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MANAGEMENT OF NATURAL MEDIA UTILIZATION TO IMPROVE LEARNING QUALITY

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ABSTRACT

Penelitian ini dilatarbelakangi oleh pentingnya pengelolaan media pembelajaran yang sistematis dalam meningkatkan mutu pembelajaran Taman Kanak-Kanak (TK), khususnya melalui pemanfaatan media bahan alam yang kontekstual dan berbasis lingkungan. Meskipun bahan alam mudah diperoleh dan memiliki nilai pedagogis tinggi, dalam praktiknya pemanfaatan media tersebut belum sepenuhnya dikelola secara terencana, terstruktur, dan berkelanjutan. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis manajemen pemanfaatan media bahan alam dalam meningkatkan mutu pembelajaran di TK Negeri Pembina Ciranjang dan TK Negeri Pembina Lembursitu. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan studi dokumentasi terhadap kepala sekolah, guru, serta dokumen pembelajaran. Analisis data menggunakan yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa. Pada aspek perencanaan, integrasi media bahan alam dalam RPPH telah dilakukan namun belum sepenuhnya sistematis di kedua lembaga. Pada aspek pelaksanaan, penggunaan bahan alam mampu meningkatkan keterlibatan aktif anak dan menciptakan pembelajaran yang kontekstual. Pada aspek evaluasi, penilaian dilakukan melalui observasi dan portofolio. Tindak lanjut pengembangan dipengaruhi oleh ketersediaan bahan, dukungan kepala sekolah, serta kompetensi guru. Kendala utama meliputi keterbatasan pelatihan, belum adanya SOP khusus, dan minimnya kolaborasi terstruktur dengan orang tua. Solusi yang dirumuskan meliputi pelatihan guru, penyusunan SOP pengelolaan media bahan alam, serta penguatan kolaborasi sekolah dan orang tua. Rekomendasi ditujukan kepada kepala sekolah untuk memperkuat kebijakan internal, menyusun Standar Operasional Prosedur (SOP) pemanfaatan media bahan alam, serta mengalokasikan anggaran khusus guna menjamin keberlanjutan program. Bagi guru, direkomendasikan untuk terus mengembangkan kreativitas dalam merancang pembelajaran berbasis bahan alam dan mendokumentasikan praktik baik secara sistematis sebagai bank media sekolah.

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Keywords:

Learning Management 1; Natural Materials Media 2; Learning Quality 3; Early Childhood Education 4.

ABSTRACTS

This study is motivated by the importance of systematic management of learning media in improving the quality of Early Childhood Education (ECE), particularly through the use of contextual and environment-based natural materials as learning media. Although natural materials are easily accessible and possess high pedagogical value, their utilization in practice has not been fully managed in a planned, structured, and sustainable manner. This study aims to describe and analyze the management of natural material–based learning media in improving learning quality at TK Negeri Pembina Ciranjang and TK Negeri Pembina Lembursitu. The research employed a qualitative approach using a case study design. Data were collected through in-depth interviews, observations, and documentation studies involving principals, teachers, and instructional documents. Data analysis was conducted through data reduction, data display, and conclusion drawing. The findings indicate that in the planning aspect, the integration of natural materials into daily lesson plans (RPPH) has been implemented but not yet fully systematic in both institutions. In the implementation aspect, the use of natural materials enhances children's active engagement and creates contextual learning experiences. In the evaluation aspect, assessment is conducted through observation and portfolio documentation. Follow-up development is influenced by the availability of materials, principal support, and teacher competence. The main challenges include limited professional training, the absence of specific Standard Operating Procedures (SOPs), and minimal structured collaboration with parents. The proposed solutions include teacher training, the development of SOPs for managing natural material–based media, and strengthening collaboration between schools and parents. Recommendations are addressed to school principals to reinforce internal policies, establish Standard Operating Procedures (SOPs) for the utilization of natural materials, and allocate specific budgets to ensure program sustainability. Teachers are encouraged to continuously develop creativity in designing natural material–based learning activities and to systematically document best practices as part of the school's media resource bank.

A. INTRODUCTION

Kindergarten plays a strategic role in laying the foundation for children's cognitive, social-emotional, language, moral, and motor development. Early childhood is often referred to as the "golden age" because this period is marked by rapid brain development that determines the quality of learning in later years. Therefore, the learning process in kindergarten must be designed systematically, enjoyably, contextually, and in accordance with children's developmental characteristics. Learning at the kindergarten level should not merely focus on the transfer of knowledge but must provide meaningful learning experiences through exploration, interaction, and children's active engagement.

One approach that aligns with the characteristics of young children is the use of natural materials as learning media. Natural materials such as leaves, stones, seeds, sand, clay, and twigs are concrete media that are easily found in children's surroundings. These materials provide multisensory learning experiences that stimulate creativity, fine motor skills, problem-solving skills, and environmental awareness. Edwards, Gandini, and Forman (2011) assert that natural materials are open-ended, thereby encouraging children's exploration and imagination. In line with this, Bredekamp and Copple (2009) emphasize the importance of developmentally appropriate practices through direct and contextual experiences.

From a policy perspective, utilizing the environment as a learning resource aligns with the direction of national education, which promotes contextual learning and learning based on local potential. The implementation of the Merdeka Curriculum provides educational institutions with the flexibility to design learning experiences relevant to students' needs and environmental characteristics. This indicates that the use of natural materials is not merely an alternative learning medium but rather part of a strategy to improve the quality of learning supported by national regulations.

From a quality management perspective, the management of learning media can be analyzed through the Plan–Do–Check–Act (PDCA) cycle proposed by Deming. The planning stage involves integrating natural materials into learning resources; the implementation stage relates to conducting exploratory activities; the evaluation stage assesses the effectiveness of learning; and the follow-up stage focuses on continuous improvement. Furthermore, Fullan (2001) emphasizes that sustainable educational innovation requires visionary leadership, a collaborative culture, and organizational support. Thus, the management of natural materials as learning media cannot be separated from the role of the school principal as a transformational leader.

Preliminary observations conducted at the Ciranjang State Kindergarten and the Lembursitu State Kindergarten revealed differences in the management of natural materials. Although both institutions have access to environmental resources, the integration of natural materials into learning, managerial support, and parental involvement are not yet fully optimized and vary between institutions. This situation indicates that the quality of nature-based learning is significantly influenced by the management systems implemented in schools.

Based on this description, this study aims to analyze the management of natural materials in improving the quality of learning in kindergartens. The focus of the study includes aspects of planning, implementation, evaluation, follow-up development, constraints, and the solutions applied. This study is expected to provide theoretical contributions to the development of early childhood education management, while also

offering practical recommendations for schools in managing environment-based learning in a systematic, contextual, and sustainable manner.

B. METHOD

This study employs a qualitative approach using a case study design. This approach was chosen to gain an in-depth understanding of the management of natural materials as teaching aids in improving the quality of learning in kindergartens. The case study design allows the researcher to explore the processes of planning, implementation, evaluation, and follow-up regarding the use of natural materials holistically within the real-world context of kindergarten settings.

The research was conducted at TK Negeri Pembina Ciranjang, Cianjur Regency, West Java, and TK Negeri Pembina Lembursitu, Sukabumi City, West Java, in 2025–2026. The research subjects consisted of two principals and two teachers directly involved in the planning and implementation of learning based on natural material media.

Data collection was conducted using three methods: (1) in-depth interviews, to explore the understanding and experiences of school principals and teachers regarding the management of natural materials in improving the quality of learning; (2) direct observation, to observe the planning and implementation of learning using natural materials in the classroom; and (3) document analysis, to examine learning planning documents such as lesson plans, semester programs, student progress evaluation records, and school policy documents related to the use of natural materials.

Data analysis was conducted using Miles and Huberman's interactive analysis technique, which includes the stages of data reduction, data presentation, and drawing conclusions and verification. To ensure data validity, source triangulation and technique triangulation were employed, along with member checks with key informants to verify the alignment of data with the researcher's interpretations.

C. RESULT AND DISCUSSION

Findings

This study examines the management of natural materials in improving the quality of learning at Pembina Ciranjang State Kindergarten and Pembina Lembursitu State Kindergarten. The analysis focuses on the aspects of planning, implementation, evaluation, challenges, and follow-up development. Data were collected through in-depth interviews, observations, and documentation.

1. Planning the use of natural materials to improve the quality of learning at Ciranjang State Kindergarten and Lembursitu State Kindergarten

The planning for the use of natural materials at both schools was implemented as a strategy to improve the quality of kindergarten education by adapting to the context of each school's environment. Ciranjang State Kindergarten tends to use a contextual and flexible approach by directly utilizing the potential of the surrounding environment. Meanwhile, TK Negeri Pembina Lembursitu demonstrates a more systematic and structured planning approach, integrating natural materials into the RPPH and linking them to child development indicators. Although their approaches differ, both schools incorporate natural materials as an integral part of their child-centered learning strategies.

2. **The Implementation of Natural Materials to Improve the Quality of Learning at Ciranjang State Kindergarten and Lembursitu State Kindergarten**

   The implementation at both schools successfully increased the children's active engagement and fostered concrete and meaningful learning. In Ciranjang, learning took place in a more natural, hands-on manner through exploration of the environment. In Lembursitu, the implementation was more organized, featuring clear activity stages and systematic classroom management. Both approaches were equally successful in developing the children's cognitive, motor, social-emotional, language, and creative skills in an integrated manner.

3. **An Evaluation of the Use of Natural Materials to Improve the Quality of Learning at Ciranjang State Kindergarten and Lembursitu State Kindergarten**

   Assessment at both schools focuses on the process and children's development. TK Negeri Pembina Ciranjang places greater emphasis on direct observation of children's engagement and behavioral changes during activities. Meanwhile, TK Negeri Pembina Lembursitu uses more structured documentation and portfolios. However, both schools still face the challenge of lacking specific assessment tools that measure the effectiveness of using natural materials in improving the quality of learning.

4. **Follow-up on the development of the use of natural materials to improve the quality of learning at Ciranjang State Kindergarten and Lembursitu State Kindergarten**

   Both schools have demonstrated a commitment to sustaining innovation in nature-based learning. Ciranjang State Kindergarten focuses on increasing the variety of activities and optimizing the environment as a learning resource. Lembursitu State Kindergarten emphasizes strengthening management systems, improving teacher competencies, and developing nature-based learning guidelines. The evaluation results are used as a basis for reflection and continuous improvement.

5. **Challenges in Utilizing Natural Materials to Improve the Quality of Learning at the Ciranjang State Kindergarten and the Lembursitu State Kindergarten**

   The main challenges faced include planning that is not yet fully systematic, the lack of specific standard operating procedures (SOPs) for managing natural materials, limited teacher training, evaluation methods that are not yet standardized, and collaboration with parents that remains sporadic. Additionally, a management system that supports the program's sustainability has not yet been fully integrated into the school's culture.

6. **Solutions for Using Natural Materials to Improve the Quality of Learning at Ciranjang State Kindergarten and Lembursitu State Kindergarten**

   The proposed solutions include strengthening the management system for natural materials, developing project-based, tiered learning, enhancing teacher competencies through training, establishing standard operating procedures (SOPs) for media management, strengthening collaboration with parents and the community, and developing evaluation tools based on portfolios and authentic observation. These solutions aim to make the use of natural materials more systematic, effective, and sustainable in supporting the improvement of preschool learning quality.

Analysis/Discussion

Ciranjang State Kindergarten has developed the use of natural materials as a response to the need to make learning materials more concrete, as they have long been perceived as abstract for young children. Planning is carried out systematically and structurally, with each type of natural material carefully mapped to specific developmental indicators. Dried leaves for sorting activities, pebbles for arranging patterns, and grains for learning to count are all carefully planned in the Daily Lesson Plan. The principal plays an active role in providing guidance and encouraging teachers to focus not only on academic outcomes but also on the process that fosters all aspects of children's development.

Learning activities at Ciranjang proceed at a steady, measured pace. Teachers begin by introducing natural materials, then guide the children through a series of carefully designed activities. The classroom atmosphere is orderly and focused, yet the children remain enthusiastic because they can hold, manipulate, and directly explore the materials available. Teachers circulate to guide, offer praise, and occasionally pose questions that spark the children's curiosity. This approach results in an efficient and easily monitored learning process, with developmental indicators observed directly.

The evaluation in Ciranjang was conducted in a structured manner using an observation tool in the form of a checklist that had been prepared during the planning phase. Teachers recorded the children's achievements on each indicator of development, including grouping skills, pattern recognition, group participation, and so on. This approach facilitates tracking of each child's individual progress and provides concrete data for progress reports to parents. Evaluation results serve as the basis for discussions among teachers and for formulating improvements to the learning process. Follow-up efforts in Ciranjang are focused on strengthening the school's internal framework. They are planning to develop a tiered standard module that will document all lesson plans, observation sheets, and a tested bank of natural materials. A more organized media bank is also being developed, with natural materials classified, labeled, and stored in easily accessible containers. These follow-up efforts demonstrate a commitment to maintaining consistent quality and facilitating the replication of best practices by other teachers, including new teachers.

Although follow-up efforts at Pembina Ciranjang Public Kindergarten have focused on strengthening internal frameworks through the development of tiered standard modules, documentation of lesson plans, observation sheets, and the creation of a more organized natural materials media bank, the process still faces several challenges. Developing modules and standardizing documents requires time, consistency, and collective commitment from teachers, while the daily administrative burden often hinders their completion. Additionally, managing a well-classified and documented media bank requires a sustainable inventory system. Challenges arise when there is no dedicated staff or team consistently monitoring the availability, cleanliness, and suitability of the materials. Without routine oversight, there is a risk that materials may become damaged, mixed up, or poorly documented, thereby reducing the system's effectiveness.

Another challenge relates to the sustainability of teachers' creativity. Although discussions and the sharing of best practices have taken place, not all teachers possess the same level of creativity and readiness to develop innovations based on natural

materials. These differences in competence have the potential to affect the consistency of learning quality across classes. Regarding collaboration, although parents feel the positive impact and show support, their involvement remains informal and has not yet been structured into a systematic partnership program. Without structured collaboration planning, the potential for parental support as strategic partners in providing materials and reinforcing learning at home has not been fully optimized.
Thus, although the Ciranjang Pembina Public Kindergarten has demonstrated a strong commitment to internal development and the optimization of the environment as a learning resource, further strengthening is needed in the areas of management systems, clear division of tasks, continuous standardization, and the development of more structured partnerships to ensure the sustainability and consistency of nature-based learning quality.

The solution implemented in Ciranjang focuses on optimizing the surrounding environment as the primary learning resource, ensuring that limited facilities and funding do not become obstacles. Teachers' creativity is continuously encouraged through discussions and the sharing of best practices. The principal's support fosters a conducive environment for innovation. Parents have noticed positive changes, with their children becoming more creative and frequently talking about school activities, even trying to play with natural materials at home.

Unlike Ciranjang, the Lembursitu State Kindergarten (TK Negeri Pembina Lembursitu) began utilizing natural materials driven by an ecological awareness of the region's abundant yet underutilized natural resources. Driftwood from a small river, seashells from Lake Situ, banana tree fibers, and seeds from hedge plants were inventoried and assessed for their potential. Planning is carried out with a more flexible and open approach, allowing room for improvisation and exploration. Teachers design activities as a bridge connecting the national curriculum with the local context, so that local wisdom is made tangible in learning practices.

The learning environment at Lembursitu is fluid and exploratory. Teachers act as facilitators who create space for children's natural curiosity. Activities often develop organically; for instance, a plan to make a driftwood collage might evolve into a discussion about the wood's origins. The classroom atmosphere comes alive with dialogue, questions, and the children's spontaneous discoveries. Teachers pose open-ended questions that prompt children to think and explore further. This approach is highly effective in developing divergent thinking skills and social competencies, though it demands higher facilitation skills from the teacher.

Assessment at Lembursitu is holistic and narrative-based. In addition to simple observation sheets, teachers use anecdotal notes, portfolios of children's work, and visual documentation such as photos and videos. They capture key moments—when a child discovers something new, when a group of children collaborates to solve a problem, or when a child confidently shares their work. This approach captures deeper dimensions of learning: the development of curiosity, the courage to express oneself, and the growing love for nature.

The follow-up efforts at Lembursitu are expansive in nature, outward-focused to broaden their impact. The school plans to position itself as an open-air natural laboratory that other kindergartens can visit, organize a festival of nature-based crafts involving parents and local artists, and establish partnerships with the environmental agency and indigenous communities. The program for utilizing natural materials will

be institutionalized into the operational curriculum and annual work plan, with clear budget and time allocations. These follow-up efforts demonstrate an ambition to position the school as a center for learning innovation rooted in local wisdom within its region.

In terms of constraints, the two institutions face different challenges. Ciranjang is constrained by preparation time and the need for variety in materials to avoid monotony, while Lembursitu faces more complex challenges, including the sustainability of seasonal natural material supplies, standardization of learning quality, teacher capacity for documentation, and readiness to build external partnerships to realize its expansive plans.

The solution at Lembursitu was designed comprehensively. A ready-to-use natural materials media bank was developed to address teachers' time constraints in preparation. A circular system for natural materials was implemented through an educational natural materials garden and creative recycling protocols. A project-based, tiered exploration model was developed with three phases: sensory, creation, and narrative. A safe and managed natural exploration zone has been established, with children involved in its management. A natural media sustainability team has been formed, involving teachers, the committee, and parents. A simple yet comprehensive multidimensional observation rubric has been developed to facilitate authentic assessment.

D. CONCLUSION

Based on the results of the research and discussions conducted at the Ciranjang State Kindergarten and the Lembursitu State Kindergarten, it can be generally concluded that the systematic and contextual planning, implementation, and evaluation of the use of natural materials have been proven to significantly improve the quality of learning at both institutions. This improvement in quality is evident in the dimensions of the learning process, outputs, and outcomes. This study confirms that natural materials, when managed with the appropriate pedagogical approach, are not merely teaching aids but become the primary medium that transforms the learning paradigm from a verbalistic and abstract one into experiential, concrete, and meaningful learning.

More specifically, this improvement in the quality of learning is achieved through several key mechanisms. First, the creation of a stimulus-rich learning environment that naturally stimulates all of the children's senses (visual, auditory, tactile, and kinesthetic). This encourages full engagement and sustains the children's attention span for longer periods of time. Second, natural materials serve as a contextual bridge connecting curriculum content to the realities of life and the socio-cultural environment of the children in Ciranjang and Lembursitu. This connection enhances the relevance of learning and facilitates the internalization of concepts. Third, this approach promotes child-centered and process-oriented learning. Children are given space to explore, formulate simple hypotheses, create, and express themselves freely, thereby developing basic higher-order thinking skills (HOTS) such as observing, comparing, and problem-solving, in addition to fostering creativity and self-confidence.

The positive impacts are holistic, encompassing improvements in cognitive skills (understanding concepts of shape, size, texture, and simple cause-and-effect relationships), fine and gross motor skills, social-emotional development (through group collaboration, patience, and appreciation for one's work), and language skills (vocabulary enrichment and storytelling ability). Furthermore, intrinsically, this strategy internalizes character education values, particularly a love for nature (environmental stewardship), concern for environmental sustainability, and pride in local resources.

This success is largely determined by the readiness and creativity of teachers as designers and facilitators, as well as school management's support in creating a conducive ecosystem. Thus, this study concludes that the model of utilizing natural materials, as implemented in these two Pembina kindergartens, constitutes a best practice worthy of development and adaptation to promote the enhancement of kindergarten learning quality that is more inclusive, contextual, and oriented toward the holistic development of children's potential.

In general, both schools have demonstrated the ability to systematically plan nature-based learning while taking into account children's developmental needs, the potential of the surrounding environment, and the learning objectives outlined in the curriculum. The implementation of nature-based learning has been effective in increasing children's active engagement, creating concrete and meaningful learning experiences, and fostering various aspects of children's development, including cognitive, motor, social-emotional, language, and creativity. Learning evaluation is conducted continuously and is process-oriented, so that the evaluation results can be used as a basis for improvement and further learning development.

Furthermore, the follow-up actions and solutions formulated by both schools demonstrate a commitment to developing the sustainable and integrated use of natural materials within the school's learning system. Through more effective management of these materials, enhanced teacher competencies, and strengthened collaboration with parents and the community, the use of natural materials has the potential to become a learning culture that supports the continuous improvement of kindergarten quality. Thus, the use of natural materials can be viewed as a transformative learning approach worthy of broader development within the context of early childhood education.

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