



MEDIA LEARNING FOR EARLY CHILDHOOD IN EARLY CHILDHOOD EDUCATION

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Abstract

Early Childhood Education is an effort to stimulate and stimulate children from birth to the age of six which is carried out by providing educational stimuli to help the growth and development of children, both physically and spiritually so that children are ready to enter further education. Early childhood is a group that is in a process of growth and development that is unique, namely patterns of growth and development, intelligence, social-emotional, language, and communication that are specific to the child's level of growth and development. Media in an activity can be interpreted as anything that can be used to channel messages or lesson content, stimulate thoughts, feelings, attention, and the ability of children so that they can encourage the achievement of the process of activities stimulated by the teacher. The use of technological media can have a positive impact, in other words, the use of multimedia or animation as a learning tool and a teacher's tool in carrying out the activity process.

Keywords: *Media Learning, Early Childhood*

A. Introduction

Early Childhood education as a stimulus and stimulation effort is carried out for newborns up to the age of six Golden Age which is carried out by providing educational stimuli to help the growth and development of children, both physically and spiritually so that children are ready to enter further education. (Ngode & Awino, 2014) Early childhood education functions to foster, grow, and develop all the potential of early

childhood optimally so that basic behaviors and abilities are formed according to their stage of development so that they are ready to enter further education.

Early Childhood education is education that serves children from birth to eight years. Early childhood is someone who is experiencing a very rapid process of growth and development for the next life. Early childhood is a group that is in a process of growth and development that is unique, namely patterns of growth and development, intelligence, social-emotional, language, and communication that are specific to the child's level of growth and development. Basically young children are imitators, what they see and hear they will do, so educators must be able to set a good example. One of them is by using learning media containing educational elements that focus on children's social-emotional development.

(Whitehead, 2014) Kindergarten educator must have knowledge and insight about the educational foundation, one part of the educational foundation is the students. So that children become more focused in the activity process and also make it easier for teachers to convey ideas, messages and guide children, one way for teachers to overcome this situation is by using media in a varied learning process that is not monotonous. Media in an activity can be interpreted as anything that can be used to channel messages or lesson content, stimulate children's thoughts, feelings, attention, and abilities so that they can encourage the achievement of the activity process stimulated by the teacher.

There are many types of media that can be used by teachers to convey learning messages, not only using media images and so on. The use of technological media that can have a positive impact, in other words, the use of multimedia or animation as a learning tool and a

teacher's tool in carrying out the activity process. Thus interactive multimedia or animation, the process of activities in the classroom becomes more interesting and children can play while learning. The benefits of animation in the process of activities, animation like other media that has a role in the field of education, especially to improve the quality of an activity process, the benefits of animation include the first being able to convey messages thoroughly visually and dynamically, both animations are able to attract children's attention very easily, thirdly animation can present more fun media, fourthly visually and dynamically provided by animation technology is able to facilitate the introduction process by means of demonstrations.

B. Method

This research uses descriptive content analysis study method. This method is a content analysis which is intended to describe the contents of a certain information or text. Analysis was carried out on various scientific articles related to learning media for early childhood in Kindergarten. Scientific articles are obtained from journals, books and other similar sources.

C. Finding and Discussion

1. Early childhood education

Early childhood education functions to foster, grow, and develop all the potential of early childhood optimally so that basic behaviors and abilities are formed according to their stage of development so that they are ready to enter further education. early childhood education given to children, namely kindergarten education. The programs and learning materials given to children must be applied scientifically based on the

principles of early childhood education. Besides that, the learning methods, approaches, learning models, and learning media used consider the norms and values of early childhood life (Authors, 2016).

Early childhood education is a coaching effort aimed at children from an early age which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter basic education in the next stage of life. Early childhood education is a coaching effort for children from birth to the age of six which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Early childhood education is the foundation for development towards the next stage. Aspects of early childhood development include the formation of religious and moral values, cognitive, language, physical-motor and social-emotional and independence. Kindergarten is a formal institution that serves children aged four to six with the aim of developing every aspect of a child's development through fun learning activities. By paying close attention to the new paradigm of education concerning continuous quality improvement, accountability, autonomy, accreditation and evaluation it must be determined precisely so that the results are in accordance with the program's vision and mission and graduates are more quickly absorbed by the labor market.

Early childhood education is the most important basis in the personal development of children, both related to character, physical ability, cognitive, language, art, social emotional, spiritual, self-discipline, self-concept, and independence. Therefore, providing educational stimulation to children, we must first know how the characteristics of children and the way children learn and play, also define the purpose of

early childhood education is to develop knowledge and understanding of parents and teachers, as well as parties related to education and development in early childhood.

Goal a early childhood education is to develop various potentials of children from an early age in preparation for life and being able to adapt to their environment. Developmental psychology is a science that is part of psychology. Within the scope of psychology, this science includes special psychology, namely psychology that studies the specificity of individual behavior. Aspects of early childhood development can be stimulated by providing interesting learning activities with various media and methods (Engdahl & Losso, 2019).

Based on the description above, it can be concluded that early childhood education is a planned process of fostering growth and development for children from birth to the age of 6 by providing educational stimuli and covering all aspects of child development so that children are ready to continue their education to primary school.

2. Awant Early Age

Early childhood is someone who is experiencing a very rapid process of growth and development for the next life. Early childhood is an individual figure as a sociocultural being who is undergoing a process of development which is very fundamental for the next life and has several characteristics that early childhood is an individual figure who is undergoing a process of rapid and fundamental development for the next life (Gore et al., 2017). Early childhood is in the age range 0-8 years. Early childhood is a process of developing children's growth and development from birth to 6 years, which is carried out thoroughly, covers all aspects of development by providing stimulation and providing educational guidance

to help physical and spiritual growth and development so that children are ready to enter further education. Early childhood has five aspects of development, namely the development of religious and moral values, cognitive, language, physical-motor, and social-emotional. Aspects of these developments must get optimal stimulation from the surrounding environment.

Based on the description above, it can be concluded that early childhood is aged 0 to 6 years who experience very rapid growth, and very rapid development (Wright et al., 2016). fundamental for further development. At an early age it is called the golden age, because at this time the golden age will determine how the next child's life will be. Psychologically, early childhood has unique and different characteristics from children over the age of eight. The characteristics of early childhood are unique, egocentric, active and energetic, strong curiosity and enthusiasm for many things, exploratory and adventurous, spontaneous, happy, and rich in fantasy, still easily frustrated, still lacking in consideration

and do something, short attention span, eager to learn and learn a lot from experience and show more interest in friends.

3. Learning media

Media in an activity can be interpreted as anything that can be used to channel messages or lesson content, stimulate children's thoughts, feelings, attention, and abilities so that they can encourage the achievement of the activity process stimulated by teacher. The definition of media as an intermediary from sources of information to recipients of information (Lisnawati et al., 2020).

From some of these definitions, it can be concluded that the media is an intermediary in the form of people, material or events that help build conditions that can help make students able to acquire knowledge, skills or attitudes. Teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to mean graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual and verbal information.

Media is the plural form of the word medium. The medium can be defined as an intermediary or introduction to communication from the sender to the recipient. National Education Association, the media are forms of communication both printed and audio-visual and their equipment.

Learning media are tools, methods and techniques used in order to make communication and interaction more effective between teachers and students in the process of education and teaching in schools. The types of media that are commonly used in Indonesia in learning activities include: 1) Visual media/graphic media are media that can only be seen. Visual media consists of projected visual media and non-projected visual media. Graphic media includes visual media which functions to convey messages from the source to the recipient of the message. The channel used relates to the sense of sight. The message is poured in the form of visual communication symbols. 2) Audio media: media that is heard and related to the sense of hearing. The message to be conveyed is poured into auditive symbols, both verbal (oral), and nonverbal. There are several types of media that can be grouped under audio media, namely: radio, magnetic tape recorders, gramophone records, and language laboratories. 3) Dia projection media (audio-visual): has similarities with

graphic media in the sense of presenting visual stimuli. The difference is that graphic media can interact directly with the message of the media concerned, whereas in silent projection media it must first be projected with a projector so that it can be seen by the target. Sometimes this media is accompanied by audio recordings, but some are only visual. There are several types of learning media that are commonly used in the learning process. First, namely graphic media such as pictures, photos, graphics, charts or diagrams, posters, cartoons, comics, and so on. Second, three-dimensional media such as solid models, sectional models, stacked models, and working models. Third, projection media such as slides, films, OHP usage, and others. Fourth, the use of the environment as a learning medium. Media into print media, exhibition media, audio recordings, videos and VCDs, computers.

In this case, the purpose of learning media as a learning aid is as follows: a. Simplify the learning process in class, b. Improving the efficiency of the learning process, c. Maintaining the relevance of subject matter to learning objectives, d. Helps children concentrate in the learning process.

(Conway, 2011) Learning media is defined as anything that can be used to channel messages or lesson content, stimulate the thoughts, feelings, attention and abilities of children so that they can encourage the achievement of the teaching and learning process. Media can be grouped into three parts, namely: a. visual media, namely media that can be seen or seen, such as posters, magazines, pictures and so on b. audio media is media that is conveyed to children through the senses of hearing, such as radio, type recorder and so on, c. audio-visual media, namely learning media that can be heard and seen directly by children, such as television, laptops and others.

So based on the above opinion, it can be concluded that learning media can be the result of printing technology, audio-visual, computer or a combination of printing and computer technology. Media in an activity can be interpreted as anything that can be used to channel messages or lesson content, stimulate children's thoughts, feelings, attention, and abilities so that they can encourage the achievement of the activity process stimulated by the teacher.

4. Learning media for PAUD

The use of technological media that can have a positive impact, in other words, the use of multimedia or animation as a learning tool and a teacher's tool in carrying out the activity process. Thus interactive multimedia or animation, the process of activities in the classroom becomes more interesting and children can play while learning. The benefits of animation in the activity process, animation like other media that has a role in the field of education, especially to improve the quality of an activity process, the benefits of animation include the first being able to convey messages as a whole visually and dynamically, both animations are able to attract children's attention very easily, the three animations can present more fun media,

There are several factors that influence a teacher or trainer in choosing and using animated media in conveying information and messages to children. According to Sadiman, among others: 1. Animation media makes it easier for teachers to convey information and messages to children. Animation media is an interesting medium to use in learning activities, especially for introduction to early childhood. Moreover, animated media can make it easier for a teacher to convey information or material to children. 2. Animation media can raise children's curiosity

about the information conveyed by the teacher. Children's curiosity about the information or messages conveyed by the teacher through animated media in the form of short duration videos is one of the factors for the teacher to use the media in activities. 3. Animation media has developed in society. With the development of technological media, it makes it easier for teachers and parents to access animation media to stimulate children's development.

Factors influencing the implementation of the use of animated media include: 1. The use of animated media is in accordance with the objectives to be achieved. Using media is based on the goals to be achieved by the teacher on children's abilities 2. Animation media has an impact on children's abilities The teacher in using media looks at whether the media to be used has a positive impact on children's abilities after use. 3. Availability of media in schools Availability of equipment that supports the use of media also influences the teacher's implementation of using animated media.

D. Conclusion

Early Childhood Education is an effort to stimulate and stimulate children who are just born up to the age of six which is carried out with provide educational stimulation to help the growth and development of children Early age is a group that is in a process of growth and development that is unique, namely patterns of growth and development, intelligence, social-emotional, and language. Media in an activity can be interpreted as anything that can be used to channel messages or lesson content, and children's abilities so that they can encourage the achievement of the activity process stimulated by the teacher. The use of technological media can have a positive impact, in other words, the use of multimedia or [870]

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