

## CREATIVITY DEVELOPMENT OF CHILDREN 5-6 YEARS OLD THROUGH LOOSE PARTS MEDIA

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**Abstract:** Loose parts media is media that can be moved, combined, redesigned, aligned, separated, and put together in various ways that can develop children's creativity. The purpose of this study is to describe the creativity of children aged 5-6 years through loose parts media. The research subjects were 1 class teacher and 14 class B2 students. The research methodology used is descriptive qualitative. The data collection techniques are through observation, interviews, and documentation. Based on the results of the study, the available loose parts media components were natural materials, plastics, used packaging, glass and ceramics, threads and fabrics, and metals. The development of creativity in class B2 children through loose parts media has been good, covering several indicators. Namely: likes to explore the environment, likes to observe, and hold everything, has great curiosity, spontaneously expresses thoughts and feelings, likes to experiment and try new things, rarely feels bored, and has high imagination power.

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**Keywords:** Creativity, Early Childhood, Loose Parts Media

## A. Introduction

The development of a child is largely determined by the stimulation experienced by the child at an early age. Children will have a good mentality if they are equipped with positive and constructive things from an early age. The form of service provided to a child greatly determines the further development of life. Parents, educators, and society need to work together to shape and develop a good child's mentality. One of the efforts to shape and develop a good child's mentality is to develop creativity. Creativity is a domain that must be developed in children. A child can optimize the potential values in him by developing creativity (Rahmat & Sum, 2017).

Creativity is a person's ability which in everyday life is associated with special achievements in creating new things or something that already exists into new concepts, finding ways to solve problems that most people cannot find, and creating new ideas that have never existed, and see the various possibilities that will occur (Fakhriyani, 2016).

Creativity is very important to develop because creativity can improve academic achievement. The higher the creativity that a person has, the higher the academic achievement achieved. From several studies on creativity, it is very important to develop, because creativity plays an important role in one's life. Therefore creativity needs to be stimulated from an early age (Fakhriyani, 2016).

Creativity can also make children have fun by creating something new. Regarding this process, children will process their ideas so that they become something, to sharpen ideas so that they develop into creativity. Of course, it requires methods and stimulation that must be done. Stimulation of children's creativity can be developed through various things, namely, developing creativity through creating products (handicrafts), imagination, exploration, experimentation, projects, music, and language (Widyasanti, 2021).

Developing a variety of early childhood creativity requires different media and strategies beyond drawing and coloring. The children's play environment is rich with various materials that can stimulate various aspects of children's development, especially for developing early childhood creativity. Media from natural and

artificial materials, one of which is through loose parts media.

Loose parts are media that can be moved, carried, combined, redesigned, aligned, separated, and put back together in various ways. These materials are materials that can be used independently or in combination with other materials. This material can be derived from natural or synthetic materials (Putri et al., 2019).

Loose parts and materials that are open will encourage children to carry out activities freely, moreover, supported by opportunities and questions that can trigger children's creativity. Many possibilities arise from new ideas that children get. Therefore, children's activities make activities that are flexible, flexible, and fluid, not activities that are structured and rigid (Siantajani, 2011).

Several previous studies describe this problem. The thesis was written by Maestri Sabrina with the title "The Effect of Loose Parts Media on the Development of Children's Creativity in Group B2 TK Bina Anak Bangsa Palu" in 2021. It is revealed that the use of loose parts media is very helpful in developing children's creativity. The most dominant development of children's creativity is the speed in making work (Sabrina, 2021). This is in line with this article written by Dewi Safitri and Anik Lestarinigrum with the title "Application of Loose Parts Media for the Creativity of Children Aged 5-6 Years" in 2021. Research conducted on 24 children showed that this media can increase children's creativity (Safitri & Lestarinigrum, 2021). Furthermore, the thesis was written by Azky Farida with the title "Using Loose Parts Media to Develop Early Childhood Creativity at PAUD Al-Musfiroh Gunung Sindur, West Java" in 2020. The implications obtained from using loose parts media to develop early childhood creativity in PAUD Al-Musfiroh is to make students have high creativity, both in making products (work) and in solving problems (Wandi & Mayar, 2020).

The similarities and differences in the research that will be conducted both discuss loose parts of media in children aged 5-6 years. The difference is that the loose parts media material in this study includes 5 types of materials, namely plastic, thread/fabric, aluminum, natural materials, and used goods.

Based on the results of initial observations on June 16, 2021, at Harapan Itah Kindergarten in Pemburan Hulu Village on Jl. H. Masri Segap RT.RW. 009/002 Pemburan Hulu II, Hanau District, Seruyan Regency, Central Kalimantan Province. It can be seen

in the learning process that there are many media available in the classrooms of Harapan Itah Kindergarten in Pemburan Hulu Village which can be used as learning media for children, and one of them is loose parts media. Starting from the use of loose parts media, namely during the pandemic because teachers still wanted to continue to provide learning to children even though children studied from home using materials at home and natural materials in the environment around the child's home.

As for the results of an interview with one of the teachers, the material for the loose parts media in Harapan Itah Kindergarten in Pemburan Hulu Village is adjusted to the learning theme that will be delivered. Loose parts are learning media that are quite interesting for children at Harapan Itah Kindergarten in Pemburan Hulu Village because, with loose parts media children can be creative according to children's creativity, children can assemble what they want loose parts media that are already available but still under supervision Teacher. Based on this, the purpose of this study is to describe the development of creativity in children aged 5-6 years at Harapan Itah Kindergarten through loose parts media.

## **B. Method**

The research method used is descriptive qualitative research. The location of research was carried out at Harapan Itah Kindergarten in Pemburan Hulu Village on Jl. H. Masri Segap RT.RW. 009/002 Pemburan Hulu II, Hanau District, Seruyan Regency, Central Kalimantan Province starting from February-March 2022. The reason for choosing this institution as a research location is that it is an early childhood education institution that can provide learning that attracts children's interests and creativity through loose part media with a variety of materials used. The research subjects were 1 class teacher and students in class B2 which consisted of 14 children. This study will use observation, documentation, and interviews to collect data. After that, the information was analyzed using the data analysis method developed by Miles, et al (2014) to establish findings using triangulation of sources and techniques to ensure the correctness of the data. This was done to obtain more accurate and organized findings regarding the development of creativity in children aged 5 to 6 years using loose parts media at Harapan Itah Kindergarten, Pemburan Hulu Village.

### C. Result and Discussion

Based on observations on February 26, 2022, there are 6 types of loose parts media components in Harapan Itah Kindergarten, namely: Plastic (bowl containers, plastic cups, straws) natural materials (twigs, flowers, leaves, ice cream sticks, shells), used packaging (cardboard, bottle caps) glass & ceramics (ceramics), thread & cloth (wool thread, patchwork), and metal (tablespoon).

The results of the observations above were strengthened by the results of an interview with Ms. EPS on March 9 regarding loose parts media materials, namely with the following statement:

“For the loose parts media materials that are here, we don’t use loose parts media like selling people who have a complete package of loose parts, but we only use materials that are easy to find, items that are around, for materials that wilt easily. like flowers and leaves, we invite the children to collect them together if the theme is related to the material”.

This was reinforced by the results of an interview conducted with Mrs. J on March 3, 2022, which stated that: “The loose parts media in this school come from materials that are easy to obtain, some are made from used ceramic remnants not used, other natural materials”.

The results of an interview with Ms. EPS on March 9, 2022, related to the development of children’s creativity through loose parts media with the following statement: “This loose parts media has a lot of influence on children’s development, one of which is the development of creativity. Because loose parts media are free and not limited by certain regulations”.

This was also reinforced by the results of an interview with Mrs. J, on March 9, 2022, as follows:

“Children’s creativity can be developed if students do something with activities that can stimulate the development of their creativity, one of which is loose parts media. In my opinion, the development of students’ creativity in class B2 using loose parts media is quite good, because participants can use the media directly and can sharpen children’s imagination ideas”.

At the time of observation made by researchers, learning using loose parts media contained in the Fire Theme, there were

2 activities on different days. The first activity learning used loose parts media on March 7, 2022, on the Fire Theme and the Benefit of Fire Sub-Theme with the activity of writing "fire" All children were free to choose materials according to the child's wishes. The loose parts media materials provided in this first activity were shells, bottle caps, straws, wooden twigs, cardboard, and ice cream sticks.

The second learning activity uses loose parts media on March 9, 2022, on the Fire Theme and the Fire Source Sub-Theme, making a bonfire. All children are free to use materials according to their creativity and the wishes of the children. The loose parts media materials provided in this activity are ice cream sticks, wooden twigs, and red and orange wool threads. The development of children's creativity in class B2 can develop well if they use loose parts media because children can have direct contact using loose parts media so that they can sharpen children's imagination and creative behavior.

Loose parts and materials that are open will encourage children to carry out open activities, especially supported by open opportunities and open questions from adults. Many possibilities arise with the emergence of new ideas. Openness will encourage the emergence of creativity because openness facilitates the combination of anything that can work together. Children's activities become flexible, flexible, and fluid activities, not structured and rigid activities (Siantajani, 2011).

Loose parts are open items, which are easy to find in everyday environments. These goods generally consist of 7 various components, which children can touch with different textures, shapes, and colors as well. the components are plastic, natural materials, metal, used packaging, wood & bamboo, glass & ceramics, thread & cloth (Siantajani, 2011). Meanwhile, there are only 6 components available at Harapan Itah Kindergarten, namely: plastic, natural materials, metal, used packaging, glass & ceramics, yarn & cloth.

Based on the theory and results of the research above, the teacher should be able to prepare all the loose parts media materials contained in the theory of 7 loose parts components according to Yuliani Siantajani, but this is good enough because there are already 6 components in Harapan Itah Kindergarten in Pemburan Hulu Village.

In addition, the development of creativity through loose parts media is also a form of learning that implements the Pancasila Student Profile in PAUD institutions. Especially in the elements of critical and creative reasoning (Sulistiyati et al., 2021). In the elements of critical reasoning, children will learn to ask questions through the themes given by the teacher and identify them. As for creative elements, children will be stimulated so that they can produce original ideas through thought processes so that they can produce creative works (Kementerian Pendidikan dan Kebudayaan, 2022). Therefore, early childhood can understand and learn about national, regional, and individual identity based on various contextual learning themes (Aghnaita et al., 2022).

Learning activities through loose parts media also contain basic principles for strengthening the Pancasila Student Profile (Satria et al., 2022). For example, the learning that children get is contextual so that it is based on real experiences that children get in their respective environments. In addition, learning is child-centered and provides opportunities to explore learning. This allows children to freely explore information and develop their creativity.

### *Happy Children Exploring Their Environment with Loose Parts Media*

Based on the results of observations on March 7, 2022, on learning the Fire Theme and the Use of Fire Sub-Theme. The activity of writing "fire" using loose parts media consists of tree branches, ice cream sticks, cardboard, bottle caps, shells, and straws. The second observation, which was on March 9, 2022, on the Theme of Fire and the Sub-Theme of Fire Sources was the activity of making bonfires using loose parts media with ice cream sticks, tree branches, and woolen threads.

In the learning activities, children in class B2 enjoy exploring their environment as seen when the children are enthusiastic about using media that comes from nature and materials that are around the child. Materials that come from the child's environment will stimulate children to learn about the environment around them, namely for example shells, children will learn that shells come from the seaside.

The results of the interview above, it was reinforced by the results of an interview with Mrs. EPS on March 9, 2022, stating that:

“Children enjoy learning about their environment, it can be seen when children are happy to use loose parts media because the materials come from the child’s environment, both the material we have provided and also seen when the children are enthusiastic about looking for materials in the school environment for materials learning. Involving children in finding learning materials, is one way to raise children’s spirits”.

Based on the results of observations and interviews with Ms. EPS, the results of the documentation were obtained by researchers, namely RPPM, RPPH, photos of activities showing children using loose parts media, and developmental achievements. The results of the development of creativity related to the indicator of children being happy to explore their environment using loose parts media resulted in 14 BSH children.

An environment that is rich in loose parts will enrich an environment that is fluid, and unstructured and will enrich children with various ideas and imaginations that will encourage children to be able to solve problems (Siantajani, 2011). Based on the results of the study the development of children’s creativity in exploring their environment using loose parts of media is good. In the Fire Theme and the Use of Fire Sub-Theme, the children were seen as enthusiastic when using loose parts media materials from the environment by writing “fire”.

Loose parts also give children the opportunity to build and show their understanding that children know about their environment and culture. So that children can use loose parts to create works related to their surroundings. Children like to use materials that come from their environment and participate in collecting materials to foster a sense of enthusiasm in children.

#### *Children Enjoy Watching and Holding Everything with Loose Parts Media*

Based on the results of observations on March 7, 2022, on the Fire Theme and the Use of Fire Sub-Theme. The activity of writing “fire” using loose parts media was seen when the children observed materials such as shells and other materials



provided, and the children took and used the materials to be used in learning activities.

Second observation, March 9, 2022, on learning the Fire Theme and the Fire Sources Sub-Theme. The activity of making a bonfire using loose parts media. Children have quite good observations, seen when children observe the materials used and pick up what they want to use. For example, for firewood for a campfire, children can use ice cream sticks or wood branches. Children who enjoy observing and holding everything can be seen in learning to use loose parts media when children start observing, holding, and picking up loose parts media materials.

Based on the results of the observations above, this was reinforced by the results of an interview with Ms. EPS on March 9, 2022, as a class teacher. The results of the interview were as follows: "Now this is what I like about loose parts media, the children look happy because they can observe directly the materials used, not just observing but also holding it directly and using the media for learning".

Based on the results of observations and interviews with Mrs. EPS, the results of the documentation were obtained by researchers, namely RPPM, RPPH, photos of activities showing children observing shells and other loose parts media, as well as developmental achievements. The achievement results of the development of children's creativity related to the indicator that children like to observe and hold everything with loose parts media with the achievement of 14 BSH children.

Having the opportunity to interact with various loose parts materials allows children to express themselves freely. Loose parts that have an open nature will stimulate children to be actively involved in playing with them. By the nature of children that the way to learn is through playing, so when children see loose parts they will observe and touch them (Siantajani, 2011). Based on the results of the study, the development of children's creativity in observing and holding everything is good. Because the material loose parts can be directly observed and held by children. Loose parts media which has an open nature will stimulate children to be actively involved in playing it.

*There is a Great Sense of Knowing in Using Loose Parts Media*

Based on the results of observations on March 7, 2022, the Theme of Fire, and the Sub-Theme of the Use of Fire. Children have a great curiosity seen when children divide into groups for learning using loose parts media, children ask, "What are you doing for the group?", "what are you going to do ma'am?", "Mother where to look for these shells?".

Observation results on March 9, 2022, Fire Theme and Fire Sources Sub-Theme. The activity of making a bonfire using loose parts media also raised a lot of questions, namely, "What are we going to make, Mom?", "What are the red and orange ones, ma'am?", "Mom, I want to use ice cream sticks, okay?".

In line with the results of the observations above, this was reinforced by the results of an interview with Ms. EPS on March 9, 2022, with the following statement:

"The children in this class have quite a lot of curiosity, they just ask them anything, but in learning using loose parts media the children have a much greater curiosity, for example like before, we just issued Learning media with loose parts alone, the children have asked many questions, for example, "What is this for, ma'am?".

Based on the results of observations and interviews with Mrs. EPS, the results of the documentation were obtained by researchers, namely photos of learning activities that showed children had a great curiosity, RPPM, RPPH, and developmental achievements. The results of the achievement of the development of children's creativity related to the indicator of the growing curiosity of children in learning to use loose parts media with the results of 1 MB child and 13 BSH children.

When children use loose parts media, the initial encouragement is the child's curiosity about the objects they find. At older ages, children still have curiosity which they show by asking questions. Children are starting to get acquainted with loose parts so to fulfill their curiosity, children explore objects of various textures, colors, shapes, and sizes (Siantajani, 2011). Based on the research results, it is known that the development of children's creativity in a great sense of curiosity in using loose parts media is quite good. The loose parts of media used, and the activities carried out will attract the child's attention so that

the child is interested. Children seem to have great curiosity, so it raises questions from children related to the loose parts of media materials and the learning activities carried out. From the texture, color, and shape of the loose parts media material, it can also arouse children's curiosity.

### *Children Spontaneously Express Thoughts and Feelings in Using Loose Parts Media*

Based on the results of observations on March 7, 2022, the Theme of Fire and the Sub-Theme of the Use of Fire. That the child can convey what the child wants and what the child feels, can be seen when the child chooses the material, he wants to use to make the words "Fire", and expresses the child's feelings when asked about it after learning using loose parts media.

Observation results on March 9, 2022, the Theme of Fire and the Sub-Theme of Sources of Fire. Learning by making campfires using loose parts media so that children show an attitude of expressing their feelings spontaneously, which can be seen when children choose twigs and ice cream sticks for campfire wood, and children say that children want to mix orange and red yarn as the fire, and the child expresses his thoughts by asking about the media.

In line with the observations above, the results of an interview with Mrs. EPS on March 9, 2022, are as follows: "Indirectly by using this loose parts media, children can express their thoughts if asked which material they want to use, then children express their thoughts by choose the material that the child wants to use".

Based on the results of observations and interviews with Ms. EPS, the results of the documentation were obtained by researchers, namely photos showing children spontaneously expressing their thoughts and feelings, namely when choosing loose parts media materials, RPPM, RPPH, and developmental achievements. The results of the development of children's creativity related to the indicators of children spontaneously expressing thoughts and feelings in learning using loose parts media with the results of 2 MB children and 12 BSH children.

The child's desire to make something comes from the results of his thoughts. The ability to think logically, think critically, and solve problems is a cognitive process that needs to be honed in children from an early age. Loose parts develop these abilities and make

children think independently, creatively, and critically (Siantajani, 2011). Based on the results of the study, the development of children's creativity in spontaneously expressing thoughts and feelings is quite good. It was seen that almost all the children spontaneously answered the questions raised by the teacher and the children could also express their thoughts.

#### *Likes to Experiment or Try New Things with Loose Parts Media*

Based on the results of observations on March 7, 2022, the children seemed happy to try new things by writing "fire" using loose parts media. as well as the results of observations on March 9, 2022, the Theme of Fire and the Sub-Theme of Fire Sources. The activity of making a bonfire from loose parts media. Learning the theme of fire by using loose parts media is something new for the children because previously loose parts media had never been used on the theme of fire. The children looked quite enthusiastic about doing their assignments with activities using loose parts media.

Based on the results of the observations above, it was reinforced by the results of an interview with Ms. EPS on March 9, 2022, namely as follows:

"Children always like activities related to new things, something that children have made recently, learning activities using loose parts media also adjust to each theme. So, on the theme of fire, making bonfires using loose parts of media is something new for children and children seem to like it."

Based on the results of observations and interviews with Ms. EPS, the results of the documentation were obtained by researchers, namely photos of learning activities which showed that children enjoyed trying various things, RPPM, RPPH, photos of activities, and developmental achievements. The results of the development of children's creativity related to the indicators that children like to experiment and try new things using loose parts media, with the results of 1 MB child and 13 BSH children.

Experimenting will train children to make hypotheses about things that happened before and after the experimental action. Children will learn that every event requires process and time. When the child fails, the child will try again. This will train several

skills such as fortitude, tenacity, consistency, problem-solving, and research. Apart from that, experimenting trains children to be able to express their own opinions based on their experience, not just accept other people's thoughts for granted (Siantajani, 2011).

Based on the results of the study the development of children's creativity in experimenting or trying new things with loose parts media is quite good. Almost all the children tried new things, making fire inscriptions, and making bonfires using loose parts. Children will express opinions according to their experiences in their environment. For example, a child expresses his opinion by making a bonfire according to the experience the child has seen before. Children like activities related to new things.

#### *Children Rarely Feel Bored in Using Loose Parts Media*

Based on the results of observations on March 7 and 9 2022, the children did not feel bored during class hours, the children even looked enthusiastic about participating in learning using loose parts media whose activities were writing "Fire" and making bonfires so that the children completed their assignments without help from the teacher.

In line with the results of the observations above, this was reinforced by the results of an interview with Ms. EPS on March 9, 2022, with the following statement:

"In learning that uses loose parts media, in my opinion, it doesn't look like the child is feeling bored, because various materials children can use, and the child can choose what the child likes and what the child wants to use, and the child's mind is focused on something he is making".

Based on the results of observations and interviews with Mrs. EPS, the results of the documentation were obtained by researchers, namely photos of learning activities using loose parts media which showed that children did not feel bored, RPPM, RPPH, and developmental achievements. The results of the development of children's creativity related to the indicator that children rarely feel bored using loose parts media, with the results of 1 MB child and 13 BSH children.

Very open opportunities to make open works are very possible for children to experience. While finished toys (factory

toys) tend to limit children's ideas, children will only use factory toys according to the ideas of the maker or creator of the toy (Siantajani, 2011). Factory toys can be constructed for several creations, but in general, they remain limited, not as broad as the possibilities for developing into something than loose parts. For example, puzzle pieces can be unraveled by children but will be arranged by children according to their original shape. After the child has played with the toys several times, the child will be more fluent in installing them, but then the child will tend to get bored because the child has mastered the skills and shape of the puzzle (Siantajani, 2011). Unlike the case with loose parts which are open, children will rarely feel bored when using loose parts media.

Based on the results of the study the development of children's creativity in rarely feeling bored by using the loose parts media is quite good. Almost all children do not feel bored when using loose parts media because children can choose the material according to the child's wishes and not determined by the teacher so that children can complete their assignments without complaints. The child's mind is more focused on something he made.

#### *Children Have High Imaginative Power in Using Loose Parts Media*

Based on the results of observations on March 7, 2022, the Fire Theme, and the Use of Fire Sub-Theme. The children's imagination is quite good because when the teacher asks the children to form the words "Fire" using loose parts media materials that the children choose themselves, their imagination is visible when the children add frames and make their names without any instructions from the teacher beforehand. Observation results on March 9, 2022, Fire Theme and Fire Sources Sub-Theme. The activity of making a campfire can be seen by children using their imagination to produce different shapes of campfires according to the imagination of each child.

Based on the results of the observations above, it is reinforced by the results of an interview with Mrs. EPS: "Using this media indeed trains and hones children's imagination, so that children can make whatever the child thinks of with the media that has been prepared."

From the results of observations and interviews with Ms. EPS, the results of the documentation were obtained by researchers,

namely photos showing that children have high imagination, RPPM, RPPH, children's work, photos of activities, and developmental achievements. The results of the development of children's creativity related to the indicator of having high imagination using loose parts media, with the achievement of 14 BSH children.

When children play in an open atmosphere, children will follow their imagination and interests so that they will flow in all directions according to creativity that appears spontaneously (Siantajani, 2011). Based on the results of the study the development of children's creativity in having high imagination using loose parts of media is good. All children already have a good imagination even though the results of their work are different because each child has imaginary ideas. Children are given the freedom to choose the materials they want to use and are free the children to make them according to their imagination but still according to the rules or according to the existing theme. Using loose parts media can train and hone children's imagination so that children can create whatever they think of.

#### **D. Conclusion**

Based on the results of the study, it was concluded that there were 6 components of loose parts media available at Harapan Itah Kindergarten, namely: plastic, used packaging, natural materials, metals, threads, and fabrics, as well as glass and ceramics. Learning using loose parts media can be done indoors or outdoors. The development of children's creativity aged 5-6 years using loose parts media is good, including the ability of children to enjoy exploring their environment, children enjoy observing and holding things, great curiosity, children spontaneously expressing their thoughts and feelings, children like to experiment and try things new things, children rarely feel bored, and children have high imagination. The limitations of this study are that it only focuses on discussing the development of creativity in children aged 5-6 years through descriptive loose media. Therefore, future researchers can examine this issue more deeply through both quantitative data and development.

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