

CENTRA LEARNING MODEL USING SECOND HAND MEDIA

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ABSTRACT:

The development of a centra learning model using used media for early childhood is one form of teacher creativity in creating fun learning for early childhood. However, in reality there are still many early childhood teachers who have not been optimal in developing learning activities using used media. This is due to the lack of knowledge and creativity of teachers in designing learning and developing instructional media, especially with used goods. Based on the above facts, the authors try to develop an integrated learning model using used media in early childhood.

INTRODUCTION:

Children should be able to do their own experimenting and their own research. Teachers, of course, can guide them by providing appropriate materials, but the essential thing is that in order for a child to understand something, he must construct it himself, he must re-invent.

Learning activities in early childhood develop dimensions of development in children that are designed through themes in each lesson. Each learning activity is packed with learning activities through fun play for children supported by learning media. Piaget (In Chovivah, 2008: 27-28). Suggests that children should be able to do their own experiments and research. The teacher can of course monitor the children by providing the right materials, but most importantly so that the child can understand something, the child has to build

that understanding on his own and the child has to find it by himself.

Law number 20 of 2003 concerning the National Education System Article 1 paragraph 14 states that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out by providing educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education.

LEARNING MODEL CENTRA:

A centra is a children's play zone or area equipped with a set of play tools that serve as an environmental footing needed to support children's development in three types: a) motor sensory or functional play, b) role playing, and c) development play (Directorate of PAUD , 2006: 5).

The centra has three main procedure steps for children, namely: a) thinking about a plan about what to do during the learning activities, b) realizing the plan, c) reviewing, recording, and reporting the results. The steps of the centra learning procedure provide benefits for early childhood including: a) increasing children's creativity by providing opportunities for children to play, explore, and find activities to help solve problems, learn basic skills and understand new concepts, b) through the centras, early childhood can manipulate objects in the centras provided, develop conversations and play roles and learn according to the levels and steps the child wants, c) develop independent learning skills due to the principle of self-directing and natural

self-correcting of various tools in the activity centra (Mayesty 1990: 56)

Room arrangement in centra-based learning activities with a variety of media, posters, displays, as well as freedom of choice of activities in the centras provided. The use of this activity centra is in accordance with the child's development, namely: a) the division of the room is designed so that children can enjoy quiet activities, resting, rolling and crawling, b) room design with various pictures installed at the height of the child's body, c) each area activities are isolated so that children can concentrate, d) activities can be carried out indoors and outdoors so that the atmosphere changes every day, e) activity designs direct children to explore, interact with adults, friends, and play tools, f) daily activities are prepared to develop all aspects of children's abilities by exploring the environment, investigating nature, conducting experiments, developing language skills, music, g) children may choose activities according to their interests, h) toys are made to be easily moved and played by children (Directorate of PAUD, 2006: 8).

The teacher can prepare a platform for the playing environment by : a) managing the playing environment or centra with sufficient amount of material, b) planning the intensity and density of the game, c) having and providing various materials that support three types of play, d) having various materials that support the literacy experience, e) organize play opportunities to support children's social relationships in a progressive and positive manner.

The basis of the experience before playing (for 15 minutes) by: a) sitting in a circle with the child, greeting, and asking the children about the news, b) asking the children to pay attention to the theme, who is not present (absent), c) invites the children to pray together, one of the children leads the prayer in turns, d) talks about the theme of the day related to the

child's daily life, e) the teacher reads a book related to the theme on that day, f) combines various new vocabulary words and shows the concepts support work skills, g) link the abilities expected to appear in children with planning activities that have been arranged, h) introduce all the places and play tools that have been prepared for the day and and discuss ideas on how to use these materials, i) discuss rules and expectations for play experiences and explaining playtime sequences, j) managing children for successful social relationships, k) designing and implementing trance sequences contents play.

Foothold during children's play (60 minutes): a) give children time to manage and expand their playing experience, b) walk around among children who are playing, c) model proper communication, especially for children who have never used tools / certain play materials, d) providing documents with positive statements (praise, direction) for activities that have been carried out by children, e) strengthening and expanding children's language by fishing with open statements to expand children's variations and ways of playing, f) increasing socialization opportunities through support to peer relationships, g) provide assistance to children in need, h) encourage children to try other ways of playing certain tools so that children have a rich play experience, i) observe and document the development and progress of children's play, j) if the activities at the centra of producing products, the children's work needs to be collected, the teacher records the child's name, date, day and results k child labor, k) if there are only 15 minutes left to play, the teacher tells the child to get ready to complete the activity (Directorate of Early Childhood Education, 2006: 13).

The steps after playing (30 minutes) are: a) supporting children to recall their playing experiences by telling each other about these

experiences, b) the teacher invites all children to use the time to tidy up the tools as a positive learning experience through grouping, sequencing, and arranging the play environment properly (Directorate of PAUD, 2013: 13)

Eating lunch together (15 minutes) includes: a) the teacher checks again that each child has brought food and drink supplies, b) the teacher introduces various concepts between friends, c) the teacher teaches prayer procedures before and after eating properly, d) the teacher involving children to clean up used food and throw food wrappers into the trash (Directorate of Early Childhood Education, 2006: 15).

Closing activities (15 minutes) include: a) the teacher invites the children to form a circle, sing, poetry, dance, b) the teacher concludes the day's activities, c) the teacher informs tomorrow's lesson, d) the teacher asks one of the children to lead the closing prayer, e) the teacher guides the child to get out of the classroom through a variety of guesses and games, f) the child shakes hands with the teacher and leaves the classroom (Directorate of PAUD 2006: 16)

General principles of centra approach, several preparatory steps in implementing central play activities include the following, a) prospective teachers and PAUD managers undertake an apprenticeship first, b) preparation of places and APE according to the type of centra to be opened according to the child's age, c) preparation of group administration and child development records, d) introduction of the centra approach to parents.

How to design activities in the centra by considering: a) the characteristics of the child, b) the concept of expertise to be developed in the centra, c) formulating the goals and benefits of the centra to be taught, d) determining the place according to the needs (water, electricity,

lighting, air) , e) the teacher becomes the facilitator, f) limits the number of children per centra, g) invites all children to participate actively, h) adds new tools and materials to each centra.

Centra-based activity arrangement, every day at least 3 centras are opened. Each centra has an activity duration of 15-30 minutes. The steps for implementing the centra activities are: a) planning the play environment, b) welcoming children, c) opening activities for 15 minutes, d) transitioning for 10 minutes, e) core activities for 60 minutes with 3 centras, f) eating lunch together for 15 minutes, g) closing activities for 15 minutes (Direktorat PAUD, 2006: 25).

CENTRA LEARNING MODEL USING USED GOODS MEDIA:

The use of media as the main way of direct learning according to Kemp & Dayton in Azhar Arsyad (2011) is as follows: 1) the delivery of lessons becomes more standardized. Every student who sees or hears the presentation through the media receives the same message. Although the teachers interpret the content of the lesson in different ways, by using the various media the results of the interpretation can be reduced so that the same information can be conveyed to students as a basis for further assessment, practice, and application. 2) learning can be more interesting. The media can be associated with attracting attention and keeping students awake and paying attention. The clarity and sequencing of messages, the attractiveness of changing images, the use of special effects that can cause curiosity causes students to laugh and think, all of which show that the media has motivational aspects and increases interest, 3) learning becomes more interactive with the application of learning theories and principles - accepted psychological principles in terms of student participation, feedback, and reinforcement, 4)

the length of learning time needed can be shortened because most media only need a short time to deliver messages and lesson content in large numbers and are likely to be absorbed by students, 5) the quality of learning outcomes can be improved if the integration of words and images as a learning medium can communicate elements of knowledge in a well-organized, specific, and clear way, 6) learning can be given when and where it is wanted or needed, especially if the media per learning is designed for individual use, 7) students' positive attitudes towards what they learn and to the learning process can be improved, 8) the role of the teacher can change to a more positive direction; The teacher's burden of repetitive explanations of the content can be reduced or even eliminated so that he or she can focus on other important aspects of the teaching and learning process such as as a student consultant or advisor.

According to the 2003 National Education System Law Article 1 paragraph 14 which states that Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to assist physical and spiritual growth and development. children have readiness to enter further education. At the age of 5- 6 years the child enters the age of Kindergarten (Kindergarten) Group B, where at this age phase the scope of the child's Fine Motor Development in Ministerial Regulation number 58 of 2009 concerning PAUD Standards states that: the level of developmental achievement includes children doing exploration with various media and activities, cutting according to patterns and pasting images appropriately. This activity can be done in learning activities in kindergarten, usually carried out in core activities. In this activity, the teacher usually acts as a guide and model for children in carrying out activities, occasionally helping or giving rewards with praise or body

language by showing the teacher's thumb which is a sign that a great child is able to do activities well.

The choice of learning activities to develop children's fine motor skills needs to be considered and considered by the teacher. The teacher must think about the media that will be used whether for the teacher to be used as learning media in teaching and learning activities or media that can be made by the child with the guidance or a little help from the teacher, so that the child can make media that can develop the child's development phase in other words the activity must be adjusted With the child's age, it is easy for children to do, does not endanger children, items that are used are easy to get, and if necessary, items that are no longer used but can still be used to make learning media for children.

Making learning media both for teachers as teaching media and for children to stimulate their fine motoric development, we recommend using used goods around us, indeed it is not easy to need teacher creativity to develop their potential abilities. One of the learning media that uses used goods that are adjusted to the theme of learning activities in Kindergarten, including :

1) Used cardboard: making martabak, by: making used cardboard circles according to your wishes, part of which is made into pieces of cardboard to resemble pieces of martabak size sprinkled with ceres. Ceres is made from cutouts of kokoru paper or it can also be replaced with colored paper cutouts that are no longer used. The teacher can do the activity of cutting the child, just sticking it to make a martabak or the child is involved in the cutting activity but under teacher guidance and supervision.

2) Used cardboard: make a picture of strappy shoes, by making a circle of used cardboard according to the image of the strappy shoe. The teacher can do the activity of making laced

shoes and the child is trained to insert shoelaces under the guidance of the teacher.

3) Paper plates and used paper: make special sauce fried rice using eggs.

How to make it: used food paper plates that can still be used, collect, take color paper or folded paper that is not used then make cutouts such as red sauce rice grains using red paper, round cutouts resembling beef eye eggs using white HVS paper and yellow and green paper to make vegetables. The teacher can cut everything or the child can be involved in cutting activities but still under the guidance of the teacher

DISCUSSION:

Learning Centras develop activities: a) playing motor sensory or functional play, b) playing roles, and c) playing development. The Creative Centra For Childhood Research and Training (1999): Research and theory support play experiences as a foundation for quality early childhood programming, but all children cannot fully benefit without planning, organization of the environment, and adult scaffolding of the experience. Children's play experiences should be carefully planned and scaffolded to meet the needs of each individual child. The following four scaffolding components must be present in order to provide a quality play experience.

Rubin 's research demonstrates that the level defined by Parten as solitary social is not immature behavior, as originally thought, if the child is older and has the ability to engage in cooperative social interactions when appropriate. Solitary play is a mature and appropriate social interaction for children preparing for success in school. Children need to process the skills necessary to play and work cooperatively with other children in sensorimotor, dramatic, and construction play activities. It is the balance between the kinds of social interactions defined by Parten that

measures the child's developmental level and skill. (CCRT, 2005)

CONCLUSION:

Development of the centra learning model developing activities 1) Motor Sensory : children learn through their five senses and through physical contact with their environment. Children 's sensorimotor needs are supported when they are provided with opportunities to interact with various materials and play tools inside and outside the room. 2) Role playing Called symbolic play or play pretend, fantasy, imagination or drama play. Role play is very important for the development of cognition, social and emotional of children. Role playing is a strength that is the basis for the development of creativity, memory stages, group cooperation, vocabulary absorption , the concept of kinship, self-control, skills in taking a spatial perspective, affection and cognition. 3) Play for the construction of the construction play (Fluid / messy and Structured) the use of the material media used does not endanger the child which is divided into two: 1) Main development of liquid / natural materials is to play using materials such as water, crayons, paint markers with a brush , pencils, pens, playdough, ublegh, sand, mud, grains such as rice, soy beans, green beans, etc. 2) Main building structured is played by using a beam unit, the beam hollow, colored beam, lego, puzzle and others The use of used media in learning activities is a form of teacher creativity in creating a fun learning atmosphere for children that can develop dimensions of child development according to their developmental tasks.

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