
The Use of Natural Learning Media to Increase Early Childhood Motivation in Learning

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Abstract

This study aims to determine the use of natural media materials on early childhood learning motivation. The indicators of learning motivation observed were full of enthusiasm, self-confidence, and high concentration power. This study used observation, interview, and documentation methods with data analysis techniques, the Miles and Huberman models. The results showed that the use of natural materials such as turmeric, cherry leaves, rice, pebbles, and banana stems as media in early childhood learning can motivate children to carry out learning activities.

Keywords: *learning media, learning motivation, natural material*

Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan media bahan alam terhadap motivasi belajar anak usia dini. Indikator motivasi belajar yang diamati adalah penuh semangat, rasa percaya diri, dan daya konsentrasi yang tinggi. Penelitian ini menggunakan metode observasi, wawancara, dan dokumentasi dengan teknik analisis data model Miles dan Huberman. Hasil penelitian menunjukkan bahwa penggunaan bahan-bahan alami seperti kunyit, daun kersen, beras, batu kerikil, dan



pelepeh pisang sebagai media dalam pembelajaran anak usia dini dapat membuat anak termotivasi untuk melakukan aktivitas belajar.

Keywords: *media pembelajaran, motivasi belajar, bahan alami*

A. Introduction

Early childhood is a period when children experience rapid growth and development. In this phase, children show sensitivity to the environment around them and always want to learn everything with great curiosity. It can be said for children aged 1 to 6 years, who often ask questions about what they see. If their question still needs to be answered, they will keep asking until they get it.¹

The teacher must create an exciting learning atmosphere in early childhood learning activities to achieve optimal learning objectives. One thing that needs to be considered in achieving learning goals is children's learning motivation because motivation will appear, a sense of courage, interest, liveliness, and fun in children.² Children with solid motivation will have much energy to do any activity, including studying. For that, the teacher must act as a good motivator. Teachers must provide a fun learning environment that can arouse children's learning motivation by utilizing learning media that is as interesting and fun as possible.

In order to evoke the atmosphere in the classroom, the use of learning media with all kinds of variations and types is significant, especially in early childhood education. It is because the media can be a tool or means for children to carry out learning activities while playing. Learning media commonly used in early childhood include audio, visual, audio-visual, and environmental media.³

Learning media is also one of the factors that can help children have high motivation and enthusiasm for learning. Sudjana and Rivai in Guslinda put forward several benefits of learning media for students: first, learning will attract more students' attention and foster learning motivation. Second, learning materials will be more accessible for students to understand, allowing students to master learning objectives better. Third, learning models will be more varied so that students are not bored and teachers will be more

¹ Putri Hana Pebriana, "Analisis Penggunaan Gadget Terhadap Kemampuan Interaksi Sosial Pada Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2017), <https://doi.org/10.31004/obsesi.v1i1.26>.

² Yuwita Dabis, Irvin Novita Arifin, and Rapi Us. Djuko, "Pengaruh Media Pembelajaran Berbasis Alam Terhadap Motivasi Belajar Anak Kelompok B," *Student Journal of Early Childhood Education* 2, no. 1 (2022): 46–54.

³ Muhammad Fadlillah, *Desain Pembelajaran PAUD: Tinjauan Teoretik & Praktik* (Yogyakarta: Ar-Ruzz Media, 2016).

creative. Fourth, students have a more realistic learning experience because they can observe and demonstrate directly.⁴

Motivation is someone's effort to do something. Conversely, when someone is unhappy, he/she tries to avoid or eliminate something. According to Aulina, motivation is a process of changing energy within a person, characterized by the emergence of feelings and reactions to achieve a goal. To achieve the desired goal, a person must have self-motivation.⁵ Asrori put forward several indicators of motivation to learn, namely: Having a high passion, Vigorously; Having high curiosity or curiosity; being Able to "walk alone" when the teacher asks students to do something; Have self-confidence; Have a higher power of concentration; Difficulties are seen as challenges that must be overcome; Have patience and high fighting power.⁶ Motivation is an impulse that appears as a mental reaction from within a person that gives birth to affective/feelings, attitudes, and reactions as a driving force for behavior that directs it to specific goals, including learning behavior and achieving its goals in moving learning needs.⁷

Natural-based media is one type that is quite economical but has no fewer benefits. Media made from nature is one of the media based on the environment whose materials or materials come from nature around humans. Natural materials are parts of nature found in soil or parts of animals or plants. This media is an effective medium because it is easy to get, does not require much money, and can be used many times.⁸ Educational game tools are based on natural potential in the form of media deliberately created for the benefit of learning that aims to improve students' developmental abilities. However, the manufacturing process uses ingredients that are known or easily found by children in everyday life. It is in line with Nurjanah that natural materials are materials that already exist in nature that can be used to become valuable goods for their users.⁹

Media from natural materials play an essential role in introducing children to the environment because the materials are easy to find in the environment around the child and are in accordance with the geographical conditions where the child lives. It is similar to the research conducted by

⁴ Guslinda, *Media Pembelajaran Anak Usia Dini* (Surabaya: Jakad Media Publishing, 2018).

⁵ Choirun Nisak Aulina, "Penerapan Metode Whole Brain Teaching Dalam Meningkatkan Motivasi Belajar Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 2, no. 1 (2018): 1–12, <https://doi.org/10.31004/obsesi.v2i1.1>.

⁶ Mohammad Asrori, *Psikologi Pembelajaran* (Bandung: CV Wacana Prima, 2007).

⁷ Arianty Arianty and Sri Watini, "Implementasi 'Reward Asyik' Untuk Meningkatkan Motivasi Belajar Anak Kelompok B Di TK Yapis II Baiturrahman," *JIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 3 (2022): 939–44, <https://doi.org/https://doi.org/10.54371/jiip.v5i3.515>.

⁸ Heni Rohaeni, Indra Zultiar, and Asep Munajat, "Efektivitas Media Bahan Alam Terhadap Kemampuan Berpikir Simbolik Anak Usia 4-5 Tahun," *Jurnal Pendidikan Tambusai* 5, no. 2 (2021): 4628–32, <https://doi.org/https://doi.org/10.31004/jptam.v5i2.1595>.

⁹ Elis Nurjanah, Imas Masidah, and Fifiet Fifiet, "Pengaruh Ape Dari Bahan Alam Terhadap Aspek Perkembangan Anak Usia 4-6 Tahun," *CERIA (Cerdas Energik Responsif Inovatif Adaptif)* 1, no. 5 (2019): 7–12.

Laila and Candraloka, which is about making educational game tools from natural shellfish media which have proven effective in introducing the world of the sea to early childhood.¹⁰ Other studies confirm that natural material-based media affects children's learning motivation.¹¹ In addition to influencing learning motivation, natural media can hone children's creativity. They become more enthusiastic, more confident in generating ideas, and can explore several experimental activities.¹²

Based on the background described, the researcher is interested in researching the application of natural-based learning media. This research aims to describe the use of learning media made from natural materials such as cherry leaves, banana stems, rice seeds, pebbles, and turmeric to motivate early childhood. Thus children want to learn enthusiastically, are more confident in carrying out activities, and have high concentration power.

B. Method

This research was conducted at a kindergarten in Pragaan District, Sumenep, East Java, Indonesia, and was carried out for four weeks. This field research seeks to uncover the use of materials from nature to become engaging learning media in the classroom. This study uses a qualitative approach to observe the process of making and using media from natural ingredients. The subjects in this study included 12 early childhood children at Ulil Albab Kindergarten and three kindergarten teachers.

Data collection techniques used in this study are observation, interviews, and documentation. Observations are made to make observations of the process of implementing learning by using natural material media and observing the child's attitude in these activities. The interviews were conducted using in-depth interview techniques to reveal the teacher's goals, benefits, and perceptions of using natural materials as media in learning. At the same time, documentation is in the form of all documents related to learning activities using natural material media, including lesson plans, student worksheets, etc. The method of data analysis in this study used the analysis of the Miles and Huberman model procedures to process data empirically based on observation and interview data.

C. Result and Discussion

¹⁰ Azzah Nor Laila and Olyvia Revalita Candraloka, "Pemanfaatan Potensi Alam Sebagai Alat Permainan Edukatif Di PAUD Delima Jobokuto Jepara," *E-Dimas (Educations-Pengabdian Kepada Masyarakat)* 10, no. 1 (2019): 76–82, <https://doi.org/https://doi.org/10.26877/e-dimas.v10i1.2883>.

¹¹ Dabis, Arifin, and Djuko, "Pengaruh Media Pembelajaran Berbasis Alam Terhadap Motivasi Belajar Anak Kelompok B."

¹² Nadia Fauziah, "Penggunaan Media Bahan Alam Untuk Meningkatkan Kreativitas Anak," *VISI: Jurnal Ilmiah Pendidik Dan Tenaga Kependidikan Pendidikan Non Formal* 8, no. 1 (2013): 23–30, <https://doi.org/https://doi.org/10.21009/JIV.0801.4>.

The result and discussion of this study are described as follows:

1. Result

The materials used to make children's learning media consist of turmeric, cherry leaves, rice, banana stems, and pebbles. According to one teacher, this is a new thing. Previously the game tools used were factory-made toys. This is based on the following interview results with Mrs. Alfiyah:

“the use of natural material media is relatively new because, in the past, we preferred to use finished products, such as legos, blocks, puzzles, and plasticine, so that the variations in children's play activities are minimal and seem less creative. Nevertheless, sometimes it was decided to try to use natural ingredients. Apart from being cheaper, mainly because natural ingredients are easy to obtain, this is because the materials needed are already available in the environment around our school.”¹³

Furthermore, another teacher, Mrs. Muflihatun, emphasized the following:

“natural materials used as media in children's play activities abound at our place. Among them are spices, such as turmeric. There are also stems from banana trees, leaves, and seeds.”¹⁴

Among the natural ingredients mentioned, some are used as natural dyes. Regarding the technique of its use, one of the teachers named, Mrs. Romlah stated the following:

Turmeric and cherry leaves were chosen for coloring a carrot shape pattern on a piece of paper. Turmeric was chosen to be the coloring material in the carrot pattern earlier. The result is the image of an orange carrot. Then Turmeric and Kersen Leaves are used as a coloring agent on the leaves of the carrot pattern earlier. The way to get the green color out is by rolling the cherry leaf way, then rubbing it on the pattern to produce a bright green color.”¹⁵

¹³Based on the interview with Mrs. Alfiyah

¹⁴Based on the interview with Mrs. Muflihatun

¹⁵Based on the interview with Mrs. Romlah



Picture 1. Children are coloring carrot patterns using turmeric and cherry leaves.

Furthermore, there are also ingredients from whole grains, such as rice. Rice seeds are used to make collages with various shapes or picture patterns. Related to this, a teacher, Mrs. Sunamwati, conveyed the following:

“Rice is used for collage activities on flag image patterns. Because it so happened that the theme of the activity was "my country." The rice used is white, then some are colored red. The children were asked to make a collage of red and white flag pictures using red and white rice.”¹⁶



Picture 2. Children stick to collages with red and white flag patterns using rice

Furthermore, there is also media from banana tree fronds. The trick is to first dip the pieces of banana tree fronds in water mixed with dyes of various colors. After that, the children pasted it on the paper's surface, similar to how to put a stamp or stamp, so that various patterns of images were produced as desired. Coloring activities with banana stems are shown in the following figure:

¹⁶Based on the interview with Mrs. Sunamwati



Picture 3. Children are making pictures with media made from banana stems

In addition to the ingredients mentioned earlier, there are also ingredients from pebbles. Related to this, Mrs. Homsiyah, one of the teachers, gave the following explanation:

“Pebbles are used to stimulate children's language skills, namely literacy. The pebbles are soaked in colorful water first. Then the children were asked to arrange the pebbles according to the spelling of their respective names, and then they were asked to spell the letters arranged to form the written name.”¹⁷



Picture 4. The children arrange the pebbles to form their name on the media made from pebbles

The following is a table for assessing children's attitudes regarding indicators of learning motivation. This assessment was conducted on coloring activities using natural ingredients, namely turmeric and cherry leaves.

Table 1. Assessment of Children on Coloring activities with turmeric and cherry leaves

¹⁷Based on the interview with Mrs. Homsiyah

| The Use of Turmeric And Cherry Leaves For Coloring | | | | |
|--|-------|-------------------------------|-----------------|--------------------------|
| N. | Name | Learning Motivation Indicator | | |
| | | Vigorously | Self-confidence | High concentration power |
| 1 | Dafa | MB | BSH | MB |
| 2 | Ilham | BSB | BSB | BSH |
| 3 | Nizar | BSH | BSB | BSH |
| 4 | Dika | BSB | BSB | BSH |
| 5 | Dayat | BSH | BSB | BSB |
| 6 | Nabil | BSH | BSH | MB |
| 7 | Dina | BSH | BSB | BSB |
| 8 | Warda | BSB | BSH | BSB |
| 9 | Dila | BSB | BSH | BSB |
| 10 | Nisa | BSH | MB | MB |
| 11 | Safa | BSH | MB | BSH |
| 12 | Rohah | BSH | MB | MB |

Information:

- MB = still growing
- BSH = growing as expected
- BSB = very well developed

Based on Table 1 above, a recapitulation is carried out for each indicator. The results of the recapitulation of the child's assessment when using turmeric and cherry leaf media are as follows:

| Learning Motivation Indicator | Categories | Number of children |
|-------------------------------|------------|--------------------|
| Vigorously | MB | 1 |
| | BSH | 7 |
| | BSB | 4 |
| Self-confidence | MB | 3 |
| | BSH | 4 |
| | BSB | 5 |
| High concentration power | MB | 4 |
| | BSH | 4 |
| | BSB | 4 |
| Total Amount | MB | 8 |
| | BSH | 15 |
| | BSB | 13 |

The following is the second table for assessing children's attitudes regarding learning motivation indicators. This assessment was carried out to make a collage by gluing natural materials, namely colored rice.

Table 2. Assessment of Children on making a collage by gluing natural materials, namely colored rice

| The Use of Rice for Collage | | | | |
|-----------------------------|-------|-------------------------------|-----------------|--------------------------|
| N. | Name | Learning Motivation Indicator | | |
| | | Vigorously | Self-confidence | High concentration power |
| 1 | Dafa | MB | BSH | MB |
| 2 | Ilham | MB | BSB | BSH |
| 3 | Nizar | BSH | BSH | MB |
| 4 | Dika | BSH | BSB | BSB |
| 5 | Dayat | BSB | BSH | BSH |
| 6 | Nabil | MB | BSH | MB |
| 7 | Dina | BSB | BSB | BSB |
| 8 | Warda | BSB | BSH | BSB |
| 9 | Dila | BSH | BSH | BSB |
| 10 | Nisa | BSH | MB | BSH |
| 11 | Safa | BSB | BSH | BSH |
| 12 | Rohah | BSH | MB | MB |

Information:

- MB = still growing
- BSH = growing as expected
- BSB = very well developed

Based on Table 2 above, a recapitulation is carried out for each indicator. The results of the recapitulation of the child's assessment when using colored rice are as follows:

| Learning Motivation Indicator | Categories | Number of children |
|-------------------------------|------------|--------------------|
| Vigorously | MB | 3 |
| | BSH | 5 |
| | BSB | 4 |
| Self-confidence | MB | 2 |
| | BSH | 7 |
| | BSB | 3 |
| High concentration power | MB | 4 |
| | BSH | 4 |
| | BSB | 4 |
| Total Amount | MB | 9 |
| | BSH | 16 |
| | BSB | 11 |

The following is the third table for assessing children's attitudes regarding learning motivation indicators. This assessment is carried out in the activity of writing the names of each child by arranging pebbles.

Table 3. Assessment of Children on writing the children's names by arranging colored pebbles

| Using Colored Pebbles To Spell Children's Names | | | | |
|---|-------|-------------------------------|-----------------|--------------------------|
| N. | Name | Learning Motivation Indicator | | |
| | | Vigorously | Self-confidence | High concentration power |
| 1 | Dafa | BSH | MB | BSH |
| 2 | Ilham | BSH | BSB | BSH |
| 3 | Nizar | BSH | BSB | BSB |
| 4 | Dika | BSB | BSH | BSH |
| 5 | Dayat | BSH | BSH | BSB |
| 6 | Nabil | BSH | MB | MB |
| 7 | Dina | BSB | BSB | BSH |
| 8 | Warda | BSB | BSH | BSB |
| 9 | Dila | BSH | BSH | BSB |
| 10 | Nisa | BSH | MB | MB |
| 11 | Safa | BSH | BSB | BSH |
| 12 | Rohah | MB | MB | BSH |

Information:

- MB = still growing
- BSH = growing as expected
- BSB = very well developed

Based on Table 3 above, a recapitulation is carried out for each indicator. The results of the recapitulation of the child's assessment when using colored pebbles are as follows:

| Learning Motivation Indicator | Categories | Number of children |
|-------------------------------|------------|--------------------|
| Vigorously | MB | 1 |
| | BSH | 8 |
| | BSB | 3 |
| Self-confidence | MB | 4 |
| | BSH | 4 |
| | BSB | 4 |
| High concentration power | MB | 2 |
| | BSH | 6 |
| | BSB | 4 |
| Total Amount | MB | 7 |
| | BSH | 18 |
| | BSB | 11 |

The following is the fourth table for assessing children's attitudes regarding learning motivation indicators. This assessment is carried out by sticking stamps to form an image pattern using pieces of banana tree fronds.

Table 4. Assessment of pasting stamps using pieces of banana tree fronds

| Using pieces of banana tree fronds to stick stamps | | | | |
|--|-------|-------------------------------|-----------------|--------------------------|
| N. | Name | Learning Motivation Indicator | | |
| | | Vigorously | Self-confidence | High concentration power |
| 1 | Dafa | MB | BSH | BSH |
| 2 | Ilham | BSB | BSB | BSH |
| 3 | Nizar | BSH | BSB | BSB |
| 4 | Dika | BSB | BSB | BSH |
| 5 | Dayat | BSH | BSB | BSB |
| 6 | Nabil | BSH | MB | BSH |
| 7 | Dina | BSB | BSB | BSB |
| 8 | Warda | BSB | BSB | BSB |
| 9 | Dila | BSH | BSH | BSH |
| 10 | Nisa | BSH | MB | MB |
| 11 | Safa | BSH | BSB | BSH |
| 12 | Rohah | MB | MB | BSH |

Information:

- MB = still growing
- BSH = growing as expected
- BSB = very well developed

Based on Table 4 above, a recapitulation is carried out for each indicator. The results of the recapitulation of the child's assessment when using pieces of banana tree fronds to stick stamps:

| Learning Motivation Indicator | Categories | Number of children |
|-------------------------------|------------|--------------------|
| Vigorously | MB | 2 |
| | BSH | 6 |
| | BSB | 4 |
| Self-confidence | MB | 3 |
| | BSH | 2 |
| | BSB | 7 |
| High concentration power | MB | 1 |
| | BSH | 7 |
| | BSB | 4 |
| Total Amount | MB | 6 |

| | | |
|--|-----|----|
| | BSH | 15 |
| | BSB | 15 |

Based on all the recapitulation results on all indicators of children's learning motivation, it can be seen that the number of children who are in the category of "still developing," "developing as expected," and "developing well" in the use of media made from natural ingredients is as follows:

Table 5. Recapitulation of Children's Assessment Results Based on each indicator on activities using media made from natural ingredients

| Categories | Indicators | | | Amount |
|------------|------------|-----------------|--------------------------|--------|
| | Vigorously | Self-confidence | High concentration power | |
| MB | 7 | 12 | 11 | 30 |
| BSH | 26 | 17 | 21 | 64 |
| BSB | 15 | 19 | 16 | 50 |

Table 6. Recapitulation of Children's Assessment Results Based on categories and types of natural materials used in activities using media made from natural materials

| Types of Natural Ingredients | Category | | |
|------------------------------|----------|-----|-----|
| | MB | BSH | BSB |
| Turmeric and cherry leaves | 8 | 15 | 13 |
| Colored Rice | 9 | 16 | 11 |
| Colored Pebbles | 7 | 18 | 11 |
| Pieces of banana tree fronds | 6 | 15 | 15 |
| Amount | 30 | 64 | 50 |

2. Discussion

a. Use of coloring media with turmeric and cherry leaves

This study used natural materials such as turmeric and cherry leaves to color carrot-shaped pictures. The orange color from turmeric for the carrot stems and the green color from cherry leaves for the carrot leaf color. From the observations, it was found that the use of media made from turmeric and cherry leaves was quite effective in growing children's learning motivation. It can be seen from the assessment results that there were eight children in the MB category, 15 children in BSH, and 13 children in BSB. With details on each indicator, namely,

"full of enthusiasm," scored the highest in the BSH category, namely seven children. The "self-confidence" indicator has the highest score in the BSB category, namely 5 children. While the indicator "high concentration power" with the same value in all categories, namely MB, BSH, and BSB, each numbered four children. It shows that using easy and exciting media can give children great enthusiasm and interest to grow self-confidence and concentration in their playing activities.

Learning media derived from natural materials and the surrounding environment, such as turmeric and cherry leaves, are easy to find and obtain because these materials exist in almost all parts of Indonesia. Besides being easy to obtain, turmeric and cherry leaves do not require a high cost. Turmeric and cherry leaves can be grown in almost all yards in rural areas. So it is easy for teachers to get and use these materials. It is relevant to what Yukananda stated in Zahro' that natural materials are everything in the environment around us that can be used to support learning. This media is very cheap but can be used effectively and efficiently for learning.¹⁸

One of the characteristics of the effectiveness of the use of turmeric and cherry leaves that needs attention is to have an appeal to children. For children, media made from turmeric and cherry leaves is easy to use and attractive colors because turmeric has an original color, bright orange, and cherry leaves are bright green. This sense of interest also fosters and even increases their motivation to learn.

Children's learning motivation is more influenced by extrinsic factors, one of which is the active role of teachers or educators. As stated by Aulina, the effectiveness of learning and the development of children's learning motivation can be obtained by optimizing the teacher's teaching strategies.¹⁹ One practical and efficient teaching strategy is using learning media that can attract children's interest, one of which is using natural material media.

b. Use of colored rice to make a collage

The rice material in this study was used when playing flag collages with the theme "my country." The research data showed that all indicators of learning motivation achieved relatively high scores, namely in the BSH category with a total of 16, followed by BSB with 11, and MB with nine children. The "full of enthusiasm" indicator has the highest score in the BSH category, namely five children. While the indicator "self-confidence," the highest score was obtained in the BSH category, namely

¹⁸ Wafa' Maulida Zahro and Giyoto, "Pemanfaatan Media Bahan Alam Sebagai Bentuk Kepedulian Anak Terhadap Lingkungan," *Jurnal CARE (Children Advisory Research and Education)* 8, no. 2 (2021): 37-46.

¹⁹ Aulina, "Penerapan Metode Whole Brain Teaching Dalam Meningkatkan Motivasi Belajar Anak Usia Dini."

seven children. While the indicator "high concentration power" shows the same value in all categories, namely MB, BSH, and BSB, with the acquisition of 4 children each.

In the next activity, the children were invited to make a collage patterned with the Indonesian flag using red and white colored rice. In this case, using natural-based media provides substantial knowledge to children about the colors of the Indonesian state flag. Children also learn to understand the concept of color, especially the colors of the Indonesian national flag. It is relevant to what was conveyed by Oktari in his research that using natural media as a learning medium can provide authentic experiences for children. Learning becomes more concrete and unverbilized, so children absorb knowledge more efficiently.²⁰

The ease of using learning media in a fun way and providing genuine and concrete experiences for children will help children grow their enthusiasm for learning. It can be seen in the results of the highest total score on all indicators of learning motivation in the rice collage activity, which is the score in the BSH category, 16.

c. Use of Pebbles

The gravel material in this study was used by asking children to compose their names (nicknames). They are equipped with pebbles that have been colored (colored pebbles). Each child composes his nickname, and then the child is also asked to name the letters in his own name. Observational data show that for almost all indicators of learning motivation, the highest score was obtained in the BSH category, 18, followed by BSB 11, and MB as much as 7. In detail, the "full of enthusiasm" indicator had the highest score in the BSH category with eight children, the indicator "full of enthusiasm" or "high concentration power" had the highest score in the BSH category with six children, and the "self-confidence" indicator with the same score in all categories, namely MB, BSH, and BSB each with four children.

In this activity, there is stimulation of aspects of development that can be achieved through the use of colorful pebbles, namely cognitive, language, physical, fine motor, and social-emotional aspects. From a cognitive perspective, children can recognize color in pebbles. Children can learn to read in language by getting to know and mentioning the letter symbols in their names. Children can arrange pebbles into a name in the fine motor skill aspect. Meanwhile, in the social-emotional aspect, children must learn to be patient in assembling pebbles because completing the compiling takes enthusiasm and concentration. It is relevant to what Aning Rahayu said that the introduction of alphabet

²⁰ Vanni Miza Oktari, "Penggunaan Media Bahan Alam Dalam Pembelajaran Di Taman Kanak-Kanak Kartika I-63 Padang," *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini* 1, no. 11 (2017): 49–57, <https://doi.org/https://doi.org/10.31849/paudlectura.v1i1.503>.

symbols is part of cognitive development and symbolic thought processes in early childhood following the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning the level of achievement of child development.²¹ It is also supported by the results of research conducted by Rohaeni et al., which showed that natural media materials significantly affected the symbolic thinking abilities of children aged 4-5 years.²²

Learning to read for children should be packaged in a fun, comfortable form and under the age and development. Literacy learning using gravel media is quite effective in growing children's learning motivation. From the data obtained in this study, using pebbles in all indicators of learning motivation achieved the highest score in the BSH development category, which was 18. It may be because children have a high enthusiasm for learning to compose names and spell letters in their names. After all, the materials used are colored. Colorful, easy, and practical in use, thus attracting children's interest. It is relevant to Oktari's view that the use of natural material media is essential if it can stimulate children's learning motivation and provide an authentic playing experience for children because children can immediately learn to recognize natural materials around them, such as plants, sand, rocks, leaves, etc. and grains. Using natural material media such as twigs, leaves, and stones positively impacts children. Children will gain new experiences that help them get closer and know their surroundings better.²³

d. Use of banana tree fronds

The ease of using learning media will give a pleasant impression to children so that they will be enthusiastic about their playing activities. It can be seen in the activity of stamping pictures of flowers using banana stems and watercolor media. The results of the research data show that for all indicators of learning motivation, the highest scores were achieved in the BSH and BSB categories, which were 15 and 6 for the MB category. For each indicator of motivation to learn, namely the "enthusiastic" indicator, the highest score was in the BSH category, namely six children. The "self-confidence" indicator with the highest score in the BSB category, namely, six children. The "high concentration power"

²¹ Aning Rahayu, "Penggunaan Media Bahan Alam Untuk Meningkatkan Kemampuan Mengenal Simbol Angka 1-10 Anak Usia 4-5 Tahun Di TK Pertiwi Gembosan Boyolali," *AUDIENSI: Jurnal Pendidikan Dan Perkembangan Anak* 1, no. 1 (2022): 1-11, <https://doi.org/https://doi.org/10.24246/audiensi.vol1.no12022pp1-11>.

²² Rohaeni, Zultiar, and Munajat, "Efektivitas Media Bahan Alam Terhadap Kemampuan Berpikir Simbolik Anak Usia 4-5 Tahun."

²³ Oktari, "Penggunaan Media Bahan Alam Dalam Pembelajaran Di Taman Kanak-Kanak Kartika I-63 Padang."

indicator with the highest score in the BSH category, namely, seven children.

Banana stems are a natural material that is easy to find and widely available in the environment around children because many banana trees grow around the house. In fact, these materials are often the material for making exciting games for children, such as making boats and guns, and become material for buying and selling role-playing. So children are very familiar with and used to using banana stems when playing every day. The ease and familiarity with using this media make children have high self-confidence and concentration power when given the activity of playing tasting with banana stems. It shows that using engaging media can arouse children's learning motivation. It is in line with the results of research conducted by Heriyanti et al., who found that one of the teacher's obstacles when motivating to learn to children is the limited learning media that are attractive to children so that children become less enthusiastic about learning and lack concentration when the teacher explains the rules of playing activities.²⁴ It is consistent with the view that learning media can increase children's motivation because, with exciting and easy-to-use learning media, children will learn more actively and more easily understand teacher explanations.²⁵

The results of the overall assessment of the use of natural materials, namely turmeric, cherry leaves, rice, banana stem, and pebbles, on children's learning motivation with three indicators, namely being full of enthusiasm, having self-confidence, and having high concentration power, scores are obtained for each category with a total of 30 for the Starting to Develop (MB) category, 64 for the Developing According to Expectations (BSH) category, and 50 for the Very Well Developing (BSB) category. Thus, using natural media materials that are easy to obtain and use and attractive to children can contribute to the emergence of children's learning motivation. It aligns with Eliamah et al. that using media materials can invite children to be directly involved in learning practices. It is more fun for children, so children's motivation will also increase.²⁶

²⁴ Novitasari Susi Heriyanti, M. Thamrin, and Desni Yuniarni, "Pemberian Motivasi Belajar Pada Anak Usia 4-5 Tahun Di Taman Kanak-Kanak Mujahidin II Pontianak Timur," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 3, no. 8 (2014): 1-9, <https://doi.org/http://dx.doi.org/10.26418/jppk.v3i8.5915>.

²⁵ Hamdani et al., "Penggunaan Media Pembelajaran Terhadap Motivasi Belajar Anak Usia Dini Selama Masa Pandemi Corona Virus Disease 2019 (Studi Kasus Di Raudatul Atfal Fathimaturridha Medan Tembung)," *EDU RILIGIA: Jurnal Ilmu Pendidikan Islam Dan Keagamaan* 4, no. 2 (2020): 150-58, <https://doi.org/http://dx.doi.org/10.47006/er.v4i2.8181>.

²⁶ Eliamah Eliamah, Wahira Wahira, and Kahrul Alam, "Meningkatnya Motivasi Belajar Anak Usia Dini (AUD) Melalui Pembelajaran Sains," *EDUSTUDENT: Jurnal Ilmiah Pendidikan Dan Pembelajaran* 1, no. 2 (2022): 71-81.

D. Conclusion

The results of this study indicate that the use of media made from natural materials contributes to the growth of children's learning motivation in each indicator of learning motivation, namely full enthusiasm, self-confidence, and high concentration power. The teacher's ability to choose and use engaging learning media for children is essential in increasing early childhood learning motivation. For this reason, the selection and use of learning media must be more varied and more enjoyable for children. Besides using natural media, teachers can also use materials such as cardboard, bottle caps, and drink cans.

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