

Implementation Of Children's Activities Through Loose Part Media On Creative Ability

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Abstract. Children's creativity is stimulated from an early age to develop their potential talents so that abilities can develop optimally. The findings of researchers at Al-Hikmah Kindergarten, Siak Hulu District, Kampar Regency, implement children's activities through Loose Part media on children's creative abilities. The aim of this researchers is to find out the effect of implementation of loose part media on children's creative ability using qualitative research methods. The sample of this study was 20 people in class B1 aged 5-6 years. The data analysis technique used the triangulation stage and data collection techniques in the form of observation, interviews, and documentation. The results of research through Loose Part media can socialize, imagine, and increase creativity in forming various forms of work according to their knowledge. The children were very enthusiastic and happy to carry out these activities. Thus, researchers can conclude that Loose Part activities can be carried out in schools to increase creativity, one of which is in grade B1 children at Al-Hikmah Kindergarten, Siak Hulu District, Kampar Regency.

Keywords: loose parts media, creativity, early childhood education

1 Introduction

The process of implementing education in kindergarten plays an important role as a educational facility to optimize growth and development of children through the implementation of children education. Children are the nation's assets with various characters[1]. Meanwhile, early childhood education, especially in kindergartens, is a forum or facility that involves direct activities, one of which is physical with strategies designed by teachers to create active experiences in children[2]. Meanwhile, Wendy Erste Sohn Chandra and Delfi Eliza, put more emphasis on the institutional function of early childhood education as a place to optimize children's potential. He further explained that early childhood education aims to foster, grow, and develop all [3]. early childhood potency optimally, so that basic behaviors and abilities are formed according to their stage of development in order to have readiness to enter the next education. So important is the development of children's abilities, Dadan Suryana emphasized that another purpose of early childhood education is to develop various abilities that children have from an early age in preparation for life and can adapt to the surrounding environment[4].

The purpose of early childhood education is to optimally develop all aspects of children development and form active and creative children so that they are able to solve various life

problems. This ability is commonly called creativity. Fostering children's creativity is one of the goals of education, because in this case it can stimulate or exploit children's creativity by playing while learning, because playing is a child's nature[5].

According to Dadan Suryana[6] treatment increases children's creativity plays an important role in stimulating their potency as a need for developing their ability to meet one of the needs of children. Meanwhile, to motivate children to have the ability to do something according to their needs, it is necessary to do stimulation in accordance with the child's level of development. In this case, Farida Mayar explained that stimulating children's development aspects can be carried out through various activities according to needs, so that children can be creative and active and this can be done through early childhood learning, so that children are able to solve problems experienced in their future life[7]. Therefore, it needs to be emphasized that education in early childhood is an effort to optimize the growth and development of creativity in children which can be explored and planned through play activities while exploring, utilizing what can be used for creativity work.

Various activities that can support a creative environment in children are carried out with the age range of child development, starting from the way they learn, solving problems and thinking processes. Activities like this can also cause children's creativity to develop properly. Creating a conducive environment can also increase creativity where children are encouraged to move, think, observe, reflect, learn, explore, play and ask unusual questions where children are able to make connections between thought processes, imagination, learning materials and the environment[8].

Children's creativity is driven by the uniqueness of ideas and the growth of imagination and fantasy. Creative children are sensitive to stimuli. They are also not limited by any framework. This means that they have freedom of action and flexibility. Creative children also tend to find the activity fun. Early childhood creativity is also characterized by the ability to form mental images, concepts about things that are not in front of him. Early childhood also has imaginations and fantasies to form concepts that resemble the real world. A child can be said to be creative, if it meets the requirements of fluidity and flexibility to find solutions to a problem. Children certainly smoothly come up with various alternative ideas. In addition, the child considers various things to choose the best solution. If a child wants something, he needs fluency such as preparation or brainstorming[9]. Increase creativity, it takes the use of learning media and learning materials that can attract children's attention and be fun. Various materials and tools are used as learning media with the provisions of the needs and stages of child development [10]. The implementation of learning is a process of change in individuals that is derived from their experience. According to [11] the development of creativity in children can be increased by activities through creative materials provided to increase creativity that can make children develop their imagination in accordance with art, ideas or new works, children can create existing forms into other forms, children can work not the same as the results of their friends and children can modify, develop existing media. Meanwhile, according [12] increasing creativity in children is an ability to create something in an unusual new way and find unique solutions to the problems faced.

While [13] creativity is also a source of innovation and an invention that can be developed through activities in early childhood. Therefore, teachers must have the readiness and ability to increase children's creativity in the early years of development. But it needs to be observed

[14], in the results of his research that to build creativity in children can be through various ways, both outdoor games, nature-based, open material, collaboration, fantasy play, and through creative movements. Therefore, to increase creativity in early childhood can be done in various ways tailored to the needs of children's growth and development. The choice of activities to increase children's creativity can use Loose Parts media. This choice of media is very open referring to teaching material media that are easy to find, easy to obtain, interesting media to develop children's creative power and imagination. In addition, it can affect fine motor skills. Developing fine motor skills means precise and careful eye and hand movements that can affect the brain, nerves, and muscles in a coordinated manner [15].

Loose part media are materials that can be moved, carried, combined, lined, arranged, assembled, redesigned, and each can be returned to the function of the original material used together in various ways without any special rules. According [16] learning done with loose part media does not only increase creativity, but also increases children's imagination with unique and interesting media. According [17] this Loose Part activity is an appropriate activity for children, because children can do it while playing, so they are more enthusiastic in learning. While [18] found that the recent viral learning implementation in Scotland is learning that uses and utilizes loose part media. Loose part media can improve the skills, cognitive and motor structure of early childhood. This activity, children are given the freedom to determine and use these materials according to what children think to complete the tasks given to children. This causes children to become accustomed to thinking creatively and thinking critically to create the best loose part products. According [19] loose Part can give children opportunities to improve their creative abilities, collaborative behavior, thought processes, and cognitive function. Loose Part activities are carried out using open, unstructured materials, and children can choose materials freely. This activity is also exploratory and open-ended so that it can affect various basic aspects related to physical literacy can be developed, including motor competence, social skills, cognitive, self-confidence and motivation, and daily behavior.

Activities to improve children's creativity through loose part media are also carried out at the PAUD Flagship Taman Belia Semarang Temple in accordance with the results of research by Sitinur Azizah, et al, that this media can improve children's creative thinking processes with various creativity, ideas, ideas and children's imagination made through the materials provided. This provides an opportunity for children to think of an innovative work when finding a problem and being able to solve the problem [20]. According [21] humans actually have the ability to create. Because of this ability, humans are able to show a variety of creativity, as an illustration of the ability to optimize the way of thinking and acting or doing something original for an individual and valued by others. According [22] optimizing the empowerment of creativity attitudes is actually a way or action to provide space for individuals to explore their freedom, as well as being able to develop personalities related to self-realization.

States that creativity can be defined as the ability to create new combinations based on existing data, knowledge or elements [23]. Likewise [24] explain creativity from different points of view, that creativity can also be interpreted as skills that reflect fluidity, flexibility and originality of thinking.

Furthermore, there are several types of loose part materials, namely nature-based objects, wood, bamboo, plastic, metal or metal, ceramics or glass, cloth or ribbon, and packaging materials. The use of loose part media is good for children's development and learning. In addition to materials that are easily available, it can also stimulate aspects of development owned by children. So that Loose Part media can be used as a tool or intermediary in conveying information through objects, materials or materials around children, are not used and can still be used for play so that children can create, modify, process, manipulate, build, change according to children's interests and interests. As for the initial observations found by researchers at Al-Hikmah Kindergarten, teachers increase children's creativity with activities that use Loose Part media from materials that are safe, easy and known by children so that children can imagine by developing creativity in making various forms of work. Activities that can be done to increase the creativity of children in class B1 aged 5-6 years, namely by carrying out activities through Loose Part media. The implementation of interviews was also carried out by researchers to teachers who explained that children's creative abilities have not developed optimally. Therefore, teachers must create interesting and exploratory activities to improve children's imagination and thinking skills. This activity makes children very enthusiastic, imaginative, creative, and fun and is carried out using materials that are close, safe, and easy to get by children both brought from home and already at school.

The teacher acts as a facilitator so that learning is interesting and interactive. The implementation of this activity which was done by teacher was carried out in groups of children so that children can interact, communicate, and socialize with other friends. The purpose of implementing this activity is to make children more creative and provide opportunities to experiment as they wish. This activity can increase imagination, independence, responsibility, and courage. Giving praise as a form of appreciation by teachers for children who dare to appear and tell the form of their work can increase children's enthusiasm and motivation in creating. Efforts to increase creativity in early childhood require facilities, equipment, and media so that children's growth and development can develop optimally. Thus, the researcher gave the title "**Implementation of Children's Activities through Loose Part Media on Creative Ability in Al-Hikmah Kindergarten, Siak Hulu District, Kampar Regency**".

2 Method

This study used a qualitative descriptive approach. According to [25] qualitative research can explore various dimensions of the social world, including the texture and fabric of daily life, understanding, experience and imagination of participants, how social processes work, institutions, discourses or relationships, Even by using qualitative methodologies obtained depth, nuance, context, multi-dimensionality and complexity, so as to make a study of a phenomenon that is more detailed or different from other phenomena

Julia Brannen explained, that qualitative methodology is a way of treating data in theory or in other words prioritizing new data then corroborated with theory [26]. That is why through qualitative data, more reasons and rich explanations of social processes are obtained. With qualitative data, it can be maintained chronological order to obtain a more comprehensive explanation. So, the findings of a well-analyzed qualitative study have an indisputable quality [27].

In line with the above opinion, Hina Sanjaya [28] explained, that qualitative descriptive research is a research method that aims to describe fully and deeply about social reality and various phenomena that occur in research subjects. So that it can describe the characteristics, characters and models of the phenomenon. So, related to this study, the subjects of this study were B1 grade children aged 5-6 years with a total of 20 children. Data sources were from informants and research in the field. The research informants were teachers and grade B1 students of Al-Hikmah Kindergarten, Siak Hulu District, Kampar Regency, which was carried out for approximately 2 months.

Furthermore, as explained by Anim Purwanto [29] in qualitative research, research phasing must be designed to obtain knowledge or problem solving which was carried out systematically and logically through empirical data. Qualitative research materials are empirical in nature consisting of documentation of various events, recordings of each statement, words and gestures, certain behaviors, written documents and various visual images that appear in social phenomena.

The data collection technique refers to Anselm L. Strauss's explanation [30] first conduct: (a) ask generative questions as an effort to gather as many insights as possible in order to explore phenomena, (b) connect a number of concepts with theory, (c) verify data in accordance with theoretical instructions, (d) perform logical elaboration of research dimensions, (e) integrate to find new findings. Furthermore, from some of these considerations, data collection was carried out with techniques in the form of observation, interviews, and documentation and validity of the data of a study so that it is realistic. Researchers use the triangulation stage as a data analysis technique, with the following research design:

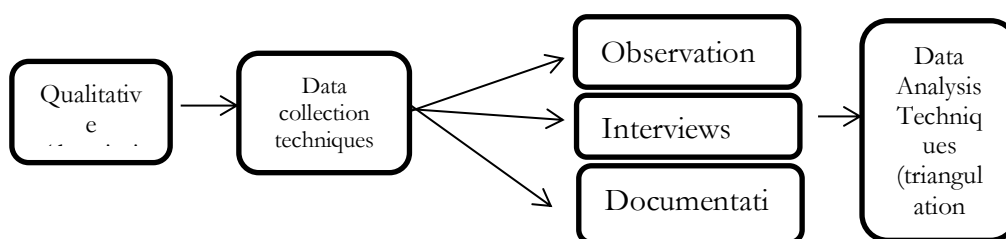


Chart 1. Research design

3 Result and Discussion

Based on observations made by researchers, that children can develop their creativity with various activities carried out by teachers. In this study, teachers carried out activities to increase children's creativity, namely through Loose Parts media. Media in an activity can be interpreted as everything that can be used to channel messages or lesson content, stimulate children's thoughts, feelings, attention, and abilities so as to encourage the achievement of the activity process stimulated by the teacher [31]. Learning media is one element that must be present so that the learning process runs effectively. [32] assume that without learning media, activities will be passive and boring for students. Therefore, teaching media has the following

functions: (1) changing the emphasis of formal education, (2) generating learning motivation, (3) providing knowledge and learning experiences, (4) providing learning stimulation to foster curiosity. Thus, effective and varied learning media is a must in early childhood teaching because it will affect the effectiveness of the teaching provided [33].

Regarding the implementation of learning in early childhood education institutions, the use and utilization of media, as well as requiring teachers to have the ability to creatively utilize and modify the surrounding environment into media is a necessity that cannot be negotiable. In this connection [34] affirm that local culture is the cultural authority of learning resources and learning media. Therefore, the use of the environment as one part of local wisdom provides many advantages, including: First, efficient benefits while removing barriers to the absence of media, utilizing what is available in the environment; Second, involving the community in improving children's creativity development; Third, introducing children to the peculiarities of the region from an early age, so as to foster children's love for their own culture. In this context, [35] view the use of local wisdom as a medium is a direct educational practice at the roots of regional culture. He further explained that the learning model based on regional cultural wisdom is the implementation of learning that directly invites students to come into direct contact with culture or utilize culture. Teachers are required to have the ability to teach with local cultural settings or explore culture, provide new understanding to students that are adapted to cultural values that apply in the local environment as a tool to help achieve learning objective while students are said to be cross-cultural learners.

Basically, various learning models can be circumvented in order to utilize the media available in the environment including local wisdom, both in the form of culture and traditions in the community, such as typical food, or typical games, as part of an effort to increase teacher creativity while fostering student creativity. Similarly, learning using the loose part model. So in placing the learning model with local wisdom, [36] explaining the development of learning models is an ability that allows education and learning implementers to participate in the functioning of a wider social environment as well as the courage to utilize the environment and culture as well as cultural products. Even according to [37], between learning models, humans (students and teachers), with local cultural practices must be able to explore the complexity of local culture, as a whole that can maintain identity in the social and cultural processes of globalization. In this connection [38] emphasizing that to be attractive to students requires the ability to develop creativity.

Learning creativity is essentially a model that can provide convenience and fun. In this context [19], offers a Loose Part model, which has the peculiarity of the material can be easily moved, carried, combined, lined, arranged, assembled, assembled, redesigned, and each can be restored to its original material function used together in various ways without any special rules, and most importantly can enhance the creativity of children, so as to improve creative abilities, their collaborative behavior, thought processes, and cognitive functions, It is possible to achieve it in children.

More emphatically, [39] explaining Loose Part-based learning methods contributes directly to increasing interest in learning while increasing the development of the quality of creativity and critical thinking in early childhood. While at the implementation stage, using loose parts according to [40] it is necessary to pay attention to the aspects of: (a) getting materials that are around students, (b) can be used as a fun game tool for children, (c) from various existing

materials can be combined and redesigned into various versions, (d) can increase creativity and increase children's curiosity, (e) as a magnet for children who are naturally curious and interested in new objects, (f) can be easily moved by children when they play or use loose part media, (g) as a dramatic play tool to increase children's imaginative power to be explored in the form of creativity.

According to [41] carrying out loose part-based learning, material collection and utilization of supporting materials can be created widely. This means that it is not limited to materials available in the environment. But these materials can also be in the form of production peculiarities owned by the community. For example, typical food by remixing according to the original product. In addition, it can also use cultural traditions by reteaching gradually according to the order of traditions that have been taught for generations, Important aspects that need to be considered must be done in a fun way and can be enjoyed by children. So that children do not feel they are being patronized, but they feel that every stage of the process that is followed is part of a fun game as well as local cultural values as a tool for building early childhood education character.

Furthermore, in the implementation of this study, researchers implemented loose parts by choosing to use existing materials, on that day materials such as; large and small pebbles, straws, leaves, blocks, ceramics, egg trays and mung bean seeds. In collecting tools and materials used for Loose Part activities, teachers are assisted by children. It also teaches children the concept of mutual help. While the materials used are first cleaned and safe to use for children with the aim of maintaining cleanliness. Before learning is carried out, the teacher groups the materials to be used.



Fig 1. Loose Part Ingredients

Media obtained from nearby materials and easily found by children. When carrying out activities carried out in class, the teacher first introduces the activities to be carried out. The teacher introduces in the form of open-ended questions to children about how, and what kind of type, size, shape, use, color, and texture so that children can answer a variety of answers according to the child's work they make. Based on the materials introduced by the children, some have seen it, some have not seen it, and some do not know the ingredients. Therefore, before carrying out the activity the teacher introduces the Loose Part materials that will be used to make a work according to the child's mind and imagination. Usually the child who says he doesn't know this is a child who is not focused and likes to play. The teacher invites the child to mention the materials used. In addition, the teacher also introduces the function, color, shape, and where the material is encountered by the child. Before starting the activity through this Loose Part media, the teacher provides rules of the game so that children understand and carry out the activity well. The rules in the implementation of children's Loose Part are divided into 3 groups. Each group gets all the pieces of material to be used in the

activity. This aims to introduce the concept of sharing with children so as not to be selfish in taking materials.

Learning activities by honing thinking skills and stimulating children's imagination, in line with [42] explanation depicted in theatrical plays. Children playing with toys and open materials will enhance and nurture a child's creativity, imagination, and problem-solving skills. In addition, it can also be done through: (a) Art and creativity education, encouraging children to engage in art and creative activities, such as painting, drawing, dancing, or playing music. This art activity opens up space for children's imagination to develop and express themselves in creative ways; (b) Role playing, encouraging children to role-play and using their imagination to assume the role of different characters or situations. This can be done through theatrical plays, puppetry, or role-playing at home; (c) A learning environment that encourages exploration, providing an environment that encourages children to explore and experiment. This can involve providing materials such as building blocks, sand, water, or scientific props that allow the child to use their imagination in unearthing new knowledge and skills.

Meanwhile, in this study to put the work that will be made by children, the teacher provides sheets of work with white paper. The implementation of activities takes place, where children are free to make works and are free to use materials that are already available. Starting activities to make works from Loose Part materials, making children enthusiastic, imaginative, creative, and fun for children. This can be seen from the children eager to complete the work, decorate, and arrange these materials. After the activity was over, then all the children raised their hands and no one continued the activity. The teacher asked each child about what work had been created. The various kinds of children's works include; goat cages, tables, chairs, flower gardens, robots, cats, houses, caves, and others. The process of children's activities looks happy and happy to make works. To increase children's creativity, the teacher gives praise to all children, that the work made is very good. Because in principle, children like activities that they can immediately practice. From learning using Loose Part media, making learning plans more interesting and creative, so that children are more happy to learn, in the end the learning concept can be achieved optimally.



Fig 2. Loose Part Media Implementation Documentation for Increase Children's Creativity

Furthermore, based on direct observations made by researchers in increasing children's creativity through Loose Part media, making children very happy and happy. This can be seen from the enthusiasm of children in carrying out learning carried out by teachers introducing Loose Parts materials. Children can make various shapes according to imagination. Learning carried out in groups can improve children's communication with friends and can share materials. Various creativity created by children based on works made such as parks, mosques, schools, bridges, and others. After the activity, the teacher gives the opportunity for children to tell the work they made. Children fight each other to come forward by telling or showing their work in front of other friends. Teachers and children applaud to give appreciation and praise to children who make works and dare to come forward. In addition, this activity raises children's curiosity and also trains critical thinking, and creates works.

Not only observations were made, researchers also conducted interviews with teachers to explore in more depth about the implementation of learning activities that are usually carried out at the peak of the theme to develop creativity in children. The implementation of activities requires planning and preparation of tools and materials to be used. There is a planning collaboration between each teacher. The teacher collects materials before the activity is carried out. This aims to achieve learning objectives so that careful preparation of implementation planning is needed, so that the potential possessed by children can develop properly. Basically, children are unique and have high curiosity. Therefore, teachers as facilitators must be able to plan children's expolari environment for learning to be more conducive and attract children's attention. Based on the results of the interviews conducted, researchers can find out that loose parts activities that are usually carried out in the peak of the theme require planning and preparation of tools and materials that are safe for children with the aim of developing potential in children

As explained [43] in his journal, that the use of learning media in education, as follows: (a) allows children to learn according to their abilities and interests; (b) cause children to communicate more directly between students and the environment and reality; (c) arouse children's enthusiasm in learning. The implementation of learning is to increase children's creativity through Loose Part media with materials that are commonly found and safe by children.

Knowing more deeply Loose parts, in Indonesian referred to as removable materials. Why is it called freelancing? Because the material is a part (piece) that is easily removed and put together, it can be used alone or with other objects to be combined or assembled into one unit and after not being used can be restored to its original condition. As in the results of research by [44] found that the implementation of Loose Part activities is the right activity for children to do because children carry it out while playing, creating, so that they are more enthusiastic, fun, and enthusiastic in learning. As for the aspects of development, namely motor development (gross and fine), social, cognitive, language, moral, and art. In addition, according to Houser, N. E., et al, the implementation of learning activities using Loose Part, provides opportunities for children to be creative, thought processes, cognitive functions, and collaborative behavior. The implementation of creativity is very important to be done using open, unstructured materials, and children can choose to use materials freely according to children's [19]

According to [45] that increased creativity is one of the natural abilities in children that must be developed optimally. Early childhood basically has a high curiosity about everything he encounters. Overall, early childhood always pays attention, talks about, and asks questions

about things they see, hear, and feel. They have a strong interest in the environment and surrounding objects. While [46], explained that creativity is also based on a source of innovation and an invention that can be developed through activities in early childhood. So to fulfill the desire for creativity that has become innate for children, teachers must have readiness and ability in the process of implementing learning that can trigger the growth and development of creativity. [14], in the results of his research explained to build creativity in children, it can be done through various ways, both outdoor, indoor, nature-based, open material, collaboration, fantasy play, and through creative movements. Therefore, activities to increase creativity in early childhood can be done in various ways that are tailored to the needs of children's growth and development.

Efforts to increase the potential in early childhood are needed to support a conducive and creative environment for the implementation of early childhood education. As stated by [47] that education for early childhood is a forum for facilities and infrastructure that is very fundamental in providing stimulation, so that the readiness for growth and development of attitudes, skills, morals, and the basics of cognitive knowledge can be well stimulated according to the child's age stage. Another thing was also revealed, that early childhood education is a process of growth and development of children through stimulation aimed at children to help physical and spiritual development in order to have readiness in entering the next life. Meanwhile, according to [48] states that ECCE aims to foster, guide, and develop the potential of each child in order to develop optimally according to the intelligence abilities of early childhood. This is done so that coaching, guiding and developing children's abilities optimally in learning as the purpose of implementing early childhood education.

Based on the observations of researchers, through systematic play activities and adjusted to the age group of growth and development, the child's creative potential will develop optimally. [49], loose parts play activities are the right and effective solution to increase children's creativity, because activities in children occur simultaneously, children explore, experiment indirectly, have interacted with themselves according to the child's will and interaction with their environment and found self-satisfaction. This is in line with [50] that creativity is an effort to provide flexibility for children to explore creative self-expression, individuality, growth activities from within, free from external coercion, find their own alternative to solve problems, openness and self-satisfaction during activities.

In addition, creativity can also be developed by encouraging brainstorming, where people are encouraged to play creative ideas in groups, provide an environment that supports creativity, do not overdo it, encourage internal motivation, build children's confidence, guide children to persist and delay satisfaction, encourage children to take intellectual risks, introduce children to creative people. Various strategies chosen are efforts that must be made so that children's creativity can be accommodated to be developed in a learning atmosphere in fun games[51]

Children's creativity development strategies can be developed through various things, such as, developing creativity through creating products (cubit works), for example: maybe we will meet children who build skyscrapers from cookie jars, make tunnels from boxes, and make houses from clay. Some of the development of creativity, usually found in: *First, the development of creativity through imagination for example: Some girls do sociodrama, pretend to cook, iron, wash, role-play and boys become superheroes; Second, the development of creativity through exploration for example: exploring or visiting certain places; Third, the*

development of creativity through experiments, for example, children can carry out small experiments by mixing colors and others; Fourth, the development of activity through projects where learning experiences by exposing children to daily problems that must be done in groups such as making an animal cage from pieces of blocks. Ni Putu Widyasanti, through his research added [52] development of creativity through music such as trying to play percussion instruments louder or softer, as well as developing creativity through language such as storytelling, retelling stories that have been heard, sharing experiences, and sociodrama. While in the research of [53] It is explained that through carrying out fun learning activities, children will actively participate in the process of learning activities.

4 Conclusion

Early childhood is a child who is in the golden age range. Therefore, it is necessary to stimulate children in order to develop optimally. If stimulation and treatment are given to children in learning, children's creativity will develop well. Increasing the creativity carried out in this Kindergarten varies, one of the activities carried out is the Loose Part activity. Loose Part activities with simple materials provided by the teacher and children are given the freedom to choose and make works according to their imagination. Children can form various works, some of which make tables, chairs, mosques, houses, gardens, and others. The children were very enthusiastic and happy to do this activity. This activity can increase imagination, independence, responsibility, and courage in children. Utilization of loose parts is also a strategy to accommodate local wisdom, where early childhood education institutions are located.

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