



Educational Props Based on Local Wisdom for Early Childhood

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Abstract. This research is motivated by the existence of problems in the recognition of cognitive and language abilities in early childhood. In early childhood, in the introduction of reading, children usually read directly by spelling letters without knowing the meaning of what they read. The ability to count is only given by using the pictures in the worksheet. The purpose of this study was to describe the application of educative teaching aids based on local wisdom derived from beverage bottle caps in learning at RA Taqiyya Kartasura Sukoharjo. The subjects of this study were teachers and students, for the informants came from the principal, teachers and students. The data collection technique is by using interview, observation and documentation methods. While the data analysis with the stages of data reduction, data presentation, drawing conclusions and verification, namely drawing conclusions and verifying the collected data. The results showed that the bottle cap media designed in the form of educational props based on local wisdom can improve the ability of early childhood in several aspects of development. Cognitive aspects such as the ability to think symbolically (basic introduction to numeracy), aspects of language development (literacy) such as recognizing some vocals and consonants and the ability to read pictures, physical aspects of fine motor skills such as training children's hand strength in opening and closing bottle caps and social aspects emotional, especially in independence, where children do not depend on others and have the ability to solve the problems.

Keywords: Educational Props · Local Wisdom · Early Childhood

1 Introduction

The implementation of early childhood education has the aim of facilitating the growth and development of children as a whole. This is because early childhood is a very important phase in influencing the development of children. At the age of 4–6 years, children are at a sensitive period in the development of aspects of children's logical thinking. Children will begin to be sensitive to accept various development efforts to their full potential. Sensitive period is a period of maturation of physical and psychological functions that are ready to respond to environmental stimulation and assimilate or internalize them

into their personalities. This period is the initial period of developing physical-motor, cognitive, language, social-emotional abilities, self-concept, discipline, independence, art, morals, and religious values. Therefore, conditions and stimulation are needed that are in accordance with the needs of children so that their growth and development is achieved optimally [1].

Activities provided for early childhood learning activities should be through fun activities. In addition, it is necessary to use interesting learning media to enrich the child's experience. Learning media is an important part in supporting the learning process and can be successful by involving educators in teaching activities [2]. Fun play activities require strategies and media that support the development and abilities of children according to the stages of development and age. Teachers must prepare appropriate plans and media to support children's activities. The media used must be attractive, safe, easy to obtain in the environment around the institution.

Media are all forms and channels of conveying messages or information from the source of the message to the recipient of the message that can stimulate the mind, arouse enthusiasm, attention and willingness or attitude in accordance with the purpose of the information conveyed [3]. The development of learning media continues to be carried out in improving education for early childhood in order to make it easier for children to receive messages conveyed by educators. Learning media can be classified into three types, namely visual media, audio media and audio visual media. The use of learning media given to many students has not been able to stimulate children's creativity and imagination. Educational props are one of the media used by teachers in providing learning to students. So that the educational props used can stimulate children's development, the right method is needed so that the learning process runs smoothly. Method is the way we convey something to someone by speaking and giving clear explanation orally or telling stories through pictures [4].

Local wisdom is a product (ideas, practice, and work) of the culture of its predecessors regarding the environment and humans based on God, humanity, and the environment that are integrated in such a way as to ensure harmony between humans and the natural surroundings [5]. The functions of local wisdom are (1) For the conservation and preservation of natural resources (2) For the development of human resources (3) For the development of culture and science (4) As advice, belief, literature and taboos (5) Has a visible social meaning in the ceremony of a community or relative (6) Meaningful ethics and morals; and (7) Political meaning [6]. Local wisdom brings messages to the community in the process of solving problems in the environment so that the spirit of raising local wisdom as a solution in solving problems and emphasizing that local wisdom is a cultural product that can integrate the order of life to make it more harmonious and there is an emphasis on the importance of community participation in creation The wisdom of life should be appreciated and it is necessary to encourage the excavation of local wisdom that is widely spread in this archipelago [6].

Preparation of numeracy skills and the introduction of reading and writing in early childhood is something that must be considered and needs to be completed. The lack of media or teaching aids and learning resources used can result in the concept being explained not being achieved optimally [7]. For information obtained from learning to be meaningful and firmly embedded in children, it is necessary to have interesting media and

provide concrete experiences [8]. Reality media are real objects that are used as learning materials or resources. The concrete objects in the starting counting game manual are tangible materials to touch, see and express through the child's verbal abilities [1]. When children practice what they want to know themselves, it will give the impression of deep learning to children. Learning with real objects will be more interesting and children feel playing while learning. Learning activities in PAUD schools tend to use media that only receive messages from educators in the form of drawings of Student Worksheets. The worksheets given are sometimes not able to give the impression of playing on the children. Children are accustomed to being given instructions and asked to complete activities according to the teacher's orders. Children are not required to be more creative and follow instructions more.

One of the media that can be used to improve skills is the leftover material media based on local wisdom. Aspects that can be improved from the application of leftover media include language development (literacy), fine motor skills, cognitive abilities (recognition of number concepts), emotional and social skills. The leftover media used can be found around the environment and can be created into several educational learning tools. [9] Materials that come from around the living environment can be in the form of natural or synthetic objects that are very abundant and easily available around the house. From natural materials such as soil, stones, bricks, gravel, shells, sand, twigs, leaves, flowers, seeds. There are also plastic, plastic bottles, bottle caps, straws, buckets (plastic materials), nuts, bolts, canned kitchen utensils, coins, nails (talking about metal), wood and bamboo materials, cotton, patchwork, ropes, and yarn materials. And cloth, glass bottles, glass cups, mirrors, beads, marbles, tiles (materials made of glass and ceramics) food wrapping, cardboard tissue rolls, cardboard, materials from used packaging) [10]. These objects are open to supporting children's development to work, communicate with each other, and play [11, 12].

The local wisdom-based media used are leftover materials or better known as used goods. The meaning of used goods according to the Big Indonesian Dictionary is an item that cannot be used, both leftovers from households and remnants from factories. Used materials, which are usually known as waste, can be in the form of plastic, cans, paper and cardboard. These objects can be used as objects that have high value. The types of used goods consist of: Newspapers, HVS paper, duplex, plastic bottles, cardboard, straws, plastic cups, pieces of wood furniture or industrial wood, pieces of rattan and bamboo woven [13]. The existence of these unused used goods is able to provide high value for early childhood education because it can be used as educational props that are able to attract children and the learning provided can give a deep impression to students.

The learning materials used at RA Taqiyya's school usually use leaves, stones, and pieces of wooden twigs. This material is often used as a learning media development material, but it cannot be used as an educational teaching aid.. In order to be more varied and interesting for children, it is necessary to apply materials that can be used as educational props. The materials used can be taken from residual media based on local wisdom which is a by-product of an inorganic waste that is no longer used. One of the side materials that can be used is plastic bottle caps. Bottle caps are used items that are often found in the surrounding environment. This bottle cap is made of plastic so it cannot decompose when mixed with soil. Bottle caps that are thrown into the trash and

burned by most people can actually be used in the learning process [7]. Kartasura is a semi-urban area where the population is already dense and the use of bottled drinking bottles is already high. The rest of this drink bottle is one of the used items that can be used as media as educational props. The use of this waste material is also able to reduce plastic-based waste. The materials used in the application of these educational aids are bottles and lids, used cardboard and pieces of rattan.

Based on the statement above, a early childhood education programs teacher needs to use various appropriate learning methods in order to optimize the development potential of children, either by using appropriate learning methods or media or in other ways. Because of the benefits of local wisdom-based residual media in the learning process in early childhood, many teachers in early childhood education institutions use this media. One of the early childhood education programs schools that has used residual media based on local wisdom in the learning process is RA Taqiyya Kartasura. Initial interviews with school principals and teachers at RA Taqiyya Kartasura.

Sukoharjo resulted in data that teachers at RA Taqiyya Kartasura Sukoharjo school had used various media, including this leftover media. The use of this leftover media has given good results for the achievement of students at RA Taqiyya Kartasura Sukoharjo. This is where the purpose of this study was conducted to describe the success of teachers in using media waste materials based on local wisdom at the school of RA Taqiyya Kartasura Sukoharjo.

2 Method

This study aims to determine the activities of teachers at the school of RA Taqiyya Kartasura Sukoharjo in using media waste materials based on local wisdom in the form of educational props which comes from lids and bottles of packaged drinks, cardboard and pieces of rattan. Based on the research objectives above, this study applies a qualitative descriptive approach, namely research procedures that produce descriptive data in the form of written words that are described or orally from people and observed behavior and tend to use analysis. Qualitative research also obtains results directly by interacting directly with the subject being studied [14]. This research can be categorized as a case study research investigating an event, program, or activity of a group of people that is unique and limited by the informant's time and activities [15].

This research was conducted at RA Taqiyya Kartasura which is located in Ngadirejo Village, Kartasura District, Sukoharjo Regency. The source of research data used during the study was the research subject of the teacher RA Taqiyya who taught his students with educational props based on local wisdom. While the supporting informants in this study were the principal and students. Data collection techniques in this study were carried out in various natural settings, namely in institutions with managers, educators and students of RA Taqiyya. The data in this study are divided into two, namely primary and secondary data. Primary data is data obtained directly from research subjects. Secondary data is data obtained indirectly from research subjects [16]. The primary data from the research are the results of observations and interviews. Meanwhile, secondary data were obtained from documents and reports on learning the use of local wisdom-based educational aids.

Interviews were conducted with principals and classroom teachers. Observations were made by observing when APE was used in learning by classroom teachers as well

as direct observations to students. Documentation is by taking the results of observations when learning is carried out. The 4 stages of data analysis in this study are 1) with data collection consisting of observation methods, in-depth interviews and documentation, 2) data reduction, namely the selection process, focusing attention on simplification, abstracting, and transforming rough data that emerges from the data. Field, 3) display or presentation of data, namely the analysis of designing rows and columns of a metric for qualitative data, and 4) verification (drawing conclusions) [17].

3 Results and Discussion

The results of the research at the RA Taqiyya school institution are based on observations, interviews and documentation that have been carried out. RA Taqiyya Kartasura's address is in a village, precisely at Mangkubumen Village Rt 02 Rw 01 Ngadirejo Kartasura Sukoharjo, Central Java. The initial idea of establishing this institution was to open the widest possible access for the community to access early childhood education, without economic limitations or parents' financial capacity. This school institution also has a social mission, namely opening public access to early childhood education and reviving the characteristics of education based on local wisdom. This local wisdom can lead to local culture, especially Javanese culture and the use of local leftover media as educational teaching aids.

The process of preparing early childhood learning plans based on local wisdom in RA Taqiyya includes: identifying children's learning needs, determining themes in learning, determining annual program plans, preparing weekly program plans, preparing daily activity plans. In identifying children's learning needs, RA Taqiyya uses educational props based on local wisdom to fulfill children's learning facilities that are fun. This is very helpful because children will think critically and no longer work on worksheets and receive instructions from the teacher. Educational props based on local wisdom that have been made by the teacher will give enthusiasm to children and the nuances of learning that is done is by playing.

Learning activities at RA Taqiyya use the central learning model and to increase tahfidz using the Wafa method of learning. The learning center approach has the aim of providing a stimulus to aspects of child development through directed play activities. In addition, this approach can help children in stimulating the development of aspects of intelligence in children by playing and having a direction according to their age stage. In addition, RA Taqiyya also facilitates students with extracurricular activities. This extra activity aims to develop children's interests, talents and potential. The extra activities at this school consist of extra dancing, painting, tambourines and tahfidz.

Every giving activity to children needs the right stimulation and stimulation in order to optimize the potential and talents that exist in them. The central learning model is a child-centred learning approach and learning is carried out in a circle (circle time) and playing [18]. Implementation in learning is a combination of theory and practical experience. A play center is a play zone or area in which children will explore and express their abilities equipped with a set of play tools that function as an environmental foothold needed in various aspects to develop all basic potential according to the stages of development in a balanced and maximal manner.[4, 18]. At RA Taqiyya there are

several centers that are applied in learning, namely the language center, counting center, beam center, natural materials center, art center and role center. As for the memorization and introduction of imtaq done through learning the Wafa method. The language and numeracy center is a children's play center to develop children's language, fine motor and cognitive skills (Table 1).

Student Worksheets which are often applied in early childhood education programs schools have not been able to give good results because children tend to receive instructions and children become less creative. At RA Taqiyya, the use of educational props is very effective in improving and developing the abilities of early childhood. If the appropriate educational props is used, the results of improving child development will be much better. The use of educational props from materials based on local wisdom has been applied in RA Taqiyya and with the creativity of the teacher, the educational props made can be used as a learning medium for children. In addition, the cost used to make educational props is also relatively cheap because it comes from leftover materials taken from around the environment.

The use of educational props from bottle caps makes it easy for children to recognize early abilities in language and cognitive aspects. The materials that have been collected are made into educational props which is able to stimulate children's abilities. Early childhood development can be stimulated by playing a fun game and giving an interesting

Table 1. Results of observations on the use of educational props based on local wisdom

No	Interesting things Found	There is		Desc
		Yes	No	
1.	Activity development model	✓		Activities using the center model
2.	Arrangement of the room	✓		The arrangement of the room is there but it doesn't meet the children's play area
3.	Activities for children	✓		Children carry out language recognition and counting activities
4.	Educational props based on local wisdom	✓		The educational props used comes from a bottle cap that was created with a box so that it becomes a box of words and numbers
5.	Cognitive development	✓		Cognitive aspects are developed through word and color box games
6.	Language aspect development	✓		The language aspect is developed with word and picture box games
7.	Development of fine motor physical aspects	✓		Fine motor physical aspects are developed by turning the bottle cap
8.	How to deliver educators in activities	✓		The delivery of education is good for children because it uses the playing and singing method

impression to the child. If children are happy when playing, then the learning provided will be more memorable.

In the exploration stage, the learning given to children is in the form of several worksheets with pictures and the children are asked to thicken and count the pictures and then asked to look for the number of pictures in the worksheets. Giving this task does not give a meaningful impression to the child because when asked about the activities that day the child tends to not understand. The use of educational props for the introduction of numeracy based on local wisdom is then applied in the learning of children aged 4–5 years. Learning activities are carried out by the center teacher at the language and numeracy center. According to the center teacher, educational props is applied to determine the ability of students to recognize numeracy skills. When using this educational props, what the teacher does to introduce the ability to count is to use a box in which a place has been installed along with a bottle cap that has been numbered. The child is asked to find the match between the numbers and the numbers that have been affixed to the bottle caps. The teacher facilitates the provision of educational props and raises children's interest in activities. Children have a curiosity to find and match the numbers shown (Fig. 1).

The introduction of children's language is also carried out in learning using these boxes. The box introduces an image that has been named according to the object shown. The children looked enthusiastic by seeing the pictures shown. Then the child directly also knows the name of the object seen. After paying attention to the letters, the children then look for the letters in the bottle caps, then the children attach them to the space provided by turning the lid to match the shape of the letters. By turning this bottle cap, children's fine motor skills are developed because they indirectly coordinate their eyes and hands so that they are able to install them correctly. Fine motor skills are fine manipulative skills that involve the proper use of hands and fingers such as in writing and drawing activities. Fine motor skills focus on hand-eye coordination [19].

Children look very interested and feel like they are playing with bottle caps. Playing is an activity based on one's own will, there is no coercion, using or without using playing tools, and the process of playing activities is more important than the results. Play is an activity that makes a child's heart happy, comfortable and excited [20]. Playing for early



Fig. 1. Use of APE Box numbers



Fig. 2. The use of the picture word APE box

childhood can learn and learn many things, can recognize rules, socialize, place oneself, manage emotions, tolerance, cooperation, and uphold sportsmanship. [21]. In addition, play activities can also develop early childhood mental, spiritual, language, and motor skills (Fig. 2).

The learning method applied in using educational props based on local wisdom, namely, the teacher directly provides stimulation about play activities, approaches, demonstrations, questions and answers. The direct practice method is more often used, but the teacher also inserts a question and answer method about what activities or projects the children will play. The educational props playing strategy introduced by the teacher to children is to provide stimulation in recognizing the shapes of numbers 1–5. When the teacher has shown the shape of the number, Fatih goes forward and tries to find the shape of the same number in the bottle cap that has been provided by the teacher. Fatih then twisted the cap in the hole so that the lid could be attached.

In addition to the introduction of numbers 1–5, this activity also develops other aspects of cognitive development, namely recognizing the concept of color. The bottle cap is attached with colored folded paper which is numbered 1–5. The goal is for children to be able to recognize colors. Children look enthusiastic when the teacher conveys these colors so that there is an additional ability to recognize colors. The ability to recognize color is an aspect of cognitive development that must be experienced by every child, so that it can stimulate the sense of sight of early childhood to see objects in the surrounding environment more sensitively [4, 22].

For language skills, children are stimulated to recognize letter shapes through pictures in the box. The picture shown is a picture of a type of insect animal. Next, when introducing the name in the picture, the teacher chooses a strategy by singing. Each picture shown to the child is introduced by the teacher by mentioning the name while spelling it in the song. By singing, children will more easily accept the stimulation given.

Educational props based on local wisdom can also be used to stimulate fine motor development, especially to train children's hand-eye coordination. The use of educational props is by installing by twisting the lid and disassembling the bottle cap until it comes off. Azka was very interested when trying to put the caps back on and off. The eye coordination movements and the movement of the lid on the bottle cap as above show that the teacher has stimulated the child in the fine motor aspect. Fine motor skills are

movements that use fine muscles or certain parts of the body such as the hands and fingers so that fine motor skills in children can take the form of holding, concentration, and coordination between eyes and hands [13, 23].

4 Method

The research we use is descriptive qualitative research, which is a research method used to examine the condition of children's natural objects, where the researcher is the key instrument. Data collection techniques obtained by: observation, interviews, documentation, and field notes. The researcher is the key instrument, the data collection technique uses triangulation, the data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization [4].

Observation is the activity of a process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue a research. The information presented is a fact, objective and can be accounted for.

An interview is a conversation between two or more people and takes place between the source and the interviewer. Question and answer activities orally to obtain information. The form of information obtained is expressed in writing or audio, visual, or audio visual recordings. The steps in conducting an interview are: interview preparation by determining the theme, sources, and a list of interview questions. Writing interview results, namely summarizing, analyzing, and concluding interview results.

According to the KBBI, the definition of documentation is the process of collecting, selecting, processing and storing information in the field of knowledge, providing or collecting evidence from information such as image quotes, quotes, newspaper clippings, and other reference materials. When viewed in general, the function of documentation is to provide information related to the contents of the document for its use. As evidence and accurate data related to document information. To protect and store the physical contents of the document and avoid damage to the document.

Field notes are written notes about what is heard, seen, experienced, and thought in order to collect data in qualitative research. The subjects in this study were 10 children, consisting of 4 girls and 6 boys. As well as the number of teachers who teach there are 2 people 1 teacher as a companion. Determination of the subject is done when starting to enter the field and during the research. The object is all students in the Kbit Abata Gedongan environment. The object of this research is the problem under study, namely the use of audio-visual media in developing early childhood language skills. The place of this data research is located at Kbit Abata which is located at Gedongan, Colomadu District as the object of research. Because they want to know the use of audio-visual media in developing children's language skills. This research was conducted on 19 September – 19 October 2022.

5 Conclusion

The development of the times and increasingly rapid technology requires early childhood educators to always develop learning in order to stimulate abilities in various aspects. Every early childhood educator must provide easy, innovative and creative learning

methods and techniques to children so that children's development can be maximized. For early childhood educators, they also find it easy to use educational props based on local wisdom, because teachers don't find it difficult to find materials and are already close to the environment around us. From the results of the study, it can be concluded that RA Taqiyya has used educational teaching aids based on local wisdom in learning. Educational props based on local wisdom that has been applied is able to attract and improve children's abilities, especially in cognitive aspects, language aspects, social emotional aspects and physical aspects of fine motor skills.

RA Taqiyya School also understands that playing is a child's learning, so learning is like playing. Playing is an activity that children do all day long because for children playing is life and life is playing. For early childhood, playing is life, so all activities are in the form of play activities. When playing, children feel happy and happy, so it doesn't make children bored to learn. Using educational props made from local wisdom is also able to reduce inorganic waste around the environment because this waste material can be used as educational props. The educational props that is created is created by the teacher into an object that can improve aspects of child development such as letter boxes and number boxes. With this educational props will also bring up children's creativity and increase children's learning motivation. And the child's curiosity will appear so that the child's curiosity is an important element to form inquiry thinking skills, and teach children to ask questions, children can also solve problems and take risks.

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