

The instrument used to collect data from the variable (X) STEAM is as follows:

Table 1. STEAM Instrument

No.	Aspect	Indicator	Favourite	Unfavourable
1.	<i>Science</i>	The scientific aspect of STEAM-charged learning allows children to find something, observe, identify, the changes that occur and how they participate and contribute in activities to protect the surrounding environment.	The teacher provides learning media that allows children to make observations, thinking, and linking between concepts or what happened to the child. Example: growth or change of seeds into plants	The teacher provides learning media that does not allow children to make observations, thinking, and linking between concepts or what happened to the child.
2.	<i>Technology</i>	The technology aspect of STEAM-charged learning encourages children to have the ability to use and develop it based on their own needs, interests and ideas through the tools and materials that have been prepared.	The teacher provides learning media that can encourage children to choose the tools used to complete the work. Example: small shovel, cotton, water, soil, glass, bottle	The teacher provides learning media that cannot encourage children to choose the tools used to complete the work.
3.	<i>Engineering</i>	The engineering aspect of learning with STEAM makes it easier for children to compose or assemble into a shape or other form.	The teacher provides learning media that makes it easier for children to use tools or objects to assemble something. Example: the process of planting sprouts	The teacher provides learning media that does not make it easier for children to use tools or objects to assemble something.
4.	<i>Art</i>	The art aspect of STEAM-charged learning allows children to create freedom in exploring and experimenting to produce a work.	The teacher provides learning media that allows children to create something interesting so that it can provide fun. Example: drawing plants, collages	The teacher provides learning media that does not allow children to create something interesting so that it cannot provide fun.
5.	<i>Math</i>	The mathematical aspect of STEAM-charged learning introduces mathematical	Teachers provide learning media that make it easier for children to understand	Teachers provide learning media that do not make it easier for

		<p>concepts through play activities such as recognizing quantities (how many or how many), structures (shapes), space (angles and distances), patterns, numbers, and so on.</p>	<p>mathematical concepts through play activities such as recognizing numbers, shapes, and patterns. Example: counting green bean seeds that are planted, counting seeds that grow, measuring the length of sprouts, mentioning the shape of seeds and leaves</p>	<p>children to understand mathematical concepts through play activities such as recognizing numbers, shapes, and patterns.</p>
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(Force, ST, 2014)

The instrument used to collect data from the variable (Y1) creative character is as follows:

Table 2. Creative Character Instrument

Variable	Indicator	Descriptor	Question Points	Amount
Creative Attitude	Fluency in thinking	• Children can generate many ideas or answers to a problem	1.2	6
		• Children can produce something	3.4	
		• Children can develop an idea/ideas based on existing ideas	5.6	
	Flexibility	• Children can see problems from multiple points of view	7.8	4
		• Children can propose several solutions to problems with different approaches	9.10	
	Authenticity	• Children create works that are different from their friends on the same theme	11.12	4
		• In terms of telling stories, explaining something, describing or demonstrating something, children display something different compared to their friends	13.14	

Elaboration	• Children can explain in detail their ideas	15,16	7
	• Children make works carefully and in detail	17, 18, 19	
	• Children can compose stories that are rich in emotions and detailed descriptions of the environment	20.21	

(Munandar, 2009)

The instrument used to collect data from the independent variable (Y2) is as follows:

Table 3.Self-Reliance Instrument

Variable	Indicator	descriptor	Question Points	Amount
Independence	Physical Ability	• Children can do toilet training	1.2	6
		• Children can operate feeding aids by themselves	3.4	
		• Children can maintain personal hygiene	5.6	
	Self-confident	• Children can make choices in processing Loosepart play activities	7.8	6
		• Children dare to express opinions in a problem	9.10	
		• Children dare to ask if they don't agree	11.12	
	Responsible	• Children can complete the tasks given by the teacher	13.14	2
	Discipline			4
		• Children are on time in carrying out each child's activities	15,16	

	• Children can obey and run the rules of the game	17.18	
Easy to get along	• Children greet people who do not know	19,20	6
	• Children can respect their friends' opinions	21.22	
	• Children can interact with their friends	23.24	
Mutual sharing	• Children love to share food and drinks with their friends	25.26	6
	• Children love to share toys with their friends	27.28	
	• Children can lend their writing tools to their friends	29.30	
Controlling Emotions	• Children do not disturb their friends when playing Loosepart	31.32	6
	• Children do not scream when reprimanded by the teacher	33.34	
	• Children are not moody when playing Loosepart is not finished	35.36	

(Martinis, 2013)