



## Using Environmentally Friendly Media (Happy Body) in Early Childhood Science: Human Body Parts Lesson

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**ABSTRACT:** The knowledge of the science of human body parts for early childhood is very important so that children have the ability to recognize and support the cleanliness and health of members of the body, as well as so that they recognize their identity. In addition, introducing environmentally friendly material for early childhood teachers to enrich learning media. This study aims to improve student learning outcomes in science using environmentally friendly media. The topic raised in this search was about recognizing body parts and their benefits and treatments. This type of research is action research. Respondents involved 19 early childhood students. The results showed that there was an increase in subjects' understanding of swallowing extremities and treatment 60% in the pre-cycle phase, 80% in the first cycle and 93% in the second cycle. The findings show that the use of happy body media has a positive effect on limb recognition. Further research is recommended on environmentally friendly media and ways of introducing limbs to early childhood through media or strategies suitable for the millennial era.

**Keywords:** Media (Happy Body), Early Childhood Science, Human Body Parts

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## 1 INTRODUCTION

Environmental education for early childhood is now very important. This is related to two areas, first, how teachers understand sustainable environmental education for early childhood. The second focuses on how sustainable environmental education can be implemented in educational practices ((Hedefalk, Almqvist, & Östman, 2015). Parents and preschoolers play an important role in developing children's behavior and attitudes, little is known about their influence on children's learning about the environmental, social and economic aspects of sustainability. Borg, Winberg, & Vinterek, (2017) findings show a positive relationship between children's declarative and functional knowledge about sustainability issues and the involvement of discussion teachers through sustainability-related activities. Teachers can provide environmental learning by using environmentally friendly media as a tool to convey various kinds of knowledge such as science learning. Borg, Winberg, & Vinterek, (2019) examines the sources of knowledge felt by children. The findings reveal that most children have gained some knowledge about the environmental impacts of various learning media, even though some children are not familiar with the word 'environment'. The teacher's creativity in making learning media through environmentally friendly media is very important during the current global warming.

Learning activities based on science, technology, engineering, and mathematics projects affect aspects of children's development on various sides. This has become a critical challenge to be implanted in schools. Han, Capraro, & Capraro, (2015)'s research results imply that learning science in schools is beneficial for the development of early childhood in absorbing a variety of knowledge that will support their lives in the future. science learning is important for children one of which is to teach children about their bodies, and how to respect and care for the body, should be a top priority for early childhood teachers. Take advantage of the media around the child which can occur throughout the day to help children learn more about the functions, and how to care for, body parts. For example, if a child comes to school with a bandage on his knee, talk to the children about the importance of treating wounds and scratches as a way to keep the body healthy and strong. Encourage the children to talk about how it feels to be healthy, versus the feelings that arise when even minor injuries occur. Discuss the limitations they experience when their bodies are not fully functioning as a result of illness or injury. It is very important to create a pleasant and uplifting atmosphere for life, where the members of the body are important to be cared for and cleaned on time. In this broader context, teach children specifically about their bodies, including information about their bones, muscles, and skin.

Children always want to know how things work Basically children are biologically ready to learn about the world around them, which makes young children very interested when they have the opportunity to explore (Nayfeld, I., Brenneman, K., & Gelman, 2011). Learning media that are easy to obtain, utilizing environmental waste, through the creativity of teachers involving children in it will produce deep learning for children.

Based on the background of the problem, such as environmentally friendly media, the importance of science for early childhood, as well as knowledge of body member recognition and care, this study aims to look at the effectiveness of Happy Body media in introducing limbs and ways of body care using environmentally friendly media.

## 2 THEORITICAL STUDY

### 2.1 *Science in Early Childhood*

Early childhood science education currently highlights the need for research on early science, because science is an important domain of school readiness for children. The right learning approach will help children succeed in class regardless of the academic content area. Bustamante, White, & Greenfield, (2018) research shows the unique relationship between early science and the approach to learning science readiness by examining the two-way potential between science and learning approaches. The findings indicate that the development of children's approaches to learning is related to increasing scientific knowledge, and that an increase in children's scientific knowledge is related to the positive development of approaches to learning throughout the school year. This study suggests future research examining the potential of scientific interventions to serve as a context for developing approaches to learning skills which in turn will help children engage in quality science learning.

Guo, Wang, Hall, Breit-Smith, & Busch, (2016) explained about science instruction with pre-school and kindergarten children to understand the impact of science instruction on the development of children's scientific knowledge. Science instruction seems to promote a variety of early childhood knowledge. The educational implications of these findings indicate that there is support for using science instruction to improve children's science.

The Piagetian theoretical framework offers significant opportunities for the development of Natural Sciences activities in early childhood education. Given that science teaching strategies always involve handling objects by children, these objects must be able to be turned into teaching materials and must also be safe in the hands of children (Ravanis, 2017).

Science material for early childhood, for example, the introduction of Parts of the Human Body and their care (Gelman, R., & Brenneman, 2004). Introduction of body parts and their uses. Parts of the body such as the head, eyes, ears, nose, mouth, hands and feet. Usefulness of body parts for example, eyes to see, ears to hear, mouth to speak, sing, eat, nose to breathe, skin to protect the body, as a sense of touch, as a sense of taste, hands to write, catch the ball, hold, carry, carry, shaking hands, clapping, legs to walk, running, kicking, jumping, pedaling a bicycle, tongue to talk, tasting, taste salty, sweet, spicy and bitter, hair to protect the scalp, for beauty (Burdette, H. L., & Whitaker, 2005). How to treat body parts; Bathing 2 times in the morning and evening, Using clean water, Using soap ((Olgan, 2015). How to care for teeth by brushing your teeth 2 times a day ie after eating and before going to bed, using toothpaste. How to treat nails, How to care for feet How to treat hair, How to care for eyes, How to care for ears.

### 2.2 *Happy Body Media*

Teaching aids, pictures, graphics, movements, as well as speech and written text are all mediators through which the child can build new knowledge. Each semiotic context makes a unique contribution to the conceptualization of scientific entities (Herakleioti & Pantidos, 2016).

Happy Body Media is a media that is not projected (non-projected media). Happy Body is an imitation model of the shape of the human body made of used cardboard. The cardboard is shaped like a human body. Having limbs like humans but smaller in size. Cardboard that has shaped the human body in the image of its body parts and colored to make it more attractive.

The researcher gave the name Happy Body because it was by the learning material that is getting to know the limbs and their uses and treatments. The word Happy means happy. If early childhood can take good care of its body, the body will be clean, if the body is clean, the body will be healthy and if the body is healthy, the child will always be happy, happy. Body means body. Happy Body Media is a series of goals so that children want to take good care of their bodies so that children will be healthy and always happy.

Making happy body media is inseparable from the character of early childhood who is the subject of this study. Characteristics of children include love to play, like to move, like to group and try something directly (Colker, 2008). The characteristic of playing pleasure requires the teacher to carry out educational activities that contain games (Hayati, H. S., Myrnawati, C. H., & Asmawi, 2017). The happy body media was designed because in its application it allows the game elements to exist.

Characteristics of children are happy to move, adults can sit for hours studying at a computer, while early childhood can sit quietly for a maximum of about 30 minutes (Blok, H., Fukkink, R., Gebhardt, E., & Leseman, 2005). Therefore, happy body media designs learning models that allow children to move or move. This is because telling children to sit neatly for long periods, the child feels as a torture.

Happy body media also requires students to get along with peers. This media is taught in group concepts. Through group learning children can learn important aspects of the socialization process such as learning to meet group rules, and learning from friends (Belsky, J., Steinberg, L., & Draper, 1991). Learning science concepts with happy body media makes children learn to accept responsibility, learn to compete healthily, work in groups, learn justice and democracy through groups (Gersick, 1988). These characteristics are consistent with the use of happy body media and the implications of the teacher designing learning models that allow children to work or learn in groups.

The process of using happy body media using the teacher forming small groups with 3-4 members to study or complete an assignment to explain body parts as a group. The psychological theory of cognitive development, early childhood enters the stage of concrete operations (Kagan, J., Reznick, J. S., & Snidman, 1987). early childhood begins to learn to connect between new concepts with old concepts (Luna, B., Garver, K. E., Urban, T. A., Lazar, N. A., & Sweeney, 2004). Children learn to form concepts about bodily functions, and involving children directly gives rise to extraordinary experiences (Lebel, C., & Beaulieu, 2011). The media of a happy body is simple by utilizing used materials which of course are not only valuable in the use of waste but also indirect teaching, exactly what they have.

Children can play Happy Body media individually or with peers. Early age children at their head-quarters are very comfortable when learning through play. Play has a unique role in learning and provides opportunities for children to reject predetermined goals and objectives, learn to tolerate uncertainty, and welcome diversity. Play is holistic and rewards children with freedom and creativity, often forced by alternative processes of inquiry and logic. Play is freely chosen, personally directed and intrinsically motivated. Learning at this age almost always emerges from playground. When children play, they are involved in discoveries about nature, the real world, which are the basis for learning in childhood (Nitecki & Chung, 2016). Their internal and external places must allow children to play and play imaginatively. Children develop their identities, learn social patterns, and build foundations of learning and outreach that will shape the rest of their lives. Adults

must respect both places in and around children, in terms of allowing opportunities for play, imagination and socialization.

Positive relationship between the use of good quality interactive media and fine motor development at an early age when playing using media (Hadders-Algra, 2019). Children will not understand what is conveyed in the learning process without attention. Attention from children will be obtained through interesting media. Happy body is designed as a medium that can attract the attention of children.

### 3 METHODS

#### 3.1 *Participant*

The optimization of this research is also based on preliminary research on the subject. The subjects of this study were Kindergarten Class A and Kindergarten B with an average age of 4-6 years. In the initial conditions students kindergarten Al Hidayah has various characteristics such as shy, rude, lazy, do not pay attention to the teacher in delivering lessons, like to talk and like to play. Judging from the ability of Bandengan student's IQ below average (local psychological test results). The parents' background in the research subject is predominantly a livelihood for fishermen and working abroad. Economic limitations and parental support are one of the factors causing the lack of student achievement in Bandengan. These conditions make researchers feel challenged to improve student learning outcomes.

Planning the implementation of learning improvement is arranged starting from identifying the problem, analyzing the problem, and compiling the learning steps contained in the learning implementation plan, making group worksheets, formative tests, and learning criteria. The implementation of learning improvement includes initial activities, core activities, and closing activities as stated in the learning improvement plan. 25 children get complete results in learning, while only 5 children get fewer results.

#### 3.2 *Research Design*

This type of research is action research. Research in the form of investigations that are participatory, collaborative and spiral is aimed at improving systems, methods, work, processes, content, competencies, and situations (Carr, 2006). This study aims to produce innovations to produce changes in procedures through social research methods. The process and findings of this research's results are documented in detail and meticulously. The process and findings are carried out through observation, evaluation, reflection, systematic and in-depth. The research chosen is an ongoing self-reflective inquiry. This research continuously aims to develop themselves and improve the implementation of early childhood learning.

This action research uses the Kemmis, S., & Taggart, (2002) model, which is spiral from one cycle to another. The design of this study into four stages, namely: (1). Stage see what is in the field, (2). The stage of formulating what is in the field, (3). The stage of formulating an application or an appropriate solution, (4). Stage of action By Kemmis and Taggart's theories, the flow of this research is: (1). The design, this research has been designed in 3 cycles. cycle 1 makes early children are familiar with the media. cycle 2 allows early childhood to identify and properly recognize the body. cycle 3 makes early childhood smooth despite being randomized. The media used in these 3 cycles is happy body media. (2). Activities and observations, actions that have been carried out by researchers to improve the ability of the body of young children by using the

method of playing while learning. The steps are carried out according to the draft that has been prepared. (3). Evaluation, the second and third stages of implementation need to consider the results of reflection and evaluation between researchers and families in the previous stage. (4). Reflection, researchers analyze the results of actions that have been taken based on field notes, discuss with colleagues to find out in detail the successes and deficiencies. This activity is carried out through a Focus Group Discussion. The results of this activity will be a reference for the implementation of the next cycle. (5). The revised design, based on the results of the evaluation and reflection the researcher made a new revised design to be carried out in the next cycle.

### 3.3 *Data Collection Techniques*

Data collection techniques through participatory observation, field notes, interviews, and documents. The focus of the observation is directed at the problem that is the center of the researcher's attention, namely the learning outcomes to know the body. Field notes become a breakdown note about what processes occur in the field by the focus of the study, written descriptively and reflectively (İlin, G., Kutlu, Ö., & Kutluay, 2013). The interview was conducted unstructured (free). Documents that are useful in collecting research data are "Subject biodata" and "daily values" collected before the study begins. This study uses a recording device, photo documentation, recording devices, and happy body media. The subject of this research, Kindergarten students in 2018 with a total of 30 students. This research model is action research (Anagnou, E., & Fragoulis, 2014). The implementation of this Learning Improvement starts from September to October 2018. Implementation of improvement in 2 cycles. Each cycle with a time of 2 x 35 minutes (3 x meetings). During the implementation of Learning Improvement for 2 cycles there is monitoring from outside researchers to see the merits and shortcomings of the process carried out.

### 3.4 *Procedure*

Procedure Classroom action research begins with the Pre-Cycle stage. The implementation of learning improvement includes two cycles. Each cycle consists of four stages, namely (1) making an action plan, (2) carrying out the action as planned, (3) observing the action taken, and (4) analyzing the results of the action with comparative descriptive followed by reflection (Hien, 2009). In the improvement of this learning, the first cycle aims to improve learning outcomes material to know the members of the body and its uses and treatments by using the media Happy Body in the initial action and as a reflection to do the second cycle. Cycle II is an improvement from the first cycle which aims to find out the increase in learning outcomes material to know the members of the body and its uses and treatments by using the same media after an improvement to the learning process based on the reflection cycle I.

Based on the identification of the pre-cycle learning implementation plan, student learning outcomes have not yet reached the predetermined level of completeness. In the implementation of Cycle, I the teacher intends to express the problem and look for alternative actions that are appropriate to improve learning to reach a predetermined level of completeness.

The planning phase of the first cycle, the preparation of learning that researchers planned in teaching the material to know the members of the body and its uses and treatments using the Happy Body media by preparing a learning plan in advance by the actions to be taken. In the next step, researchers prepare material for learning tools that support learning activities. After preparing a learning plan and preparing material and media to be displayed, the researcher also prepared

a formative test instrument to measure student learning outcomes. Before acting, the researcher coordinates with the supervisor who helps direct the learning activities of the material to know the members of the body and their uses and treatments by using Happy Body media.

Implementation refers to the learning plan of the material to know the members of the body and its uses and treatments using Happy Body media. The implementation consists of three stages, namely introduction, core activities, and closing. This activity consists of exploration, elaboration, and confirmation.

Observations made by researchers to find out and obtain data about everything that happens and observe or record changes in student learning outcomes during the learning process take place as a benchmark for the success of learning the material to know members of the body and its uses and treatments using Happy Body media.

At this stage, the researcher jointly conducts a discussion of the observations. Reflection is focused on the actions of researchers and teachers to improve student learning outcomes by using Happy Body media. After carrying out learning improvement activities in the first cycle and observing the actions determined supporting indicators include, (1) indicators of success, namely: a). The learning process is going well, attracting students' attention. b). The learning atmosphere is fun because it implements a demonstration method using Happy Body media. c). Student learning interest increases. The percentage of completeness also increases. d) The teacher provides guidance evenly to all students. Indicators of unsuccessful 1) Demonstration method using Happy Body which has been formulated in the learning improvement plan is still not effective because students have not demonstrated it directly. 2) Teachers have not been able to condition students in learning, so large groups must be changed into smaller groups.

The improvement of learning cycle II is a follow-up to cycle I. The improvement plan is prepared by paying attention to the results of observations and reflections of cycle I. The improvement of cycle II is focused on efforts to improve the learning outcomes of natural science subjects about getting to know limbs and their usefulness and care for students through demonstration methods using Happy Body media. In cycle II the researchers arranged activities based on deficiencies that occurred in cycle I. The stages in cycle II started from 1. Identification of problems and formulating problems.

the researchers' observations revealed several problems including, a) the implementation of the demonstration method was less than optimal, b) the courage of students in expressing opinions was still lacking, c) the teacher had not given a reward and had not celebrated the student's success. Next steps a) design learning by developing a learning improvement plan that emphasizes the application of demonstration methods using Happy Body. b) Arrange observation sheets. c) Develop formative tests. d) Prepare the media

Through Improvement of learning cycle II Researchers observe or record changes in student learning outcomes during the learning process. The recording is done to determine the success of learning the material to know the members of the body and its use and care using the media Happy Body. Observations in the second cycle are prioritized on teacher behavior that has not been done in cycle I.

In this reflection, the researcher conducted a discussion about the observations. Reflection is focused on the actions of the teacher to improve student learning outcomes by using the media Happy Body. The results of the data in the form of values and observations on the implementation

of the learning process. Value data obtained from formative tests and observations from the observation sheet.



Figure 1 Happy Body media created by researchers (Researcher's source document)

## 4 RESULT AND DISCUSSION

### 4.1 *Result*

Pre-cycle learning results obtained from formative tests of material to know the limbs and their use and treatment are used as initial conditions of this class action research with a completeness score of 70. The results of the study obtained data that as many as 19 children get incomplete in learning. Planning the implementation of improved learning about getting to know the members of the body and its uses and treatments has been designed by researchers using the Happy Body media to make it more interesting and enjoyable so that it can attract students' interest and student learning outcomes will also increase.

Observations were made by researchers, each researcher observed, recorded, and assessed learning in Cycle I. The results of the observations stated that, a) the teacher arranged the lesson plan and prepared the learning media well, b) the teacher opened the lesson by motivating students and conveying the learning objectives well, c) The teacher carries out learning activities using the Happy Body media well-making students interested in following the lessons, d) In preparing the formative test instrument the teacher lacks help drawing pictures, e) Group work arranged by the teacher has been going well .

Observations from the student's sideshow that, a) Students are already motivated and interested in participating in learning, b) Student activity is quite good, c) Student involvement in the use of learning media is quite good, d) Students are not disciplined in doing group assignments because there are some students who work individually

Improved learning cycle I on the introduction of limbs and care experienced progress seen, 1) student learning outcomes increased at an initial average of 56 increased to 80, 2) The percentage of classical completeness also increased from 37% to 83%, 3 ) Children are more enthusiastic in participating in learning, 4) The classroom atmosphere becomes fun, 5) the use of Happy Body media makes it easier for students to capture what the teacher has to say. The shortcomings that still exist in the implementation of the first cycle include, 1) Completed students numbered 5



people, 2) The formation of groups makes the class a bit noisy because there are no rules for group formation.

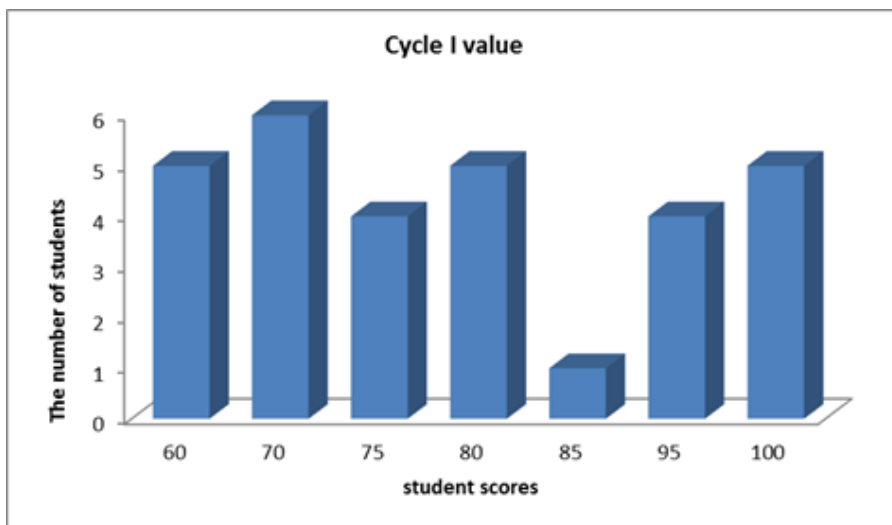


Figure 1: Results of the Science Cycle I Results

The results of the implementation of the improvement of the learning cycle I which still has shortcomings and shortcomings resulted in student learning outcomes that there are still incomplete, the researchers continued to improve learning in Cycle II. Researchers focus on improving the deficiencies that exist in Cycle I. So that student learning outcomes in Cycle II can be improved. Through the planning, implementation, observation, and reflection phases of the implementation of the second cycle carried out. Researchers jointly discuss efforts to improve. The initial stage is identifying problems, analyzing problems, and formulating problems. Next, the researchers developed a learning improvement plan, formulated test questions, group worksheets, and research criteria.

Researchers carry out the improvement of learning cycle II. The implementation of learning begins with classroom conditioning, providing motivation, communicating learning objectives, singing, and displaying Happy body as a medium. At the core activity, the teacher presents Happy Body as a tool to explain the material and make it easier for students to understand the material. The teacher invites students to play guessing the limbs through songs. Followed by students working on group worksheets and presenting the results of group discussions in front of the class. The activity ended with conducting formative tests, assessment of formative tests, a reflection of subject matter and awards.

The results of the second cycle of learning improvement research have obtained the following data, as many as 28 students or 93% have succeeded in achieving mastery scores, while 2 students or 7% have not achieved mastery of the total 30 students. The results of student achievement in cycle II. Based on the results of the study, it was found that there were 28 students or 93% succeeded in getting the value of completeness, and 2 students or 7% had not achieved the completeness value.

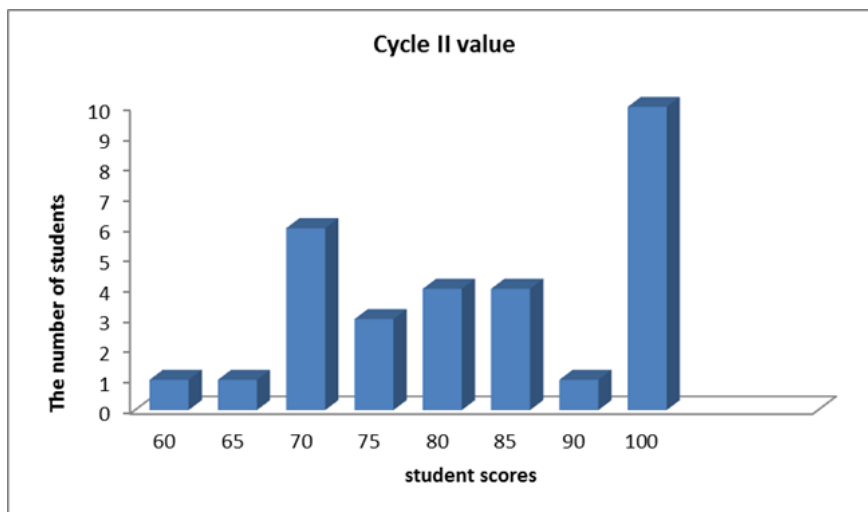


Figure 2: Results of the Science Cycle II Results

Researchers observed the process of improving the implementation of learning. Researchers observe the behavior of teachers and students during the learning process. Observations obtained results, 1) The preparation made by the teacher in the preparation of learning improvement plans and learning media is good. 2) Informative test preparation it is good, 3) The teacher opens the lesson by motivating students, and conveys the learning objectives well, 4) The teacher explains the material by using the media Happy body to facilitate student understanding, 5) The teacher conveys learning in a fun way to sing and play, 6) The teacher conducts questions and answers on the material so that students have a picture of the use of limbs, 7) The implementation of group discussions goes smoothly, 8) The implementation of formative tests runs smoothly, 9) The teacher goes to the lesson with reflection and gift giving so students are happy and enthusiastic.

The results of observations by researchers of student behavior in the implementation of the improvement cycle II obtained the following conclusions; 1) The enthusiasm and interest of students in participating in the educational process increase. 2) Students are more active in attending lessons and answering teacher questions. 3) Students more easily understand the material taught by teachers 4) Students do formative tests well.

The implementation of the improvement of learning cycle II obtained the following reflection results; 1) Student learning outcomes have increased from 80 to 84, 2) The percentage of completeness also increased from 83% to 93%, 3) Learning is more fun, 4) With the media Happy Body students are easier to understand the material so students easily understand the material and are able to work on formative test.

The teacher has done many ways so that all students can get the value of completeness but there are still 2 students who have not achieved the mastery grade. This happens because of the lack of student understanding of the material, students cannot read and write well (Bae, 2010). Follow-up from this deficiency is the teacher will provide additional lessons to the 2 students to achieve completeness.

Efforts to improve learning in the first cycle the teacher uses the media Happy Body. In the implementation of the improvement of the learning cycle, I attended by 30 students. 25 students have achieved mastery while 5 other students have not yet achieved mastery. The improvement that occurred was extraordinary because, at the beginning of the learning before the improvement,

only 11 students achieved completeness scores. It can improved learning processes (Black, M. M., & Hurley, 2016). the supervisor's observations stated that the implementation of improvements using the Happy Body media can increase motivation, interest, make it easier for students to understand the lessons and improve student learning outcomes.

The implementation of the improvement of learning cycle II also uses the media Happy body and formative tests accompanied by pictures making it easier for students to work on formative tests (Serpell, R., & Marfo, 2014). Student learning outcomes have increased. In cycle 2 the average score of students is 80 to 84 and the percentage of completeness is 83% to 93%. Improved student learning outcomes can be seen in the data values achieved by students from pre-cycle to cycle I as shown in the table and graph above.

Students before making improvements obtained an average score of 56, the highest value was 100 and the lowest value was 0. Students who achieved completeness scores were 11 students and 19 other students had not yet achieved mastery grades. The percentage obtained in the first cycle is 37%.

#### 4.2 Discussion

In the first cycle, students experienced a very large increase. The average value of students is 80. The highest value is 100 and the lowest value is 60. 25 students achieve completeness and the percentage of learning outcomes achieved is 83%. While in the second cycle, student learning outcomes also increased. The average score of students becomes 84, the highest score is 100 and the lowest is 60. A total of 28 students reach the value of completeness. The percentage of student learning outcomes is 93%. Student learning outcomes that have increased are influenced by the use of the media Happy Body. The Happy Body media motivates students, attracts students' attention in the learning process and makes it easy for students to understand the material about getting to know members of the body and its uses and their care for students.

The results obtained from learning science in the material know the limbs and their use and care is not good, there are only 11 students who have achieved completeness and 19 students who have not yet reached completeness. From these results, it can be concluded that learning has not been successful. The unsuccessful learning is caused by the lack of use of instructional media making it difficult for students to understand the material.

In the implementation of the improvement of the learning cycle I there is an increase in satisfying learning outcomes. Student learning outcomes improved due to the use of Happy Body media. Students who achieved completeness were 25 students or 83% and only 5 students who had not been able to achieve completeness. In the first cycle, there were still students who had not yet reached completion due to their lack of understanding. Students do not dare to ask about material that they do not understand. The teacher has not been able to make all students active in learning. The role of the teacher in choosing and determining the right learning media is very influential on the success of early childhood. Mistakes in choosing media can make children not concentrate, not interested even feel bored with the activity of learning in choosing early childhood learning media, the main thing that needs to be studied and is known is the stages of child development because children with different stages of development must accept learning by using different media (Dewi Kurnia, 2017).

The improvement of learning cycle II is done by providing opportunities for students to be more active in learning. Formative tests are also accompanied by pictures so that students do it more easily. The efforts made by teachers have improved student learning outcomes. Students who achieved mastery increased to 28 students or 93%. There are still 2 students who have not reached completion. That is because students have not been able to write and read. Lack of student understanding due to embarrassment in asking questions and not actively participating in learning.

The selection of Happy Body media in learning for early childhood, has been adjusted to the principle of media selection, namely, (1) the selected learning media should be adapted to the needs of the users (early childhood) that are served and support learning objectives; (2) the chosen learning media needs to be based on the principle of benefits, for what and why the learning media is chosen; (3) the selection of instructional media should be in a good double position from the perspective users (teachers, children) as well as from the interests of the institution. Thus the interests of both parties will be maintained and no one will be harmed if their interests are not aligned; (4) the selection of instructional media must be based on educational studies taking into account the applicable curriculum, the scope of the development field developed, the characteristics of students and other aspects relating to the development of education in the broadest sense; (5) the selected learning media should meet the specified quality requirements, including relevance to goals, physical requirements, strong and durable, in accordance with the child's world, simple, attractive and colorful, related to children's play activities and other equipment; (6) the selection of instructional media should also pay attention to the balance of the collection (well-rounded collection) including the main learning media and supporting materials in accordance with the curriculum both for learning activities and supporting learning media for fostering related talents, interests and skills; (7) to make it easier to choose a good learning media it is necessary to include information retrieval tools such as catalogs, book studies, reviews or in collaboration with fellow functional components to exchange information discussing various matters relating to improving the learning process and about the condition of the existence of learning media that is required (Zaman & Eliyawati, 2010). So that in its implementation the use of Happy Body media can help children to understand the knowledge given by the teacher. In addition, children do it happily because it is done while playing.

## 5 CONCLUSION

The results of this study indicate that the use of happy body media has a positive effect on limb recognition for early childhood. Completeness of improvement in overall children's ability is better. The higher students interact with the media, the more positive the student's attitude. Also, there is a significant influence between the quality of science learning and learning outcomes from limb recognition. Qualification of learning and learning outcomes also affect the formation of attitudes. So, the higher the quality of learning, the attitude of students will be more positive and the better the results of learning, the attitude of students will be more positive too. The need to always maintain and improve the quality of early childhood learning. And the use of used goods correlates with the formation of students' attitudes to care for the environment. Because early childhood understanding of the environment can create young people who care about the environment.

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