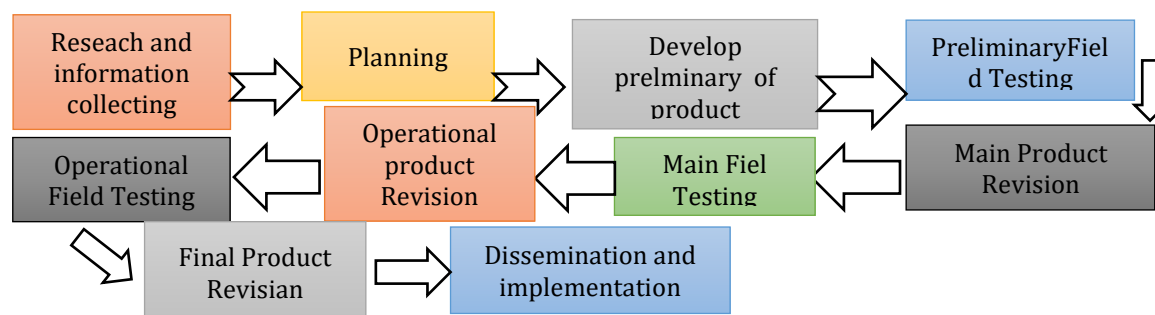


Figure 1. Steps for Developing Learning Media Research

In product effectiveness trial design research using the Pre-test and Post-test design experiment method, namely comparing before and after using the new product and the old product.

The population of this study was students of TK Tunas Harapan, Kragan District, Rembang Regency, for the 2020/2021 academic year. While the sample B group of TK Tunas Harapan Watukapal students with ten students as the control class and group B students at Cahaya Harapan Tanjungsari Kindergarten with ten students, and group B students at Masyithoh Kindergarten 4 Tanjungsari as many as 11 as the experimental class. The experimental research design can be seen in [Table 1](#).

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Control	O ₁	X ₁	O ₂
Experiment	O ₃	X ₂	O ₄

3. RESULT AND DISCUSSION

Result

The results of observations made in three kindergarten groups B in the flamboyant PAUD group obtained data showing the results of conventional learning carried out in class using LKA. Children tend to feel bored and reduce learning motivation. Children will feel happy if the teacher does varied and innovative learning. The observation results obtained data from three TK B, which was carried out by observing the results that learning delivered by the teacher through lectures, activities for children using worksheets, and the same media from previous years made children less interested when participating in learning activities. Children are more interested when the teacher uses a variety of teaching aids or media. However, because the media used by the teacher is less attractive, the child pays less attention to the teacher's explanation which makes the child unmotivated. Learning activities like this only stimulate some aspects of child development. The following are the results of researchers' observations of learning in three kindergartens throughout the Flamboyant PAUD cluster.

These results prove that the development of outdoor learning media is feasible for learning. Based on the cognitive abilities of children who have increased after being given treatment using outdoor development based on nature, learning media with repetitive patterns.

Nature-based outdoor learning media with repetitive patterns has been proven effective in increasing student learning motivation. It is based on the average value of the entrepreneurial character of children from classroom experiments in both Masyithoh IV Kindergarten and Cahaya Harapan Kindergarten, both of which use the development of outdoor learning media. Learning has relatively increased children's learning motivation compared to the control class.

Based on the results of paired sample statistics, it is known that the entrepreneurial character of the experimental class children (Masyithoh IV Kindergarten and Cahaya Harapan Kindergarten) is learning by using the development of outdoor learning media in Masyithoh IV Kindergarten, the post-test score is 80.7; the post-test score in TK is Cahaya Harapan. These results can be interpreted as the average value of children's learning motivation from the experimental class in both Masyithoh IV Kindergarten and Cahaya Harapan Kindergarten, which both use Outdoor Learning. The development of Learning Media has relatively the same learning outcomes for children.

Discussion

The study results showed that using outdoor learning media could increase student motivation. Outdoor Learning Outcomes Nature-based learning with repetitive pattern media for early childhood has a broader meaning, not only introducing the environment, the benefits of natural materials, getting to know the concepts of short length, size, and color, and predicting the next order but also educating children to be able to take advantage of environment as a medium of learning (Febbriana et al., 2019; Prima Cristi Crismono, 2017). Children are directed to learn how to use natural materials as a sign of gratitude for God's creation so that children can understand that playing and learning do not have to be with media purchased from stores.

Learning media from the surrounding environment can be used as a direct experience to improve learning outcomes (Oktaviani, 2017). Direct experience will give the fullest and most meaningful impression of the information and ideas contained in that experience because it involves the senses of sight, hearing, feeling, smell, and touch. Environment-based learning media can facilitate early childhood learning experiences (Kurniawati, 2021; Zeptyani & Wiarta, 2020). Early childhood learning must be limited to certain types of material appropriate to the child's development because the minds of each limit the ability to learn about certain ideas.

Natural material media can explore their abilities. Children can recognize various objects in nature, such as rocks, water, fruits, sand, leaves, plants, animals, etc. Natural material media such as seeds can be

used as a learning context for children to build new knowledge, learn economic and societal cultural values, and develop and practice them in the real world (Armizah, 2019; Primayana, Dewi, & Gunawan, 2020). Children will be able to understand that learning media does not have to be purchased from shops but can be obtained from the surrounding natural environment. Playing activities with natural materials can help the growth of 6 aspects of child development (Familiiani & Suyadi, 2021).

Previous studies have shown that outdoor learning media can increase student learning motivation (Armizah, 2019; Maya Trisulistiyorini, 2022). Outdoor learning media can improve students' critical thinking skills (Anggriani et al., 2019; Prima Cristi Crismono, 2017). Research shows that outdoor learning media can improve student learning outcomes (Ekayanti, 2020). The implications of this research are expected in subsequent learning.

4. CONCLUSION

Based on the results of paired sample statistics, it is known that the entrepreneurial character of the experimental class children (Masyithoh IV Kindergarten and Cahaya Harapan Kindergarten) is learning by using the development of outdoor learning media in Masyithoh IV Kindergarten, the post-test score is 80.7; the post-test score in TK is Cahaya Harapan. These results can be interpreted as the average value of children's learning motivation from the experimental class in both Masyithoh IV Kindergarten and Cahaya Harapan Kindergarten, which both use Outdoor Learning. The development of Learning Media has relatively the same learning outcomes for children.

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