



Loose Part: Finding Innovation in Learning Early Childhood Education

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Abstract

Purpose – This study aims to describe and analyze teachers' experience with practicing loose part media innovation in early childhood learning and their implications for child development.

Design/methods/approach – This study is qualitative descriptive with phenomenological design. The subject of this study is four teachers at PAUD Wadas Kelir. Data collection processes obtain through in-depth interviews, observations, and documentation, and data analysis processes by reducing, presenting, and verifying data.

Findings – The results of this study are that the loose part media innovation carried out by the teachers at PAUD Wadas Kelir includes the selection of loose part materials, motions, learning materials, and song or rhythm. The implication of loose part media in early childhood learning is the achievement of child development aspects, children's fine motor development in the form of coordination, and the ability To make motion simple like the clap. Development of cognitive showed with the child's ability to read and mention letters and numbers. Development of child art showed the ability to coordinate motion with rhythm or song, as well as a creation from loose parts material. Finally, the development of language child showed with the acquisition of new vocabulary and the ability to read the moment or after the play following the writing or the shape that has been compiled.

Research implications/limitations – This study only focuses on aspects of loose part media innovation in the learning process and its implications for children's development, so the limitations of this research are developmental aspects that are not focused on and are less sharp.

Practical implications – This study contributes as additional reference material for teachers to develop loose media for children learning.

Originality/value – This study gives a deep understanding of the innovation of learning media with loose part materials.

Keywords: Loose parts; Learning innovation; Early childhood education

Paper type: Research paper

Introduction

Media in the learning process is an essential auxiliary device because the use of media is an alternative to make it easier for teachers to deliver a material (Sapriyah, 2019; Zaini & Dewi, 2017). Teacher innovation and creativity in developing learning media are the keys to success in teaching early childhood. Learning media that is monotonous, stagnant, never developed, and used repeatedly will make children bored and reduce their interest in learning (Alwi, 2017). Therefore, media development is something that must be done. Learning media can be interpreted as a tool or object that can support and facilitate teachers in delivering a material (Jannah, 2009). There are many benefits of developing learning media for teachers and students. For teachers themselves, this development will make teachers more creative and innovative. Media development can increase children's motivation and enthusiasm for learning (Stutjipto, 2013).

The teacher can do the development of learning media by paying attention to the first stages of development. Development must be following student needs. The second development must follow student learning goals. The third development aims to facilitate the achievement of a learning goal. The fourth development must be tested. Fifth, development must be evaluated (Zain, 2006). Media development can be said to be successful or effective if, after using the learning media, students experience changes in knowledge or understanding of the material that has been delivered. With this media, children understand the material and can solve the problems given as a form of measuring and evaluation tool for the development of the media (Jannah, 2017).

Learning media must be able to develop a sense of connection with the environment in which they learn. The use of loose parts media can be used as a medium for introducing the environment and children's learning. The connection between children and the learning environment is essential to stimulate all children's development and growth (Prameswari & Anik Lestaringrum, 2020). Using loose parts of media provides opportunities for children to make direct contact with their environment. Direct contact between early childhood and their learning environment through loose parts of media in the learning process is believed to bring various benefits: First, it increases children's creativity and imagination. Second, develop children's social skills. Third, increase children's physical and motor activity. Fourth, improve children's communication skills. Loose parts can hone critical thinking, imagination, problem-solving, and exploration skills (Fono & Ita, 2021; Ifrochah & Mustadji, 2021; Martiningsih et al., 2021; Nurfadilah et al., 2020; Priyanti & Jhoni Warmansyah, 2021).

Loose parts media can be a source of learning for children in playing games and optimizing their growth and development. Utilization of loose parts media is carried out through adequate teacher assistance by involving specific strategies so that loose parts can develop all aspects of child development (Kasriyati et al., 2021), as we know that learning must be able to optimize all aspects of children's growth and development which includes six aspects (Ariyanti, 2016). However, loose parts media will be the same as other learning media when the teacher cannot develop. The media will be monotonous and boring.

From the results of Siskawati and Herawati's research regarding the effectiveness of using loose part media during learning from home, it is known that this media is quite effective and can improve children's development. Research by Najmuddin et al. Regarding the development of loose part-based STEAM teaching materials shows that loose part media can also be combined and developed with other teaching materials. It also impacts children's critical thinking skills (Najamuddin et al., 2022). Furthermore, from various previous studies, it is known that loose part media can be used to optimize development, cognitive, critical thinking, problem-solving, fine motor skills, creativity, naturalistic intelligence, and children's mathematical intelligence. Therefore, teachers need to be able to develop this learning media for children's learning processes (Agus Sriyanto, 2020; Martiningsih et al., 2021; Mubarakah, 2021; Nurjanah, 2020; Nurliana, Muhammad Yusri Bachtiar, 2022; Safitri & Lestaringrum, 2021).

This study aims to describe and analyze the development of loose part media carried out by PAUD Wadas Kelir teachers. It is crucial because, from previous research, it is known that research only focuses on the use of loose part media in early childhood development, but there

has been no research on the development of loose part media in early childhood learning. In addition, PAUD Wadas Kelir is the location of this research because previous research has not found loose part media innovations, and teachers at Wadas Kelir PAUD have done so so that this innovation can be a model for other institutions to innovate and update in the use of loose part media. The interview results found that using loose part media in learning made children more interested in learning and had high focus and good coordination.

Methods

This research is field research with a phenomenological approach (Matthew B. Miles, A. Michael Huberman, 2014). This research was carried out by PAUD Wadas Kelir with the research subjects of four classroom teachers. Data was collected by interviewing informants, observing loose part media development activities, and documenting development activities in pictures or documents obtained either directly in the field or through social media of PAUD Wadas Kelir (Emzir, 2014). Data is collected, reduced, analyzed, and verified (Miles, 2014).

Result and Analysis

Teaching Material development of Loose Part

Teaching materials are materials used by teachers to demonstrate a learning material. The purpose of developing loose part media or materials is to attract children's attention and make learning materials more engaging. In addition, this material is also intended to facilitate the learning process.

The results of the interview with Bunda Retno as a teacher at PAUD Wadas Kelir stated that the purpose of using varied materials was so that children were interested and learning was not dull. Besides that, the selection of materials was also adjusted to safety, learning themes, and materials around the children.

The development of loose part materials carried out by the teacher goes through several stages: First, the teacher will use loose part materials or media in learning, analyzes and finds out what media is not dull for children's learning. The material is easy to obtain or is around the child; the most important thing is that it does not harm the child. For example, the development carried out by the teacher relates to media or materials, namely the use of materials or media in the form of tree branches, seeds, the use of vegetables such as chili, the use of stones, and so on.

The next stage of development is adjusting the material to the child's learning objectives. After determining the material according to the child's needs, the next step is to adjust the material to the learning objectives to be achieved. The teacher's reference in this development process refers to the theme or sub-theme of children's learning or the developmental achievements that are being targeted. For example, on the theme of vegetables, chili sub-themes, and learning achievements of children being able to write chili, the developmental aspects of being achieved are delicate motor, language, cognitive, and creativity. Then the development of loose part media in terms of materials by asking children to write chilies with real chilies, like cognitive development and fine motor skills. Children can assemble letters with various or matching chili color creations as the development of art, creativity, and creativity. Children are trained to read as a development aspect of language.

The third stage of material development aims to make it easier for teachers to deliver learning materials and make it easier for children to understand teaching materials. The loose part media or materials used by the teacher aim to make the learning materials or themes acceptable and understandable to children. Therefore the teacher uses concrete materials that follow the themes and materials that are close to the environment or are often encountered by children. So that children are familiar with and easy to carry out learning tasks.

The loose part of media materials carried out by teachers is direct testing. This test is also intended to apply or apply the results of innovations or developments that previous teachers have carried out. The application is carried out by the teacher giving tutorials or instructions to children

regarding the use of loose part materials or media, what to do, and the final results that will be produced. For example, children are given instructions to collect corn kernels. Then children are given instructions to stick or arrange corn on paper by making or writing names with the corn.

The loose part material development process carried out by the teacher is material evaluation. The teacher evaluates the material by looking at the results of children's work and aspects of child development that have been previously determined. If the work of children and the achievement of children's development is excellent and pleasing and there are no problems, the selection of materials can be categorized accordingly. When the development of the material is not following the intended purpose or the material used turns out to be harmful to the child, the material will not be reused in the following learning process. For example, the use of chili as a loose part material, if after learning the child feels the heat in his hand, the teacher will not use chili again as a medium, or the teacher will be more careful in giving instructions regarding the use of the material.

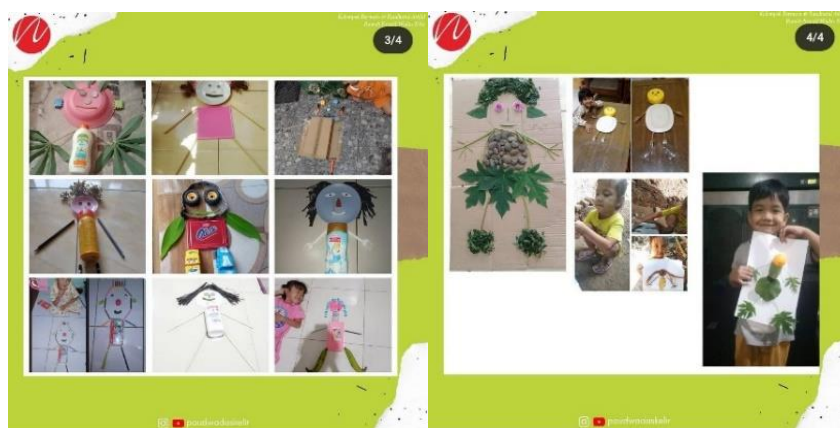


Figure 1. Development of loose part materials in learning the theme of my body

From the results of observations and interviews, it is known that the implications of innovation or development of loose part media materials on children's development have an impact on cognitive and language development, namely, where children can assemble words from the materials used and can read them. In the development of art, children can string letters with various or matching chili color creations as development of creativity.

The use of loose part materials or the development of loose part materials used by teachers is following the standards set by early childhood education in Central Java related to the standards and principles of learning media for early childhood. The materials used are multi-purpose, easy to obtain, can trigger children's creativity, are used according to the purpose, can be used independently or in groups, and according to the level of child development (Jateng, 2015). From the results of observations in the field, the development of materials carried out by teachers has included these standards and principles. The implications of the development of this material are on the development of motoric, cognitive, artistic, language, and children's creativity.



Figure 2. Stages of developing loose part materials

Movement development of Loose Part

Loose parts are identical to playing together, moving, and disassembling. In addition to flexible playing materials, how to play loose parts does not have standard rules, so the teacher is free to combine various materials, tools, and ways to play like what the PAUD Wadas Kelir teacher did, combining loose part games with simple movements such as clapping, simple moving, or holding objects.

From the results of an interview with Bunda Beti as a teacher at PAUD Wadas Kelir, as for the development of the movement in the loose part game carried out by the teacher, namely by clapping, simple movement transfers (if the parent or teacher raises the glass then the child's hand sticks to the floor if the glass is lowered hands up) and holding objects (if the teacher holds or lifts the red color the child holds the red color). The main goal is to train concentration, cognitive and motor coordination, and coordination between motion and the sense of sight.

The development of motion in the loose part game carried out by the teacher goes through several stages: The first stage of the movement development process that will be carried out when playing a loose part by the teacher and children in learning, the teacher analyzes and finds out what simple movements will be used and combined in the playing process later. The selection of motion is based on simple movements that do not confuse children, movements that can train motor coordination with cognitive, as well as the senses of sight and motion, then movements according to the songs and materials used. For example, the movement development carried out by the teacher in playing the loose part with children combines pats that match the number of objects. When the teacher puts a number two-block (the number of claps corresponds to the number on the block), the child will clap twice and then put his hands on the floor and repeat many times. It has indirectly trained children to focus, train fine motor coordination and cognitive skills, and train eye coordination and hand movements.

The next stage of development is adjusting movement to the child's learning goals. At this stage, the teacher will adjust the movements the child will carry out with the learning objectives to be achieved. The teacher's reference in developing this movement is the learning achievement on that day. An example of the developmental achievements that will be achieved at that time is motor, cognitive, and language development. The teacher will combine motion with other aspects that can develop cognitive and language aspects, such as combining motion and mentioning words.

The third stage of motion development aims to make it easier for teachers to convey learning materials and make it easier for children to understand teaching materials. The development of motion in the loose part game used by the teacher aims to make children's learning material or theme acceptable and understood. As an example of counting material, the teacher shows the number of objects. The child also follows the pat according to the number of objects in the game so that indirectly the child will learn to count and be applied in the motion of clapping.

A loose part game is also intended to apply or apply the results of innovations or developments that previous teachers have carried out. The application is carried out in a way, namely by direct testing, where the teacher practices it directly with the children. The first thing the teacher does is give a tutorial or instruction to the child regarding the movements that the child must do. Then the child will immediately practice accompanied by the teacher. For example, the teacher gives instructions when the teacher makes a sequence of two, three, or four stones, then the children clap two, three, or four times and then flap their hands on the floor.

The last stage of the movement development process in the loose part game carried out by the teacher is motion evaluation. The teacher evaluates the movement carried out by looking directly at when the child is playing, namely whether he can focus on coordinating movements according to the rules or not. If the child cannot coordinate and move according to the rules repeated many times, the child's developmental achievements have not been fulfilled. If one or two children experience it, the teacher does not mind the movement, but if most children cannot follow the movement, it can be concluded that the movement is not suitable for the child, and the teacher will not repeat the movement. For example, if the child does not have difficulty coordinating the movements of clapping, counting, and mentioning, then the teacher will evaluate and reduce complex movements.

From the results of observations, it is known that the implications of innovation or the development of loose part motion on children's development have an impact on fine motor

development when children perform simple movements such as clapping, that this developer also has an impact on cognitive development because there is coordination between movement and children must mention numbers. Or letters. In addition to cognitive and fine motor development, this innovation also impacts children's sense of sight and movement coordination skills, where children must pat and pay attention to loose part media.

Basic motion is a simple motion that forms the basis for the next stage of motion development. Aspects of motion or motor development cannot develop by themselves but must be driven by basic movements as the basis for the next stage of motion. Basic movements in early childhood include jumping, walking, shaking the head, clapping, and changing places. Basic movements can be trained with various stimuli, including playing (Vanagosi, 2016). From the researcher's analysis, the development of the movement in loose part games as a learning medium carried out by PAUD Wadas Kelir teachers is one of the efforts to develop children's basic movements. The implications of this movement development are motoric, cognitive development, motor and cognitive coordination, coordination of the senses of sight and movement, and training children's concentration.

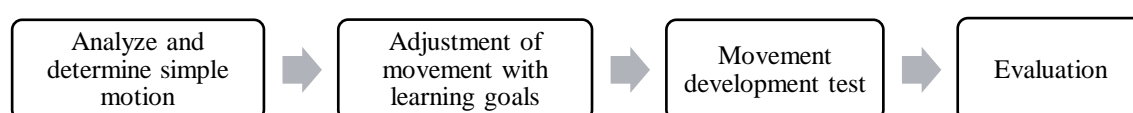


Figure 3. Stages of motion development in loose part permainan games

Use of songs or rhythms

The song or rhythm is one of the aspects used by PAUD Wadas Kelir teachers. Besides being a medium for learning songs, it is also inseparable from various children's learning activities. The use of songs or rhythms in playing loose parts is one aspect of the development of the loose part playing process carried out by the teacher.

From the interview with Mother Cesi, it is known that the use of songs or rhythms in children's loose part games aims to hone children's concentration and focus so that the game is not boring. Rhythms and songs are also a medium to facilitate children's learning process because the teacher makes the lyrics in songs and rhythms intending to make the game easier.

The use of songs and rhythms in loose part games carried out by teachers goes through several stages: The first stage, the use of songs and rhythms in the loose part game that will be carried out while playing by the teacher and children in learning, the teacher looks for songs which will later be composed with lyrics that are suitable for learning activities and are simple. The selection of songs and rhythms is based on simple songs that do not confuse children and contain material lyrics. Using this again, the child can more easily play the game because the nature is instructional or becomes an instruction in playing. For example, songs composed of counting to ten combine song and motion. When the teacher puts the number two block (the number of claps according to the numbers on the block), the child will mention the number according to the lyrics, followed by clapping twice and sequentially until the end according to the stones arranged. It aims to train children's concentration, art, cognitive and motor skills, and coordination.

The next development stage is adjusting song lyrics to the child's learning objectives. At this stage, the teacher will adjust the lyrics of the songs the teacher composed with those. The teacher's reference in using this is the learning achievement on that day. An example of the developmental achievements that will be achieved at that time is motor, cognitive, and language development. The teacher will combine song lyrics that contain these three development elements.

The third stage of using songs and rhythms is to make it easier for teachers to convey learning materials and make it easier for children to understand teaching materials. the use of songs and rhythms in loose part games used by teachers aims to make the material accepted and understood by children and learning objectives can be achieved.

How to test the use of songs and rhythms in loose part games is also intended to apply or implement the results of innovations or developments that previous teachers have carried out. The implementation is done by direct testing, where the teacher practices it directly with the children. The first thing the teacher does is the teacher gives a tutorial or instruction to the child regarding the movements that the child must do according to the lyrics in the song. Then the child will immediately practice accompanied by the teacher. For example, songs composed of counting to ten combine song and motion. When the teacher puts the number two block (the number of claps according to the numbers on the block), the child will mention the number according to the lyrics, followed by clapping twice and sequentially until the end according to the stones arranged.

Evaluation is the last stage of using songs and rhythms in the loose part game carried out by the teacher. Evaluation of the use of songs and rhythms carried out by the teacher is by looking directly at when the child is playing, that is, whether they can focus on coordinating movements according to the song's lyrics. If the child cannot coordinate and move according to the lyrics of the song after repeated many times, then the child's developmental achievement means that it has not been fulfilled. If one or two children experience it, the teacher does not mind the movement, but if most children cannot follow the movement, it can be concluded that the movement is not suitable for the child, and the teacher will not repeat the movement. For example, following the movements according to the lyrics and using songs and rhythms is successful.

From the results of observations of PAUD Wadas Kelir, it is also known that the implications of innovation or development of the use of songs and rhythms in loose parts on children's development, namely training in concentration, this is because in addition to doing movements the child must also adjust the movement to the song or rhythm used. Songs and rhythms are also used to optimize the development of art, where children can follow the rhythm or song and follow or sing along. Children can acquire language from the songs sung in cognitive and language development.

Movement and songs in children's learning are usually done to facilitate the learning process because apart from hearing and remembering, children's movements and songs also directly put them into practice. The use and composition of songs in the early childhood learning process have been widely carried out, the primary purpose of which is to convey learning materials effectively and more efficiently to children (Rahayu et al., 2020; Roffiq et al., 2017). Using songs and rhythms in loose part games is the same as using them again in children's learning activities, namely facilitating the process of children's playing and learning activities. The implication of this is the achievement of children's development in the aspects of art, language, cognitive, motoric, and coordination between language and cognitive, as well as language and motor skills.

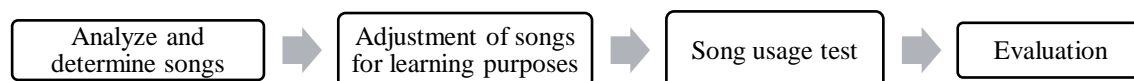


Figure 4. Stages of developing songs or rhythms in loose part games

Material development of Loose Part

One of the uses of loose part media in the children's learning process is to make it easier for teachers to convey material, besides selecting games as media so that the learning process is not tiresome and can attract children's learning interest. The development of teaching materials is a process of innovation or updating existing materials by adding more current or as-needed materials.

From the results of the interview with Bunda Cesi, it can be seen that the material development carried out by the teacher using loose part media is by adding new things to the existing teaching materials so that even though the theme is the same, the content of the material is different, because of the innovations added by the teacher. For example, counting or reading material is combined with loose part media and innovated not only by mentioning or writing but also through motion and song.

The stages of material development using loose part media are carried out by teachers in the learning process, namely: The first stage of material development in loose part games, the teacher uses RPS as a reference. Development is done by breaking down the material on the learning themes to be taught and solving these to make the material more detailed and varied. Material development is not only carried out when playing loose part games but material development is also carried out in various activities. With the development of this material, children will learn an object in more detail with various varied activities. For example, the development of material carried out by the teacher is on the theme of nature, the sub-theme of rice fields, the sub-theme of rice plants, and the development of materials carried out with loose part media, namely the use of rice seeds or unhulled rice to white rice to develop cognitive aspects and create creativity. with paddy and rice.

The next stage of development is the adjustment of the material developed with the theme and learning objectives of the child. At this stage, the teacher will adjust the teacher's reference in the material development process, namely on the themes, objectives, and learning achievements of that day. An example of the developmental achievement to be achieved at that time is the development of creativity. Then the child is given the activity of arranging rice on a plate, which can then be decorated with other materials as artificial food consumed by the child.

The third stage of material development, namely material development, aims to make it easier for teachers to deliver learning materials and make it easier for children to understand teaching materials. Material development will make the material more complex and detailed so that learning or what will be learned on that day is narrowed and clear. It makes it easier for teachers and children to carry out learning activities.

Testing the development of materials that the teacher has made is also intended to apply or apply the results of innovations or developments that previous teachers have carried out. The application uses direct testing, where the teacher practices it directly with the children. The first thing the teacher does is give a tutorial or instruction to the child-related to what the child must do according to the development of the material that the teacher has conceptualized. Then the child will immediately practice accompanied by the teacher. For example, in the creation of healthy food, where the teacher has provided various media to be served on a plate related to healthy food, the child will learn to arrange and name the type of healthy food.

Evaluation is the last stage of the material development process in loose part games carried out by the teacher. The teacher evaluates material development by looking at when the child is playing and whether the child can carry out playing activities according to the teacher's instructions. From the observations, it is known that the implications of innovation or material development in the loose part on children's development are to train cognitive development, but the development of this material is flexible depending on the material used. Material development is more aimed at cognitive development because the use of new material is intended so that children have new knowledge.

Material development in early childhood learning is the development of the substance of the material itself or content and context that is based on indicators of achievement, learning objectives, and learning themes (Kustiawan, 2016). Development is essential as a form of innovation and expanding material knowledge. The implications of material development carried out by PAUD Wadas Kelir teachers in games impact cognitive development, language, art, creative abilities, and coordination between children's development. The results of field observations show that children can express their art and creativity when playing the loose part.



Figure 5. Stages of material development in loose part games



Figure 6. Material development on the theme of my environment

Discussion

The media development in the learning process is essential for every teacher at all levels of education to develop teacher creativity and learning quality, so that teaching and learning activities can be carried out effectively (Muhson, 2010). The process of developing learning media must be able to keep up with the needs and developments of the times. Media development can be carried out and developed from various aspects, both audio-visual aspects, motion aspects, material aspects, materials, and so on (Fitria, 2018; Rosalina & Nugrahani, 2018). The development of early childhood learning media that has been carried out is very diverse, starting from the development of media in the form of pop-up books, busy books, games, videos, flannel dolls, flash-cards, and big books (Fitriani et al., 2019; Fitriyah et al., 2021; Rahayu et al., 2020; Ridwan et al., 2020; Suseno et al., 2020).

Loose part media is one of the media teachers have widely used, and the impact or implication on children's development is valid. It has been addressed in various previous studies, and it is essential to develop it. For Daly and Beloglovsky, as quoted by Sabrina, loose parts media has the following benefits: First, it increases children's creativity and imagination. Second, improve children's ability to cooperate and socialize. Third, encourage children to be more physically active. Fourth, encourage children's communication and negotiation capacity (Sabrina, 2021).

Loose part media carried out by PAUD Wadas Kelir teachers includes three aspects: the development of materials, motion, materials, and the use of songs or rhythms. The development of loose part materials, namely the materials used are multi-purpose, easy to obtain, can trigger children's creativity, are used according to the purpose, can be used independently or in groups, and according to the level of child development (Jateng, 2015). The materials used by teachers in the innovation and development of loose part media are natural materials such as seeds, stones, twigs, etc. The selection of materials for loose part games is selected and used in materials that are easy to form, design, and disassemble. It follows the concept put forward by Haughey, where loose part materials must be available materials that can be separated, put back together, carried, combined, lined up, moved, and used alone or combined with other materials (Siantajani, 2020).

Loose part games as a learning medium carried out by PAUD Wadas Kelir teachers is the development of children's basic movements. The development of fundamental movements in the form of clapping, rhythmic movements, and coordination movements. The movements performed in the game are basic and simple movements to train coordination. Training basic movements for children is essential because perfect basic movements can affect the development of further movements. The basic movements performed in loose part games can be categorized as non-locomotor movements. Brain organs strongly influence motor development. Through playing, muscle growth is stimulated when children jump, throw, or perform basic movements (Rismayanthi, 2013).

The development of songs or rhythms carried out by the teacher uses songs and rhythms when playing loose parts. The songs developed are children's songs which are then composed by the teacher according to the activities and learning themes. Material development on loose part

media in learning is breaking down the material on the learning themes to be taught, solving the problem to make the material more detailed and varied, for example, counting material and letter recognition as for the implications from the development of loose part media in learning child age early that is achievement aspect development from aspects, motor, cognitive, artistic, and language child. This development can be seen when the child is doing learning activities and playing the loose part. The benefits of songs for children's development are many. In addition to facilitating teaching and learning activities with children's songs, they also increase vocabulary intake and learn to adjust tones and rhythms. The use of songs in the learning process also makes the learning atmosphere more fun and exciting. Songs in the child's learning process are also commonly combined with motion, commonly referred to as motion and song. It facilitates or develops art and language aspects and trains children's motor skills (Mayar et al., 2022; Roffiq et al., 2017).

Developing loose part media as a learning media follows the learning media development standard through five stages. Starting with adjusting to student needs, adjusting student learning goals, and aiming to facilitate the achievement of a learning goal, the test stage, and evaluation (Zain, 2006). In addition to conformity with the development process, this innovation and development process also impacts children's development. Learning media can be said to be excellent or effective if the media can make users feel helped in solving problems, train creativity, fun, easy to use and obtain, motivate children to learn, and have an impact on children's or students' achievement (Rasam & Sari, 2018).

Conclusion

The innovation of loose part learning media at PAUD Wadar Kelir is the activity of producing, developing, and implementing the loose part in the learning process, including selecting the loose part materials, movements, learning materials, and the use of songs or rhythms. Loose part media is the inexpensive materials, easy to find and create, and have a high impact on stimulating and developing the aspects of child development. The implication of loose part media in early childhood learning is the achievement of child development aspects, children's fine motor development in the form of coordination, and the ability to make simple motion like the clap, development of cognitive showed with the child's ability to read and mention letters and numbers, development of child art showed the ability to coordinate motion with rhythm or song, as well as a creation from loose parts material. Finally, the development of child language showed with the acquisition of new vocabulary and the ability to read the moment or after the play following the writing or the shape that has been compiled.

Declarations

Author contribution statement

Elfrida Rahma Valentina Dewi conceived the presented idea. Hibana developed the theory of loose part and learning early childhood education. Musyafa Ali verified the analytical methods. All authors discussed the result and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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