

## Implementation of Loose Part Media to Increase Creativity in Early Childhood

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*In the learning process, children's liking and knowledge are the main factors in learning that can improve development in children, dislike and ignorance are also inhibiting factors in the learning process and aspects of development in children. Through games with loose part media that have been arranged according to their age group to develop early childhood creativity. However, there are some preschools and level schools that still use LKA or magazine books, so children don't like it and seem monotonous. The author uses a qualitative type of research type of descriptive-qualitative research, with the subject of the study being early childhood. The results of loose part media game research can increase children's liking and curiosity in learning, so as to increase the idea of imagination, creativity, ease of children to understand, and freedom. So that learning that was previously monotonous and boring becomes more fun for children.*

**Keywords:** Creativity, Loose Part Media, Early Childhood

#### Abstrak

Dalam proses pembelajaran rasa suka dan keingintahuan anak menjadi faktor utama dalam pembelajaran yang dapat meningkatkan perkembangan pada anak, begitu juga sebaliknya. Melalui permainan dengan media loose part yang telah diatur sesuai dengan kelompok usianya untuk mengembangkan kreativitas anak usia dini. Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan media loose part untuk peningkatan kreativitas anak usia dini. Penelitian ini menggunakan menggunakan jenis penelitian penelitian deskriptif-kualitatif, dengan subjek penelitian yaitu anak usia dini. Hasil dari penelitian permainan media loose part dapat meningkatkan rasa suka dan keingin tahuan anak dalam belajar, sehingga dapat meningkatkan gagasan imajinasi, kreativitas, kemudahan anak untuk memahami, serta kebebasan. Sehingga pembelajaran yang tadinya monoton dan membosankan menjadi lebih menyenangkan bagi anak.

**Kata Kunci:** Kreativitas, Media Loose Part, Anak Usia Dini

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## INTRODUCTION

In early childhood, they still like to play play here is an activity that can use or not use media so as to produce understanding, learning, giving a sense of pleasure, and can develop creativity in children (Priyanti & Jhoni Warmansyah, 2021; Sabri et al., 2020; Suryana, 2016). So, schools need to develop learning models in order to support early childhood development (Azzahra et al., 2021; Friskilia & Winata, 2018; Kurniati et al., 2020). The learning model itself must contain a rational based on theory, containing a

series of strategic steps carried out by teachers or students, which are supported by a supporting system or learning facilities, and methods for evaluating student learning progress.

Loose part media is the use of objects around that can be formed and used in various ways and various things, thus causing children's creativity in the use of these objects, with this loose part media can provoke critical thinking in children and can find a way out of every problem found by children development, including being able to stimulate intelligence in children, train critical thinking in children, and be able to develop artistic skills (Ridwan et al., 2022). From objects that are easy to find in the surrounding environment without having to buy children can use these objects to develop unlimited creativity with freedom of exploration and experimenting (Safitri & Lestarinigrum, 2021).

But in fact the improvement of creativity and art in early childhood is only through drawing and coloring. Perhaps a small part of the creativity can be developed through drawing and coloring (Baharun & Adhimah, 2019; Sari et al., 2022). Not only does it include motor skills, but also early childhood has the right to be able to develop and acquire life skills and skills and includes affective and encouragement to skillfully deal with various life problem (Rahmi & Nari, 2022; Saroinsong et al., 2021). Teachers are expected to be able to manage learning and use media so that when delivering material in early childhood it can be conveyed properly so that it is accepted or absorbed by children who are in finally provide changes behavior materials such as abilities in terms of knowledge, attitudes and skills of children (Siskawati & Herawati, 2021).

Even though the concept of learning media using loose parts to increase creativity and art for early childhood is very relevant to be used in learning because from previous research, loose parts can be used as one of the good learning media for children's creativity but there is still a lack of research on aspects of art (Akkas & Suryawati, 2021; Annisa & Febriastuti, 2021; Farida, 2020; Haryanti et al., 2022; Kemdikbudristek, 2021; Ridwan et al., 2022; Rohmatun et al., 2021; Sabrina, 2021; Safitri & Lestarinigrum, 2021; Setianingsih & Handayani, 2022; Siskawati & Herawati, 2021; Susanti, 2016; Susetyo et al., 2015; Zahra & Harmawati, 2019).

The use of this loose part media is very helpful for teachers in providing fun teaching, so it is very suitable for early childhood who still like to play (Keramati et al., 2011). The best solution offered by researchers to develop aspects of children's art and creativity is to use loose part media so that the title raised is "Development of Aspects of Early Childhood Art and Creativity Through Games With Loose Part Media". Researchers are motivated to research loose part media to improve aspects of children's art and creativity because with this research, it is hoped that it can develop aspects of art and culture. with the use of loose part media in the surrounding environment.

## **RESEARCH METHOD**

This study used a qualitative-descriptive method where researchers collected data through interview tests, observations using checklist instruments and documented activities carried out directly. And produced in the form of real facts from the learning activities carried out by group B RA Al-Hikmah Serang consisting of 10 boys and 10 girls. The resulting data source comes from the process of activities when children play using loose part media as the main informant. Then the information is described based on the results of interviews, observations and documentation as a research data collection technique. Conclusions with data analysis techniques are processed in a systematic way so that the validity of the data is visible.

## **RESULT AND DISCUSSION**

From the research in Ra Al-Hikmah, researchers got the results from the data collection obtained, where previously in Ra Al-Hikmah had implemented a learning system using loose part media. The use of loose part media, either from nature or used materials for Class B children who are already 5-6 years old, can already make good use of learning. Children are given the freedom to make the work they want, this hones aspects of the child's art and skills in expressing their ideas, ideas and creativity.

Loose part learning media has many benefits, one of which is improving inquiry thinking skills. To be able to obtain information, analyze, and children are encouraged to develop their skills, it is necessary to have the ability to think inquiryly. To make children think, have curiosity, and ask questions, open learning is also needed. Because when interacting children will get experience when playing loose parts. The specific purpose of designing loose parts is to develop children's imagination, creativity, knowledge and language (Siskawati & Herawati, 2021).

Usually, teachers have prepared learning materials that will be used by children in school. Because, the loose part material used can be found in the surrounding environment, usually children will also be invited to explore directly the material they will use. Loose part media is a natural material-based media, because it comes from the environment and is prepared from the environment around it, it is called natural material and is used deliberately to support loose part learning activities. natural materials that can be used such as rocks, wood, twigs, grains, dry leaves, banana fronds, bamboo that have been thought of as a safety risk (Safitri & Lestarinigrum, 2021) .

At the time of the research the children were very enthusiastic When the teacher had taken them out of the classroom to the place that was used as learning around the school environment. The theme of learning this time is the theme of plants and the sub-theme is banana trees. So that children are introduced to parts of the banana tree, such as leaves, fronds, stems, fruits and banana hearts. After that, the teacher has prepared banana frond to make a loose part media with the children. Children have begun to create the media they think of without the restraints of the teacher, so that the artistic and creative aspects can be channeled.

Researchers began to observe children who were engrossed in natural materials, namely the fronds of the pisan that they were going to construct. Here researchers use checklist observation instruments and interviews to find out the extent to which aspects of children's art develop and their creativity in learning to use loose parts.

**Tabel 1. Observation by checking aspects of children's art and creativity**

No	Activity	Assessment Criteria				Total
		BB	MB	BSH	BSB	
1	Able to think constructivist	3	4	10	3	20
2	Have a high curiosity				20	20
3	Interested in creative activities				20	20
4	Able to convey ideas		7		13	20
5	Able to display the results of the work				20	20
6	Have initiatives	3	4	10	3	20

**Tabel 2. Interview aspects of the child's art and creativity**

No	Question	Answer				Total
		BB	MB	BSH	BSB	
1	What will be made of banana fronds?		7	5	8	20
2	What is the manufacturing process?		8	9	3	20
3	How do you feel about making a game?			13	7	20
4	What does that do you do?	2	8	6	4	20

## DISCUSSION

Loose part media with the use of concrete materials and tools by experimenting to get a direct experience when conducting experiments with tools and materials around and easy to find so as to improve cognitive development so as to provide direct experience of children towards what they learn (Zahra & Harmawati, 2019). The role of children in realizing their creative ideas, both building, choosing, designing and experimenting by using loose part materials to become a communication tool with friends at their schools (Wardhani et al., 2021). All learning themes can use loose part media because this loose part media can be detached, can be adjusted to learning outcomes. With loose part media, children are more enthusiastic in playing and doing learning. Because there are no limits for children in expressing ideas and creating using loose part media. So it is believed to be able to improve the ability of early childhood (Ridwan et al., 2022).

Materials that are found easily in the surrounding environment so that they are easy to prepare and use in the learning process (Annisa & Febriastuti, 2021). Loose part media consists of 7 diverse components that children can feel for real, including: 1) Natural materials, namely various objects that exist around this area, such as soil, stone,

sand, limpur, twigs, water, grains, fruits, leaves, Bungan, pieces of wood, feathers, shellfish, and others; 2) Plastic materials, namely materials available from plastic, such as straws, bottle caps, plastic bottles, hoses, funnels, buckets, pipes, and so on; 3) Metal, that is, all objects made of metal, including cans, dapper utensils made of metal, coins, nails, nuts, bolts, aluminum forks and spoons, keys, car plates, and so on; 4) Wood and bamboo, namely wood and bamboo that are no longer used, such as flutes, sticks, blocks, puzzle pieces and so on; 5) Yarn and fabric, namely objects made of fibers, such as cotton, patchwork, rubber, ribbons, ropes, and so on; 6) Glass and ceramics, that is, materials made of ceramics and glass, such as glass cups, glass bottles, beads, mirrors, ceramic tiles, marbles, glasses and so on; 6) Used packaging, namely containers / items that are no longer used, such as tissue rolls, cardboard, food wrap, spools of thread, egg containers, cardboard, and so on; (Ridwan et al., 2022).

In its use, loose part media can support learning and development in aspects of children's art and creativity. Skills in children develop When playing using loose part media, such as the ability to imagine, explore indefinitely, think critically, solve problems, and be able to solve problems encountered (Annisa & Febriastuti, 2021).

In RA Al-Hikmah attacked the use of loose part media using natural material components. The natural ingredient used is banana fronds. Learning is carried out outdoors where around the area there are several banana trees, before using the medium of banana fronds children are introduced to banana trees, including the structure, function and parts of the banana tree, and children also learn to recognize the shape and color of the banana tree, but previously the teacher had provided materials and tools to be used in learning, where using fresh banana fronds taken from the tree. The child cleans the leaves by tearing them with their hands, the teacher helps to cut the banana fronds according to the pattern that the child imagines. The teacher helps to cut the pattern on the frond because the tool used to cut the frond of the banana is sharp and can be harmful to the child, because of the texture banana fronds are hard enough for early childhood.

After cutting the pattern, continue to string the next patterns, according to the shape that the child wants, the child creates banana fronds of various shapes, such as banana fronds which can elicit sounds that children imagine as musical instruments, and like banana fronds formed by lumping horses. This is where the aspects of children's art and creativity are seen in addition to children constructing lumping horses and musical instruments, children play them with high art and creativity not only played and moved but the child can while singing and expressing what the child feels.



**Figure 1. Playing activities using loose part fronds pisan as a musical instrument**



**Figure 2. Banana fronds are used as musical instruments**



**Figure 3. Playing with loose part media**



**Fig 4. The fronds are made into lumping horses**

Children are enthusiastic in using the loose part media they make so that they feel happy. Children turn the objects they make into a game, there is game tools that produces sound and is made into a musical instrument, the musical instrument is moved to the childish so that it welcomes the sound, played together and produces a distinctive rhythm created by the child. Then the child also plays the lumping horse game tool, the child also plays the lumping horse accompanied by the singing and dancing of the lumping horse expressively.

From the game above, children have developed art and creativity, children can already hum or sing while doing things, and children can already play objects that are imagined to be musical instruments with their friends. In addition to developing aspects of art in children here, we can also preserve the culture in the surrounding environment.

## **CONCLUSION**

Learning is carried out outdoors where around the area there are several banana trees, before using banana frond media, children are introduced to banana trees, including the structure, function and parts of banana trees, and children also learn to recognize the shape and color of banana trees, but previously the teacher has provided materials and tools to be used in learning, which uses fresh banana fronds taken from the tree. After cutting the pattern, continue to string the next patterns, according to the shape that the child wants, the child creates banana fronds of various shapes, such as banana fronds that can cause sounds that children imagine as musical instruments, and like banana fronds formed by lumping horses. This is where the aspects of children's art and creativity are seen in addition to children constructing lumping horses and musical instruments, children play them with high art and creativity not only played and moved but children can while singing and and expressing what the child feels.

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