



Application of Naturalistic Loose Parts for Children in Developing Creativity

Rosi Tunas Karomah^{1*}, Sigit Purnama² 

^{1,2} PG PAUD, Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

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ABSTRAK

Perkembangan kreativitas anak usia dini perlu mendapat stimulasi yang tepat agar berkembang secara optimal. Penelitian ini bertujuan untuk menganalisis potensi naturalistik loose-part dalam mengembangkan kreativitas anak usia dini serta penggunaan media naturalistik loose-part dalam mengembangkan kreativitas pada anak. Metode yang dilakukan pada penelitian ini adalah pendekatan kualitatif fenomenologi yang berhubungan dengan temuan yang ada di sekitar. Subjek penelitian ini adalah guru kelas dan 18 anak usia 5-6 tahun. Teknik pengumpulan data dengan melakukan pengamatan, wawancara serta dokumentasi. Analisis data dengan melakukan reduksi data, penyajian dan verifikasi data. Hasil penelitian ini menunjukkan bahwa penggunaan media naturalistik loose-part dapat membantu mengembangkan kreativitas pada anak usia dini. Hal ini ditunjukkan dengan perilaku anak yang sangat aktif, antusias serta imajinatif dalam mengikuti kegiatan belajar mengajar. Pemanfaatan media naturalistik loose-part ditunjukkan dengan menggunakan media kayu, batu, ranting, pasir, serta berbagai benda yang ada di sekitar. Hasil penelitian ini berimplikasi berkaitan dengan kreativitas anak untuk mendorong para guru memanfaatkan benda loose-part dalam pembelajaran.

ABSTRACT

The development of early childhood creativity needs to get the right stimulation so that it develops optimally. This study aims to analyze the potential of naturalistic loose-part in developing early childhood creativity and the use of naturalistic loose-part media in developing creativity in children. The method used in this research is a phenomenological qualitative approach that relates to the findings around. The subjects of this study were class teachers and 18 children aged 5-6 years. Data collection techniques by observing, interviewing, and documentation. Data analysis by doing data reduction, presentation, and data verification. The results of this study indicate that the use of naturalistic loose-part media can help develop creativity in early childhood. It is shown by very active, enthusiastic, and imaginative children's behavior in teaching and learning activities. Naturalistic loose-part media is demonstrated using wood, stone, twigs, sand, and various objects around it. The results of this study have implications related to children's creativity to encourage teachers to use loose-part objects in learning.

1. INTRODUCTION

Education in early childhood is an educational path for children in the age range of 0-6 years. Early childhood education provides systematic learning, aiming to develop children's creativity and all of their potential, especially the potential that allows them to build themselves, their environment, and their nation. Each child's development is very influential in the next stage of education (Harun et al., 2022; Nipriansyah et al., 2021). The potential possessed by early childhood tends to vary, ranging from children who like to sing, dance, tell stories, often ask questions, and create buildings or creativity from various objects around them (Astuti & Aziz, 2019; Priyanti & Warmansyah, 2021). Children's creativity can be introduced and developed by introducing objects around the house, from stones, wood, twigs, and other natural objects (Imamah, 2020; Sari & Nofriyanti, 2019). Creativity is a child's imagination that is poured into the form of work and produces something beneficial for children's development (Lestari & Halim, 2022; Safitri & Lestarinigrum, 2021).

The level of creativity each person possesses tends to be different, depending on some of the influences that already exist in him. Creativity possessed by children will allow children to create new works from the combination of imagination they have (Farikhah et al., 2022; Nipriansyah et al., 2021). Developing children's creativity can be divided into five parts, including fluency in expressing opinions

*Corresponding author.

E-mail addresses: rositunas08@gmail.com (Rosi Tunas Karomah)

and ideas in their minds, flexibility (flexibility) in producing various extraordinary ideas in solving problems, and originality (authenticity) in providing a unique response in solving a problem. The problem, elaboration (detail) directs the distribution of ideas well to achieve and make it a reality, sensitivity (sensitivity) captures and produces problems as answers and responses in dealing with situations (Imamah, 2020; Isnaini & Ariyanti, 2022; Rohmatun et al., 2021). Children's creativity can develop by producing something from their imagination (Rochim et al., 2021).

The reality shows that children's creativity is currently starting to decline. This is caused by using electronic objects that children often encounter and use, namely gadgets. The impact of using gadgets on children has both positive and negative impacts. The positive impact of gadgets is that children know technology, interesting learning media, and sophisticated educative game tools (Sukmawati, 2019). Meanwhile, the negative impact of using gadgets is that it interferes with children's social development. Where children tend to spend more time playing with gadgets than playing with their friends, so children cannot get to know the natural environment well. Excessive use of gadgets can also affect the development of creativity in children. If a child is too happy with his gadget, he will ignore the surrounding natural environment (Pebriana, 2017). The development of children's creativity can be done using many methods, one of which is the loose-part method with naturalist or natural nuances.

The loose-part method is a bridge intended for children to channel their creativity by using natural materials that can be modified and objects that can be found easily (Safitri & Lestarinigrum, 2021; Sumitra, 2019). Loose parts can provide space for children to develop their interests, explore and express their creativity by using objects that are around or that are not used to be used as learning media, in use according to the wishes and imagination of the child (Harun et al., 2022; Ulfah & Khoerunnisa, 2018). Loose-part teaching materials are generally used as learning tools to play and optimally develop aspects of their development (Dewi et al., 2022; Imamah, 2020). Natural materials will tend to be easy to process and not dangerous for children (Farikhah et al., 2022; Wulandari et al., 2018). The loose-part method is specifically designed for children so that children get to know objects from the surrounding environment, such as the beauty of flora, fauna, and objects around them, and observe events that occur, which are also called naturalist (Fraune et al., 2019; Maryanti et al., 2019).

The concept of loose part is played activities carried out using natural materials around them which aim to help children interact with other people, develop their creative skills and increase the level of self-confidence and independence in children, optimize the potential of children, sharpen the use of their five senses and arouse children's interest in the environment (Farikhah et al., 2022; Ulfah & Khoerunnisa, 2018). Loose-part is a learning medium that will always be used in teaching children because it can stimulate creativity and make learning fun (Ruiyat, 2019; Sariipudin, 2017). Lost-part media can be used as a tool to explore aspects of child development, starting from problem-solving, creativity, concentration, fine and gross motor skills, development of science, literacy, art, logic, and technology (James et al., 2022; Kasriyati et al., 2021). Several previous studies have revealed that loose-part teaching methods and media can significantly increase children's creativity using materials from their environment (Safitri & Lestarinigrum, 2021). The results of other studies reveal that the application of loose-part media as a learning tool can significantly help maximize early childhood development (Kasriyati et al., 2021). The results of further research revealed that the loose-part method could increase creativity in early childhood (Farikhah et al., 2022). Based on some of the results of these studies, loose-part learning media is effectively used in the learning process because it can increase children's creativity during the learning process. In previous studies, no studies specifically discussed the application of naturalistic loose parts in developing early childhood creativity. So this research is focused on analyzing the potential of naturalistic loose parts in developing early childhood creativity.

2. METHOD

This type of research uses qualitative and the design used is ethnographic studies. This research aims to understand the object being studied in depth and detail. The data obtained in this study are not in numbers and statistical calculations but in narrative information about the object under study. The approach used in this study is a qualitative phenomenon. A phenomenon approach in qualitative research frees the researcher to interpret an event with his personal view. The subjects in this study were two teachers and 18 children aged 5-6 years. Data collection in this study was carried out using interviews, observations, and interpreting documents (documentary study) between one data and other data that is perfecting. The research instruments were observation notes, documentation, and interview notes.

The data obtained in the study were then analyzed by carrying out data reduction (summarizing the raw data from the research), presenting the data (making brief descriptions), and verifying the data (concluding data processing). Two validity checks were carried out in this study, namely by using the data source triangulation technique and comparing different data sources with the same technique. As well as

the Triangulation technique. The method tests the credibility of the data by checking the same data source and using different techniques.

3. RESULT AND DISCUSSION

Result

The implementation of using loose-part naturalistic media in developing children's creativity in ABA 1 Jambu Kindergarten produces research data as in [Table 1](#).

Table 1. Research results on loose-part naturalistic media in developing children's creativity

No	Children	Loose-part naturalist media	Activities develop creativity
1	Usia 5-6	Tree branches and beams	Make a building with an animal theme Build a cowshed Build a birdhouse Build a goat shed
2	Usia 5-6	Rocks and leaves	Create a meadow that has the shape of a rabbit Build a swimming pool Build a bridge
3	Usia 5-6	Clay, sand	Writing in the sand Build a sand castle Making fruit from clay

The results obtained from the research process that has been carried out regarding learning activities using loose-part naturalistic media to develop creativity in children, namely children being active, show that the child's imaginative level begins to develop. This can be seen from some of the attitudes shown by students, including first, students actively ask questions and concentrate on listening to directions from the teacher when naturalistic loose-part learning is carried out. At the beginning of learning, the teacher gives directions to children about the learning that will be carried out today. When the teacher gives directions, students immediately show enthusiasm and focus on listening. Learning activities using the loose-part method are accompanied by question-and-answer activities, showing children's interest in loose-part naturalistic learning.

Second, besides being active, students also show enthusiasm during the naturalist loose-part learning process. There are other findings in learning, namely the enthusiastic attitude shown by children with enthusiasm for learning, faces that glow with joy, ready to learn, and full attention in learning activities. Children will immediately focus on following the teacher's directions when they hear that they will learn using loose-part media. Activities carried out during learning use loose-part media, namely making something related to livestock at home. Children can make anything related to livestock, like making a house, its shape, writing, the color of livestock, singing songs, and making food. In the implementation process, students follow the themes given according to directions, and their imaginations make many things about farm animals. The enthusiasm shown by the children was very clear, and they were seen to be focused on doing tasks with the theme of farm animals. Students also show pride in the work they do. The third attitude shown by students is an imaginative attitude, where students express their imagination through work. The imaginative attitude of children can develop based on the class teacher's statements, where each child has a different level of imagination. They can make objects around them into objects in their minds. They start from the shape, color, or even function. Children begin to be creative with their imagination to produce unexpectedly called imaginative works. Unlimited creations that someone owns according to their thoughts without the interference of others. Thoughts in their world are then transformed into a work that is the meaning of an imaginative word. The description of the student learning process using loose parts can be seen in [Figure 1](#).



Figure 1. Student Learning Process Using Loose-Parts

Discussion

The results of interviews and observations have been made regarding using loose-part naturalistic media to develop creativity in early childhood. Children show several different attitudes, including, first, an active attitude. Children begin to show interest after getting learning using loose-part naturalistic media. They are always actively asking questions and have high curiosity about loose-part naturalistic media. Based on the findings in the field and statements from the class teacher, loose-part naturalistic learning media can make children more active in asking questions in teaching and learning activities. These results then show that learning activities using loose-part media can increase children's activeness in participating in teaching and learning activities (Astuti & Aziz, 2019; Lestari & Halim, 2022; Priyanti & Warmansyah, 2021). Loose-part media can generally be used to develop children's creativity and increase children's interest in learning. This is shown by children often asking questions during activities (Imamah, 2020; Rochim et al., 2021). Besides that, loose-part learning media can also positively influence children and develop children's activeness in asking questions to the teacher (Juliana et al., 2022; Sukmawati, 2019). So based on this, loose parts can be used as teaching materials to develop children's creativity, shown by an active attitude.

Both enthusiastic attitudes were shown when students first heard about loose-part naturalistic media, and they were excited to see how the media was. When children are curious, they will be more enthusiastic about participating in learning activities. If children have shown a high level of interest, it is easier for them to absorb the material presented. These results show that the loose-part learning model can help develop and increase children's enthusiasm for learning new things (Farikhah et al., 2022; Wulandari et al., 2018). In addition, loose parts used as learning media can develop creativity and increase children's enthusiasm for learning (Isnaini & Ariyanti, 2022; Nurliana, 2022). So based on the description above, loose-part media can be used as teaching material to develop children's creativity, shown by an enthusiastic attitude.

The third is an imaginative attitude. Imaginative feeling arises because children have started imagining what they want to make from the loose-part naturalistic media. From the start, educators have allowed them to make the various media they want. Their imagination will develop. They can express what is in them, from simple items to a masterpiece that no one else can imitate. Several studies that have been conducted relate to loose-part media used as teaching materials. These results indicate that loose-part media can increase children's imagination in doing work and develop their fine motor skills (Fraune et al., 2019; Istim, 2022; Maryanti et al., 2019). Developing and enhancing children's creativity using loose-part media can be channeled through work (James et al., 2022; Kasriyati et al., 2021; Salsabila et al., 2022). In addition, loose-part media can also be used to develop children's 4C abilities, which consist of creativity, communication, collaboration, and critical thinking, and the imagination that is in the child's mind will be poured into the form of work (Prameswari et al., 2020).

The results obtained in this study align with previous research results, which also revealed that loose-part learning methods and media could significantly increase children's creativity by utilizing materials from their environment (Safitri & Lestarinigrum, 2021). The results of other studies reveal that the application of loose-part media as a learning tool can significantly help maximize early childhood development (Kasriyati et al., 2021). The results of further research revealed that the loose-part method could increase creativity in early childhood (Farikhah et al., 2022). Based on some of these research results, loose-part learning media is effectively used in the learning process because it can increase children's creativity during the learning process.

4. CONCLUSION

Based on the results of the data analysis that has been done, it can be concluded that the application of loose-part naturalist media has proven effective in developing creativity in early childhood. This is shown by their children's attitude, who are active and enthusiastic about learning using loose-part media. They were also very enthusiastic about participating in learning activities and children developing their creativity, marked by the imagination in the child's brain that they put into work. They make an object around it according to the imagination in their brain.

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