

The Use of Preloved Media in Improving Environmentally Friendly Attitudes at Pertiwi Kayuagung Kindergarten

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ABSTRACT

Early childhood education plays an important role in shaping children's behavior and perspectives toward their surrounding environment. One effort that can be made to foster environmental awareness from an early age is through the use of recycled or preloved materials as learning media. Pertiwi Kindergarten in Kayuagung has implemented the use of preloved media in teaching and learning activities to encourage children's creativity while instilling environmentally caring attitudes. This study aims to examine teachers' efforts in enhancing environmentally friendly attitudes among early childhood learners through the use of recycled materials, as well as to explore their impact on children's creativity and environmental awareness. This research employs a descriptive qualitative method with data collection techniques including interviews, observations, and documentation. This approach was chosen to gain an in-depth understanding of the experiences of teachers and children in using preloved media as

learning tools at Pertiwi Kindergarten, Kayuagung. The data obtained were analyzed descriptively to illustrate the process and impact of implementing preloved media in learning activities. The results indicate that the use of preloved media contributes significantly to improving children's creativity and instilling environmentally friendly attitudes. Children learn to utilize recycled materials creatively, understand the importance of sustainability, and develop fine motor skills, social skills, and problem-solving abilities. Thus, preloved media have proven to be effective in supporting the development of creativity and environmental awareness in early childhood.

Introduction

Early Childhood Education (ECE) is a very vital stage in a child's educational journey, as this period is the foundation-forming phase that influences overall child development (Peters et al., 2015). ECE begins from birth until children reach the age of six. During this time, children experience rapid growth in various aspects, including physical, social, cognitive, and emotional development. Therefore, education at an early age plays a crucial role in supporting and facilitating their holistic development.

This process is carried out through various activities designed to stimulate all aspects of children's growth, create a supportive environment, and prepare them to be ready to enter further levels of education. This age is known as the golden period in a child's life

because it is at this stage that the child's brain develops very rapidly and is highly responsive to the stimuli provided, making it a highly strategic time for shaping character and foundational abilities (Nurachadijat & Selvia, 2023).

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Early Childhood Education (ECE) is provided to children aged 0 to 6 years and includes various types of educational institutions that are appropriate to children's developmental stages, such as playgroups, preschools, and play-based learning groups. Early Childhood Education (ECE) plays a crucial role in laying the foundation for children's character and overall development. More than merely an institution that initiates the transfer of fundamental knowledge, ECE functions as an ecosystem that nurtures and optimizes the full range of intrinsic capacities possessed by each child in a comprehensive manner.

Through various activities designed to facilitate children's physical, social, and emotional development, ECE helps children develop the basic skills needed to be prepared for higher levels of education. Education at this stage is very important because, through ECE, children can begin their educational journey with greater readiness, both intellectually and socially. As stated in the Qur'an, Surah Luqman, verse 13 (Nurhayati, 2020).

Learning at this stage does not focus solely on physical skills but also provides stimulation for children's emotional development, such as

how they socialize, learn independence, and practice patience in dealing with various situations. Children at this age learn very easily through experience and interaction with the world around them, which gives them opportunities to develop essential social skills (Kalsum et al., 2023). Environmentally friendly behavior refers to actions or practices carried out to protect and preserve the environment, such as using recyclable products, reducing waste production, and making efforts to conserve natural resources. Environmentally friendly utilization means using resources and products in ways that do not harm the environment and help maintain ecosystem sustainability. Examples include using recyclable materials, reducing the amount of waste, and applying environmentally friendly technologies to preserve the natural environment (Kusumo et al., 2017).

The theories related to environmentally friendly behavior include the Theory of Planned Behavior and Social Learning Theory. According to Icek Ajzen's Theory of Planned Behavior, personal attitudes, social norms, and perceived behavioral control influence an individual's intentions and actions regarding environmental behavior. Meanwhile, Albert Bandura's Social Learning Theory emphasizes the importance of observation and imitation of environmentally friendly behaviors learned from the social environment and personal experiences. Both theories reinforce the idea that education and social aspects play a major role in developing environmentally responsible behavior (Kusumo et al., 2017).

Environmental friendliness indicators are benchmarks used to assess the extent to which individuals, especially children, demonstrate behaviors and attitudes that reflect care for their surrounding environment (Torres–Antonini & Vatrlova, 2012). In the context of early childhood education, these indicators can be observed through several aspects, such as the habit of disposing of waste properly, the ability to reuse used materials, and active participation in environmental conservation activities such as planting and recycling. In addition, environmentally friendly indicators also include children’s basic understanding of the importance of maintaining cleanliness, conserving water and electricity, and choosing objects that do not harm nature. By observing these indicators, teachers and parents can evaluate the success of environmental education programs and instill sustainability values early in children’s lives.

Preloved learning media refer to materials or tools that have been previously used and are reused as supporting resources in the learning process. The use of such media can stimulate children’s creativity while contributing to environmental sustainability by reusing discarded items. One approach that can be applied is the use of preloved media, which refers to used or second-hand items that still have functional value (Maspupah et al., 2024).

Methods

This study employs a descriptive qualitative approach. The qualitative approach is chosen to gain an in-depth understanding of the

use of learning media in enhancing environmentally friendly attitudes at Pertiwi Kindergarten, Kayuagung, South Sumatra (Schurink & Auriacombe, 2010). This research uses a descriptive qualitative research design, with interviews, observations, and documentation as data collection techniques to explore the understanding and experiences of children, teachers, and other related parties regarding the use of preloved media in learning activities. This type of research aims to obtain descriptive and in-depth data related to the impact of using preloved media in shaping environmental awareness among early childhood learners (Bogdan & Biklen, 1997).

The subjects of this study are teachers and early childhood learners at Pertiwi Kindergarten, Kayuagung. Teachers are considered the main subjects because they are directly involved in designing and implementing learning methods using preloved media. Early childhood learners are also important subjects, as they are the direct recipients of the learning process. The object of this research is the efforts made by teachers to enhance children's environmentally friendly attitudes through the use of learning media based on preloved materials.

This research will be conducted at Pertiwi Kindergarten, located in Ogan Komering Ilir Regency, South Sumatra Province. The research period is planned to last for one month, starting in August 2025. The study will observe the implementation of learning methods using preloved media in learning activities aimed at increasing environmentally friendly awareness among Group B children at Pertiwi

Kindergarten, Kayuagung. Data analysis is carried out systematically through several steps, including data collection techniques, grouping or categorizing information, and interpreting the findings.

Result and Discussions

This section presents and discusses the findings of the study regarding the use of preloved media in enhancing environmentally friendly attitudes among early childhood learners at Pertiwi Kindergarten, Kayuagung. The results are organized based on observations, interviews, and documentation conducted during the implementation of learning activities that utilized recycled and reused materials as instructional media. The analysis focuses on children's developmental progress, particularly in terms of environmental awareness, creativity, fine motor skills, and social interaction throughout the learning process.

Furthermore, the discussion interprets the empirical findings by linking them with relevant theoretical frameworks on early childhood education, environmental education, and experiential learning. The presentation of the results begins with an overview of the research subjects, followed by a description of daily learning activities using preloved media, and a comparative analysis of children's developmental outcomes before and after the implementation of the intervention. Through this structured analysis, the section aims to provide a comprehensive understanding of how preloved media function not only as creative learning tools but also as effective

pedagogical strategies in instilling environmentally friendly attitudes in early childhood settings.

Table 1. Overview of Students in the Durian Class

No. Unit	Student Name	Gender
1	Adzikia Nasywa Humaira	P
2	Andika Febriansyah	L
3	Savana Talita	P
4	Ahmad Zacky Alparizqi	L
5	Asifa Talita	P
6	Syuilla Fahri	L
7	Al Ayyubi Firdaus	L
8	Asril Raganta Iskandar	L
9	Ayla Anisa	P
10	Tala Chandika Putri	P
11	Dhena Zahra Alambany	P
12	Husnia Arni Azzahra	P
13	Tufail Kafabi Jaya	L
14	Muhammad Al Faizka	L
15	Muhammad Faizal Azkii Anna	L
16	Muhammad Al Fatih	L
17	Nabila Hasna Amra	P
18	Ragilka Razab Dalan	L
19	Rasya Zaujan Alfariq	L
20	Razik Muhammad Zafrall	L

21	Qiana Almahyra Azzahra	P
22	Zhariea Qoriah	P

Table 1 presents a comprehensive overview of the students involved in this study, specifically those from the Durian Class. Based on the data provided, the total number of students in this class is 22, indicating a relatively balanced class composition. The students are evenly divided by gender, consisting of 11 male students and 11 female students. This equal distribution is important to ensure that the research results are not biased toward a particular gender and to reflect a heterogeneous and representative classroom environment. The presence of 22 students in one class also facilitates the implementation of learning activities and data collection, in line with the focus of the study, which involves only one class.

The group of male students in the Durian Class consists of 11 students, representing nearly half of the total class population. They are identified by names such as Andika Febriansyah, Ahmad Zacky Alparizqi, Syuilla Fahri, Al Ayyubi Firdaus, and Asril Raganta Iskandar. This group also includes Tufail Kafabi Jaya, Muhammad Al Faizka, Muhammad Faizal Azkii Anna, Muhammad Al Fatih, Ragilka Razab Dalan, Rasya Zaujan Alfariq, and Razik Muhammad Zafrall. This identification serves as an important basis for the data analysis stage, particularly if differences in outcomes between genders are observed. The diversity of names reflects the unique backgrounds and identities of individual students who serve as the main subjects in the learning

process.

The group of female students in the Durian Class also consists of 11 students, completing the total of 22 participants. These female students include Adzikia Nasywa Humaira, Savana Talita, Asifa Talita, Ayla Anisa, Tala Chandika Putri, and Dhena Zahra Alambany. The remaining students are Husnia Arni Azzahra, Nabila Hasna Amra, Qiana Almahyra Azzahra, and Zhariea Qoriah. The presence of 11 female students creates an ideal demographic balance for research in a school setting. The data on names and gender confirm that all research subjects (22 students) are clearly documented, in accordance with the methodological requirements of a study focused on a single class with a specific number of students.

On the first day, activities began with introducing parts of the human body using media made from cardboard. Students were asked to match the names of body parts with the images displayed on the media. This activity aimed to improve students' understanding of human body part names while familiarizing them with environmentally friendly cardboard-based learning media. Students showed great enthusiasm during the activity, and as a result, they were able to correctly recognize more body parts.

On the second day, students were asked to create and attach hand images made from cardboard. Each student was given the opportunity to be creative by cutting, pasting, and arranging cardboard pieces into the shape of a hand. This activity not only trained students' creativity

but also helped them understand the concept of the hand as one of the human body parts. In addition, the use of cardboard as a learning medium taught students the importance of recycling and reusing materials.

The third day was filled with activities of making bracelets from used straws and cardboard. Students were involved in activities that sharpened their fine motor skills, such as cutting straws, arranging them, and assembling them into bracelets. This activity provided students with experience in reusing waste materials while instilling creative and environmentally friendly values through recycling. After completion, the bracelets became personal works that students could proudly display.

On the fourth day, activities continued with making woven crafts from banana leaves. Students learned basic weaving techniques using natural materials, namely banana leaves. Through this activity, students not only learned how to create woven crafts that could become handicraft products but also gained awareness of the importance of natural materials that can be used in daily life. This activity also instilled environmental awareness by emphasizing the importance of preserving nature through the use of eco-friendly natural materials.

The fifth day's activities involved making flags from used sacks and plastic materials. Students were taught how to process used materials into flags that could be used for celebrations. In addition to fostering creativity, this activity provided students with an understanding of the

importance of reusing materials to reduce waste. Students enthusiastically followed each step of the flag-making process, proudly producing final products they could display.

On the final day, students made Independence-themed flower vases from used bottles. They were tasked with transforming used bottles into beautiful flower vases with simple yet attractive decorations. This activity helped students learn how to recycle used items into useful objects while also fostering a sense of patriotism through creating flower vases to celebrate Independence Day. As a result, students felt proud of their environmentally friendly artworks that also possessed artistic value.

Table 2. Results of Children’s Development Before and After the Implementation of Preloved Media

Developmental Category	Number of Children Before the Implementation of Preloved Media	Percentage (%)	Number of Children After the Implementation of Preloved Media	Percentage (%)	Description of Change
Not Yet Developed (BB)	7	31.8%	1	4.5%	A significant decrease

					occurred; children began to show environmental care abilities.
Beginning to Develop (MB)	8	36.4%	4	18.2%	Some children shifted to the BSH category due to increased environmental awareness.
Developing as Expected (BSH)	5	22.7%	10	45.5%	A substantial increase occurred; children began

					actively sorting waste and creating crafts from recycled materials.
Developing Very Well (BSB)	2	9.1%	7	31.8%	Children were highly enthusiastic, creative, and consistent in applying environmentally friendly behaviors.
Total Number of	22	100%	22	100%	-

Children					
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From the percentage data above, the study on the development of environmentally friendly attitudes at Pertiwi Kindergarten, Kayuagung, South Sumatra, shows a clear distribution of results. There are a total of 22 students, divided into four categories based on the indicators. After the implementation of preloved media, the number of children in the *Very Good Development* (VGD) category increased from 9.1% to 31.8%. The *Not Yet Developed* (NYD) category decreased sharply from 31.8% to 4.5%, indicating that almost all children began to show improvement. Children demonstrated progress in environmental awareness, creativity, group cooperation, and fine motor skills through activities such as creating teaching aids and crafts from used materials. This study aims to explore teachers' understanding and efforts in enhancing environmentally friendly attitudes through the use of preloved media at Pertiwi Kindergarten, Kayuagung. Interviews with Mrs. Rina Anita S.Pd revealed her perspectives on using preloved media (used materials) in educating children at Pertiwi Kindergarten. She stated:

"I choose to use preloved or used materials in learning because such media are easily found around us, more affordable, and, of course, environmentally friendly. Preloved media provide opportunities for children to learn about recycling and how unused items can be transformed into something useful. In this way, preloved media support two goals simultaneously: teaching creativity to children and instilling awareness of the importance of protecting

the environment by utilizing used materials in learning activities.”

Mrs. Rina explained that the choice of preloved media in learning is based on ease of access and the benefits obtained. Used materials, such as cardboard, plastic bottles, or bottle caps, are readily available and do not require high costs. Furthermore, using preloved media supports the principles of environmental friendliness by reducing waste and reusing items that would otherwise be discarded. During learning activities, preloved media help children understand the concepts of waste reduction and recycling, which are crucial for the future of the environment.

Conclusion

The conclusion of this study indicates that teachers at Pertiwi Kindergarten, Kayuagung, implement various efforts to enhance children’s environmentally friendly attitudes through the use of preloved media. Teachers utilize used materials as creative learning media that not only stimulate children’s imagination and creative thinking skills but also instill sustainability values from an early age. During learning activities, children are taught to manage, recycle, and transform used materials into useful media, thereby learning the importance of waste reduction and environmental preservation.

In addition, teachers encourage the development of fine motor skills and social abilities through interactions in creative activities using preloved media. This approach allows children to learn problem-solving creatively while gaining practical understanding of

environmental concepts. Interview results and previous studies show that these teacher efforts are effective in fostering environmental awareness and environmentally friendly attitudes in children, while also significantly enhancing their creativity. Thus, the use of preloved media proves to be a relevant and valuable strategy in early childhood education for developing both creativity and environmental consciousness.

Schools are encouraged to involve parents more actively in supporting preloved media-based activities at home. Parents can be invited to participate in creative projects using used materials so that environmentally friendly values are also practiced at home. Pertiwi Kindergarten, Kayuagung, can expand the types of activities involving preloved media by incorporating more recycling and greening concepts. School or community greening programs can serve as activities that reinforce the environmentally friendly values already taught in the classroom.

To maximize the use of preloved media in learning, it is recommended that teachers receive further training on creative and safe ways to process used materials into learning media. This will help them facilitate activities that support children's creativity more effectively. Schools are expected to conduct regular evaluations to measure the extent to which the use of preloved media contributes to the development of children's creativity and environmentally friendly attitudes.

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