



Utilization of Natural Materials as Learning Resources for Early Childhood in Group B of Wakeakea Kindergarten, Gu District, Central Buton Regency

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ABSTRACT

The aim of this research is to find out whether researchers using natural materials as learning resources for early childhood can develop children's learning abilities in Wakeakea Kindergarten, Gu District, Central Buton Regency. This research method uses descriptive qualitative methods with data collection techniques using observation, interviews and documentation methods. The first data analysis step is data reduction, the second is presentation of research data grouped based on theme findings and the last is the conclusion. The results of this research are that the use of natural materials as a learning resource for early childhood group B, Wakeakea Kindergarten, Gu District, Central Buton Regency, is very effective in supporting children's learning through 8 learning activities, namely classification and sorting activities, sprinkling activities, weaving activities, collage activities, object counting activities, printing activities and printing activities. And activities using natural materials as learning resources generally develop children's abilities in fine motoric aspects, gross motoric aspects, cognitive aspects, language aspects, social emotional aspects, moral and religious aspects, as well as artistic aspects.

Keywords: *Natural Materials, Learning Resources, Early Childhood*

1. Introduction

Educational experience, learning is a movement that influences individuals with the ultimate goal of acquiring information, abilities and positive traits by using different points for learning. For this situation, the selection of learning resources must be adjusted to the students' actual interests and desires. Everything in the learning environment that can be used to help improve learning outcomes and make the teaching and learning process more interesting and enjoyable is called a learning resource.

Exploring and interacting with natural materials provides children with endless learning opportunities to expand their knowledge and understanding. According to Yukananda in (Giyoto, 2021) ordinary material media is everything in the climate around us that can be used to help learning. Children can develop various cognitive, social-emotional, language, motoric, moral and religious values as well as life skills through the use of natural materials as a medium. Ordinary material media can be stones, wood and twigs, seeds, leaves, fronds, bamboo, etc. These materials are very easy to obtain from the climate around the child. Vanni M.O., found that using ordinary media as a learning medium can also provide real experiences to children, learning becomes more concrete and less verbalistic, so that children absorb information more effectively (Giyoto, 2021).

Based on the results of pre-research observations conducted at Wakekakea Kindergarten, it was found that almost every day the children were coloring, writing, cutting, sticking to paper and playing with blocks. The dominant teacher gives assignments to children to color and write, after which the next meeting

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continues with the same activities with different pictures. So, children have less expression towards their environment. Apart from that, another problem found was that the process of teaching activities was less varied. Teachers only use factory-made media, such as picture books, colored pencils, paper for sticking activities and so on. This results in a lack of interest in children in the learning process, children feel bored doing monotonous learning activities every day where there is no encouragement (press) to stimulate children's enthusiasm for learning.

From the results of observations, researchers found a lack of use of natural materials as learning resources for children. Meanwhile, the natural environment around Wakeakea Kindergarten is very rich in learning resources that can be utilized, such as leaves, seeds, flowers, fronds, twigs, stones and so on.

2. Methods

This research uses a subjective type of examination. According to Saryono (2010), qualitative research seeks to identify, describe and explain aspects of social influence that cannot be quantified, measured or explained quantitatively. Participatory qualitative research is research in which researchers participate and are active in research activities. will be done. Erickson stated that qualitative research seeks to discover and describe narratively the activities carried out and the impact of the actions taken on their lives (Anggito & Setiawan, 2018). This research was conducted at Wakeakea Kindergarten, Gu District, Central Buton Regency. This research location is a research place that is expected to be able to provide information about the use of natural materials as learning resources for children aged 5-6 years. This research was carried out for 1 month from March 10 to April 10 2023.

Sugiono said that a subject is a quality or trademark or value of a person, item or movement that has certain factors that are determined to be contemplated and goals drawn (Tanujaya, 2017). The subjects of this research are children aged 5-6 years who are at Wakeakea Kindergarten, while the object of this research is the activity of using natural materials as a learning resource for early childhood children at Wakeakea Kindergarten.

Researchers use various data collection techniques to study children's development and problems. Observation is used to understand changes that occur in children at certain times. Interviews involve conversations between researchers and interviewees, aimed at gathering deeper information regarding the problem under study. Documentation at Wakeakea Kindergarten examines real world conditions during the learning process by using natural materials as learning resources.

Data collection instruments are tools used to measure the data to be collected. This data collection instrument is basically inseparable from the data collection method. The data collection method is an interview, the instrument is an open/unstructured interview guide. If the data collection method is observation, the instrument is an open/unstructured observation/observation guide. Likewise, the data collection method is documentation, so the instrument is library format or document format (Anufia & Alhamid, 2019).

Qualitative data analysis in the process of systematically searching and arranging data obtained from observations, interviews, field notes and documentation studies, organizing data into synthesis, arranging patterns, choosing what is important and what will be studied and making conclusions so that it is easy understood by oneself and others. The steps in analyzing data are as follows:

1. Data Reduction

Data reduction means summarizing, selecting the main things, focusing on the important things, throwing away what is not necessary. Data reduction is in accordance with the problem that the author will research, thus the reduced data will provide a clearer picture and make it easier for research to collect data.

2. Data Presentation

The reduced data is presented or displayed in a form that is easy to understand. In qualitative research, data presentation can be done in the form of brief descriptions, sections on relationships between categories and the like.

3. Drawing conclusions (verification)

Conclusions will be followed by evidence obtained when researchers are in the field. Data verification is intended to determine the final data and the entire analysis stage process, so that the entire problem is in accordance with the data category.

3. Findings and Discussions

3.1. Findings

Based on the results of observations made by researchers through identification and observation activities at Wakeakea Kindergarten, Gu District, Central Buton Regency. There are 8 children's play activities, namely:

Activities for classifying leaves (orange leaves, guava leaves and jackfruit leaves) based on color and shape and sorting the leaves from small to large

Classification and sorting activities are carried out using natural leaf materials, namely orange leaves, guava leaves and jackfruit leaves. The classification activities carried out in this research are classification based on leaf color and shape. According to Qisthiyah, et al., (2022), classification is an important ability to teach children because classification is one of the initial stages for children to learn to think logically, namely children will learn clear rules for grouping objects when classifying. object. Strengthened by Arisani's opinion (in Arini, I., & Fajarwati, A. 2020), where concrete object media has a big influence on classification learning, because by using this media children's classification abilities increase. This classification capability can be in the form of classification in the form of color, size and shape.

Meanwhile, in sorting activities, Sukarni (2020) stated that sorting is the same as describing, which is a way of sorting objects based on certain characteristics. According to Rahmawati (2020), the use of materials will influence children's knowledge, play and expression of ideas. In this research, the developmental aspects achieved by children are fine motoric aspects, gross motoric aspects, cognitive aspects, language aspects, social emotional aspects, artistic aspects and moral and religious aspects. One of the aspects achieved is cognitive. Uttari, et al., (2018) stated that the cognitive aspect is basically directed at improving children's thinking abilities, so that children have the foundation to be able to think critically, logically and mathematically.

The sprinkling activity uses natural materials such as cassava leaves and papaya leaves

Sprinkling activities are carried out using natural materials such as cassava leaves and papaya leaves. This is in accordance with Mayeski's opinion (in Nasution et al., 2019), the action of splashing leaves is a movement that discusses ordinary

objects collected for a business, where young people can arrange articles on paper and the child shows how to squeeze a brush in on brushes, screens, and on paper for writing sprinkled works of art. Mayesky also points out that, while splatter printing is messy but fun, it is very interesting in distinguishing nothing from feline. In the leaf splashing activity, the children looked very enthusiastic and active in the learning activity. Charner, et al., (in Nasution et al., 2019) proposed that leaf sprinkling printing is an interest-based action where children are allowed to choose safe leaves that children like and are available in the climate where the child lives, in where these leaves are used to be stuck with tape on paper.

The activity of sprinkling leaves for children is very interesting and can develop various children's abilities. In this research, the developmental aspects achieved by children include fine motoric aspects, gross motoric aspects, cognitive aspects, language aspects, social emotional aspects, artistic aspects and moral and religious aspects. One aspect that is developing is the fine motor aspect, this is in accordance with the opinion of Hartinah, et al., (2018) who said that printing leaf splashes can help children learn to use their hands and fingers. Children can, based on their own experience, imagine seeing sparks on paper in addition to the cognitive aspect.

Weaving activities using natural materials from banana leaves

Weaving activities are carried out using natural materials from banana leaves. This activity is carried out by weaving each piece of banana leaf alternately to form a mat which trains children to be careful and patient. This is in accordance with the opinion of Putri & Nurmiyanti (2023), Twisting practice for children requires precision and perseverance, twining in kindergarten is children's skill in working on simplified essential weaving themes using colored paper, strips, leaves coconut, banana leaves, coconut leaves and others. Strengthened by Susanti's (2019) assessment, circular exercise for kindergarten children is equipped with valid directions and teaching, namely about how to create functions from basic circular exercise.

Wrapping the mat with banana leaves is another thing for children so that children are very enthusiastic in the exercises given. According to Meriyati (2020), the use of raw materials in winding activities apart from not causing additional costs is also not harmful to the environment. If the child's weaving does not comply with the method used, it can be thrown away. without polluting the environment. In this review, the areas of improvement made by children are fine motor aspects, gross motor aspects, mental perspective, language angle, social depth angle, creative perspective, and moral and assertive angles. Naconha (2021), recommends that collage is an act of skill that is expected to produce various objects and trains children to perform well-coordinated movements, which are carried out otherwise by storming or covering parts of the woven tape.

The collage activity uses natural materials such as banana leaves

The collage activity was carried out using natural materials from banana leaves. According to Primayana (2020), collage for kindergarten children is a fine arts activity that combines painting techniques (hand painting) with the skills of arranging and gluing materials on the drawing paper/base used, until a unique, interesting and different arrangement is produced using paper materials, natural materials and artificial materials. In research on collage activities, children were seen participating in learning activities enthusiastically and actively so that learning became more fun and provided new experiences for children. In line with this, according to Moeslichatoen (in Novi Mulyani, 2017), this sticking or collage

activity attracts children's interest because they can put and stick things as they like. In this research, the developmental aspects achieved by children are fine motoric aspects, gross motoric aspects, cognitive aspects, language aspects, social emotional aspects, artistic aspects and moral and religious aspects. Darmiatun & Mayar (2019), stated that using collage activities is expected to improve children's fine motor skills, especially in training the ability of their fingers, skills in using the right and left hand in various activities.

The collage activity uses natural materials such as wood dust

The collage activity was carried out using natural materials such as wood dust. This is in accordance with Sudono's opinion (in Handayani, et al., 2019), choosing wood as a raw material for children's play equipment is very appropriate. So the wood or sawdust in question is used material that is endlessly used to make playing media or games. The act of collecting using the attachment procedure as proposed by Andang Ismail (Herlidasari, et al., 2021), is the act of collecting objects and scraps of paper, etc., which are attached to a flat surface and constitute one unified work. In carrying out the montage action using the silent method, the young people looked enthusiastic and enthusiastic about holding back the sawdust. This is in accordance with the assessment of Sidabutar and Siahaan (2019) who argue that staying is one of the activities that attracts children's interest because it is related to placing and attaching objects as they like.

Collage with natural materials is one of the activities that can be done to develop children's skills. In this research, the developmental aspects achieved by children are fine motoric aspects, gross motoric aspects, language aspects, social emotional aspects, moral and religious aspects and artistic aspects. One of the aspects achieved is the fine motor aspect, according to Sumantri (in Adian, 2021), stating that one of the goals of developing fine motor skills is being able to coordinate eye senses and hand activities.

Many object counting activities use natural materials such as crushed stone and wooden twigs

The counting activity is carried out using natural materials such as crushed stone and wooden twigs. According to Simanjuntak & Siahaan, (2018), play media that can be created with rocks are as counting tools, sounds, and also made into stars or other shapes. Meanwhile, all parts of the plant, including wooden twigs, can be used as learning tools. Strengthened by Khadijah (in Jayanthi, et al., 2022), where early numeracy skills in early childhood require methods and media with concrete properties so that they do not cause problems in the concept of understanding numbers, numbers and sequence. In the counting activity using broken stones and wooden twigs, it was seen that the children felt happy and enthusiastic because the materials they used were materials that were close to their lives. According to Oktriyani (in Febiola, K. A. 2020), children will be ready and able to count at a higher level when they play counting games, which can make learning fun.

In this research, the developmental aspects achieved by children are fine motoric aspects, gross motoric aspects, cognitive aspects, language aspects, social emotional aspects, religious and moral aspects and artistic aspects. One aspect that is developing is the cognitive aspect, according to Eliza, (in Dini, J. P. A. U. 2021) Mental is the reasoning cycle as the capacity to obtain, interact, store and use data. Introducing children to natural materials as a learning medium that is fun, interesting, easy to understand, and safe to use to see children's abilities in receiving, processing, storing, and using information (Malapata, et al., 2019).

Printing activities using natural materials from banana leaves

Printing activities are carried out using natural materials from banana stems. This is in accordance with the opinion of Suriati, et al., (2019), banana stem media is a concrete learning tool derived from banana trees which is used as material for children's skills to create work with a specific purpose. According to Widiastuti, et al., (2021) the use of banana stems is a good alternative medium for developing children's creativity. Printing in this research was carried out using a technique of making repeated images using banana stems and dyes. This is in accordance with the opinion of Suriati, et al., (2019), the activity of printing or multiplying images using printing material (banana fronds) on the image pattern is carried out by gently pressing with both hands on flat printing media. In the printing activity, the children looked very enthusiastic and active in learning. This is in line with the opinion of Remida Sagala (2019), namely that through printing activities children are more enthusiastic and happy to learn using different natural material media than usual, so that children are happy and try to produce interesting work when doing printing activities.

In this research, the developmental aspects achieved by children are fine motoric aspects, gross motoric aspects, cognitive aspects, language aspects, social emotional aspects, religious and moral aspects and artistic aspects. One of the fine motor aspects, according to Laranaya (2019), states that improving good motor skills is the capacity related to actual abilities including small muscles and coordination between eyes and hands so that children can complete proactive tasks in an organized manner within a system of adaptability and readiness.

Meronce activities use natural materials such as bamboo and cherries

Meronce activities are carried out using natural materials such as bamboo and cherry fruit. According to Fasha (2021), various forms of bamboo can be used as playing tools for children. Meronce in this research was carried out using the technique of stringing pieces of bamboo according to the size of the cherry fruit alternately using a thread. This is in accordance with the opinion of Nasaruddin (2021), who believes that meronce is making decoration or specialty by arranging or collecting parts from empty or deliberately pierced materials and arranging them together using the help of a hanging tool as a rope or rope. In the meronce action, the teenagers looked very energetic and eager to carry out learning exercises. Meronce which utilizes natural ingredients is a resource that children can use endlessly to explore, interact with their friends, and learn new things (Gay, et al., 2020).

In this review, the areas of improvement achieved by young people are fine motor aspects, gross motor aspects, mental aspects, language aspects, social aspects close to home, strict and moral aspects, and imaginative aspects. According to Gay, et al., (2020), moving can help hone coordination skills, train eye and hand coordination, and increase attention and focus so that by practicing moving children will feel and gain direct insight and be talented in carrying out exercises. who utilizes well-coordinated abilities let alone others.

3.2. Discussions

Based on the results of identification and observation of the use of natural materials as learning resources for early childhood in group B of Wakeakea Kindergarten, Gu District, Central Buton Regency. The 8 children's learning activities are as follows:

Leaves As A Learning Resource

The activity of classifying leaves (orange leaves, guava leaves and jackfruit leaves) based on color and shape and ordering the leaves from small to large. This activity was carried out on Tuesday, March 21 2023. At the start of the activity, the researcher explained to the children about the activities involved. will be carried out, namely the activity of classifying leaves based on color and shape and sorting leaves from small to large using natural materials such as orange leaves, guava leaves and jackfruit leaves. The children looked very enthusiastic after the researchers introduced the materials and tools that would be used, namely jackfruit leaves, orange leaves, guava leaves, patterned activity sheets and glue. After that, the researcher gave an example of how to classify orange leaves, guava leaves and jackfruit leaves based on color and shape and sort them from small to large. This activity begins by dividing the children into two groups with different leaf classification tasks. Next, teachers and researchers distributed tools and materials as well as patterned activity sheets where later, children were invited to carry out leaf classification activities based on their respective tasks. In the classification process children were asked to sort the leaves from small to large.

In the learning process of classifying orange leaves, guava leaves and jackfruit leaves according to color and shape and sorting them from small to large, the aspect that children develop is the fine motor aspect, where children are trained to carry out the activity of sticking leaves in a predetermined pattern. prepared. In the gross motor aspect, children are trained to skillfully use their right and left hands to stick leaves on patterned activity sheets. In the cognitive aspect, children learn to classify leaves based on color and shape and then order them from small leaves to large leaves. In the language aspect, children are trained to understand language in the form of rules for steps in carrying out classification activities. Apart from that, children can write their own names on the leaf classification activity sheet. In the social emotional aspect, children are trained to have a sense of responsibility to obey the rules in leaf classification activities. Children are also trained to work together and respect other friends with different activity tasks. In the moral and religious aspects, children are trained to keep themselves and their environment clean by cleaning up unused materials and tools after carrying out classification activities and sorting leaves. In the art aspect, children are trained to observe the colors on leaves by grouping them into the same color.

Based on the results of observations made, these findings are supported by the results of interviews with class teachers, namely, how is the classification activity learning carried out at Wakeakea Kindergarten? Mrs. Maliati answered "Learning with classification activities has been carried out, but its implementation has not been optimal, let alone using natural materials." How is it that learning using natural material classification activities has never been done at Wakeakea Kindergarten? Mrs. Maliati answered "We don't have enough time to collect natural materials as learning media."

The Sprinkling Activity Uses Natural Materials Such As Cassava Leaves And Papaya Leaves

The discussion is intended to interpret the research results in accordance with the theory used and not just explain the findings. The discussion must be enriched by referring to previous research results that have been published in scientific journals.

This activity was carried out on Wednesday, March 29 2023. At the start of the activity, the researcher explained to the children about the activity that would

be carried out, namely a sprinkling activity using natural materials such as cassava leaves and papaya leaves. In the process of children's play activities with splashing, the materials and tools used are cassava leaves, papaya leaves, dyes, toothbrushes, combs, water, containers and children's activity sheets. The children looked very enthusiastic and excited where the children paid close attention to what was being explained to them.

After that, the researcher gave an example of how to carry out splashing activities. Then, teachers and researchers distributed tools and materials where children were invited to try their own hands at splashing activities. Children start the sprinkling activity by choosing for themselves which leaves they want to use and then placing them on the children's activity sheet. After that, the children put their toothbrushes into the container containing the prepared colors and apply them to the surface of the children's activity sheet by brushing the toothbrush on the comb in the opposite direction. This application is done repeatedly until the entire surface of the paper is covered with color. Then, children can lift the leaves on the sheet of paper to see the results of the activities the children did.

The process of splashing learning activities using cassava leaves and papaya leaves, the aspect that children develop is the fine motor aspect, where children can express themselves through hand movements in splashing activities using a toothbrush and comb. In the gross motor aspect, children are trained to skillfully use their right and left hands in the process of sprinkling leaves. In the cognitive aspect, children are trained to focus and be careful in carrying out splashing activities so that the position of the leaves remains stable and does not shift so as to get the desired results. In this aspect, children are also trained to demonstrate activities that investigate what happens when children apply color using a splash technique on paper using natural materials as a medium. In the language aspect, children are able to understand language by following the rules and directions from teachers and researchers in the process of sprinkling activities. In the social emotional aspect, children are trained to have a sense of responsibility by obeying the rules of the game and are trained to respect each other by not disturbing their friends who are doing splashing activities. In moral and religious aspects, children maintain personal and environmental cleanliness by washing hands stained with dye after doing splashing activities. In the artistic aspect, we are trained to be careful in how to produce beautiful works with different colors.

Based on the results of observations made, these findings are supported by the results of interviews with class teachers, namely, how are natural materials used in cassava leaves and papaya leaves in sprinkling activities? Mrs. Maliati answered, "In learning activities using sprinkling techniques, we have never used natural ingredients such as cassava leaves and papaya leaves. Through this splashing activity we saw that the children were very happy and enthusiastic in the activities they were doing. This can be an example for us to apply in further learning activities, especially regarding the use of natural materials."

Weaving activities using natural materials from banana leaves

This activity was carried out on Monday, April 3 2023. At the start of the activity, the researcher explained to the children about the activity that would be carried out, namely the activity of weaving mats using the natural material banana leaves. Next, the researcher and teacher distributed natural banana leaf materials that had been prepared and consisted of several strands to the children, but before the children carried out the weaving activity, the researcher first showed and practiced with the children the steps that had to be taken in carrying out the

activity of weaving banana leaf mats. Then, children are invited to try weaving their own banana leaves, alternately according to the instructions given.

In the process of learning to weave mats using banana leaves, the aspect that children develop is the fine motor aspect, where children are trained to weave individual strands of banana leaves according to a pattern. In the gross motor aspect, children are trained to skillfully use their right and left hands in the process of weaving banana leaves. In the cognitive aspect, in the process of weaving the mat, children are trained to count the leaves they weave in turns with the guidance of teachers and researchers. In the language aspect, children are trained to understand explanations regarding the rules for weaving activities. In the social emotional aspect, children are trained to be responsible for themselves by being able to complete the weaving activities that have been given. In terms of religion and morals, children are trained to keep their immediate environment clean by cleaning and throwing away unused banana leaves. In the arts aspect, children are trained to be creative through mat weaving activities using banana leaves.

Based on the results of observations made, these findings are supported by the results of interviews with class teachers, namely, how are natural materials used from banana leaves in weaving activities in kindergarten? Mrs. Maliati answered, "In weaving activities, we have never used banana leaves as a medium in children's learning activities. So far we have only used paper media with a simple woven form." The teacher also explained that "Indeed, in learning weaving activities, we rarely practice with children, so this can be one of the factors when learning to weave banana leaves, children have difficulty weaving banana leaves strand by strand."

The collage activity uses natural materials such as banana leaves

This activity was carried out on Wednesday, April 5 2023. At the start of the activity, the researcher explained to the children about the activity that would be carried out, namely a collage activity using the natural material banana leaves. The children were very enthusiastic when the researcher introduced the materials and tools that would be used in the collage activity, namely banana leaves which had been shaped according to the image pattern in several separate parts and glue.

Then, the researcher gave an example of how to carry out an appropriate collage on the parts of the image pattern that had been prepared. After that, teachers and researchers distributed tools and materials where the children were then invited to carry out collage activities using banana leaves, but before carrying out the collage activities the children were asked to first complete the picture with the dotted lines provided.

In the process of learning collage using banana leaves, the aspect that children develop is the fine motor aspect, where children are trained to carry out writing activities and paste banana leaf drawing patterns on children's activity sheets correctly and accurately. In the gross motor aspect, children are trained to skillfully use their right and left hands in the banana leaf collage activity process. Cognitive aspect, children are trained to match each part of the banana leaf pattern on the children's activity sheet that has been provided. In the language aspect, children have understood several commands simultaneously in carrying out banana leaf collage activities. Apart from that, children are also able to write their own names on their work. Social emotional aspect, namely children can appreciate differences of opinion in terms of how to apply glue in collage activities which differ from one child to another. In terms of moral and religious aspects, children are trained to keep their immediate environment clean by tidying up equipment and

throwing away unused leaves after the collage lesson is finished. In the art aspect, children are trained to carry out collage activities carefully and according to the image pattern to produce beautiful works.

Based on the results of observations made, these findings are supported by the results of interviews with class teachers, namely, how do you use the natural material of banana leaves in collage learning activities? Mrs. Maliati answered, "We have not yet implemented the use of natural materials using banana leaves in the children's learning process. However, the natural medium that we have used is coconut dregs. Apart from that, we have also carried out collage activities using leftover pencil sharpeners and unused paper waste."

From the results of observations and interviews, by using leaves as a learning resource, it can be concluded that the activities of classifying and sorting leaves (orange leaves, guava leaves and jackfruit leaves) are aspects that children develop, namely the cognitive aspect of logical thinking and the fine motor aspect. In the sprinkling activity using natural materials, cassava leaves and papaya leaves, the aspects that children develop are the artistic aspect, fine motoric aspect and cognitive aspect. In weaving activities using natural banana leaves, the aspect that children develop is fine motor skills. In collage activities using natural banana leaves, the aspect that children develop is fine motor skills. In the activity of using leaves, the children looked very enthusiastic and enthusiastic in carrying out each activity given.

4. Conclusion

Based on the research conducted, it can be concluded as follows: 1) The use of natural materials as a learning resource for early childhood children in group B, Wakeakea Kindergarten, Gu District, Central Buton Regency, is carried out through several activities, namely classification and sorting activities, sprinkling activities, weaving activities, collage activities, object counting activities, printing activities and weaving activities, 2) The natural materials used are orange leaves, guava leaves, jackfruit leaves, cassava leaves, papaya leaves, banana leaves, sawdust, crushed stone, wooden twigs, banana stems, bamboo twigs and cherry fruit, 3) Activities using natural materials as learning resources generally develop children's abilities in fine motoric aspects, gross motoric aspects, cognitive aspects, language aspects, social emotional aspects, moral and religious aspects, as well as artistic aspects, 4) Supporting factors for using natural materials as learning resources are that the materials used are easy to obtain and do not require large costs, provide real contextual, meaningful experiences and build communication in children. Meanwhile, the inhibiting factor in this research is the teacher's lack of insight and concern regarding the use of natural materials as a resource for children's learning.

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