

# Enrichment Of Early Childhood Classical Economics Learning Through Practical Life With Home Economics

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**Abstract** – This study aims to create a learning model "Practical Life with Home Economics" and determine the effectiveness of the learning model through knowledge, attitudes, and behavior. The overall method is divided into five stages: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluations. The research targets were 16 students of Early Childhood Education in Malang, Indonesia. The expert judgment rating is 88%, meaning that the product is in a very decent category. While the learning activity "Practical Life with Home Economics" consists of three processes: introduction, core activity and reflection. The results show that the level of a major influence on knowledge, attitudes and behavior is 0.944%.

**Keywords** – Home Economics, Practical Life, Early childhood

## I. Introduction

Education for human life is an absolute necessity of life which is built on four pillars: learning to know, learning to do, learning to be, and learning to live together [1]. It shows the importance of education for human life [2] as a medium, as well as a strategic step to create quality human resources, both in terms of moral, social, and intellectual development and as the most profitable investment in human resources [3], [4]. In addition, education is also responsible for developing and passing on values to be enjoyed by students, which are then transferred to everyday life [5], investing students' in future literacy [6]; the role of early childhood education is to determine the solid of the next educational building [6].

In Indonesia, education occupies a strategic position in the development of human resources. As stated in Law No. 20 of 2003 article 3, early childhood education is regulated in the amendment constitution 1945 article 28 C that every child has the right to develop themselves through fulfilling their basic needs, accomplishment an education and promoting from science and technology, arts and

culture for cultivating the quality of life and human well-being.

An effort to improve the quality and welfare of life is through learning home economics [7]. Home economics considered accomplished of facilitating students to find or develop their resources and abilities in their life through directing efficient decisions and actions. Because this field of study is related to home, family, community, and nation, which is based on improving life, it is oriented to achieving an independent and fulfilled life [7]. Furthermore, providing the necessary knowledge and helping humans to achieve a more independent and optimal life [8]. In addition, it is far from expectations when viewed that there are still problems that have not been systematically resolved, which are realized by every family in Indonesia. First, the high consumerism [9]. Second, the prevalence of malnutrition is 30.8% which has not reached the target set by the World Health Organization [10]. Children who experience malnutrition in Indonesia come from poor and underprivileged families and non-poor households/families above 40% of the level of social and economic welfare [11]. Third, food is

related to health, such as the prevention of obesity and metabolic disease [12] and environmental sustainability. It means that there are still many people who do not understand nutrition issues [5], especially regarding food preparation skills [13], the importance of increasing interest in food literacy [14] and including the knowledge needed by the community to lead an active, healthy life [15].

Harmony between education's role and everyday life's problems should be implemented. The results of a previous study at the early childhood education unit in Malang regency using questionnaires and in-depth experiments found several things: 1) the distribution of questionnaires to teachers with 15 schools comprising 62 respondents was 18%. 82% of respondents have never heard of home economics. In the respondents' understanding of home economics, 17% only knew it as a household study identical to household work, while 83% had only heard of it. 41% said I had never applied home economics at all in school learning activities. In comparison, 31% of respondents considered that only part of it was taught but not with in-depth studies, and 29% answered that they had implemented it. 35% of respondents said that home economics is implemented in the community, 17% said not at all, and 48% said it is sometimes implemented. 2) The distribution of questionnaires filled out by student's parents regarding the application of home economics in everyday life by students resulted in 83% of them not being applied because home economics is a new term. 3) The results of observations from students through in-depth experiments suggest that students have not applied home economics in everyday life.

The results of focus group discussions with teachers, parents and community leaders agreed on two solutions: first, a learning development model is needed to close the gap in the role of economic education that can assist students in solving problems and achieving individual prosperity optimally and sustainably. The study of home economics, in this case, is considered necessary as a foundation in economic education according to socio-economic stratification, but as an effort to increase the productivity of students in daily life and their families, increase economic awareness of

families, communities, the environment and play a very important role as a form of future investment. [16]. Second, the need for children to develop themselves needs to be taught actively through experience carried out directly in meaningful learning theory, that the learning process occurs if a person can assimilate the knowledge he already has with new knowledge. The learning process will occur through the stages of paying attention to the stimulus, understanding the meaning of the stimulus, and storing and using information that has been understood [17]. Through home economics, children will learn to assimilate and relate theory to the knowledge they already have in the form of a cognitive structure that maintains an approach to practical skills through practical life supported by scientific theory [18]

Many studies on Home Economics learning have been carried out, but most focus on higher education levels, such as elementary school [19], junior high school [20], high school [21] and college [22]. Others observe the application of home economics learning from the perspective of gender roles to attitude development [23]. Some research is research with the aim of measuring critical thinking development through practical reasoning instruction [24]. Although much research on learning home economics has been conducted, little has been done know about home economics learning which is carried out through practical life activities. This research was conducted to fill this gap. This research develops home economics through practical life activities at the level of early childhood education. Given that early childhood education is essentially education that aims to facilitate the growth and development of children as a whole by emphasizing all aspects of personality.

This research implements home economics which discusses how to apply home economics studies through practical life activities that can be applied in everyday life. Through practical life, in terms of educational philosophy and technique, it is believed to be able to train cooperation, support creativity, teach children to be more disciplined, can bring out hidden talents and direct children to learn independently [25]. Practical Life is considered capable of developing children's character with the

assumption that: 1) universal values teach respect and honor for every human being, 2) every student really pays attention to values and is able to create and learn positively when given the opportunity, and 3) students struggle in an atmosphere based on values in a positive, safe environment with mutual respect and affection, students are considered capable of learning to make environmentally conscious choices

Practical life with home economics learning uses the ADDIE approach. The development phase includes analysis, development, implementation, and evaluation [26]. The approach integrates design and scientific methods to produce useful products and theories that effectively solve educational problems individuals or groups face [27]. In the product development steps, ADDIE is considered more rational and complete. Therefore, it can be used to develop various learning-related products, including models, learning methodologies, learning strategies, learning materials, and media.

This study uses the Montessori method, focusing on students' self-development [28]. Montessori supports the development of children's understanding skills in solving social problems and notices that there is a certain period of certain sensitivity that continues to occur in children; therefore, Montessori believes that every child is an individual who must be encouraged, that in the absorbent mind phase where children are likened to a sponge that absorbs whatever we teach, a very important phase in the development of children's exploration [19].

As discussed earlier, home economics presents a new perspective on economic learning. However, little has been done to integrate it into learning. This research aims to develop practical life skills with home economics learning products for early childhood. Although the home economics learning conducted by students in this study is relatively limited in scope, it will foster basic knowledge, attitudes, and behavior in students. Especially considering that pre-school age requires proper stimulation, one of which is through learning activities that can develop the growth and development of children. Children's mastery of the

abilities possessed by children in the pre-school period is expected to lead children to enter the next level of education and prepare children to live the life to come. The aimed of this study to develop the Practical Life with Home Economics learning model and to know the effectiveness of the teaching model through the knowledge, attitudes, and behavior of students

### Research Methodology

This study uses the Research and Development (R&D) method with a learning media design approach that can be implemented to design and develop an effective and efficient learning program, namely ADDIE, which comprises Analysis, Design, Development, Implementation, and Evaluation [26].

**Phase 1:** Analyze the work steps in this stage to explore any problems related to learning home economics.

- 1.1 Identify the learning practices that have been carried out so far
- 1.2 Identify and define the concept of home economics according to the literature
- 1.3 Identify and define a practical life model.

The data is obtained through a questionnaire given to the teacher. The resulting output is as characteristics or profiles of students, identification of gaps, identification of needs and detailed tasks based on needs assessment. In addition, to see the extent to which a competency needs to be developed, the pre-test questionnaire instrument was used. From the results of the pre-test scores, several things can be identified:

The concept of home economics has not been implanted and taught.

Problems related to home economics are still a problem in students' daily lives.

The home economics learning model using practical life has never been applied in the learning process.

The results showed an average score obtained by students of 23%, with the level of being unable.

**Phase 2:** Design, formulating development is carried out by looking at students' needs and daily life problems, which are seen through the results of

questionnaires assessed by teachers and parents of students. Practical Life with Home Economics learning materials are cooking, nutrition, cleaning, gardening, sewing, and managing money, according to the Caribbean Association of Home Economists' study on Home Economics for Kids.

Then integrated through the Early childhood (PAUD) semester one curriculum on the theme of myself, my environment and my needs. The following is the design of the learning development plan.

Table 1 Design of learning development plan practical life with home economics


Basic Competencies	Practical Life with Home Economics material	Home Economics output		
		Knowledge	Attitude	Behavior
Theoretically Understanding the Home Economics				
Identify Home Economics	<ul style="list-style-type: none"> <li>• History, Concepts and Paradigms</li> <li>• Home Economics Literacy</li> <li>• What Needs to Be Developed In The Study of Home Economics In Indonesia</li> <li>• Home Economics in Education in Indonesia</li> <li>• Learning Concepts of Home Economics in Indonesia</li> </ul>			
Understanding the Implementation of Home Economics Values in Daily Life				
Learning Session Cooking				
<ul style="list-style-type: none"> <li>• Printable Recipes and Cooking Activities for Kids</li> <li>• Teaching Children About Food Safety</li> <li>• Kids Can Cook and Learning Is the Secret Ingredient</li> <li>• The Science of Cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen Music Concert</li> <li>• Sensory Development Games, Picking Fruits and Vegetables, Aromas and Frutty</li> <li>• The sugar is gone</li> <li>• Getuk Playdough</li> <li>• Experiment with Kitchen Water</li> </ul>	✓ ✓	✓  ✓	  ✓ ✓
Learning Session Nutrition				
<ul style="list-style-type: none"> <li>• Resources for Teaching Kids About Nutrition</li> <li>• Nutrition Activities for Kids</li> <li>• Teaching Nutrition Through Cooking</li> <li>• Kids' World Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Let's get acquainted</li> <li>• Milking</li> <li>• The Journey from the Farm to The Dining Table</li> <li>• Food Group</li> </ul>	✓  ✓ ✓	 ✓ ✓	  ✓
Learning Session Cleaning				
<ul style="list-style-type: none"> <li>• Teaching Kids to Clean</li> <li>• Teaching Children to Organize</li> <li>• Why Kids Should Clean and What They Can Do</li> </ul>	<ul style="list-style-type: none"> <li>• Find My Difference</li> <li>• My New Home</li> <li>• Spatial Plan</li> <li>• Take Care of Yourself, Unfasten and Attach</li> </ul>	✓  ✓	 ✓ ✓ ✓	  ✓



<ul style="list-style-type: none"> <li>• How to Teach Your Children Responsibility</li> <li>• Help Your Child Get Organized</li> <li>• Kids Can Organize Too</li> </ul>	<ul style="list-style-type: none"> <li>• Big Buttons, Grooming Your Hair, Sweeping, Washing Cutlery</li> <li>• Self Refl</li> </ul>			✓
Learning Session Gardening				
<ul style="list-style-type: none"> <li>• My First Garden-A Children' Guide To Gardening</li> <li>• Teaching Your Kids to Garden with Garbage</li> <li>• Gardening with Children</li> <li>• Nutrition in The Garden</li> <li>• Garden Safety with Kids</li> </ul>	<ul style="list-style-type: none"> <li>• science and nature games, animal and plant classification cards</li> <li>• let's get acquainted</li> <li>• my class seed garden</li> <li>• the journey from the garden to the dining table</li> </ul>	✓	✓	✓
Learning Session Sewing				
<ul style="list-style-type: none"> <li>• Free Kids Sewing and Craft Projects</li> <li>• Sewing Projects for Kids</li> <li>• Beginner Sewing Lessons or Kids</li> <li>• Kids Sewing Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• Montesaku Patterns</li> <li>• Arts and Crafts Activities, Hand and Foot Printing, Tear and Paste, Collage, Sewing</li> </ul>	✓	✓	✓
Learning Session Managing Money				
<ul style="list-style-type: none"> <li>• Teaching Children About Money</li> <li>• Teach Kids About Spending</li> <li>• Saving, And Giving</li> <li>• Teaching Kids About Money Why It's Not Just Fun and Games</li> <li>• Money Sence For Your Children</li> </ul>	<ul style="list-style-type: none"> <li>• Get acquainted with Coins</li> <li>• Traditional Market Trip</li> <li>• The beauty of sharing</li> <li>• Three Magic Jars</li> </ul>	✓	✓	✓

The choice of the theme of myself, my environment and my needs can integrate the study of home economics that will be taught to students. Judging from the relevance of the themes described through sub-themes according to the home economics study, namely the materials for cooking, nutrition, cleaning, gardening, sewing and managing money in the first semester of learning activities.

**Phase 3: Development**, in the development stage, the conceptual framework is realized using Adobe Flash Professional CS6 supporting media into a product that will be ready to be implemented. The conceptual framework consists of learning components consisting of; 1) opening section, 2) core section, and 3) evaluation section.

Table 2 Learning Component

Learning Component	Figure
<b>Opening Section</b> The opening section consists of a cover, an illustration that describes the character of the home economics learning module for early childhood. Preface, table of contents, introduction. This component contains information about the subject matter, briefly describes the characteristics of the use of learning.	

<b>Core Section</b> Learning activities, this section contains material for early childhood home economics. These components include; get to know home economics, Montessori play and learn, Montessori for multiple intelligences, learning methods, and how to apply learning.	
<b>Evaluation section</b> The evaluation section includes a final test and a glossary	

Furthermore, validation tests are carried out to measure the feasibility of learning products by expert judgment, namely material experts and practitioners, to obtain input on product development, which consists of four aspects, including 1) the quality of content and objectives, 2) instructional quality, 3) technical quality, and 4) content. It is assessed based on a Likert scale ranging from 1 to 4, with interpretations: 1) very less appropriate, 2) less suitable, 3) appropriate, and 4) very appropriate. It consists of 25 items: 10 items of content quality, five items of instructional quality, 7 items of technical quality, and 3 items of content. The learning implementation score ranges from 0 to 100.

Table 3 Feasibility Test Grid

Aspects	Sum	Ideal Score
Content Quality and purpose a. Accuracy of the content of the material b. The importance of the content of the material c. Completeness of the content of the material d. The suitability of the material with the learners e. Material balance	10	40
Instructional Quality f. Learning opportunities g. Impact on teachers and their learning	5	20
Technical Quality		

a. Legibilit	7	28
b. Convenience		
c. Display quality		
d. Answer handling quality		
Content	2	12
	25	100

**Phase 4: Implementation**, Practical life with home economics learning is carried out according to the academic calendar in semester 1, namely on the theme of Myself, My Environment, and My Needs. Each learning activity consists of opening activities, core activities, and reflection. Researchers in collaboration with PAUD teachers carry out the planning of each learning activity. The teacher will evaluate learning outcomes in Practical Life with Home Economics learning to see the quality of learning and assess the practical test results.

Table 4 practicality test grid

Aspect	Test	Score Ideal
Easy to use <ul style="list-style-type: none"> <li>• Save time and efficient</li> <li>• Help teach the material</li> <li>• Materials and Exercises are clear and simple</li> <li>• Increase reader insight</li> <li>• Practical and easy to carry</li> <li>• The description of the material is clear and simple</li> </ul>	7	28
The attraction of the course <ul style="list-style-type: none"> <li>• The module presentation display design is interesting to look at</li> <li>• The content of the material is equipped with illustrations, pictures, photos that match the material</li> <li>• Font type is clearly legible</li> <li>• Attractive color combination</li> </ul>	8	32
Advantage <ul style="list-style-type: none"> <li>• Helping students learn independently</li> <li>• Explain the learning material well and easy to understand</li> </ul>	10	40

<ul style="list-style-type: none"> <li>• Helping students to teach learning materials</li> <li>• The language used is easy to understand</li> <li>• Can add insight to the reader</li> </ul>		
Total	25	100

A total of 25 questions were assessed based on a Likert scale ranging from the scale 1-4, with interpretations: 1) very less appropriate, 2) less suitable, 3) appropriate, and 4) very appropriate.

Phase 5: Evaluation, Practical Life with Home Economics learning is said to be successful if it has gone through the expected stages. Namely, through the stages of opening activities, core activities, and reflection. Learning objectives are met because they are carried out in accordance with the academic calendar that has been adapted to practical life with home economics material so that no material is left behind. The effectiveness test was conducted to determine the level of students' absorption of the material and to measure the level of knowledge, attitudes and behavior. In addition, this study measured the perceptions of teachers and parents.

Table 5 Grid of Effectiveness Test

Aspect	amount	Ideal Score
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Knowing how to live healthy</li> <li>• Knowing effective and efficient food ingredients in terms of finance, time and energy</li> <li>• Know how to solve everyday problems and behave creatively</li> <li>• Get to know the social environment (family, friends, place of residence, places of worship, culture, transportation)</li> <li>• Familiar with simple technology (household tools,</li> </ul>	9	36

play equipment, carpentry tools, etc.) <ul style="list-style-type: none"> <li>• Recognizing needs, wants and interests</li> </ul>		
<b>Attitude</b> <ul style="list-style-type: none"> <li>• Able to help yourself to live healthy</li> <li>• Solve everyday problems creatively</li> <li>• Using simple technology (household tools, play equipment, carpentry tools, etc.)</li> <li>• Express needs, wants and interests in an appropriate way</li> </ul>	9	36
<ul style="list-style-type: none"> <li>• Behavior</li> <li>• Have a behavior that reflects a healthy life</li> <li>• Have behavior that reflects an attitude of obedience to daily rules to practice discipline</li> <li>• Have behavior that reflects independence</li> <li>• Have a behavior that reflects an attitude of responsibility</li> </ul>	7	28
Total	25	100

Consists of 25 items that are assessed based on a Likert scale ranging from a scale of 1 to 4, with interpretations: 1) very less appropriate, 2) less appropriate, 3) appropriate, and 4) very appropriate.

#### 4 Research Findings

##### Part 1: Developing a Learning Model for Practical Life with Home Economics

###### 1.1 Flow of learning model Practical Life with Home Economics

Practical life with home economics is carried out through five development stages: analyze, design,

develop, implement, and evaluate. Each stage plays an important role in designing this learning model because each stage is closely related. The role of the teacher to transfer practical life learning with home economics is the main thing where the study of cooking, nutrition, cleaning, gardening, sewing, and managing money is taught so that later it can improve the knowledge, attitudes, and behavior of students about the study of home economics taught through practical life methods so that it can be applied in everyday life..

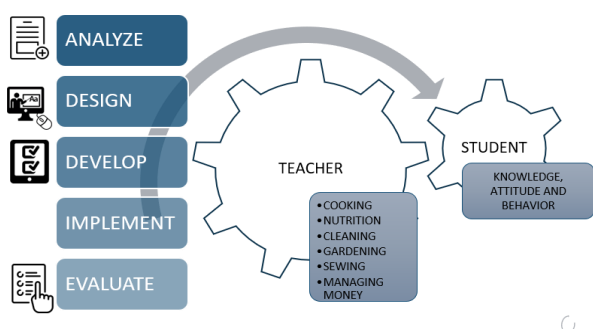


Figure 1 practical life with home economics learning model flow

1.2 There are 3 supporting components in the learning model “Practical Life with Home Economics”:

- 1) Teachers: The role of teachers in this learning is very important. In addition to increasing the role and interest of students in learning, it can also motivate students to support learning activities. In addition, the teacher's ability to apply learning materials to be transferred to students is related to student feedback in capturing the learning provided.
- 2) Students competently participate in learning activities by taking directions from the teacher, expressing opinions, asking questions, and sharing what they have learned in terms of their knowledge and expertise. Engage in practical life to solve real-world problems related to the context of everyday life that will be faced.
- 3) Learning resources used in this study are in accordance with learning needs, in the form of tools and materials used in Practical Life and activity sheets that can support students to understand better the material presented.

1.3 There are 3 learning activities, “Practical Life with Home Economics” consists of three learning activities: introduction, core activity, and reflection.

- 1) Introduction: The initial activities in "Practical Life with Home Economics" learning can generate motivation and attract students' attention. This is very important because it will affect the participation of students in the next stage of learning activities.
- 2) Core Activities; the learning process to achieve basic competencies is carried out interactively, inspiring, fun, and motivating students to participate actively, as well as providing space for creativity, independence, and freedom of expression according to their talents, interests, and physical development.
- 3) Reflection; Summarizing and providing conclusions at this stage is important as reflection, feedback, and follow-up.

1.4 Quality of learning outcomes practical life with home economics

In looking at the quality of the results of this learning development, it is seen from three points of view, namely; 1) the validity of the product as seen from the expert judgment, and 2) the practicality of the product which is determined from the results of the user or user assessment, in this case the teacher's assessment. The collected data were analyzed using quantitative descriptive analysis with the decision-making rules based on the interval class table below.

Table 6 Product interval class Practical Life with Home Economics

Interval	Appropriateness	Practicality
86%-100%	Very Worthy (can be used without revision)	Very practical
70%-85%	Worthy (can be used with revisions)	Practical
51%-69%	not worth it (cannot be used)	Less practical
0%-50%	not feasible (forbidden to use)	Not practical



1) The data needed to assess the feasibility of learning products is processed based on the equation using the Content Validity Index calculation criteria as shown in table [29]. The data collection technique used a questionnaire, the results of the assessment of all aspects were measured using a Likert scale. Which are classified into four indicators, a scale of 1 to 4, namely a Likert scale starting from a scale of 1-4, with interpretations: 1) very less appropriate, 2) less suitable, 3) appropriate, and 4) very appropriate. Which consists of 25 items: 10 items of content quality, 5 items of instructional quality, 7 items of technical quality, and 3 items of content. The learning implementation score ranges from 0 to 100.

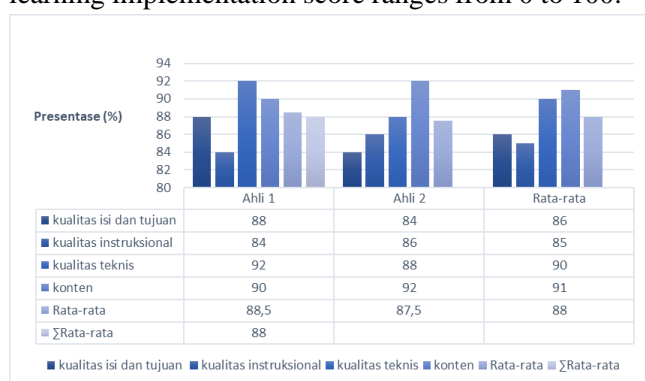


Figure 2 product feasibility chart

From the data, it can be seen that the average value of expert judgment is 88%, meaning that the product is in the very feasible category, it can be used without revision.

2) Meanwhile, to see the practicality of the product, it refers to the assessment of the questionnaire which is assessed by teachers and parents of students.

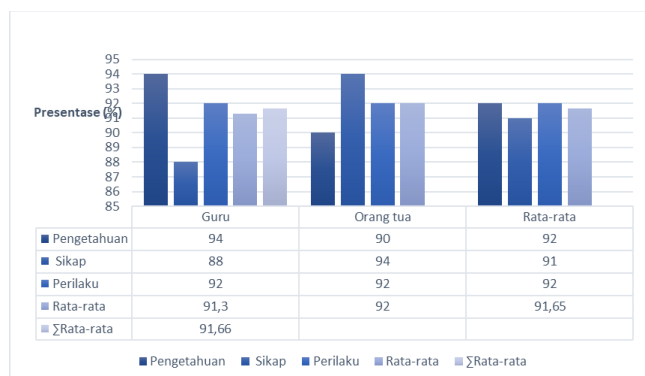


Figure 3 Product Practicality Chart

From these data, it can be seen that the average value of teachers and parents is 91.6%. This means that the product is considered very practical.

## Part 2: Knowing the effectiveness of the learning model Practical Life with Home Economics

The effectiveness of the product to determine the level or degree of application of the theory, is determined from the results of observations, responses and learning outcomes through an assessment rubric that is assessed by teachers and parents of students. Research hypothesis testing conducted by researchers using the t-test formula [30]. Practical Life with Home Economics learning is said to have an effect on knowledge, attitudes and behavior if  $t \text{ count} > t \text{ table}$  at a significant level of 5%, on the contrary if  $t \text{ arithmetic} < t \text{ table}$  at a significant level of 5%, contextual learning is said to have no effect on knowledge, attitudes and behavior learners

$$t = \frac{Md}{2! \sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

To determine the level of influence of Practical Life with Home Economics learning on knowledge, attitudes and behavior, the calculation steps are carried out as follows:

$$\therefore \text{eta squared} = \frac{t^2}{t^2 + (n-1)}$$

Furthermore, the t-value is converted to the level of influence category; 1)  $0.01 < t < 0.06$  has a small effect, 2)  $0.06 < t < 0.14$  has a moderate effect, and 3)  $t > 0.14$  has a large effect.

Table 7 Practical Life with Home Economics Learning on knowledge, attitudes and behavior

Description	Pre test	Post test	Gain (d)	md	X <sup>2</sup>	n	t-score

Total value	368	1156	788	49,25	37,75	16	15.9
Average value	23.00	72.25					
Level							
	Not capable		Not capable				

The results of data analysis to determine whether there is a learning effect or not can be seen in Table 7. In Table 7, the average pre-test score of students is 23%, meaning that before being given treatment in the form of Practical Life with Home Economics learning, the average ability of students is at the level of no capable. While the post-test value of students is 72.25, meaning that after being given treatment in the form of Practical Life with Home Economics learning, the average ability of students is at the capable level. This interprets that there is an increase in students' abilities after being given treatment.

The results of the t-test obtained a t-count is 15.961, while the value of the t-table at a significant level of 5% is 1.753. The writer concluded that  $t\text{-count} > t\text{-table}$ . It means the practical learning life in home economics affects students' knowledge, attitudes, and behavior. From the results of the eta squared, a score of 0.944 was obtained. Based on the category, the value of 0.944 is at the level of major influence. This shows that learning practical life with home economics significantly influences students' knowledge, attitudes, and behavior.

#### 4 Discussion

This study aims to create a learning model of practical life with home economics. The results show that: (1) the home economics learning model consists of three components: teachers, students, and learning resources. (2) Learning activities include three learning series: introduction, core activity and reflection. (3) the learning model flow describes a series of activities carried out in the research process. And (4) the quality of learning outcomes covering feasibility, practicality and effectiveness of learning

Practical life with home economics learning is feasible according to expert judgment results with a score of 88%. It means that the product is suitable to use without revision. Material development through practical life activities shows 91.6% (very practical). 1) the practical life with home economics provides a new way of thinking in learning economics. 2) It successfully develops experience and knowledge for teachers to design learning activities or topics to respond to students' problems. 3) Learning has meaning because it can encourage students to practice in their own lives and increase their knowledge and skills development [7], [8].

This learning effectively increases students' knowledge, attitudes, and behavior. Judging from the effectiveness test to assess knowledge, attitudes, and behavior, it has a value of 0.944, where the value is at the level of great influence. That is, learning home economics can be applied through practical life activities [32], the value of practical life activities can build a strong foundation as a provision in the future [33] [34]. In addition, practical life activities must be introduced early, given in classroom learning activities [35].

The presence of practical life learning with home economics is applied by means of providing assistance and provision of life to assist the process of solving the problems of life that will later be lived [36]. This program has the following advantages, First, the program with the theme Practical Life with Home Economics is implemented at the educational stage with a project-based process. It can improve student skills, self-direction skills, communication skills and problem-solving skills. Second, the six programs can increase understanding and interest and students are interested in social problems. Third,

this program has meaning because it is closely related to the lives of students and encourages them to practice in their own lives. Fourth, because this program is very relevant to the present and includes content elements that are fundamental to real life, besides that this program can help change students' perceptions, attitudes and behavior.

The golden age comes only once in a lifetime and cannot be repeated. That is why the practice of providing early childhood education, physical growth and psychic development of children can take place optimally and affect the life of children. Reform in national education has become a necessity and cannot be postponed anymore, especially at the level of early childhood education which is the basis for the development of further education.

### Conclusion

Home economics learning is carried out through practical life with home economics to develop knowledge, attitudes and behavior of early childhood. The Montessori method is applied using practical life. Practical life presented includes home economics material related to daily life activities. Practical life is demonstrated to become the output of the educational process as a form of superior personality in a balanced way in terms of knowledge, attitudes and behavior, as well as education that prepares a strong foundation for future provisions. Practical life with home economics with the Montessori method can be applied to teach economic topics; nevertheless, the teacher must choose practical life activities in accordance with game activities that are adapted to the learning theme

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