

## **KREATIFITAS GURU DALAM MENGEMBANGKAN MEDIA PEMBELAJARAN DI LEMBAGA PAUD SE-GUNUNG TOAR**

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### **ABSTRACT (11 pt)**

*Teacher is required to be creative and innovative, especially teachers who teach in Early Childhood Education (PAUD) institutions. However, there are still problems found in the field, such as: Teachers are less creative in developing learning media because they are used to using magazines/worksheets in learning activities. Teachers only use existing learning tools/media. This research aims to determine Teacher Creativity in Developing Learning Media by Utilizing Natural Materials in PAUD Institutions throughout Gunung Toar District, Kab. Kuantan Singingi. This research uses field research methods with a qualitative descriptive analysis approach. The subjects in this research were PAUD teachers in the Gunung Toar sub-district with a total of 48 teachers/educators. Collection techniques use observation, interviews and documentation. Data analysis techniques use data reduction, data presentation and drawing conclusions, including analysis and interpretation of the meaning of the data. The results of the research show that the creativity of PAUD teachers in developing learning media using natural materials in Gunung Toar sub-district, Kuantan Singingi district is very good. Teachers use natural materials as learning media for early childhood, including using water, sand, plants and used goods. The use of natural materials gives PAUD students a real learning impression. This will make learning more effective, and students understand what they are learning more easily.*

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## **1. INTRODUCTION**

Early childhood education is a form of education that focuses on laying the foundation towards physical growth and development, intelligence, socio-emotional, language, communication, in accordance with the stages of development through early childhood. Early childhood education is very important because early childhood will determine the character of students during the course of education correctly and appropriately (Anisyah, 2018). The role of the teacher is so important in learning, so teachers are required to know the importance of providing stimulation and stimulation by developing potential in children to improve children's mindset, creativity and potential.

Therefore, to support the learning process, teacher creativity is needed in presenting the learning process related to methods, media and ways of handling students who have problems. For example, to support teaching and learning activities, creative teachers are required to create media in the form of interesting and multipurpose teaching aids in accordance with the characteristics of child development (Sopiah, 2014).

The creativity of kindergarten and early childhood teachers is so important, so every teacher should be aware of their main task: educating and caring for early childhood. In addition to academic ability, it is also necessary to support other aspects that can help the success of learning. There are academically qualified teachers, a curriculum that suits the needs of students, and adequate learning media (Moeslichatoen, 2004).

In the learning process, using media is something that must be done, so that the learning process runs excitingly. This is because teaching is an effort made by teachers so that students learn, and learning is a process of changing behavior through experiences (Gunawan, 2012). Learning media is a determinant in the success of learning, considering that early childhood is in the category of pre-operational stages in cognitive development so that students really need visual media to be able to understand the knowledge in real terms (Irfandi & Murwindra, 2022a). This is a must in every early childhood education institution and parents to provide a variety of play tools and supportive learning media such as simple media or technology as a source of learning for children (Irfandi et al., 2023). A teacher when presenting information to early childhood must use media so that the information can be received or absorbed by children well and in the end it is expected that there will be changes in behavior in the form of abilities in terms of knowledge, attitudes, and skills (Gunawan, 2012).

The creativity of PAUD teachers can be done by maximizing existing media, and being able to use simple objects to be used as learning media (Irfandi & Yuhelman, 2023). teachers are required to be more creative in developing learning programs, especially in developing learning media (Rini et al., 2023). The media used does not have to buy at a large cost, but can utilize natural resources around. Therefore, early childhood education teachers must be able to find various ways to present the whole in different ways and of course it must be fun for early childhood.

Based on observations made at PAUD in Gunung Toar sub-district, there are several problems found, namely Teachers are less creative in developing learning media because they are accustomed to using magazines / worksheets in learning activities, Teachers only use existing learning tools / media without any initiative to develop learning media, Children's learning motivation is lacking due to monotony and lack of variety in the types of activities presented in learning, The availability of various kinds of natural materials in the surrounding environment that can be used as learning tools / media that can increase children's learning motivation, but teachers cannot utilize them properly.

Relevant research conducted by Oktari (2017) regarding the use of natural materials as learning media at Kartika I-63 Kindergarten Padang. The results obtained that natural material media in learning at Kartika I-63 Padang Kindergarten are in accordance with the planning previously made by the teacher. The use of natural media and methods is varied and interesting for children. Another relevant research was conducted by Sari et al (2013) regarding the analysis of the utilization of natural materials as a learning medium to increase children's creativity in Islamicyah pontianak kindergarten. The results showed that the use of natural materials in learning can increase children's creativity.

Based on these problems, it is necessary to conduct research on Teacher Creativity in developing Learning Media by Utilizing Natural Materials at PAUD Institutions in Gunung Toar District. Teachers who are creative in using learning media will make children enthusiastic and motivated in learning.

## 2. METHOD

This research uses a field research method with a qualitative descriptive analysis approach (Agustinova, 2015). Qualitative research is research intended to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups (Sukmadinata, 2011).

The subjects in this study were PAUD teachers in Gunung Toar sub-district with a total of 48 teachers/educators. Data collection techniques in this study were conducted through interview techniques, observation and documentation studies. Furthermore, the data analysis technique used is an interactive model with steps, namely data reduction, data presentation and conclusion drawing, including analysis and interpretation of the meaning of the data..

## 3. RESULT AND DISCUSSION

### Result

Based on the results of observations and interviews that have been conducted, the results show that PAUD teachers at the kindergarten level in Gunung Toar are categorized as creative in developing learning media. PAUD teachers in Gunung Toar sub-district utilize materials available in nature as learning media. Media in early childhood learning is not limited to media or props available in the classroom, but all the materials around us can be used as learning media.

Based on interviews conducted with PAUD teachers, it is found that natural materials can be obtained from the surrounding environment, the potential of nature that can be utilized into various play tools for children, for example from plants such as bananas, papayas, coconuts, tubers. Plant parts that can be utilized start from the stem, leaves, flowers, fruit, heart, fronds, shells, roots and many more. In addition, other natural potentials, such as shells, wood, rocks, soil and mud, sand, and so on. It all depends on the creativity of the teacher in making variations of learning activities by utilizing all the natural potential around. Some examples of activities that utilize natural materials are as follows:

#### a. Banana Leaves

Banana leaves can be used as a tool to stick pictures of animals, animals and made into mats. This is usually used brownish banana leaves. Banana leaves that are still green can be used as *katu*, which can be used to make numbers and letters. The utilization of banana leaves as learning media can be seen in Figure 1.



Utilization of banana leaves as learning media

#### b. Stringing with natural materials

Tying activities are usually done using beads, or geometry blocks or straws. Natural materials can be used as media in playing merging, for example with cut fruits so that children will be more excited in doing merging activities. Or you can use banana fronds, papaya fronds or used leaves so that they can form a cute and fun picture. The utilization of used leaves as a merging media for PAUD students can be seen in Figure 2.



Figure 2: Sticking the car fish using old leaves

c. Water play

Water is a natural material that is easily available and cheap but definitely fun for children. It is undeniable that children will be happier if invited to play with water, Teachers can invite children to play with water in a variety of ways. For example, with water pouring activities, mixing colors with water. The utilization of water as a learning media for PAUD students can be seen in Figure 3.



Figure 3 Mixing Water with Colors

d. Playing with sand

Sand is often found around us, as well as water, Some types of sand play activities are usually: printing, painting with sand, forming sand buildings and so on (Maemunah, 2015). There are many more natural materials that can be used as media in Early Childhood learning. The utilization of sand as a medium for PAUD learning can be seen in Figure 4.



Figure 4 Utilization of Sand as learning media

The use of natural and simple materials as learning media makes it very easy for teachers to innovate. This also overcomes the obstacles of teachers in developing learning media both in terms of creativity, facilities (Irfandi & Murwindra, 2022b) which affect the low performance of teachers (Elfita et al., 2019).

## Discussion

The results of the research obtained that PAUD teachers use natural materials as learning media in accordance with the theory described by Sholehah et al (2022) that the importance of paying attention to the techniques, tools and materials used to remain friendly to children, do not feel difficult or complicated when working on them. Another opinion is expressed by the opinion of Wati et al (2020) that although this natural material media has the potential to arouse diverse artistic creativity in children, it is rarely used as a learning media in general. Tuuling et al (2019) argued that by utilizing the environment as a learning medium, we can introduce children to real events, situations, and natural conditions, so that they become more realistic, current, and honest. Children gain hands-on experience, become more effective, and understand what they are learning more easily (Das, 2018).

Early childhood is also defined as a group of children who are in a unique growth and development process. They have specific patterns of growth and development according to their level of growth and development. Strong curiosity and enthusiasm for many things, namely children tend to pay attention, talk about and question various things they have seen and heard, especially about something that smells (Khairi, 2018). The nature of early childhood is learning while playing and learning through experience (Munar et al., 2021). In this case, learning is useful for increasing children's creativity using simple media that brings benefits for children to learn a lot.

Creativity is a manifestation of a fully functioning individual, with creativity allowing humans to improve their quality of life (Sadiman, 1986). Teacher creativity in early childhood learning is currently a very important part because it can make learning more interesting for children, children's attention becomes more focused, especially supported by learning media that improves for children (Hidayat et al., 2021). Children who receive a good care and education environment will be able to develop a creative attitude; enthusiastic to explore, experiment, imagine, and dare to try and take risks. However, it all depends on the child's learning environment, whether it is conducive to achieving this development (Sopiah, 2014).

## 4. CONCLUSION

Based on the results of the study, it was found that the creativity of teachers in developing learning media by utilizing natural materials in the Gunung Toar sub-district of Kuantan Singingi district was very good. Utilization of natural materials used by teachers as learning media for Early Childhood, among others, using water, sand, plants and used goods. The use of natural materials gives the impression of real learning to PAUD students. This will make learning more effective, and students understand what they are learning more easily..

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