

Maritime-Based Early Childhood Learning Resources A Tk Tolando Lestari Holimombo Village Wabula Sub-District

Farnia Gafar¹, Mardayanti², Adnan³

¹Prodi PG PAUD, Universitas Muhammadiyah Buton, 93712, Indonesia

²Prodi PG PAUD, Universitas Muhammadiyah Buton, 93712, Indonesia

³Prodi PG PAUD, Universitas Muhammadiyah Buton, 93712, Indonesia

Corresponding Author Email: farniagafar123@gmail.com

Abstract

The term development refers to how people grow, adapt and change throughout life through physical development, personality development, socio-emotional development, cognitive development and language development. The purpose of this research is to find out what learning resources are around Tolando Lestari Kindergarten This type of research is descriptive qualitative research. as for the subject of research is the cultural figure of Holimombo Village, Wabula Subdistrict, Buton Regency. data collection was carried out using observation, interview and documentation methods. Data analysis techniques are carried out by data reduction, data presentation, conclusion drawing. the results of the study are learning resources that are used as learning media that can be found around the Tolando Lestari kindergarten environment are beach sand, shellfish, boats / canoes, coastal animals, coastal plants, small black snails, crabs, fish, sea water, pearl shells (marabu), sea worms (cipou), coconut leaves, octopus, mangroves, crabs, sea cucumbers. Activities that can be done are sorting and classifying, running around, making manic beads, making collage creativity with black snails, playing boats, cooking, weaving, counting. Skills and developmental aspects obtained are developing gross and fine motor aspects with the use of fingers, making observations, imaginative thinking, aspects of art development, developmental aspects, cognitive and aspects of language development, questioning.

Keywords: Learning resources, early childhood development, maritime.

1. Introduction

Early Childhood Education is a mentoring activity for children from birth to 6 years of age that prepares children for further development by providing educational stimulation to help physical and mental growth and development [1].

Maria Montessori (The Absorbent Mind) said that children are good absorbers. Maria Montessori continued by saying that childhood is the richest period and this period must be used as best as possible to educate because if this period is wasted it will never be able to replace the time. Children can be seen as individuals who do not know the world and need guidance to understand the world and its contents. Children also need to be introduced to various natural phenomena and be able to develop the skills needed for social life. This understanding means that education is a form of planned activity and the program encourages all aspects of a child's development. Early childhood is defined as children aged 0 to 6 years. Nowadays, children go through a period of growth and development in many areas of their lives.

According to [2] believes that learning media is anything that is used to convey information that stimulates students' thoughts, feelings, attention and will so that they can encourage a directed, planned and controlled teaching process. Learning media can be chosen,

considering that it will support the content of the learning material and ease of access, such as the surrounding natural environment which is a masterpiece created by Allah SWT.

Good educators as parents, teachers and caregivers need to have a strong understanding of children's learning processes in order to be able to plan and develop and utilize various learning resources as learning media and play media for the benefit of early childhood development.

The natural environment is everything that exists naturally in nature such as geographical conditions, namely climate, temperature, rainy seasons, plants, animals and natural resources (such as water, forests, soil, rocks, etc.). There are ways that children can directly learn various aspects of environmental development. the nature of natural phenomena is relatively so that children will find it easier and happier to learn.

According to [3] sand, water, other sensory materials can calm children as they learn the properties of materials, experiment with them, and solve problems, and even these materials can treat emotionally troubled children.

Development is an increase in more complex body functions in gross motor, fine motor, language and social skills as well as independence [4]. Various developmental psychologists have expressed their views on the concept of development. Among them, [5] argues that development is a series of gradual changes that occur in predictable patterns as a result of the interaction of biological and environmental factors. Consistent with this view, [6] argues that development is a regular adaptive change that occurs from conception to death. The term development refers to how people grow, adapt and change throughout life through physical development, personality development, socio-emotional development, cognitive development and language development.

According to [7] said that individual development is a pattern of movement or change that begins at conception and continues throughout life. This movement pattern development is complex and includes biological, cognitive, and socioemotional processes. a pattern of movement or change that begins at fertilization and continues throughout the life cycle. This developmental movement pattern is very complex and includes biological, cognitive and socioemotional processes.

2. Methodology

This research was carried out around the Tolando Lestari Kindergarten, Tolando Lestari Kindergarten, Holimombo Village, Wabula District, Buton Regency. Tolando Lestari Kindergarten is one of the kindergartens located in a coastal area with the majority of the population working as fishermen. The building at Tolando Lestari Kindergarten is at the end of a residential area, to the right of the building there is a posyandu building and a volleyball field, in front of the Kindergarten there is an elementary school building and a football field, to the left there are several residents' houses and behind the Kindergarten building there is the sea.

2.1 Types of research

This type of research is descriptive qualitative with a case study type. Through this case study, the problem under study can be studied in detail and in depth. with this research we can find out what media are learning that can be found nearby Tolando Kindergarten's sustainable environment can be used and utilized as a natural, maritime-based learning medium for early childhood.

2.2 Research subject

The aspects observed were early childhood learning resources around Tolando Lestari Kindergarten and Holimombo Village Cultural Figures.

2.3 Time and Place of Research

The location of this research is Tolando Lestari Kindergarten, Holimombo Village, Wabula District, Buton Regency. This research was carried out in the even semester of the 2021/2022 academic year starting from 02 June to 02 July 2022.

To obtain valid data, the researcher himself was directly involved in collecting data at the research location during the research process. Apart from that, the researcher used tools in the form of observation guides and interview guides which were summarized in the form of field notes and documentation tools.

2.4 Data collection techniques

To obtain data, observation, interviews and documentation techniques were used. Observation/Observations The observations made in this research were observations of the environment around Tolando Lestari Kindergarten regarding maritime-based learning resources.

2.5 Interview

To obtain additional information regarding learning media that can be found around the environment, researchers conducted interviews with Holimombo Village Cultural Figures.

2.6 Documentation

Documentation is used to enrich observations in the form of pictures of conditions around the Tolando Lestari Kindergarten environment.

2.7 Data Analysis Techniques

The data in this research was analyzed qualitatively. The steps taken to analyze the data are as follows:

a. Data reduction

Data reduction is the process of selecting, focusing, simplifying and transforming rough data that emerges from field notes. The important things are focused on and given a systematic arrangement so that it will be easier. The data that is reduced is the data that does not support the data studied, whether it comes from observations, interviews or documentation.

Data Display/Data Presentation Display Data is the presentation of data or information based on what can be seen and what was obtained during data collection and has been reduced and presented in the form of tables, images or videos and others, with the aim that the data obtained represents the whole, making it easier to draw conclusions.

b. Drawing Conclusions

The collected data is then compiled and then a conclusion is given. Conclusions are drawn after the data is collected and then analyzed as a whole and reviewed from related concepts. Based on the results of the slide and review, testing was then carried out on the validity of the data used to support the validity of the research as a whole through diligent observation and triangulation techniques.

3. Result And Discussion

3.1 Result

Learning resources that can be found around the Tolando Lestari Kindergarten environment. A beach was found not far from Tolando Lestari Kindergarten called "SUMU WALANDA". The beach has white and fine sand decorated with shells, rocks, and various kinds of plants, coconut trees and various other trees as well as animals that live around it, one of which is small crabs and other coastal animals. Then on the way to the beach there is a large mangrove and There is also a small black snail attached to the rock. Tolando Lestari Kindergarten is also close to residential areas, the majority of whom work as fishermen. Every time the sea water recedes, the fishermen row their boats out to sea to catch fish, pork thorns and hunt other sea animals for sale and consumption.

Activities that can be carried out with the learning media found

- a. Learning media using beach sand. Learning activities that can be carried out with this media are as follows: 1). Writing on the sand, this is done where children can write numbers on the sand and the sounds of the letters or letters they think of and then say the letters again. 2). Printing sand, things that children can do can be making buildings or molding sand with the molds provided for increase children's knowledge and creativity. This activity is for children will use the fingers so that it can improve children's gross and fine motor skills and can be the beginning of letter recognition for young children and can also improve children's language development.
- b. Shellfish learning media, learning activities that can be carried out are as follows: 1). Beading making. This can be done by children looking for shells to string together using string, such as making necklaces or bracelets. This activity will develop children's gross and fine motoric aspects, train concentration, eye coordination and also develop artistic aspects.
- c. Boat/Canoe learning media, this learning activity can be carried out as follows: 1). Introduce children to boats/canoes as a means of sea transportation. 2). Playing on a boat/canoe, seeing and touching directly.
- d. Learning media uses rocks, this learning activity can be carried out as follows: 1). Counting. This can be done by inviting children to collect rocks and then the children start counting using the rocks they get. This activity can improve gross motor skills, counting, recognition of numbers.
- e. Sea Water learning media, learning activities that can be done done with this learning media are: 1). running around and touching the water. Children can run

- around on the coast and occasionally avoid sea water and children can feel cold or warm sea water according to the weather conditions around the beach. 2). compare tastes. Children can taste salty sea water and compare it with fresh, tasteless water. 3). Science learning about the light weight of objects when in sea water. Children can make observations and ask questions and can think imaginatively Little Black Snail learning media. Activities that can be carried out are as follows: 1). Make a collage. Children really like fun activities with their friends and children like new things, in this activity the children are divided into groups and then told to look for and collect as many small black snails that are stuck to rocks as possible then the children are given a picture pattern to create creative collages.
- f. Mangrove learning media. Activities that can be carried out are 1). Introduction to Mangroves. Children are invited to mangrove plants to be introduced to the functions and benefits of mangroves 2). Looking for mangrove fruit. Children are told to look for mangrove fruit and collect them, then classify them according to the size of the fruit. 3). Planting mangroves. Children are invited to plant mangrove trees and explain the importance of planting mangroves for coastal protection and the function of mangroves for marine animals.
 - g. White Coral learning media. Activities that can be carried out with this media are a). Introducing coral so that children can understand the function of coral and the importance of protecting coral reefs. Children can ask questions and make observations. b). Children are invited to look for and collect white corals and other materials to make an aquarium. This activity can develop children's motoric and artistic aspects.
 - h. Coconut Leaf learning media. Activities that can be carried out are 1). Chickening. Children can be creative in weaving with coconut leaves. Children can be creative by making woven materials such as making mats or ketupat or other woven materials. This activity can develop aspects of children's fine motor development, asking questions, being creative, and concentrating. eye and hand coordination.
 - i. Sea Cucumber (Dao-Dao) learning media. Activities that can be carried out include children being invited to look for sea cucumbers in the sea. This activity can develop aspects of children's gross motor development, concentration, children can ask questions, tell stories if children see sea cucumbers directly and can classify sea cucumbers according to their type.
 - j. Cipou/Sea worm learning media. Activities that can be carried out are: 1). Cooking activities. Children are taught to cook from sea products such as cipou/sea worms so that children can learn how to do business and can also develop gross and fine motoric aspects when doing cooking activities. 2). Learn to recognize sea worms from their shapes, types and introduce where sea worms live.
 - k. Marabu/Pearl Shell learning media. An activity that can be done is that children are asked to be creative by making a crab shape using pearl oyster shells. Children can develop their creativity, develop children's fine motor skills and think logically.

- l. Fish learning media. Activities that can be carried out include children being invited to observe fish and doing questions and answers about fish and also classifying fish according to their type. Children can ask questions and touch the fish directly. This activity can develop children's gross and fine motoric aspects and can increase children's knowledge about fish.
- m. Coastal Animal learning media. 1). This learning activity can be carried out by observing small animals. Observations can be made using a magnifying glass and then grouping or finding facts about the animal.
- n. Coastal Plants learning media. 1). Collection and graphics of leaves. Children can collect, observe, compare, sort and classify, and make graphs of various types of leaves by comparing and ordering them from smallest to largest.
- o. Starfish learning media. Activities that can be carried out are introducing the stars in the sky using starfish as media so that children can get to know the universe. And classify the shape, color and size of stars. Children can ask, sort and classify.
- p. Crab learning media. Activities that can be carried out include children being invited to look for crabs, collect them, then cook them and then carry out crab introduction activities. In this activity children can ask questions which can improve language and taste.
- q. Octopus learning media. The activity carried out is that children can observe the shape of an octopus. With this activity children can observe and ask questions.

3.2. Discussion

No	Instructional Media	Developable Skills	Developmental Aspects
a.	Sand beach	1) Write on the sand Invite children to write in the sand by writing down the sound of letters or the initial sounds of syllables. ask the child to write on the sand and name the letters or syllables that the child wrote. 2) Make shapes with sand Children make buildings or shapes using the sand molds provided. children can use their fingers, be creative	- Aspects of gross and fine motor development - Aspects of cognitive development. - Aspects of language development. - Aspects of artistic development.

b.	Rocks	1) Counting by the rocks. Children are invited to look for rocks and count the rocks they find	<ul style="list-style-type: none"> - Aspects of gross motor development - Aspects of fine motor development - Aspects of cognitive development - Aspects of language development
c.	Small black snail	1) Make a collage Children make collages from small black snails according to the patterns given.	<ul style="list-style-type: none"> - Aspects of gross and fine motor development - Aspects of artistic development - Social emotional aspects
d.	Shellfish	1) Making Beads Children are invited to make necklaces or bracelets from shellfish.	<ul style="list-style-type: none"> - Aspects of gross motor development - Aspects of fine motor development - Aspects of artistic development - Eye and hand coordination
e.	White coral	1) Introducing coral so that children can understand the function of coral and the importance of protecting coral reefs. Children can ask questions and think imaginatively. 2) Children are invited to look for and collect white corals and other materials to make an aquarium. This activity can develop children's motoric and artistic aspects.	<ul style="list-style-type: none"> - Aspects of gross motor development - Aspects of fine motor development - Aspects of artistic development
f.	Coconut leaves	1) Chickening. Children can be creative in weaving with coconut leaves. Children can be creative by making woven	<ul style="list-style-type: none"> - Aspects of gross motor development - Aspects of fine motor development - Aspects of artistic

		materials such as making mats or ketupat or other woven materials. This activity can develop aspects of children's fine motor development, asking questions, being creative, and concentrating. eye and hand coordination.	development - eye and hand coordination
g.	Sea cucumber	1) Activities that can be carried out include children being invited to look for sea cucumbers in the sea. This activity can develop aspects of children's gross motor development, concentration, children can ask questions, tell stories if children see sea cucumbers directly and can classify sea cucumbers according to their type.	- Aspects of gross motor development - Aspects of fine motor development - Aspects of artistic development - imaginative thinking - Sorting and classifying - Know the equations
h.	Coastal plants	1) Collection and graphics of leaves. Children can collect, observe, compare, sort and classify, and make graphs of various types of leaves by comparing and ordering them from smallest to largest.	- Aspects of gross motor development - Aspects of fine motor development - Aspects of artistic development - Sorting and classifying - Know the similarities and differences
i.	Crab	1) Activities that can be carried out include children being invited to look for crabs, collect them, then cook them and then carry out crab introduction activities. In this activity children	- Aspects of gross motor development - Aspects of fine motor development - Aspects of language development

		can ask questions which can improve language and also get to know taste.	
j.	Fish	1) Activities that can be carried out include children being invited to observe fish and doing questions and answers about fish and also classifying fish according to their type. Children can ask questions and touch the fish directly. This activity can develop children's gross and fine motoric aspects and can increase children's knowledge about fish.	<ul style="list-style-type: none"> - Aspects of gross motor development - Aspects of fine motor development - Aspects of language development - Similarities and differences - Sorting and classifying
k.	Cipou/sea worms	<p>1) Cooking activities. Children are taught to cook from sea products such as cipou/sea worms so that children can learn how to do business and can also develop gross and fine motoric aspects when doing cooking activities.</p> <p>2) Learn to recognize sea worms from their shapes, types and introduce where sea worms live.</p>	<ul style="list-style-type: none"> - Aspects of gross motor development - Aspects of fine motor development - Imaginative thinking
l.	Marabu/pearl mussels	1) An activity that can be done is that children are asked to be creative by making a crab shape using pearl oyster shells. Children can develop their creativity, develop	<ul style="list-style-type: none"> - Aspects of gross motor development - Aspects of fine motor development - Aspects of artistic development

		children's fine motor skills.	
m.	Coastal animals	1) This learning activity can be carried out by observing small animals. Observations can be made using a magnifying glass and then grouping or finding facts about the animal.	- Aspects of gross motor development - Aspects of fine motor development - Make observations - Make Estimates
n.	Mangrove	1) Introducing mangroves Introducing children to mangroves as a place for fish and other marine animals to lay their eggs 2) Children are invited to collect mangrove fruit and classify the fruit according to the size of the fruit.	- Aspects of gross motor development - Aspects of language development - Cognitive development - Sorting and Classifying - Know the similarities and differences.
o.	Boat/Canoe	1) Sampan as sea transportation. Introducing children to boats as a means of sea transportation for coastal communities. Children can immediately see, touch and play on the boat	- Aspects of fine motor development - aspects of gross motor development - Developmental aspects - social emotional - Make observations - Imaginative thinking
p.	Sea water	1) Children can run around on the coast and occasionally avoid sea water and children can feel cold or warm sea water according to the weather conditions around the beach and can directly feel the salty sea water. 3). Science learning about the light weight of objects when in sea	- Aspects of gross motor development - Aspects of fine motor development - Comparing tastes

	water. Children can make observations and ask questions and can think imaginatively.
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q. Octopus	1) The activity carried out is - Make observations that children can - Imaginative thinking observe the shape of an - Fine motor aspects octopus. With this activity children can observe and ask questions.
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The media that can be found at Tolando Lestari Kindergarten can be used as maritime-based learning media for early childhood children. media is also carried out using field trip learning methods.

4. Conclusion

Learning media that can be found around the Tolando Lestari Kindergarten environment are white sand, shellfish, sea water, small black snails, coastal animals, coastal plants, coconut leaves, octopus, cipou (sea worms), marabu (pearl shells), octopus, crabs, mangroves, starfish, boats/canoes, white coral. Activities that can be done namely writing on the sand, meronce, counting, classifying, running around on the sand, observing, asking questions, recognizing shapes, inviting children to play with boats directly, inviting and involving children directly to look for media in the sea.

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