Improving Children's Artistic Skills through Beautiful Bottle Learning Media for Group B in Makkah at RA Al Hidayah Guppi I Bedali

Mahmudah[1], RA Al Hidayah Guppi I Bedali, Indonesia

ABSTRACT

This study aims to improve children's artistic abilities through the use of the Beautiful Bottle learning media in group B Makkah children at RA Al Hidayah GUPPI I Bedali. The background of the study began with the low interest of children in participating in artistic activities, especially singing and learning about music. This condition encouraged the researcher to use the Beautiful Bottle media as an educational prop made from eight used glass beverage bottles that were attractively decorated and filled with water at different heights to produce a variety of tones. The research method used was classroom action research (CAR) which was carried out in four cycles, with 20 children as research subjects. Data collection techniques were carried out through observation, interviews, and documentation. The results of the study showed a significant increase in children's artistic abilities, both in terms of recognizing the sound of notes, following the rhythm, and enthusiasm in learning activities. In addition to the artistic aspect, the Beautiful Bottle media also contributed to developing children's cognitive, social, motor, and language aspects. Children appeared more active, creative, and able to collaborate in simple musical activities. Thus, the use of the Beautiful Bottle media has proven effective as an innovation in art learning for early childhood, and can be used as an alternative for teachers in creating a fun and meaningful learning atmosphere.

Corresponding Author:

Mahmudah
RA Al Hidayah Guppi I Bedali, Indonesia
mahmudahzada@gmail.com

Introduction

Education is essentially a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential. The ultimate goal is to form human beings who have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills that are useful for themselves and society. In practice, education can be pursued through formal, non-formal, and informal channels. Formal education takes place in educational institutions or schools, while non-formal education is obtained through daily experiences, social interactions, and activities

in the community. On the other hand, informal education mainly takes place in the family environment.

According to Rupert S. Lodge in Syarifudin (2003), education in a broad sense applies to anyone, anytime, and anywhere. Education is not limited to the schooling process, but lasts a lifetime from birth to the end of life. This process includes the family, school, and community environment. Before children get to know formal or non-formal education, informal education from the family is the first basis they get. Parents play an important role as the main educator from the birth of a child. Therefore, the family holds a fundamental position in forming the foundation of a child's life.

Early Childhood Education (PAUD) has a vital role in facilitating the growth and development of children as a whole. This education emphasizes the development of all aspects of personality, whether cognitive, linguistic, social-emotional, physical, and motor (Anderson, 1993). Bredicamp (1997) stated that PAUD is a level of education before basic education intended for children aged 0–8 years. Its main focus is intellectual, social, emotional, language, and physical development. This is also in line with the National Education System Law of 2003 article 28 paragraph (3) which affirms the existence of kindergarten, RA, and other equivalent forms as formal institutions of early childhood education.

The learning process in PAUD has its own peculiarities, namely prioritizing the principles of playing while learning and learning while playing. Play naturally motivates children to explore knowledge more deeply and develop their abilities spontaneously. In addition, early childhood learning also emphasizes developmental orientation. According to David Weikart (Eliason & Jenkist, 1994), the learning approach must pay attention to the characteristics of the child's development so that each aspect grows optimally.

In the 2013 Curriculum, early childhood education learning is focused on six aspects of development, namely moral, religious, social-emotional, language, cognitive, physical-motor, and art. Considering the age of RA children in the range of 4-6 years, learning must start from something concrete, close to the child, and in accordance with his developmental stage. In order for learning objectives to be achieved, teachers are encouraged to use Educational Teaching Aids (APE). APE plays an important role because early childhood is still at the stage of concrete thinking, so it is difficult to understand abstract concepts without the help of the media.

Educational Props can be obtained by buying at the store or making your own from natural or artificial materials. Even used items that are attractively decorated can be used as APEs, as long as they are safe and in accordance with the needs of children's development. Safety factors, shape, color, and visual appeal are important requirements in designing APEs. Through APE, educators can transfer knowledge more effectively.

Engaging media not only makes it easier for children to understand, but also fosters curiosity and increases their participation in learning activities.

Given that early childhood learning aims to develop the six aspects of child development, the use of APE should be directed to achieve these goals. From this background, a research entitled Efforts to Improve Children's Art Development by Using Beautiful Bottle Media was raised. The results of a number of studies show that art, especially music, is very closely related to academic ability. As many as 90% of children who participated in intensive music programs were proven to have language skills above the average of other children. This proves the importance of the role of art in supporting children's cognitive and language development.

Zoltan Kodaly (1882–1967), a Hungarian composer and educator, emphasized that every child has musical prowess. According to him, singing is the best basis for learning music. Music can develop physical, emotional, aesthetic, intellectual aspects, while increasing children's musical intelligence. Based on observations at RA Al Hidayah GUPPI I Bedali group B, there are still many children who are not interested in art activities, especially singing. Only a small percentage actively imitate the song, while most ignore the teacher's invitation. This condition is a challenge that needs to be overcome.

For this reason, a beautiful bottle media was created as APE which aims to increase children's interest in art. The beautiful bottle is made from eight used glass bottles, attractively decorated, and filled with water at different heights to produce do to si tones. Thus, children can learn music in a fun way. The advantage of this media is that children are more interested in singing as well as getting to know the concepts of numbers, colors, and comparisons. In addition to developing the art aspect, the media of beautiful bottles also supports cognitive, linguistic, physical-motor, and social development. Thus, learning becomes more meaningful and fun for early childhood.

Methods

This research is motivated by the fact that learning art, especially music, is still difficult to accept by early childhood. Therefore, the Beautiful Bottle learning media is designed to find out the extent to which children's basic competencies can develop in the field of art, especially music introduction from an early age. This media is based on the principles of active, creative, innovative, and fun learning, so that it is in accordance with the characteristics of children who learn through play. Beautiful Bottle Media is expected to be effective not only in developing art, but also expanding children's cognitive development. Children are invited to play by sounding the bottle using a metal spoon, while getting to know the numbers and colors attached to the bottle. Thus, learning becomes more interesting because children learn without realizing that they are experiencing a formal learning process.

The object of this research is the use of Beautiful Bottles media as educational teaching aids. Teachers design this media based on theoretical and empirical considerations, so that they can be used effectively in learning. It is hoped that the steps found in this study can be used as a guideline in the use of similar media in the future. This research was conducted at RA Al Hidayah GUPPI I Bedali, Ngancar District, Kediri Regency, in the 2022/2023 academic year. The subjects of the study were 15 students of group B. This location was chosen because there is a real need to increase children's involvement in art learning.

The research design used was Classroom Action Research (PTK) with a collaborative model. The researcher involves a peer teacher as a collaborator to assist in the process of observation, discussion, and preparation of research instruments. Collaborators play an important role so that the implementation of research is more objective and controlled. The research model refers to Kemmis & Taggart (1968), which consists of two cycles. Each cycle includes four stages, namely planning, action, observation, and reflection. This cycle allows researchers to improve learning based on the results of the evaluation from the previous cycle, so that learning becomes more effective.

At the planning stage, the researcher prepared a Daily Learning Implementation Plan (RPPH), prepared Beautiful Bottle media, as well as instruments in the form of observation sheets and documentation. Furthermore, at the action stage, teachers carry out learning according to the RPPH by involving children in the activity of sounding and distinguishing bottle sounds. The observation stage is carried out to record children's activities during learning. The aspects observed include the activeness, response, and ability of children to get to know music through the medium of Beautiful Bottles. This observation is carried out by collaborators so that the results are more objective, while teachers focus on the learning process.

The reflection stage is an important part of assessing the effectiveness of the media used. The researcher and collaborators analyzed the observational data, discussed the results, and determined improvements for the next cycle. Thus, reflection becomes the basis for decision-making in improving learning. Data analysis uses a qualitative descriptive method, which describes real conditions based on observation and documentation results. In addition, learning completeness is analyzed individually and classically. A child is considered complete if he obtains a minimum score of 65%, and the class is said to be complete if 80% of the child reaches this absorption ability. This analysis allows researchers to assess the extent to which the Beautiful Bottle media has succeeded in improving children's art learning outcomes.

Results

The implementation of this class action research is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The Beautiful Bottle learning media is used to help children get to know music through the activity of differentiating, mentioning, and playing the sound of notes. In the first cycle, the researcher prepared learning tools in the form of RPPH, Beautiful Bottle media from used syrup bottles, and metal spoons as a beating tool. The learning was carried out on October 14-21, 2022 involving 15 children from group B of Makkah. During the process, teachers teach according to the RPPH while collaborators make observations.

The aspects observed included the child's ability to recognize the difference in sounds, name the pitch, sound the bottle in order, and sing the song correctly. The results of the final test in the first cycle showed that the learning completeness in RPPH 1 only reached 67% (8 out of 12 children completed) and in RPPH 2 it increased to 75% (9 out of 12 children completed). This completeness has not reached the target of at least 80% in a classical way. Children seem to still have difficulty using media, some are confused about following instructions, and the simple display of media does not attract attention. This affects engagement and the achievement of learning outcomes.

Reflection on cycle I shows the need for improvement in methods and media. Teachers need to provide more intensive guidance, add variety to the media to make it more interesting, and increase children's motivation. The results of this reflection are the basis for improvement in cycle II. In cycle II, the Beautiful Bottle media was improved with additional colors and more attractive images. The RPPH was also revised based on the evaluation of cycle I. Learning took place on October 31–November 4, 2022 with the same participants, namely 15 children.

The implementation of the activity emphasizes more children's activeness in playing bottles, distinguishing sound notes, and singing songs appropriately. Observations are carried out by collaborators to ensure the objectivity of the assessment of the child's learning process. The results of the final test of cycle II showed a significant improvement. In RPPH 1, learning completeness reached 83% (10 out of 12 children completed), while in RPPH 2 it increased to 91% (11 out of 12 children completed). This proves that learning with the Beautiful Bottle media has succeeded in achieving the classical target.

This increase is influenced by more engaging media and more fun learning methods. Children look enthusiastic, active, and easier to understand the concept of music being taught. The activity of playing music with bottles also increases their motivation to learn. Reflection of cycle II shows that the shortcomings in cycle I have been successfully corrected. Teachers have implemented learning well, children are

actively involved, and media is used effectively. Thus, this study proves that the Beautiful Bottle media is effective in improving early childhood music art learning outcomes.

Discussion

The results of the study show that the Beautiful Bottle learning media has a positive impact on improving the learning outcomes of RA students, especially in getting to know music from an early age. Children find it easier to understand the material delivered by the teacher because the activities are carried out in a concrete and interesting manner. The increase in learning completeness can be seen from the comparison of cycle I and cycle II. In cycle I, completeness is still below the minimum target, while in cycle II completeness has reached more than 80%. This indicates that the use of Beautiful Bottles media is able to help children achieve the set learning standards.

This learning media can be said to be useful because the completeness of learning outcomes is the main goal of the learning process. The success of children in achieving completeness is an indicator that the teacher's strategy through the use of media is appropriate and effective. Thus, the Beautiful Bottle media not only increases children's understanding of music, but also fosters a sense of joy and enthusiasm in participating in learning. This condition is a supporting factor for achieving optimal learning outcomes.

Students' activities during the learning process also increase in each cycle. Children seem more excited, active, and involved in playing music with the Beautiful Bottle media. This increase has a direct impact on their learning ability which is reflected in the test scores. Significant changes can also be seen from the improvement of the media. In the first cycle, the media was still simple because it only used bottles. However, in cycle II, the media is equipped with colorful images and tonal notation symbols that make it more attractive to the child. Improving the quality of this media also strengthens teachers' ability to manage learning. Teachers can deliver material more easily, while children understand instructions faster. Learning interactions also become more lively and fun. Therefore, teachers' ability to manage learning must continue to be maintained and improved. The improvements made in each cycle show the teacher's commitment to advancing education, while fostering children's motivation to learn so that they continue to develop.

Conclusion

Based on the results of data analysis and reflection during four actions, it can be concluded that the use of Beautiful Bottle learning media is quite effective in developing aspects of artistic ability, especially in early music introduction in children. This media has also proven to be effective in introducing the rhythm, shown by the enthusiasm and excitement of children when participating in learning activities. From the teacher's side,

mastery of learning techniques with this media is needed so that the delivery of material is more optimal. The steps to use Beautiful Bottle media include: the teacher prepares the table to place the bottle, arranges the bottle in order according to the tone (do, re, mi, fa, sol, la, si), prepares a metal spoon as a beating tool, demonstrates how to hit while guiding the child to listen to the difference in sounds, and gives the child the opportunity to try to sound the bottle in turn. With this step, learning becomes more interactive, fun, and able to support the achievement of learning goals.

References

Afriati, I., Siregar, R. S., Fonna, A., & Muna, Z. (2025). Effectivity of Inductive Method in Learning Nahwu-Sharaf at MIN 3 Banda Aceh City. Journal of Indonesian Primary School, 2(2), 1–9. https://doi.org/https://doi.org/10.62945/jips.v2i2.738

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Elisyah, Nur, Islami Fatwa, Dinda Adha Hutabarat, and Zaharatul Humaira. 2024. "Pelatihan Gamifikasi: Implementasi Permainan Edukatif Untuk Meningkatkan Kualitas Pembelajaran Di SD Swasta Srikandi Lhokseumawe." *PUSAKA: Jurnal Pengabdian Masyarakat* 1(2):29–37. doi:10.62945/pusaka.v1i2.164.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Putra, Meiyaldi Eka, Fajar Maulana, Ramanda Rizky, and Islami Fatwa. 2023. "Peningkatan Hasil Belajar Mahasiswa Menggunakan Model Perkuliahan Problem Based Instruction (PBI) Mata Kuliah Gambar Teknik." *Jurnal Pendidikan Teknik Mesin* 10(1):22–30. doi:10.36706/jptm.v10i1.20850.

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Siregar, N., & Siregar, R. S. (2025). Analysis of numeracy literacy of junior high school students in AKM questions: Learning strategies based on higher order thinking skills at SMP Negeri 5 Tapung Hilir. Jurnal Profesi Guru Indonesia, 2(1), 359–367. https://doi.org/10.62945/jpgi.v2i1.720

Siregar, R. S. (2024). Students' Preferences for Varied Learning Methods: An Empirical Study of the Effectiveness and Appeal of Diverse Instructional Approaches. Jurnal Profesi Guru Indonesia, 1(2), 140–152. https://doi.org/https://doi.org/10.62945/jpgi.v1i2.679

Siregar, R. S. (2024). *Fiqhu Al-Akbār: Taḥqī An-Naṣ Wa Taḥlīlu'Afkārihi*. UIN Ar-Raniry Fakultas Adab dan Humaniora.

Siregar, R. S. (2025). The Influence of Social Media as a Learning Resource on the Academic Behavior of Junior High School Adolescents. *KOGNITIF: Jurnal Ilmiah Pendidikan Dan Keguruan*, *2*(1), 21–28.

Siregar, R. S. (2025a). Arabic Language Learning Culture in Salaf Islamic Boarding Schools: An Ethnographic Study of Linguistic Punishment Practices and Traditions. ETNOPEDAGOGI: Jurnal Pendidikan Dan Kebudayaan, 2(2), 1–9. https://doi.org/https://doi.org/10.62945/etnopedagogi.v2i2.722

Siregar, R. S. (2025b). Evaluation of the Implementation of the Reading Literacy Program at SD Negeri 100190 Tarutung Bolak. Journal of Indonesian Primary School, 2(1), 240–250. https://doi.org/https://doi.org/10.62945/jips.v2i1.723

Siregar, R. S. (2025c). Improving the Arabic Writing Skills of Students through the Application of Contextual Learning Methods at Dayah Irsyadul Abidin Qurani. Indonesian Journal of Education and Social Humanities, 2(1), 358–369. https://doi.org/https://doi.org/10.62945/ijesh.v2i1.726

Siregar, R. S. (2025d). Principles of Subject-Based Arabic Curriculum Development: Language Skills Integration and Contextual Relevance. DEEP LEARNING: Journal of Educational Research, 1(2), 56–67. https://doi.org/https://doi.org/10.62945/deeplearning.v1i2.229

Siregar, R. S. (2025e). Students' Cognitive Difficulties in Mastering the Nahwu Rules: A Descriptive Study at SMP IT Al Farabi Bilingual Scool. Jurnal Cendekia Islam Indonesia, 1(2), 10–20. https://doi.org/https://doi.org/10.62945/jcii.v1i2.216

Sinaga, Nurul Afni, Fitri Ayu Ningtiyas, Rifaatul Mahmuzah, Yulia Zahara, and Islami Fatwa. 2023. "The Effect of Deductive-Inductive Learning Approach on Creative Thinking Ability and Learning Motivation." *Journal of Educational Research and*

Evaluation 6(2):123–34. doi:10.24114/paradikma.v16i2.46952.

Siraj, S., M. Yusuf, I. Fatwa, F. Rianda, and M. Mulyadi. 2023. "Pengembangan Model Pembelajaran Reflektif Berbasis Unity of Sciences Bagi Calon Guru Sekolah Menengah Kejuruan Profesional." *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6(4):2030–38.

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.