



Loose Part as a Learning Media to Improve Early Childhood Education Creativity

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Abstract. The purpose of this study was to determine the increase in the creativity of Early Childhood Group B in Al Anis Kartasura Islamic Kindergarten by using loose part media as learning media. The subjects of this study were the teachers of group B Islamic Kindergarten Al Anis Kartasura and their informants were the Principal of Al Anis Islamic Kindergarten and students of group B of Al Anis Kartasura Islamic Kindergarten. The research method used is action research which refers to the classroom action of Kemis and Mc Taggart which includes four stages, namely planning (plan), action (act), observation (observe) and reflection (reflect). Data collection techniques through observation, documentation, interviews and tests. For data analysis, researchers used qualitative data analysis and quantitative data analysis. Qualitative data analysis by analyzing data from observations, interviews, and documentation during the study with steps of data reduction, data display, and data verification. While the quantitative data analysis with descriptive statistics is to compare the results obtained from the pre-intervention, the first cycle and the second cycle. The object of the research is group B students of Al Anis Islamic Kindergarten, totaling 15 children. The results showed that learning using loose part media could increase children's creativity. Children's creativity before the new action was held, some children whose creativity increased, namely only 2 children, so there were still many children in group B whose creativity had not increased.

Keywords: Creativity · Loos Part · Learning Media · PAUD

1 Introduction

The Ministry of National Education states that AUD education is a process of growth and development of children aged 0–6 years as a whole, which includes physical and non-physical aspects by providing stimulation for appropriate and large physical, spiritual, moral, emotional, motor and social development so that children can grow well and optimally [1]. According to the 2003 law on the national education system, it is stated that PAUD is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development of children so that children have readiness in attending

education further (National, 2003). According to Rahmani (2020) the development of PAUD education does not only prioritize physical development but is also able to provide optimal services in accordance with applicable laws and regulations. PAUD functions to foster, grow and develop all the potential of early childhood optimally so that basic behaviors and abilities are formed according to the stage of development. (Rohmani, 2020) [2].

Early childhood is an individual figure who is undergoing a process of rapid development and is very fundamental for the next life (Publication et al., 2013). According to the National Association for the Education of Young Children (NAECY), early childhood is an individual figure who is undergoing a rapid and fundamental development process for the next life. Early age is the right age to be given various concepts of life so that children are ready to face the next life. Since a human being is born from the mother's womb until he can live independently, it takes a very long time compared to other living things (Ika Budi Maryatun in Bronowski: 1973) [4]. Early childhood likes to make observations which are a source of knowledge and learning in their activities. There are three factors that have a strong influence in helping early childhood grow and develop well, namely school, environment (community), and family [5].

Early Childhood Education is very important in stimulating children's development which early childhood is the golden age or a period that is very sensitive to stimulation and quickly absorbs information [6]. This means that at that time children experience very rapid growth and development ranging from 0–6 years of age. The Golden Age is the initial foundation of the next stages of age. At this time, children are also more sensitive to respond and process various things they experience quickly. Children can imitate, record, imitate all things seen or experienced. At this time children are more interested in playing activities and doing activities that are considered fun activities for them. The golden age period is also a period of stages of growth and development of children in which the brain and body experience maximum growth. In the National Education System Law 20:2003, article 1 paragraph 14, Stated that Early Childhood Education (PAUD) is an effort to foster children from birth to the age of 6 years which is carried out by providing educational stimuli so that they can help physical and spiritual growth and development. While the important aspects given to early childhood in helping development are contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia, 137: 2013 namely Moral and Religious Values, Motorics, Intelligence, Language, Emotional, and the arts [7].

Every child has a different development. In early childhood development there are several aspects of development, including the development of moral and religious values, physical motoric development, cognitive development, language development, social emotional development and creativity development. One aspect of development that is important to be developed for early childhood is the development of creativity. Creativity is an important thing in life, especially in early childhood because it can make humans more productive. It also improves the quality of life and can make it easier to find a way out of a problem.

Guilford (in Ngalimun et al., and D Fakhriyani, 2016) states that creativity is an ability that refers to the ability that marks a creative person [8]. In the Big Indonesian Dictionary (Suharso and Ana Retnoningsih, 2014:268) creative is having the power to

create while creativity is the ability to create something [9]. Santrock (2007: 342) states that creativity is the ability to think, formulate new ideas and combine them with old ideas and then combine them so that an understanding is formed. In this case, the ability to think is used in solving problems. Problems faced by a person in the surrounding environment. It should be understood that the creativity of one person with another cannot be equated, this depends on the point of view of each individual [10].

Educators as facilitators are required to be able to present learning in the form of interesting games and contain stimulation in children's creativity. The form of learning for early childhood is in the form of fun activities. Fun activities for early childhood are activities that match the child's talents and interests. Children are free to be creative according to their creativity. Creativity is defined as the ability to create something new or modify a product. Creativity is an important domain that is grown in children. Creativity is a person's ability to think, combining old and new ideas to create new understandings [11]. According to Campbell (in Nur Halima, 2016), creativity is an activity that produces results that are: (a). New or novel, which is defined as innovative, unprecedented, fresh, interesting, strange and surprising, (b). Useful or useful, which is defined as more convenient, more practical, easier, encouraging, developing, educating, solving problems, reducing obstacles, overcoming difficulties, bringing good results, (c). Can be understood or understandable, which means that the same results can be understood and can be made at a later time, or vice versa events that just happen, cannot be understood, cannot be predicted and cannot be repeated (Nur Halimah, 2016).

With the development of a child's creativity, along with that, other aspects also develop. A child is able to optimize his potential by developing his creativity. Creativity will grow in the right place, namely a place that has two conditions, namely a sense of security from distractions and pressures, and psychological independence [6]. All children are born with creativity and love to explore, but the level of creativity varies according to the stimulus given to children in the early stages of their development. A child influences and is influenced by the environment in which the child is located, thus both changes within the individual and in his environment can support or hinder creative efforts.

To increase children's creativity In Al Anis Islamic Kindergarten, educators have not found the right media. So that educators as facilitators try to find the right media to increase children's creativity. The use of learning media is a learning tool used by someone by using a tool made to facilitate the delivery of material when teaching at school. Things like that really help teachers in teaching in schools and are a solution to make students happy when learning and not feel bored. Fono & Ita (in Sadiman, 2012) say that the media is an intermediary or an introductory message from the sender to the recipient of the message [12].

One of the efforts to increase students' interest and motivation in learning is to use good and correct and interesting learning media. The use of learning media in the teaching and learning process can generate new interests and desires, generate motivation and stimulation of learning activities, and even bring psychological influences on learning. Learning media is a tool used to facilitate the delivery of material in the learning process. There are many types of learning media and can be made from a variety of materials.

One of them is from loose materials or loose parts that exist in the surrounding environment. The use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and delivery of messages and lesson content at that time Wiratmojo, P and Sasono Hardjo [13].

According to Khadijah, 2016:124 states that the media is everything that can be used to channel messages from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings, concerns and interests and attention of early childhood in such a way that the learning process occurs [14]. Learning media is a tool used to facilitate the delivery of material in the learning process. There are many types of learning media and can be made from a variety of materials. One of them is from loose materials or loose parts in the surrounding environment. Loose parts management media to develop children's creativity is a loose parts management model in structuring the playing environment starting from planning needs, procurement, storage, maintenance, and inventory, utilization or use and evaluation.

Loose Part is one of the media that is easy to find and can be used in the early childhood learning process. In addition, the use of loose part media as learning media can reduce the budget costs that must be spent on activities [15]. Loose Parts is one of the media in the form of materials that can be moved, carried, combined, redesigned, separated and put back together in various ways. Loose Parts creates limitless creations in early childhood learning activities and invites the possibility of various children's creativity [16]. This loose part material can be installed, removed, carried so that it can manage learning using varied learning media and not boring for children. Independent students learn to have a goal so that children can think at a high level, logically have broad and creative thinking about the lessons they face (TWP Prameswari, 2020 in Sumarseh, 2022) [17].

Loose parts media is a natural material-based media which according to Yukananda (in Safitri and Lestarinigrum, 2021) is called natural material because it comes and is prepared from the surrounding environment and is used intentionally to support learning activities. Natural materials such as rocks, wood, twigs, seeds, dry leaves, banana stems, bamboo which have been considered related to safety for children. The consideration of playing loose parts made by the author is without the need for expensive costs, just use and collect these materials from the surrounding natural environment and also consider helping reduce waste by processing unused materials into something meaningful [18]. Loose Part not only supports children's development, but also helps children to connect with the environment. Toys are designed for a specific purpose and children usually use one or two occasions only (Mariana & Introduction, 2022).

Based on observations made by researchers et al. Anis Islamic Kindergarten, which is located at Jiwan village, Ngemplak, Kartasura. Researchers see the low creativity of children in the implementation of learning and the lack of appropriate media in developing children's creativity. The researcher tries to increase the creativity of the children of group B of Al Anis Islamic Kindergarten by using loose part media. Apart from being easy to get loose part media, loose part media also reduces the cost of media fulfillment equipment budget and is a form of concern for the Al Anis Islamic Kindergarten school community towards the environment. The environment around the Al Anis Islamic Kindergarten has a lot of used items that can be used, such as tile

fragments, ceramic shards, dry twigs, gravel, wood, bamboo and many other used items that can be used.

2 Research Method

The research method used is action research which refers to classroom action research from Kemmis and Mc Taggart which includes four stages in the form of planning (plan), action (act), observation (observe), reflection (reflect). In the Kemmis and Mc Taggart model, action and observation are used as an inseparable unit. The criteria for success indicators in this study were 71% following the Mills standard (Mills, GE, 2003). This research is said to be successful if 71% of the total number of children, namely 12 children out of 15 children, achieved a minimum level of developmental achievement, obtaining a score of 75. This study consisted of two cycles, each cycle consisting of 4 meetings.

Collecting data in this study is to use the techniques of observation, documentation, interviews, and tests. The observations made by the researcher consist of what the researcher sees, hears and thinks when collecting data in the field. Documentation is the collection of information about creativity by children of Group B Islamic Kindergarten Al Anis Kartasura in the form of photos and videos. The interview conducted by the researcher was a structured interview by interviewing the teacher of group B Islamic Kindergarten Al Anis Kartasura.

While the test is carried out as an instrument used in assessing the creativity of group B children in Al Anis Kartasura Islamic Kindergarten during the action. The guideline for the preparation of the instrument in this study is to combine conceptual definitions and operational definitions explaining that creativity is a score indicated by the ability of children in (1) fluency thinking skills, (2) flexible thinking skills (flexibility) original thinking skills (originality) and (4) thinking skills in detail (elaboration) (elaboration). Every aspect that appears is recorded by the researcher by giving a checklist (✓).

Each item of the instrument is given a score of 1–4 according to the ability level of the child, namely (1) Undeveloped (BB) score = 1), (2) Starting to Develop (MB) score = 2), (3) Developing according to Expectations (BSH) score = 3), and (4) Very Well Developed (BSB) score = 4). Based on the child's creativity instrument that refers to the Torrance Test, the child's creativity score is obtained in each cycle, then the score becomes a comparison in seeing the increase that occurs in each cycle.

Qualitative data analysis and quantitative data analysis are data analysis used in this study. Qualitative data analysis is by analyzing data from the results of observations, interviews, and documentation during the study with steps of data reduction, data display, and data verification. Meanwhile, quantitative data analysis with descriptive statistics is to compare the results obtained from the pre-intervention, the first cycle and the second cycle. Meanwhile, the research location is in Al Anis Kartasura Islamic Kindergarten.

3 Research Result

Creative children are children who are able to create a different product according to their ideas and creativity. In developing early childhood creativity, media is needed that attracts children's learning interest. According to Heinick (in Hasnida, 2014: 34) states

that the media is an intermediary that delivers information between the source and the recipient [20]. Good media are media that can attract children's interest to learn to explore with a high sense of curiosity so that children will increase their creativity. According to John W. Haefele creativity is the ability to create something new and socially valuable (Munfarijah, 2018) [21].

According to Rachmawati and Kurniati (2015: 52) regarding strategies for developing creativity in children, exploration can provide opportunities for children to see, understand, feel, and ultimately make something that catches their attention [22]. One of the interesting media for early childhood is loose part media. According to Haughey and Hill (2017), loose parts are a collection of natural objects or artificial objects that can be used to provoke ideas in children's games. These objects are open so that they support the development of children to work. Loose parts encourage children to make observations and research on objects that will be used [23].

The use of loose part media in learning et al. Anis Kartasura Islamic Kindergarten can increase children's creativity so that children can be creative without limits. The influence of loose part media as a learning medium in Al Anis Kartasura Islamic Kindergarten, especially in group B, can be seen from cycle I and cycle II an increase in children's creativity from (1) fluent thinking skills (fluency), (2) flexible thinking skills (flexibility) original thinking skills (originality) and (4) elaboration thinking skills in the use of loose part media.

The results showed that the creativity of the children of group B Islamic Kindergarten Al Anis Kartasura had not increased during the pre-intervention. Increased creativity can be seen from cycle I to cycle II. This initial assessment was carried out to determine the initial condition of creativity of the children of group B Islamic Kindergarten Al Anis Kartasura. Pre-intervention research focuses on increasing children's creativity in creating using loose part media. Before the action was held, the child still had difficulty in making something using the materials that had been provided to be made into a work. So that researchers and class teachers give examples first to form a work from the materials that have been provided then the new child imitates. In this activity, the loose part materials provided are used bottles, used cans, cardboard, patchwork, cardboard box. Then the teacher gives the children the freedom to make something from the materials that have been provided. After the researchers almost finished checking, it turned out that almost all of the children made works similar to what the researchers made. So for fluency thinking skills, flexible thinking skills, original thinking skills and elaboration thinking skills are just starting to develop. The results of the initial assessment for the creativity of the children of group B Islamic Kindergarten Al Anis Kartasura pre-intervention are as follows: So for fluency thinking skills, flexible thinking skills, original thinking skills and elaboration thinking skills are just starting to develop. The results of the initial assessment for the creativity of the children of group B Islamic Kindergarten Al Anis Kartasura pre-intervention are as follows: So for fluency thinking skills, flexible thinking skills, original thinking skills and elaboration thinking skills are just starting to develop. The results of the initial assessment for the creativity of the children of group B Islamic Kindergarten Al Anis Kartasura pre-intervention are as follows (Fig. 1).

The data above shows that the highest level of achievement of children's creativity development was obtained by NM, with a score of 70 followed by RY with a score of

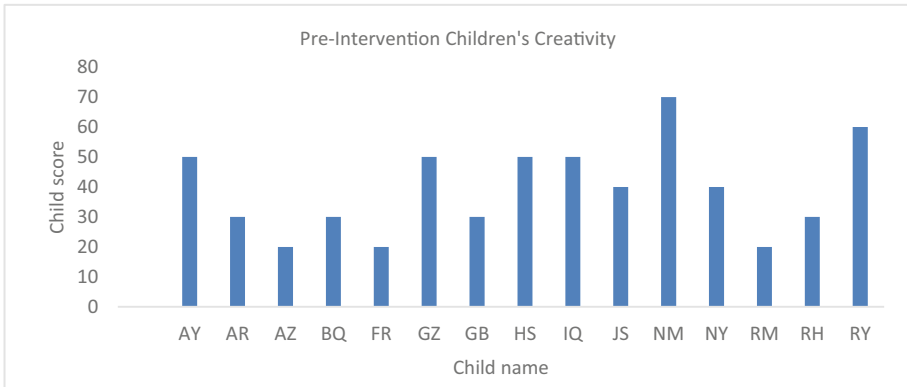


Fig. 1. Pre-Intervention Childrens’s Creativity

60 then AY, GZ, HS, IQ with a score of 50 while the lowest scores were obtained by AZ, FR and RM. The results of this pre-intervention showed that 1 child out of a total of 15 children who had reached the minimum level of creativity development achievement and 4 children got moderate scores. Based on the results of the initial assessment, the researchers and collaborators agreed to provide stimulation to increase the creativity of group B children in Al Anis Kartasura Islamic Kindergarten through loose parts media.

Cycle 1

The data collection in cycle 1 was carried out to determine the achievement of the creativity development of the children of group B of Al Anis Kartasura Islamic Kindergarten which was obtained after giving action by learning using loose parts media. In the first cycle, the researcher repeated the previous action, namely providing lose part materials such as used bottles, used cans, paperboard, patchwork, cardboard in making pencil cases. There are already some children who have increased their creativity. The data on increasing children’s creativity through loose part media in the first cycle are (Fig. 2).

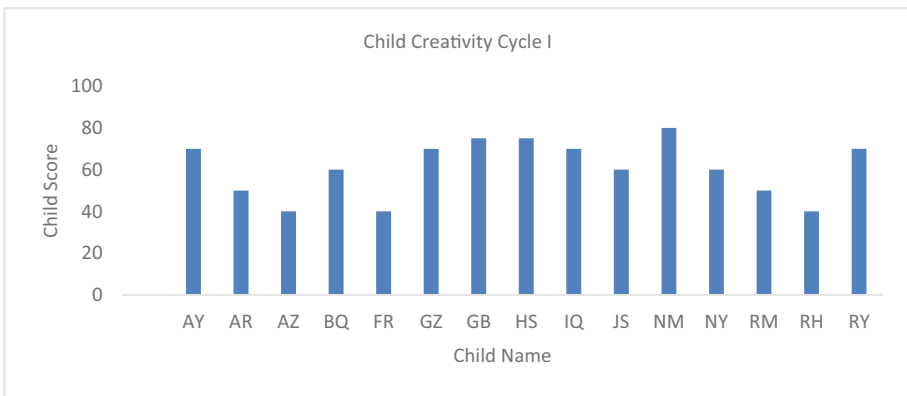


Fig. 2. Child Creativity Cycle I

Based on the data above, it is known that the highest level of achievement of creative development was obtained by NM children with a score of 80, then followed by a score of 75, namely GB and HS while AY, GZ, IQ, the score was 70 while with a score of 60, namely BQ, JS, NY, while the scores were still low. Below standard are AR, AZ, FR, RM and RH. According to research in the first cycle, it is known that children who have reached the level of achievement of the minimum development of creativity are 9 children out of a total of 15 of all children or 60%. The researcher's target in this study is said to be successful if 75% of the number of children or 12 of 15 children reach the minimum level of developmental achievement with a score of 75. Because in cycle I this has not reached 12 children who have completed developing their creativity, then proceed with cycle II.

Cycle II

The purpose of data collection in the second cycle is to determine the level of achievement of the creativity development of children in group B Islamic Kindergarten Al Anis Kartasura obtained after giving learning actions using loose parts media. The research in cycle II is the result of reflection from cycle I. In the second cycle, children already know and understand the loose part media they use because they have practiced several times in the use of loose part media and children already know about loose part media. In this cycle, researchers can see that the development of children's creativity has made a lot of progress. Like the previous action, the researcher prepared loose part materials, namely twigs, skewers, bottle caps, used bottles, used cans, cardboard, rubber bands and thread. In contrast to the materials provided in cycle I, In cycle II, the researcher determines the work that will be made by the child. Children make the same work in the form of toy cars from the materials that have been provided and children are given the freedom to choose the materials to be used so that the work produced by children will be different. From the results of this action, it can be said that almost all children are able to make their own works with the creativity of each child. In addition, children have the courage to tell about what they have made using their own language. The data for increasing children's creativity from cycle II are as follows: Children make the same work in the form of toy cars from the materials that have been provided and children are given the freedom to choose the materials to be used so that the work produced by children will be different. From the results of this action, it can be said that almost all children are able to make their own works with the creativity of each child. In addition, children have the courage to tell about what they have made using their own language. The data for increasing children's creativity from cycle II are as follows: Children make the same work in the form of toy cars from the materials that have been provided and children are given the freedom to choose the materials to be used so that the work produced by children will be different. From the results of this action, it can be said that almost all children are able to make their own works with the creativity of each child. In addition, children have the courage to tell about what they have made using their own language. The data for increasing children's creativity from cycle II are as follows (Fig. 3).

In accordance with the data above, it is known that the highest level of achievement of children's creativity development is obtained by HS and NM with a score of 90. While the lowest level of achievement of children's creativity development is obtained by FR

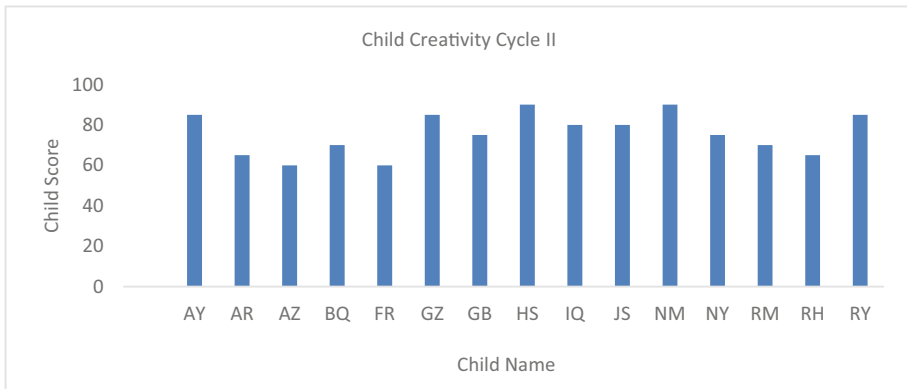


Fig. 3. Child Creativity Cycle II

and AZ with a score of 60. In accordance with research in cycle II it is known that the number of children who have achieve a minimum level of creativity development achievement of 13 children out of a total of 15 children or 90%. This research has been declared successful because the number of children who have completed is more than 12 children. So that classroom action research is carried out until the second cycle only.

4 Discussion

In accordance with the results of the pre-intervention research, cycle I, and cycle II, it can be seen that the creativity of the children of group B of Al Anis Islamic Kindergarten began to increase. Children's creativity increased in the pre-intervention by 20% then in the first cycle increased to 60%. This increase in creativity has not yet reached the target desired by the researchers. The target for increasing the creativity of children in group B Islamic Kindergarten Al Anis Kartasura is to reach 75% of the number of children, namely 12 of 15 children who reach a minimum level of developmental achievement of 60. Therefore, it is necessary to hold a second cycle because the children have not reached the level of achievement of creative development. Minimal. In addition, with the second cycle, it aims to monitor significantly the increase in creativity in children. In cycle II proved that the creativity of children has increased significantly. In the second cycle, the children who completed their creativity development were 90% or 13 out of 15 children. In accordance with what has been mutually agreed upon, this research is said to be successful if 75% of the number of children, i.e. 12 of 15 children's creativity, reaches the minimum level of achievement of children's development with a score of 60. Data in cycle II shows 13 children have reached the level of minimum developmental achievement with a value above 60.

Based on the description above, it proves that learning using loose parts media can increase creativity in group B children of Al Anis Kartasura Islamic Kindergarten. The researcher detailed that qualitatively from pre-intervention to cycle II, the children of group B of Al Anis Islamic Kindergarten who got the highest score were the NM respondents, while the AZ and FR respondents were the children who got the lowest scores. This

is in accordance with what Munandar, 2016 said that a person's creativity can be influenced by different personal/personal factors from each individual and press/encouraging factors from the environment (Munandar, 2016). A philosophy born since 1970 that was popularized by Simon Nicholson about loose parts in line with the needs of children to have 21st century skills, namely critical thinking, creative, communication [24].

Motivation or encouragement from others around NM related to creativity is better than the motivation or encouragement obtained by AZ and FR children. NM's family always provides motivation in terms of activities that stimulate NM's creativity so that the development of NM's creativity at school and at home can be stimulated. The family does not limit what NM respondents will make during learning activities through playing at home. Families also facilitate NM respondents by using loose part media as a medium for learning at home as is done at school. Meanwhile, respondents AZ and FR the encouragement/motivation obtained from the environment does not support their creativity. Where stimulation for AZ and AR in creativity is only given in kindergarten.

In this classroom action research, learning activities to increase children's creativity are through learning using loose parts media. Loose parts were developed by architect Simon Nicholson (1972) which are open objects. Through loose parts, a child can use them in various forms and combine them with other loose parts using imagination and creativity. According to Nicholson in Haughey and Hill, (2017: 8) seven types of loose parts include objects based on nature, wood and bamboo, plastic, metal or metal, ceramic or glass, cloth or ribbon, and packaging materials. And children's learning. So that loose parts media is a tool that serves as an intermediary to convey information through objects, materials or materials that exist around children that are not used and can still be used to play so that children can manipulate, build, create, modify, process, change according to their interests. This makes children more creative and provides opportunities for children to experiment as they wish [25].

According to Supriyadi in Aris Supriyanto (2014) says that creativity is a person's ability to give birth to something new, both in the form of ideas and real works, which are relatively different from what has existed before [26]. Meanwhile, according to Bruce (2004) creativity is a person's ability to create or produce new and original works [27].

Loose part is a term put forward by architect Simon Nicholson based on the desire to give children space to explore and express their creativity by using materials that can be changed, manipulated and reinvented [28]. Learning using loose parts media by teachers in this study greatly influences the creativity of children in group B of Al Anis Kartasura Islamic Kindergarten. In this case the child is able to think fluently (fluency), the child is able to think flexibly (flexibility), the child is able to think original (originality), and the child is able to think in detail/elaboration (elaboration) so that children's creativity increases according to their talents.

5 Conclusion

Based on the results of data analysis and discussion, it can be concluded that: (1) The learning process before the creativity action of group B children in Al Anis Islamic Kindergarten is still very low, (2) The learning process using loose parts media in Al Anis Islamic Kindergarten shows that an increase in creativity. This can be seen from

the results of observational action monitoring which shows that educators/teachers have carried out all learning activities according to the learning scenarios that have been made by researchers, (3) Learning using loose parts media can increase the creativity of group B children et al. Anis Kartasura Islamic Kindergarten.

In accordance with the results of the analysis, it can be concluded that the learning outcomes using loose parts media can increase the creativity of group B children in Al Anis Kartasura Islamic Kindergarten. The use of loose part media in developing children's creativity is quite effective, in addition to materials that are easily found in the environment around loose part media, it is also easy to make various kinds of works that are very liked by children. With the use of loose part media, children can develop their creativity so that they are able to make works, express ideas, express opinions and explore according to what children want. With this loose part media, it is hoped that it can develop the creativity of early childhood in Al Anis Kartasura Islamic Kindergarten in particular and all early childhood throughout Indonesia in general.

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Authors' Contributions. The research that M did was classroom action research which then M made articles guided by CW. Cw as M's supervisor gave input on the articles M wrote.

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