

Implementation of Loose Part Learning Media to Improve Creativity of Early Children in Sumberjaya Village

Devi Meilasari¹, Arifah Fauziah²

¹Master of Early Childhood Islamic Education Sunan Kalijaga State Islamic University, Yogyakarta.

²International Office of Faculty Tarbiyah and Education Sunan Kalijaga State Islamic University, Yogyakarta.

Corresponding author

devimeilasari.27@gmail.com¹, arifah.fauziah@uin-suka.ac.id²

Abstract: This study aims to describe and examine more deeply the application of loose part learning media to increase the creativity of early childhood in Sumberjaya Village. This type of research is qualitative with a qualitative descriptive approach. The subjects in this study were ten children in the village of Sumberjaya. The process of data analysis is carried out continuously in collecting data that has been obtained from data sources such as observations, interviews and documentation during the research and then analyzed. Data analysis starts from data collection, data reduction, data presentation, and drawing conclusions. The results showed that the Loose part learning media was very good and effective for increasing the creativity of early childhood. Through loose part learning, it can stimulate the ability of early childhood, they can imagine and form an object according to their imagination. It can be seen from the work of loose part materials in the surrounding environment made by children in the form of hats from jackfruit leaves, woven from banana leaves, making various kinds of creations from sand, making airplanes and ships from unused book paper. Children are very happy and enthusiastic in playing with various objects found in the surrounding environment (loose part). Children are able to be creative by using loose part so that they are able to develop creativity in early childhood.

Keywords: Early Childhood, Creativity, Loose part.

Introduction

Early childhood is an individual who is undergoing a process of progress towards the next life. Early childhood education basically includes all the efforts and actions carried out by adults such as teachers and parents during the time spent really focusing on caring, nurturing, teaching children with building concepts. Where children can explore experiences that are valuable for them to learn and understand the opportunities for growth that they gain from the environment around them, through paying attention and imitation that occur repeatedly and encompass all children's potential and knowledge.

The importance of education at an early age is to develop the potential that children already have. In this case, to develop or stimulate children's development, creative and innovative learning models are needed to accelerate aspects of

children's development (cognitive, language, physical-motor, social-emotional, religious and moral values, art) maximally and optimally (Imamah & Muqowim, 2020).

Research stated by (Nursakdiah et al., 2021) states that playing provides children with the opportunity to develop their creativity. Playing is a basic activity for every child so it must be fulfilled. When playing, children can discover new ideas, so that children are able to create something new and unique. Playing is a very important medium in children's thinking processes and provides experience in interacting with the environment, so that when children play they not only feel happy but can improve their basic abilities.

However, currently there are so many factory-made educational game tools (APE) that make children less interested in exploring the surrounding environment, resulting in a lack of children's creative abilities in expressing ideas,

children's lack of ability to complete things and a lack of children's imagination to create a new unique work. In line with the opinion of (Nursakdiah et al., 2021) that factory-made APE (educational play equipment) games are too widely available so that children are less interested in exploring the surrounding environment.

(Imamah & Muqowim, 2020) stated that the implementation of early childhood education experiences many problems in the learning process. Such as educational game tools that are less supportive, so that the learning process does not encourage children's ability to be creative and think at a higher level. The education process in Indonesia is still at the initial level of thinking (remembering, understanding, applying), and has not yet encouraged children to achieve the ability to solve or resolve a problem that the child has experienced. In research (Nurliana, Muhammad Yusri Bachtiar, 2022) it is argued that children's ability to be creative is lacking in expressing their creative ideas independently. This can be seen from the child's lack of ability to complete the skill of making a free work according to the child's imagination.

Learning through loose parts is an innovation for developing creativity in early childhood. Simon Nicholson, an architect who first introduced loose parts theory in the 1970s (Wahyuni et al., 2023). Loose parts proposed by Simon Nicholson are based on the desire to give children space to explore and express creativity by using materials that can be changed, manipulated and recreated. Loose parts are loose materials or objects that can be moved, changed and recombined using other methods, and the possibility of how to use them can be determined by the child. If children can use it in an appropriate way, then use it appropriately, it will create children's creativity (Imamah & Muqowim, 2020).

Children's creativity will emerge if children have high motivation, curiosity and imagination. Children who have creativity are creative children who will always look for and find answers and enjoy solving problems. Problems that arise will always be rethought, rearranged and always trying to find new relationships, they are always open to something new and unknown before. Creativity is

a person's ability to create something new, whether in the form of ideas or real products as a result of their thinking process (Anita Damayanti et al., 2020). On the occasions that children use loose part, they can produce various works, which will develop children's creativity. Children are given the freedom to explore the surrounding environment so that it attracts children's interest because they learn while playing and it will be a lot of fun.

The play method using loose part is very suitable for early childhood. Because, young children learn to use all their senses. So by using loose part media, children can immediately see and touch to get to know the various textures of objects using all their imagination to create a work using various materials. By playing loose part, young children can become more familiar with the environment and objects around them, understanding that these objects can be used or reused to form new works (Nurliana, Muhammad Yusri Bachtiar, 2022).

Specifically, loose part are very useful for improving the "active learning" process, deepening critical thinking abilities, improving divergent and creative thinking abilities, supporting the inclusive development of all children, increasing the diversity and breadth of play activities, supporting educators in providing economical tools and materials, Supporting curriculum development, Supporting various aspects of development, including: Physical motor development, Social emotional development, Cognitive development, Language development (Widya Ayu Puspita, 2019).

Loose part as materials and tools in the process of playing activities have characteristics including: Attractive, Open, Movable/Moveable (Widya Ayu Puspita, 2019). The aim of learning with Loose part is that children will be more creative because children are free to be creative in dismantling the loose part provided according to their imagination. Apart from that, children can also use objects around them to help protect the environment when they understand that used items can be recycled and used as materials for playing and being creative in assembling them into useful items or work.

Children will feel challenged to be able to create new works using various materials found in the surrounding environment, so that playing activities become more meaningful. So parents must be able to provide stimulus using a variety of play materials and tools so that they can stimulate the creative abilities of early childhood, making children grow and develop who love and respect the surrounding environment. Therefore, this research aims to describe and examine in more depth the application of loose part learning media to increase the creativity of early childhood in Sumberjaya Village.

Methods

This type of research uses a qualitative descriptive approach. The subjects in this research were ten young children in Sumberjaya Village, Belitang II District, East Ogan Komering Ulu Regency, South Sumatra Province. The aim of this research is to describe or describe increasing creativity in early childhood through loose part.

The data collection techniques used in this research are observation, interviews and documentation. Observation is a data collection technique by direct observation of the object being studied over a certain period of time to obtain the right data. The observation activities carried out by the author in this research were observations or observations when children were carrying out activities using loose part materials to develop children's creativity.

An interview is a discussion or question and answer for a specific reason. Interviews are carried out orally by two or more people who are conducted face to face or meet directly to obtain detailed and clear data or information from informants. During this meeting, the author conducted interviews with children when the children carried out activities using loose part materials.

Documentation is data collection that is processed through documents such as photos or images. Documentation is intended to obtain data by directly observing conditions in the field when this research was carried out. In this research the

author uses documentation as pictures of children carrying out activities using loose part materials.

The analytical model used in this research is the Miles and Huberman interactive analysis model (Rijali, 2018) . The data analysis process is carried out continuously in collecting data that has been obtained from data sources such as observation, interviews and documentation during the research and then analyzed. Data analysis begins with data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

From the results of research conducted by the author in Sumberjaya Village, Belitang II District, East Ogan Komering Ulu Regency, South Sumatra Province, it shows that children are very enthusiastic, happy and enthusiastic about using loose part materials to increase creativity in early childhood. And children are also very enthusiastic when exploring the surrounding environment or loose part to produce new works so that they can develop the creativity of young children.

In line with Nugraheni's opinion, Loose Part is a term put forward by architect Simon Nicholson based on the desire to give children space to explore and express creativity using materials that can be changed, manipulated and recreated. (Nugraheni, 2019) Loose part are part of the surrounding environment, which is found around the child, in the form of interesting material, which can be moved, changed, manipulated by the child according to the child's interests, ideas, thoughts and imagination, without limits (Widya Ayu Puspita, 2019).

In learning activities with loose part, children are given the freedom to explore natural materials such as coconut sticks that have been cut into pieces, jackfruit leaves and banana leaves that have been prepared, children can make anything according to their creativity which will later produce a work, some children make hats from jackfruit leaves, by folding the jackfruit leaves and then joining them using cut sticks, and there are children who weave banana leaves. There are children who play with jatropa leaves which are

blown up so that foam bubbles appear which fly into the air and there are children who play with sand. By playing with sand, children are free to imagine creating works, such as making mountains, making cakes and so on. By utilizing natural materials around the house, children are very happy and enthusiastic about taking part in activities.

In line with what was stated by (Retnowati, 2021) that children can play freely to get to know the natural surroundings which is very useful for enriching children's knowledge, such as children can use banana fronds or corn fronds and hairs on corn plants to make doll. Various toys can be children's favorite choices, such as playing with mounds, markets with leaves, playing with water, sand, mud and clay which are very enjoyable childhood toys. Whatever is in the environment around the child can be played with. Rather than just having children in front of the television or laptop, it is better for children to play directly with concrete objects. Objects that children can see directly, hold and touch, shake, roll, spin, make sounds and so on.

In line with research (Nurjanah, 2020) states that loose part are open items, which are easy to find in everyday environments. Our nature is full of loose part, such as twigs, pinecones, shells, stones, leaves, flowers and other natural objects. Parents and teachers can collect loose part from anywhere, at no cost. These loose part not only support children's development, but also help children to connect themselves with their environment. Toys are designed with a specific purpose in mind, and are usually used by children in only one or two ways. Children who bring a basket of toy cars will usually use the toy cars to play with, like driving a car. However, when children use objects in nature, they can use them for anything according to the child's ideas. This will develop children's imagination, creativity, language and knowledge.

(Listiwati & Kusumaningtyas, 2021) argue that the natural environment around the house provides many interesting objects and phenomena that will attract children to think creatively. Children's curiosity will increase creativity in children. Objects that nature provides naturally such as stones, leaves, twigs, flowers, and so on are

very interesting materials in every learning process. Children can experiment and try games, and can even create works from materials found in nature.

A children carry out activities using used materials in the form of paper from unused books. The children were given the freedom to explore the paper. The children were very enthusiastic in carrying out activities using this loose part material. Children can carry out activities to create new works according to their ideas and imagination. Some children made airplanes from unused paper, other children made sea ships from used paper. So, through activities using loose part materials, it can increase the creativity of young children.

In line with research (Imamah & Muqowim, 2020) states that using recycled materials or materials found in the environment around children to be used as learning media (Loose part) can develop children's creativity and critical thinking. Starting from asking, telling stories, evaluating and finding out. The characteristics of children who think critically will come to the surface using Loose Part media.

Creativity in early childhood will develop optimally if it is stimulated properly and appropriately. And in this case the role of adults such as teachers or parents is needed to provide direction or become a facilitator and motivator to encourage the development of creativity in early childhood. Increasing creativity in early childhood can be done by utilizing the surrounding environment or loose part.

Creativity allows children to create something new and combine existing ideas with new ideas. This creativity develops when children participate every day in activities that involve movement, dramatic play, and visual arts (Nurjanah, 2020) . Nurjanah & Wahyuseptiana's opinion in research (Nurjanah, 2020) Creativity is a person's ability to think to combine old ideas with new ideas to create a new understanding.

Mulyasa stated that it is important to develop creativity in early childhood because: Children aged three to six years can create something according to their wishes and imagination through the objects around them, such as creating an

airplane from an aqua bottle, making a car from orange peel. Bali, making guns from banana stems, making trumpets from rice stalks and houses from used cardboard (Mulyasa, 2012).

(Imamah & Muqowim, 2020) states that creativity is an individual mental process that gives birth to effective new ideas, processes, methods or products that are imaginative and aesthetic. Flexible. Effective integration, succession, discontinuity and differentiation in various fields for solving problems. This is in line with Morgan's opinion in Ade Holis that creativity must create fresh new things that make something new and must reflect authenticity and newness (Ade Holis, 2016).

So that creativity in early childhood will develop optimally if it is stimulated properly and appropriately. And in this case, adults such as teachers or parents are needed to provide guidance or become facilitators to encourage the development of children's creativity (Imamah & Muqowim, 2020) . Creativity allows every young child to develop various potentials and personal qualities. This creativity can produce new ideas, new discoveries and new technology. Therefore, creative attitudes, thoughts and behavior must be fostered from an early age (Mulyasa, 2012) .

(Nugraheni, 2019) states that loose part are loose materials or objects that can be moved, changed and recombined using other methods, and the possibility of how to use them can be determined by the child. If children can use it in an appropriate way, then use it appropriately, it will create children's creativity. The following are various loose part materials that can be used as learning media for children: (1) Natural basic materials; (2) Plastic; (3) Metal; (4) Reuse of wood and bamboo; (5) Glass and ceramics; (6) Yarn and Fabric; (7) Used packaging (Imamah & Muqowim, 2020) . Loose part are part of the surrounding environment, which is around the child, in the form of interesting material, which can be moved, changed, manipulated by the child according to the child's interests, ideas, thoughts and imagination, without limits.

In another sense, loose part are not a specific material because they can be combined with the same or different materials (Widya Ayu Puspita,

2019) . Loose part materials are part of the tools and teaching materials in early childhood learning, as we already know that early childhood learning is synonymous with playing. Loose part as materials and tools in the process of playing activities have characteristics including (Widya Ayu Puspita, 2019) : Attractive, Loose part are like magnets for children who have natural curiosity and interest. Objects such as rocks, pieces of wood, pine flowers, dry leaves, will challenge children to be creative according to their imagination. Indirectly, this fosters children's skills in higher order thinking skills (HOTS), which is characterized by the emergence of the ability to think critically and creativity.

Open, loose part allows unlimited play activities. Loose part does not only offer one type of play, as there is no specific set of directions for the use of loose part. The results from using loose part are not single, but vary greatly, depending on the child's creativity and imagination. Wooden pieces can be made into houses, trains, cars, and so on. Children can express their ideas in various forms of work. Can be moved/moved, loose part can be easily moved by children from one place to another. For example, pieces of wood can be moved to the other side of the yard to make a bridge, or moved to another place to make a ladder.

Using loose part-based learning can provide flexible learning because it gives all children the opportunity to play freely where the role of parents or teachers does not dominate when children play. By playing freely, children will get a variety of games and be able to create various experiences in playing (Imamah & Muqowim, 2020). In (Nugraheni, 2019) loose part learning can be a strategy for children to develop various skills compared to using factory-made toys because it uses materials that are available in the surrounding environment. For example, stones can be arranged into a road route, wooden sticks can be used as swords and hoes or according to the imagination of these materials.

Flanningan and Dietze argue that playing in an outdoor environment with Loose Part learning can support children to have a high level of involvement because it has a positive influence on

children's behavior and their development (Flannigan & Dietze, 2018) . Loose part will definitely be preferred and preferred by children because they offer the opportunity to be manipulated according to the child's wishes. If children play with ready-made play equipment (toys), or equipment in the playground, they will feel tired more quickly, get bored and run out of game ideas. If children have mastered the function of a game on the playground, for example pressing buttons to make pictures, climbing stairs, then they will soon feel bored, and will have to look for other playing activities, because the challenge is no longer there.

In another sense, interest in a playing instrument depends on the many choices of how to play it. This is different from when children play using loose part, which offers unlimited play options, and encourages children to "create" according to their ideas, thoughts, notions or imagination. In (Widya Ayu Puspita, 2019) specifically, loose part are very useful for: Improving the "active learning" process, Deepening critical thinking abilities, Increasing divergent and creative thinking abilities, Supporting the inclusive development of all children, Increasing the diversity and breadth of play activities, Supporting educators in providing economical tools and materials, Supporting curriculum development, Supporting various aspects of development, including: Physical motor development, Social emotional development, Cognitive development, Language development.

Apart from that, the benefits of loose part media are: increasing children's creativity and imagination levels, increasing children's cooperative attitudes and socialization, children being more physically active, encouraging children's communication skills. Loose part provide renewed energy for children in playing. Loose part are also a learning resource that children need to play and can create a more creative and innovative learning environment for children when playing (Rohmatun et al., 2021).

Conclusions

Based on the results and discussion above, it can be concluded that the Loose part learning media is

very good and effective for increasing the creativity of early childhood. Through loose part learning, it can stimulate the abilities of early childhood where the concept of children's learning is by playing while learning. So they can imagine and form objects according to their imagination. Learning with loose part gives children the freedom to explore and try something new. Creativity in children can develop well if it is facilitated with the right learning media. Learning with loose part is learning that provides new experiences for young children. This learning uses media available in the child's surroundings so it does not require expensive costs.

References

- Ade Holis. (2016). Belajar Melalui Bermain untuk Pengembangan Kreativitas dan Kognitif Anak Usia Dini. *Jurnal Pendidikan Universitas Garut*, 09. NO. 01, 23–37.
- Anita Damayanti, Sriyanti Rahmatunnisa, & Lia Rahmawati. (2020). Peningkatan Kreativitas Berkarya Anak Usia 5-6 Tahun Melalui Pembelajaran Jarak Jauh Berbasis Steam Dengan Media Loose Parts. *Jurnal Buah Hati*, 7(2), 74–90. <https://doi.org/10.46244/buahhati.v7i2.1124>
- Flannigan, C., & Dietze, B. (2018). Children, Outdoor Play, and Loose Parts. *Journal of Childhood Studies*, 42(4), 53–60. <https://doi.org/10.18357/jcs.v42i4.18103>
- Imamah, Z., & Muqowim. (2020). Pengembangan kreativitas dan berpikir kritis pada anak usia dini melalui metode pembelajaran berbasis STEAM and loose part. *Yinyang: Jurnal Studi Islam Gender Dan Anak*, 15(2), 263–278. <https://doi.org/10.24090/yinyang.v15i2.3917>
- Listiowati, W. T., & Kusumaningtyas, N. (2021). Pemanfaatan Lingkungan Rumah Sebagai Media Untuk Mewujudkan Kreativitas Anak Usia Dini. *Majalah Lontar*, 33(3), 20–27.
- Mulyasa. (2012). *Manajemen PAUD*. Rosda.
- Nugraheni, A. D. (2019). Penguatan Pendidikan Bagi Generasi Alfa Melalui Pembelajaran Steam Berbasis Loose Parts Pada Paud. *Seminar Nasional Pendidikan Dan Pembelajaran 2019*, 0(0), 512–518. <http://seminar.umpp.ac.id/index.php/SNPP2019/article/view/352>
- Nurjanah, N. E. (2020). Pembelajaran Stem Berbasis Loose Parts Untuk Meningkatkan Kreativitas Anak Usia Dini. *Jurnal Ilmiah Kajian Ilmu Anak Dan Media Informasi PUID*, 1(1), 19–31.

- Nurliana, Muhammad Yusri Bachtar, I. R. I. (2022). Meningkatkan Kreativitas Anak Melalui Bahan Loose Part pada Kelompok B TK Aba Kalosi Kab . Enrekang Sulawesi Selatan. *Jurnal Pemikiran Dan Pengembangan Pembelajaran*, 4(1), 451–460.
- Nursakdiah, Hayati, F., & Marlina, C. (2021). Meningkatkan Perkembangan Kognitif Anak Melalui Pembelajaran Steam Dengan Menggunakan Bahan Loose Part Pada Anak Usia 5-6 Tahun Di Tkit Syekh Abdurrauf. *Jurnal Ilmiah Mahasiswa*, 2(1).
- Retnowati. (2021). Peningkatan Kemampuan Kreatifitas Anak Mengaplikasikan Alat Peraga Edukatif Menggunakan Metode Loose Parts. *Jurnal Educatio*, 7(2), 465–470. <https://doi.org/10.31949/educatio.v7i2.1095>
- Rijali, A. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, 17(33), 81–95.
- Rohmatun, S., Setiyani, E., Rohfirsta, F., Fitamaya, D., Nisa, R., & Nofan Zulfahmi, M. (2021). Penerapan Loose Parts terhadap Kreativitas Anak Usia Dini selama Belajar dari Rumah. *Journal of Education and Teaching (JET)*, 2(2), 129–136. <https://doi.org/10.51454/jet.v2i2.114>
- Wahyuni, S., Liza, L. O., Syahdan, Rusandi, M. A., & Situmorang, D. D. B. (2023). 'Treasure hunt': Using loose parts media to develop social financial education model for early children. *Heliyon*, 9(6), e17188. <https://doi.org/10.1016/j.heliyon.2023.e17188>
- Widya Ayu Puspita. (2019). Penggunaan Loose Parts Dalam Pembelajaran Dengan Muatan STEM. *Jpnf*, 21. NO. 2, 17–30.

THIS PAGE INTENTIONALLY LEFT BLANK