



Analysis of the Use of "Cakra" Loose Part Media in Stimulating Children's Fine Motoric Ability

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Abstract. The attractiveness of media in learning activities is an attraction that can liven up the atmosphere of early childhood learning, especially if the media has benefits in stimulating aspects of early childhood development. It is important to stimulate children's fine motor skills because they will have an impact on other aspects of ability including cognitive, creative and social-emotional. In line with that, this study aims to look at the use of loose part cakra media in stimulating fine motor skills of children aged 4-5 years at RA Attahiriyah Modung. This study uses a qualitative descriptive method where researchers will specifically and naturally describe related data in the form of real facts from the implementation of learning. Data collection techniques in this study used observation, interviews and documentation. Data analysis in qualitative descriptive research was obtained through research that had been carried out at RA Attahiriyah. Cakra loose parts media is a solution for educators to improve children's development through fine motor skills in coastal areas. The loose parts cakra learning media implemented at RA Attahiriyah Modung in the process of learning activities to stimulate aspects of children's fine motor development have developed well.

Keywords: Loose part, fine motor, clam shell.

1 Introduction

Early childhood education (PAUD) plays an important role in the growth and development of children during the golden age. Early childhood education (PAUD) is a form of educational service that starts from birth to six years of age by providing stimulation to all aspects of child development which includes physical and non-physical aspects. Permendikbud Number 137 of 2014 Article 1 Paragraph 10 states that early childhood education is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness in entering further education.

The implementation of Early Childhood Education (PAUD) focuses on laying the foundation for physical growth and development, intelligence, social-emotional, language and communication, according to the uniqueness and stages of development that early childhood goes through. Implementation of such education must be planned, programmed, and still pay attention to the level of child development.

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One aspect of child development that is of concern is the physical and motor aspects of the child. Well-developed physical-motor children will facilitate and assist children in completing their daily tasks. The motor aspect is divided into two, namely gross motor and fine motor movements. Children's fine motor skills are very important to get stimulus or stimulation from an early age. That way children can carry out daily activities properly. Opinion (Achroni, 2012, p. 16) fine motor skills are abilities related to physical skills involving small muscles and eye and hand coordination and concentration, such as cutting, folding, drawing, coloring, and thickening.

Fine motor skills need to be developed in PAUD institutions because they train hand strength and train hand and eye muscle coordination and concentration. With well-developed fine motor skills, children will be able to write well, in addition to mastering various other skills. If the child's motor development is not good, then the child will have difficulty controlling his hands, causing the child to easily fall when holding something because his hands are stiff. Fine motor movements are related to the activity of holding or placing an object using the fingers.

Given the importance of developing aspects of this child's fine motor development. So the development of fine motor skills needs to be developed in daily activities, so that the level of achievement of children's fine motor skills can develop optimally. To optimize aspects of the child's fine motor development, it is necessary to have learning media. Motoric aspects of early childhood can develop optimally through learning media, one of which is loose parts media.

Loose Parts, namely materials or detached objects that can be moved, changed and recombined using other ways, and the possibility of how to use them can be determined by the child (Najamuddin et al., 2022). Meanwhile, according to (Haryanti et al., 2022), Loose Part is an environment or area that can be changed, moved around according to the wishes and imagination of the child. When children interact using Loose Part media, they enter a world that stimulates their 'problem solving' skills and creative thinking.

According to Sally Haughey, the founder of Fairy Dust Teaching, loose parts are defined as materials that are exposed, can be separated, put back together, carried, combined, aligned, moved and used alone or combined with other materials. It can be natural or synthetic. Chakra here stands for clam shells. Based on this definition, when a child plays with loose parts of a chakra, the child can play the loose parts of a chakra according to the child's wish. Children easily slide shells that are placed somewhere as components of a certain shape. Once the child spontaneously slides one of the shells, the structure of the work can change. Especially when other shells are added, whether similar or different, then the whole can change the appearance of the work made by children. Loose parts of chakra have an open nature, so they are very effective and efficient, easy to change, add, and modify.

Loose Parts media is considered important by teachers and parents to children besides the material is easy to get and easy to create. parts provided by teachers and parents in the form of concrete materials at home, for example from natural materials such as gravel, soil, sand, mud, water, twigs, leaves, fruit, seeds, flowers, shells, feathers, pieces of wood, or also do not rule out items at home such as spoons, plates, forks, mortar bottles, nuts, coins where these materials can be formed by children so as to produce works in expanding children's imagination to be creative (Fono & Ita, 2021).

Indonesia is an archipelagic country surrounded by oceans. The total area of Indonesia's sea area reaches 5.9 million km², consisting of 3.2 million km² of territorial waters and 2.7 km² of waters in the Exclusive Economic Zone (Hendriana et al., 2019). This means that Indonesia has a very long coastline, so it has very abundant natural resources. One of the marine natural resources that can be found in Indonesia's coastal areas is shellfish. The use of shell waste so far has only been used as decoration, accessories, or other handicrafts. This is what inspired researchers to make shell waste as a manipulative material for learning the cognitive aspects of early childhood. The use of manipulative materials as learning media can increase understanding of concepts (Susilo et al., 2018).

Based on the results of observations made by researchers at RA Attahiriyah, that the location of the institution is on the beach and is quite pleasing to the eye with expanses of ocean and sand. This potential should be utilized by the institution to become one of the learning media with the theme of the sea, marine life, and other related themes. However, when the researchers made observations and interviews with the teachers there, in fact, in the lessons the children had only ever taken for walks on the beach, collected shells or shells, then counted the results of the shells obtained, even though there are many uses that can be done by utilizing clam shells as learning media in the classroom and outside the classroom, one of them with loose parts of the shells or in this study called loose parts of the cakra.

Based on the results of the observations and descriptions above, the researcher is interested in analyzing the use of loose part media "chakra" in stimulating fine motor skills in early childhood. Subsequent paragraphs, however, are indented.

2 Methods

This study uses a qualitative research method, in which the results of the research are presented in the form of a short and clear narrative (Baidowi, 2020). The focus of this research is the use of "chakra" loose part media to stimulate the fine motor skills of children aged 5-6 years RA Attahiriyah. The data in this study were collected using structured interview techniques and documentation.

A number of questions were submitted to RA Attahiriyah teachers, in interviews aimed at obtaining data related to the use of loose part media to stimulate fine motor skills of children aged 5-6 years (Suharni, 2019). Meanwhile, documentation is used to collect data and information that is not summarized in the questionnaire at the interview (Bustami, Murniati, & Harun, 2012). Data obtained through structured interview techniques and documentation were then analyzed using the Miles and Huberman model data triangulation, including (Rijali, 2018): data collection, data reduction, data presentation and drawing conclusions.

3 Results and Discussion

Loose parts are play tools that can be moved from one place to another and can be manipulated, besides that, children can determine their own ways of using them (Syafi'i

& Dianah, 2021). Therefore, the use of loose part media is the selection of the right media for early childhood that is in harmony with the characteristics of the child. As revealed by Simon Nicholson in Mastuinda, Zulkifli, and Febrialismanto (2020) that loose parts are in line with children's needs in practicing 21st century skills, namely critical thinking, creative, communication, and collaboration.

Loose parts is a term invented by architect Simon Nicholson, where he considers in detail the objects and environments that become a connection. He believes that every child has creative thoughts and the environment will empower children's creativity (Nugraheni, 2019). This means that loose part media stimulates children's skills which will become a solid foundation for children in carrying out life activities later when they are adults.

The loose parts theory was first developed by Nicholson in 1971 which provides opportunities for children to express their creativity by using materials that can be manipulated, changed, and made by themselves (Siskawati & Herawati, 2021). So that it will make it easier to provide game tools according to the wishes of the child.

Types of materials that can be used as teaching and learning media for early childhood with loose parts theory are: (a) natural materials, (b) plastic materials, (c) metal materials, (d) wood and bamboo materials, (e) glass and ceramic materials, (f) thread and cloth materials, and (g) used packaging materials (Imamah & Muqowim, 2020). These materials can be used as loose part media which functions to stimulate fine motor development in early childhood. Through this media in the game, there is coordination of the fingers with the hands to move the loose part of the media one by one.

A good game arises from things that provide opportunities for children to play in various ways and at various levels. An environment that includes loose parts will provide great stimulation for children and involve more than static play. Where a play environment needs to socialize and support an imaginative game by providing loose parts and ways that do not direct opportunities and ways of playing, but allow children to develop their own ideas besides being able to explore the child's world (Syafi'i & Dianah, 2021). Piaget explained that the progress of various play tools and building games will coordinate the development of children's fine motor skills, and cognitively move closer to concrete operational thoughts, which provide a real work (Syafi'i & Dianah, 2021). So that the use of loose part media is expected to provide a playing experience that can stimulate the fine motor development of early childhood.

The benefits of using loose parts media (Damayanti, Rahmatunnisa, & Rahmawati, 2020) include: (a) increasing the level of creative and imaginative play, (b) increasing cooperative attitudes and socialization, (c) children will be more physically active, (d) encouraging communication and negotiation skills, namely when done in an open space. Thus, the use of loose part media will provide an opportunity for children to coordinate work between the eyes and feet and the mind simultaneously. So that if done continuously by children it will provide sharpness of thought and trained muscles. This will certainly be very beneficial for early childhood, where aspects of child development during early childhood development really need good stimulation and/or through the right media, especially the fine motor aspects of children.

Loose parts media stimulates the development of different and unique children's mindsets, where loose parts have no rules that are bound in their use, the possibilities

are unlimited and children can continue to explore them. Materials that are easy to find, and can provide a stimulation for children's development in training various potentials of children's thinking. In addition, this loose part media provides an opportunity for children to determine for themselves what they want to make from the media and what materials children need in the game.

Loose parts not only stimulate children's development, but also help in connecting children with the environment. Play is designed for a special purpose, and a child can use it in one or more ways. Some children who bring a basket of games they have tend to play the games they have brought such as cars, so children will play by running the car. It's different when children play with objects provided from the outdoors, where this game tool will provide opportunities for children to play according to their imagination of the objects they take (Nurjanah, 2020). That way it will make a fun play activity for early childhood where children can explore various ideas and their own imagination.

The data obtained from the results of interviews with group B teachers at RA Attahiriyah Modung, the researcher can conclude that the loose part media "cakra" is used in the learning process or games in the classroom. Children like games and learning that use loose part media because children are given the freedom to create shapes according to the child's imagination and creativity. Meanwhile, the loose part media used in this kindergarten is in the form of clam shells consisting of various types including virgin clams, green mussels, scallop shells, kepah clams, and batik clams.

Fig. 1. Loose Part Media



This loose part media is used in accordance with the learning theme applied on that day. For example, the learning theme used is "water animals". Then the loose part media that can be used is in the form of shells.

Fig. 2. Loose part media implementation



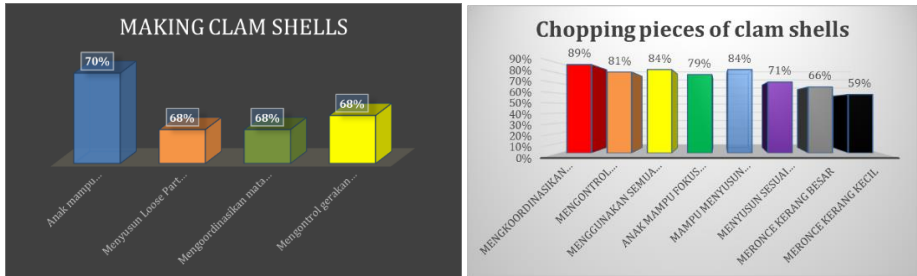
The fine motor indicators that were studied and became the focus of this study were compiling and measuring, with detailed statements including:

1. Children are able to form vertical, horizontal, curved, oblique, circle lines
2. Assembling the Loose Parts of the Shells according to the pictures provided
3. Coordinating the eyes and hands to compose the Loose Part
4. Controlling the movement in picking up the Loose Part of the Shell Shell
5. Coordinating the eyes and hands doing the shellfish movement
6. Controlling hand movements in picking up shells
7. Using all fingers in merronce
8. Children are able to focus and concentrate in their activities

9. Able to arrange shells carefully
10. Arrange according to size neatly
11. Meronce large clams
12. Meronce small shells

Based on the statements that are the focus of the fine motor aspects, it can be illustrated in the following figure.

Fig. 3. Illustrated fine motor aspects



The development of fine motor skills in early childhood places more emphasis on the coordination of fine motor movements in matters relating to the activity of placing or holding an object using the fingers where fine motor skills require eye and hand coordination, so hand movements need to be well developed which can be useful for development. next (Astini, Nurhasanah, & Suarta, 2017).

4 Conclusion

The results of the research show that loose part media is an interesting medium and can stimulate the fine motor skills of young children in the teaching and learning process in the classroom. This is due to the loose part's flexible and open nature in every use, as well as its ease in using it in games, apart from that it is also liked by children. Apart from that, this loose part media also gives children the freedom to express ideas, creativity and imagination and is of course very appropriate in stimulating fine motor skills through this media. The loose part media used in this research came from waste green mussel shells, batik mussels, kepah mussels, simping mussels, pigeon mussels and snail shells around the coast of Madura.

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