

## IMPROVING CHILDREN'S CREATIVITY THROUGH THE USE OF LOOSE PARTS MEDIA

Adinda Nugrahaningtyas<sup>1</sup>, Khofifatul Lisaniyah<sup>2</sup>, Ningsih Fadhilah<sup>3</sup>, M. Sugeng Sholehuddin<sup>4</sup>, Andung Dwi Haryanto<sup>5</sup>

IAIN Pekalongan<sup>1,2,3,4,5</sup>

[adindanugrahaningtyas99@gmail.com](mailto:adindanugrahaningtyas99@gmail.com), [khofifatullisaniyah68@gmail.com](mailto:khofifatullisaniyah68@gmail.com),  
[ningsih.fadhillah@iainpekalongan.ac.id](mailto:ningsih.fadhillah@iainpekalongan.ac.id), [m.sugeng.s@iainpekalongan.ac.id](mailto:m.sugeng.s@iainpekalongan.ac.id),  
[andung.dwi.haryanto@iainpekalongan.ac.id](mailto:andung.dwi.haryanto@iainpekalongan.ac.id)

### ABSTRAK

Bermain adalah salah satu proses belajar anak. Melalui bermain diharapkan mampu menstimulasi nilai kreativitas anak sesuai dengan potensinya. Salah satu media bermain yang dapat digunakan adalah media loose parts. Dengan media loose parts anak dapat mengembangkan intelegensi dengan provokasi guru dan mengembangkan kreativitasnya sesuai dengan hati dan pikirannya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian tindakan kelas. Sedangkan metode pengumpulan data dalam penelitian ini menggunakan metode observasi dan dokumentasi dengan tehnik analisis data menjumlahkan nilai yang diperoleh anak kemudian dibagi dengan jumlah anak yang diteliti sehingga memperoleh nilai rata-rata. Hasil penelitian yang dilakukan di TK Sudirman 03 menunjukkan bahwa media loose parts dapat meningkatkan kreativitas anak dengan presentase mencapai 70% dari 10 anak. Hasil tersebut diperoleh setelah melakukan observasi dalam 2 siklus. Setiap siklus terdiri dari 2 pertemuan. Untuk meningkatkan kreativitas anak, peneliti menyiapkan materi pembelajaran dan media loose parts, serta melakukan invitasi dan provokasi dengan media loose parts.

**Kata kunci:** Bermain, Kreativitas, Loose Parts

### ABSTRACT

*Playing is one of the children's learning process. Through playing, it was expected to be able to stimulate children's creativity according to their potential. One of the playing media that can be used is the loose parts media. With loose parts media, children can develop intelligence with teacher provocation and develop their creativity according to their hearts and minds. This study uses a qualitative approach with classroom action research. While the method of data analysis in this study uses observation and documentation with data analysis techniques sum up the score that obtained by the children then divided by the number sample to get average score. The results of research that conducted in TK Sudirman 03 showed that loose parts media can increase children's creativity that the*

*percentage reach 70% of 10 children. These results were obtained after making observations in 2 cycles. Each cycle consists of 2 meetings. To increase children's creativity, researchers prepared learning materials, loose parts media, stimulate invitations and provocations with loose parts media.*

**Keywords:** *Playing, Creativity, Loose Parts Media*

## **INTRODUCTION**

Early childhood education is an educational service provided to children from birth to six years of age. This education is directed to facilitate the physical and spiritual growth and development of children so that they can develop properly in accordance with the norms, values and expectations of society. Education is given to early childhood as an effort to stimulate, guide, nurture, and provide activities that are able to develop the skills and abilities of early childhood. Therefore, education at this time is very important to get the full attention of all parties who are responsible for the growth and development of children. Education must be given to children as early as possible because at this time children have a sensitive period and a sensitive period that is easy to receive stimuli and influences from outside that they receive through

the five senses. Early childhood education (PAUD) is carried out by providing learning facilities that are in accordance with the child's growth and development. The learning process in PAUD is focused on developing thinking processes and creative processes according to the level of intelligence that children have. Education should be seen as something that is fun for children, so that children go through well. The success of education is determined by the successful implementation of the teaching and learning process. The learning process with fun activities for children can take various forms. One of them is through games which are expected to be able to foster and stimulate children's creativity in accordance with the potential possessed by children. Creativity is an activity of thinking outside the usual way of thinking of people in general.

Included in this is thinking broadly (deverdenly) to find alternative solutions to problems that arise unexpectedly. Creativity is widely perceived as a natural talent that children are born with, but the growing facts show that creativity can be taught and even learned. According to experts in the brain there is no special part that (Fempirina, 2014, hal. 1). In fact, every child has creative potential. There is no child who does not have creative value in him. Even some children have more creative value than others. Especially in early childhood, they have greater natural creativity that is inborn. Unfortunately, many parents and teachers do not understand the meaning of media. Human needs are included at the highest level is activity. Therefore, creativity needs to be developed in children as early as possible. Especially considering that the Indonesian state has entered the era of the industrial revolution 4.0 where the character of education in this era requires us to have a creative attitude. Creativity can be possessed by everyone even though they have different degrees, because creativity

can be learned, manipulated intentionally, and needs to be developed. It can be concluded that if creativity is developed in the right way then everyone can become a creative person (Astuti, 2019, hal. 295).

Someone who is creative will usually succeed in achieving ideas, solutions, ideas, solutions, ways of working, and even producing a product, after going through various stages. David Cambell suggests five stages in the creative process, namely: 1) Preparation. At the preparation stage a person will learn the background of the problem, the ins and outs, and the problematics of the problem. Most people make preparations on the basis of interest. Although not everyone is a creative expert, most creators are experts. When someone makes an innovation in a field, it takes a long time to think. Because the success of great people is achieved not by sudden, but by hard work;

2) Concentration The next stage is the concentration stage. The concentration stage is the testing time or the initial time to try and experience success and

even failure. Creative people tend to think centered, tend to be serious, and their attention is focused on what they are doing;

3) Incubation (Incubation) Incubation is when we gradually free ourselves from the habit of working, the routine of thinking, the usual way of using. Incubation can also be interpreted as a time to rest for a while, leave the problems, and take time to relax. Like a bow that is stretched for a long time, it will eventually break. Therefore we need time to rest to solve the problems we are facing;

4) Illumination is the most enjoyable stage. Because when the illumination stage takes place we will find answers and ways to solve the problems that occur. The illumination stage arrives, after a solid concentration occurs. After we think hard about the problems that have occurred for a long time, suddenly the answers to problem solving and solutions will appear;

#### 5) Verification/ Production

The verification/production stage is to ascertain whether the solution actually solves the problem. This stage is the last stage.

Responsible for thinking creatively. Even through the EEG they saw that parts of the brain are more active due to creative stimulation than non-creative activities. Areas of the brain that were originally responsible for cognition and emotion are actively involved in processing creative stimulation. Understanding creativity has different characteristics and characteristics between children and adults. Creativity in children and adults has different characteristics and characteristics. Creative children are children who will be very sensitive if given stimulation. According to Isenberg and Jalongo, children's creativity is characterized by unique ideas and the growth of imagination and fantasy. In applying the creative nature of children can not be limited by anything. This means that when children are creative, they have the flexibility and freedom. In addition, creative early childhood is also characterized by having the ability to conceptualize various things that are not present in front of him, and being able to form mental images. <sup>3</sup> In fact, every child has creative potential.

There is no child who does not have creative value in him. Even some children have more creative value than others. Especially in early childhood, they have greater natural creativity that is inborn. Unfortunately, many parents and teachers do not understand the meaning of creativity (which includes non-aptitude and aptitude) and how to develop creativity in children in the home education environment, especially at school. Furthermore, education in schools has not been fully oriented to the development of children's creativity. But more oriented to the development of intelligence (intelligence). While both are equally important to achieve success in learning and in life in the future. Children's creativity cannot be limited by any frames. They are free to explore what they are interested in or want (Mulyani, 2019, hal. 3). Unfortunately, many parents and teacher do not understand the meaning of creativity and how to develop creativity in children in a home education environment especially at school. Furthermore, education in schools has not been fully oriented to

the development of children creativity. While both are equally important to achieve success in learning and in life the future. Children's creativity cannot be limited by any frame. They are free to express what they are interested in or want. (Nutbrown, hal 241, 2015) Alec Clegg said that children learn the most from what is around them, and from the use of the senses. In practice in the field, especially Sudirman 03 Kingdergarten, teacher often use Student Worksheets (LKS).

Educators find it easier to carry out learning activities they use LKS media. The use of LKS has many shortcomings when viewed from the point of view increasing children's abilities. Including sensory-motor abilities, fine motor skills, gross, and others. The most visible is the optimal imagination of children so that it hinders the development of creativity. One the solutions is the use of looseparts media. The use of this media can give the impression that many lessons depend on an interest in variety. If the child is interested, he will listen more from the heart, see more closely and touch more

sensitively. With interest is created the element of admiration, the most valuable element of life. This attitude will develop if we provide learning using the media (Suyadi, 2019, hal. 8). The architect Simon Nicholson was the one who coined the term loose parts. He thought carefully that objects and the environment can form a connection.

Many people assume that media is an object or learning material that has affordable properties because it easy to carry, easy to find, can be moved and aligned, flexible because it can be combined with other materials, and can be in the form of natural object.

All loose parts have properties that can stimulate children imaginations to learn, play, and explore according to their ideas or desires without any adult intervention complex. Teachers and curricula who start using loose parts outdoors are generally more flexible, and can encourage young children to use their freedom of play for self-regulation skills to develop individual control (Maula, hal 1143, 2015).

This kind of learning becomes a strategy for children in developing various skills with the creativity of each child. On the basis of these things the researcher felt that the should conduct a research entitled “Increasing Children Creativity through the use of Loosepart”, this research was conducted at TK Sudirman 03 Slamaran. Hopefully this will be useful for readers, especially for TK Sudirman 03 Slamaran. There are many ways that can be done to increase children creativity through the use of the media (Azizah, 2019, hal. 5). But there are several studies that are related to this research, including research from Sri Wahyuni et al, Siti Nur Azizah et al, Mirabella Dian Wahyuni dkk entitled “Teacher Perception in Early Childhood Using Loose part Media”, this study uses a descriptive research method with qualitative approach. The results showed that the understanding of teachers/educators about social and financial education for early childhood using loose parts media was in the low category, namely 65%. While 10% of teachers are in the very low category,

and another 25% of teachers are in the medium category. However, there are no teachers who are in the high and very high categories. Second, the research journal written by Siti Nur Azizah et al with the title "Analysis of Metaphorming Through Loose Parts Media in Early Childhood Group B Early Childhood Education at Taman Belia Candi Semarang". This study uses descriptive qualitative research methods.

The results showed that metaphorming and loose parts media were interrelated in increasing children's creativity. The use of loose parts media supports several stages of metaphorming in classroom learning.<sup>8</sup> Third, a research journal written by Mirabella Dian Wahyudi Putri et al entitled "Loose Parts Play Stimulates Early Childhood Development Play Ability in the Era of Society 5.0". The study used a literature review research method. The results show that the loose parts play method is very good and effective to stimulate developmental play skills because children can imagine and form objects according to their wishes. Loose parts

play is a game that gives children the freedom to explore with imagination and create shapes that only the child who plays it can understand.

The research on increasing creativity that has been described above has similarities and differences with the research to be carried out. The similarities and differences are as follows. First, Sri Wahyuni's Research (Mirabella, 2019, hal. 183). The result of the study showed that the understanding of early.

The similarities and differences are as follows. First, Sri Wahyuni's Research et al, have similarities with the research to be carried out, namely they both conduct research on the use of loose parts media. The difference between the research that will be conducted with the research of Sri Wahyuni et al, lies in the use of different variables. In the research that will be conducted using early childhood creativity variables and loose parts media. Meanwhile, in the research of Sri Wahyuni et al, the teacher perception variable and early childhood financial social education used loose parts

media. Another difference lies in the object of research, namely Sri Wahyuni's research taking the object of Early Childhood. (Wahyuni, 2020, hal. 3). Teachers, while in the research that will be conducted using the object of early childhood. Second, Siti Nur Azizah et al's research has similarities with the research to be carried out, namely they both conduct research on the use of loose parts media. However, the research that will be conducted has a difference with the research of Siti Nur Azizah et al, which lies in the point of discussion.

Siti Nur Azizah's research discusses metaphorming strategies through the use of loose part media. Meanwhile, in the research that will be conducted, apart from discussing strategies and how to play loose parts, the researchers will also discuss the supporting and inhibiting factors in the use of loose parts media to increase children's creativity. Third, the research of Mirabella Dian Wahyudi Putri et al. has similarities with the research to be carried out, namely both researching the use of

loose parts media in early childhood learning. Creativity here includes aspects of emotional social development, motor aspects, cognitive aspects, language aspects, artistic aspects, not only aspects of children's cognitive development. Meanwhile, the purpose of this research is to find out whether loose parts media can increase children's creativity and how to use loose parts media to increase children's creativity.

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## DISCUSSION

The approach used in the research is qualitative. The type of research is classroom action research. Meanwhile, the data collection method in this research is using observation and documentation methods with technical data analysis, adding up the score obtained. The children and then dividing by the number of children in the class being studied so that the average value is calculate using the formula:

$$P = \frac{F}{N} \times 100\%$$

$N$

Information:

P= Percentage

F= Number of Successful Children

N= Total number of children

Table 1.

Observation Score Category

<b>Presentation of Criteria learning success</b>	
>70%	Very good
60%-70%	Good
<60%	Less

This classroom action research is said to be successful if the indicator

reaches 70% of the 10 children who can express their ideas using loose parts media. The data analysis of this classroom action research was carried out with a qualitative descriptive method. The observation sheet is used as a research instrument to determine changes in children behavior and attitudes during the learning process. The assessment format is used by researchers to find out whether there is an increase in children creativity when using media loose part.

Information:

- a. If the child can use all loose parts parts provided by the teacher and be creative in making works according to their ideas;
- b. If the child can use some of the loose parts provided by the teacher and be creative in making works according to their ideas;
- c. If the child can use loose parts and be creative in making works with encouragement from research;
- d. If a new child wants to play with the loose parts provided by guni.

This research was conducted at Sudirman 03 Slamaran Kindergarten with the research subject being group A kindergarten children, totalling 10 children (8 boy and 2 girls). 2021/2022 two cycles and consist of 2 meeting.

Based on the result of observation and documentation conducted by research, it can be concluded that research have carried out activities using loose part media to increase the creativity of group A children in TK Sudirman 03. Activities using loose parts media are carried out according to the theme in the even semester of the 2020/2021 academic year.

In the pre-cycle condition, the creativity level of children is categorized as low or not yet developed. This is due to the use of student worksheets to increase children creativity. The following is the result of observing creativity level of early childhood in TK Sudirman 03 Slamaran.

Learning media should be chosen appropriately because it can affect children's learning interest. The number of groups and types of

learning media currently available are not necessarily all in accordance with early childhood learning materials. Therefore, a teacher should have knowledge about the character and types of learning media. As stated by Zaman et al. that, planning and selecting instructional media is an integral part of the use of learning media in kindergarten.

Table 2.

Pre cycle observation result					
No	Name	BB	MB	BSH	BSB
1.	Anisa	Ya			
2.	Rani		Ya		
3.	Akmal	Ya			
4.	Ivan			Ya	
5.	Rafael	Ya			
6.	Raja	Ya			
7.	Hafiz		Ya		
8.	Martin	Ya			
9.	Fayad	Ya			
10.	Rizki	Ya			

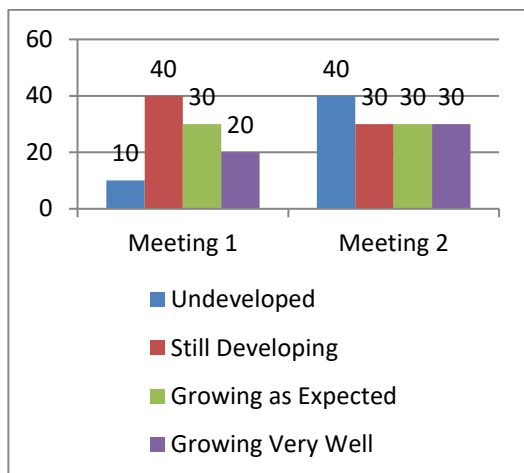
From the observations, it was also found that several weaknesses in the use of LKS media in increasing the creativity of group A children in TK Sudirman 03 Slamaran were:

- a. Children get bored easily;
- b. The resulting product is the same;
- c. Children are not happy;
- d. Most of the children did not finish doing the worksheets;
- e. Children's curiosity is inhibited.

This is not in accordance with the indicators of children aged 4-5 years which are said to be creative. Therefore, it is necessary to make improvements, namely by using loose parts media in increasing children's creativity in Sudirman 03 Kindergarten.

When the first cycle was carried out, the children were very interested when they saw the loose parts components that had been arranged by the researcher. In the first cycle of the first meeting, the researcher provided four loose parts components. Seeing the loose parts components arranged by the researcher, the children immediately asked the use of the loose parts. Children also directly play these components. Some children also expressed their ideas using loose parts media. Even though there was one

child who only wanted to play with the loose parts provided by the researcher. Of the 10 students, children who have a creativity level of Very Good Developing are 20%. Meanwhile, children who have a level of creativity Developing According to Expectations are only 30%. 40% of children who have Beginning to Develop creativity. And children who have underdeveloped creativity are 10%. Meanwhile, at the second meeting of the first cycle, the researcher still provided four loose parts components. At the second meeting, of the 10 students, children who had a creativity level of Very Good Developing were 50%. While children who have a level of creativity Developing According to Expectations is only 10%. 40% of children who have Beginning to Develop creativity. And there is no one whose level of creativity is not yet developed. However, the indicators of success have not been achieved at the second meeting of the first cycle. Therefore, the second cycle was held with two meetings. The following is a diagram of increasing children's creativity in cycle I.

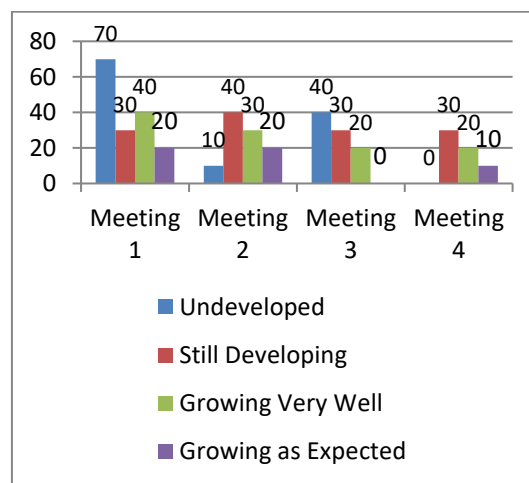


Picture 1.

Percentage Chart of Pre-cycle Creativity

In the second cycle of the first meeting, the researcher added one component of loose parts. From the 4 loose parts components in cycle 1, the second cycle researchers provided 5 components of loose parts. of the 10 students, children who have a creativity level of Very Good Developing are 50%. While children who have a level of creativity Developing According to Expectations is only 20%. Children who have creativity Starting to Develop as much as 30%. And there is no one whose level of creativity is not yet developed. Meanwhile, in the second cycle of the second meeting, the researcher also added loose parts components to 7 components. Of the 10 students,

children who have a creativity level of Very Good Developing are 70%. While children who have a level of creativity Developing According to Expectations is only 10%. Children who have creativity Begins to Develop as much as 20%. And there is no one whose level of creativity is not yet developed. The more loose parts components, the more interested the children are. Even children don't want to finish playing loose parts. Children are also increasingly expressing their ideas through the loose parts that have been added. The following is a diagram of the success of increasing children's creativity in the pre-cycle condition, the condition of the first cycle, and the condition of the second cycle using loose parts media.

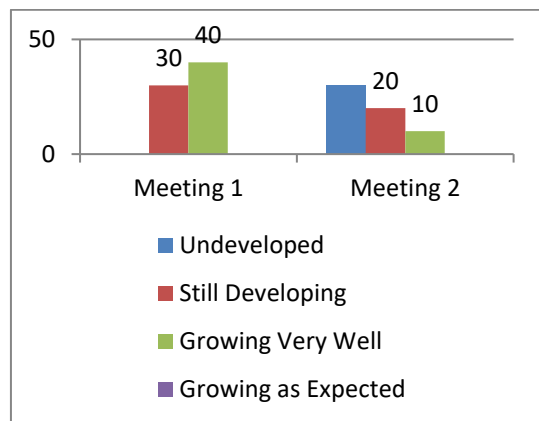


Picture 2.

Percentage Chart of Improving

### Children's Creativity Through the Use of Cycle Loose Parts Media

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Picture 3.  
Percentage Chart of Increasing Children's Creativity through the Use of Loose Part Media

### CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the creativity of group A children in Sudirman 03 Kindergarten is increased by using loose parts media. This can be seen from the development of creativity from pre-cycle to cycle II. In the pre-cycle conditions of 10 students, 70% of children experienced low development and 0% of children experienced very good development. Furthermore, the first cycle of the first meeting of children experienced an increase in creativity, namely 20% of children developed very well. In the first cycle of the second meeting, 30% of the students totaled 10 children who

developed very well. Then in cycle II the first meeting, 50% of children experienced an increase in creativity. Meanwhile, in the second cycle of the second meeting, an additional 70% of the 10 students experienced an increase in creativity. This has reached the indicators of success set by the author. Thus, the hypothesis proposed by the researcher was answered in the process of implementing classroom action research, namely that the use of loose parts media can increase the creativity of group A children at Sudirman 03 Kindergarten.

While efforts to increase children's creativity through the use of loose parts media, researchers prepare learning materials according to the theme and loose parts media. After preparing the learning materials and loose parts media, the researcher arranged the loose parts media (invitations) as attractive as possible so that the children were interested in playing the provided loose parts. Then the researcher directed the children to use loose parts media (provocation).

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