Use of Loose Part Media With Cardboard and Sand Materials in Islamic Children's Schools

Mirroh Fikriyati*[1]**, Sri Katoningsih**[2] **Sabbir Hasan**[3]
[1,2]Muhammadiyah University of Surakarta, Indonesia
[3] Pundra University of Science & Technology, Bangladesh
Email: mirrohsolo@gmail.com, sk773@ums.ac.id, sabbirhasan60@gmail.com

Abstract

The purpose of this study is to describe the use of loose parts media made from cardboard and sand in learning at the Islamic Children's School TKIT Permata Hati Kartasura Sukoharjo. The research subjects were teachers, informants such as school leaders, and students. Data collection techniques with interviews, observation, and documentation. While the data analysis with the stages of data reduction, data presentation, drawing conclusions, and verification, namely drawing conclusions and verifying the collected data. The results showed that loose parts media designed in ships and simple musical instruments have successfully stimulated the growth of 6 aspects of child development. Aspects of Moral Religion Values with the introduction of seawater that ships pass as a creation of God. Gross motoric physical aspects such as rowing. Physical aspects of fine motor skills include feeling the smooth and rough parts of the ship. A cognitive aspect with counting the number of doors, windows, and stairs on the boat. A language aspect with mentioning the vowel letters on the ship. Aspects of Social Emotional like patiently waiting for their turn in holding the boat. An aspect of art with hearing, imitating, and singing songs about ships. It is also strengthened by playing a musical instrument from a bottle filled with sand.

Keywords: Media Loose part, Cardboard, Sand, Early childhood

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan penggunaan media loose parts yang berasal dari bahan kardus dan pasir dalam pembelajaran di Sekolah Anak Islam TKIT Permata Hati Kartasura Sukoharjo. Subyek penelitian adalah guru dan informannya kepala sekolah beserta siswa. Teknik pengumpulan data dengan wawancara, observasi dan dokumentasi. Sedangkan analisis data dengan tahapan reduksi data, penyajian data, penarikan kesimpulan dan verifikasi yaitu mengambil kesimpulan dan verifikasi terhadap data yang terkumpul. Hasil penelitian menunjukkan bahwa media loose parts yang didesain dalam bentuk kapal dan alat musik sederhana telah berhasil memberikan stimulasi penumbuhan 6 aspek perkembangan anak. Aspek Nilai Agama Moral seperti pengenalan air laut yang dilewati kapal sebagai ciptaan Tuhan. Aspek fisik motorik kasar seperti melakukan gerakan mendayung. Aspek fisik motorik halus seperti meraba bagian kapal yang halus dan kasar. Aspek kognitif seperti menghitung jumlah pintu, jendela dan tangga yang ada di kapal. Aspek bahasa seperti menyebutkan huruf-huruf vocal yang ada di kapal. Aspek Sosial Emosional seperti sabar menunggu giliran dalam memegang kapal. Aspek seni seperti mendengar, meniru dan menyanyikan lagu tentang kapal. Dikuatkan juga dengan memainkan alat musik dari botol yang berisi pasir.

Kata Kunci: Media Loose part, Kardus, Pasir, anak usia dini

Mirroh Fikriyati*, Sri Katoningsih, Sabbir Hasan

INTRODUCTION

Children are a generation and a significant investment in preparing human resources for the future. To create a quality generation, the community expects a proper education for their children, especially when they are still at an early age. [1] Giving more attention to early childhood to get education is one of the proper steps to prepare a superior generation who will continue the nation's struggle.

Early childhood is like exploratory activities because children have a high curiosity at this Age, so they like to explore new information through the surrounding environment. Activities carried out in early childhood can optimize all aspects of their development because, at this time, children are in their Golden Age. Golden Age is when almost all potential children experience a sensitive period to grow and develop rapidly and significantly. [2]

Early childhood education focuses on developing behavior formation or habituation, including religious and moral values, physical-motoric, cognitive, language, socio-emotional, and art.[3] Due to the orientation of education to aspects of child development and growth, early childhood learning is play-oriented learning, namely, learning while playing and playing while learning.[4] Learning oriented to child development provides more opportunities for children to understand correctly. For this reason, the role of teachers is needed who can deliver fun learning, so students do not feel bored at school. According to Logue's research results, a qualified teacher in the classroom helps students improve their learning achievement. A qualified teacher can guide students in maximizing the quality of student learning.[5] The existence of teachers here is tasked with creating students' well-being so that learning objectives can be appropriately achieved [6]

Based on the statement above, a teacher in early childhood needs to use various ways so that learning can optimize the development potential of children, either by using appropriate learning methods or using appropriate learning media or other methods. Eci Sriwahyuni & Nofialdi states that methods that can be used in early childhood education institutions include the block playing method, the rote method, the role-playing method, the music and singing method, the card playing method, and the experimental method.[7] The existence of learning methods cannot be separated from the use of learning media. Learning media here is a tool that can be used as an intermediary in stimulating all aspects of development in early childhood, both

---

[1] Siti Farida, "Pengelolaan Pembelajaran PAUD," *Wacana Didaktika* 5, no. 02 (2017): 189–200.

[2] Intan Kurniasari, Sasmiati Sasmiati, and Een Yayah Haenilah, "Penggunaan Media Alam Sekitar Dan Kemampuan Berfikir Logis Anak Usia Dini," *Jurnal Pendidikan Anak* 4, no. 1 (2018); Fikriyati Mirroh, "Perkembangan Anak Usia Emas (Golden Age)," *Yogyakarta: Laras Media Prima*, 2013.

[3] Nor Annisa et al., "Usulan Standar Tingkat Pencapaian Perkembangan Anak Usia 2-3 Tahun" 4 (2023): 79–88.

[4] Uswatun Hasanah, "Strategi Pembelajaran Aktif Untuk Anak Usia Dini," *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* 23, no. 2 (2018): 204–22, https://doi.org/10.24090/insania.v23i2.2291; Sri Katoningsih, *Keterampilan Bercerita* (Muhammadiyah University Press, 2021); Wiwik Pratiwi, "Konsep Bermain Pada Anak Usia Dini," *Tadbir: Manajemen Pendidikan Islam* 5 (2017): 106–17.

[5] (Logue, 2007)

[6] Fauzi Muharom and Mirroh Fikriyati, "Creating Student Well Being in A Time of Pandemic in Children's Schools," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (2022): 367–78.

[7] Eci Sriwahyuni, Nova Asvio, and Nofialdi Nofialdi, "Metode Pembelajaran Yang Digunakan Paud (Pendidikan Anak Usia Dini) Permata Bunda," *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 4, no. 1 (2017): 44, https://doi.org/10.21043/thufula.v4i1.2010.

aspects of moral and religious values, physical, motoric aspects, language aspects, social-emotional aspects, cognitive aspects, and artistic aspects. [8]

One of the media that is environmentally friendly and very useful for early childhood students in the learning process is loose parts. Loose Parts are a collection of natural objects or artificial objects that can be used to provoke ideas in children's games. [9] Loose parts are materials open, separate, can be put back together, carried, combined, lined up, moved, and used alone or in combination with other materials can be in the form of natural and synthetic objects, such as using rocks, sand, water, leaves, plants, bamboo, seeds, buttons, beads, used bottles and so on. [10] These objects are open to supporting children's development to work, communicate with each other, and play. [11] Loose media presence parts support the development of children's different and unique mindsets. It even helps children connect with their environment and prepares them to have abilities in the 21st century. [12]

Many studies have proven the importance of loose parts media in providing comfort for early childhood students in learning. Research from Retnowati has confirmed that applying the play method using used goods around (loose parts) can improve the creative ability of Al-Farisi family planning children Group B. [13] The results of research from Titania stated that STEAM-based learning uses loose parts media effectively improve the 4C abilities of children aged 4-5 years, so it is recommended that this learning be carried out continuously to see the achievement of capabilities in other aspects. [14]

There are benefits of loose-parts media in the learning process in early childhood, so many teachers in early childhood education institutions use loose-parts media. One Islamic children's school that has used loose parts media in the learning process is TKIT Permata Hati Kartasura Sukoharjo. Interviews with school leaders and teachers at TKIT Permata Hati Kartasura Sukoharjo resulted in data that teachers at the Islamic children's school TKIT Permata

---

[8] Herman Zaini and Kurnia Dewi, "Pentingnya Media Pembelajaran Untuk Anak Usia Dini," *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini* 1, no. 1 (2017): 81–96, https://doi.org/10.19109/ra.v1i1.1489.

[9] Sally Haughey and Nicole Hill, "Loose Parts: A Start-Up Guide," *Fairy Dust Teaching*, 2017; Caileigh Flannigan and Beverlie Dietze, "Children, Outdoor Play, and Loose Parts," *Journal of Childhood Studies* 42, no. 4 (2018): 53–60, https://doi.org/10.18357/jcs.v42i4.18103.

[10] Carla Gull et al., "Definitions of Loose Parts in Early Childhood Outdoor Classrooms: A Scoping Review.," *International Journal of Early Childhood Environmental Education* 6, no. 3 (2019): 37–52; Siskawati Siskawati and Herawati Herawati, "Efektivitas Media Loose Parts Di PAUD Kelompok A Pada Masa Belajar Dari Rumah," *Jurnal Pendidikan Luar Sekolah* 15, no. 1 (2021): 41–47.

[11] Nurul Qomariyah and Zahratul Qalbi, "Pemahaman Guru PAUD Tentang Pembelajaran Berbasis STEAM Dengan Penggunaan Media Loose Parts Di Desa Bukit Harapan," *JECED : Journal of Early Childhood Education and Development* 3, no. 1 (2021): 47–52, https://doi.org/10.15642/jeced.v3i1.995; Christine Kiewra and Ellen Veselack, "Playing with Nature: Supporting Preschoolers' Creativity in Natural Outdoor Classrooms.," *International Journal of Early Childhood Environmental Education* 4, no. 1 (2016): 70–95; Sheryl Smith-Gilman, "The Arts, Loose Parts and Conversations," *Journal of the Canadian Association for Curriculum Studies* 16, no. 1 (2018): 90–103.

[12] et al Reza Muhammad, Khotimah Nurul, "Implementasi Perancangan Media Loose Parts Pada Guru Taman Kanak-Kanak," *Jurnal Program Studi PGRA* 8 (2022): 1–8, http://www.jurnal.stitnualhikmah.ac.id/index.php/seling/article/view/1051.

[13] Retnowati, "Peningkatan Kemampuan Kreatifitas Anak Mengaplikasikan Alat Peraga Edukatif Menggunakan Metode Loose Parts," *Ejournal.Unma.Ac.Id* 7, no. 2 (2021): 465–70, https://doi.org/10.31949/educatio.v7i2.1095.

[14] Prameswari, Titana Widya, "STEAM Based Learning Strategies by Playing Loose Parts for the Achievement of 4C Skills in Children 4-5 Years," *Efektor* 7, no. 1 (2020): 24–34, http://ojs.unpkediri.ac.id/index.php/efektor-e.

Mirroh Fikriyati*, Sri Katoningsih, Sabbir Hasan

Hati Kartasura Sukoharjo have used a lot of various media, including loose parts media. Using loose parts media has given good results for children's achievement at TKIT Permata Hati Kartasura Sukoharjo. This is where this research aims to describe teachers' success in using loose parts media in the Islamic children's school TKIT Permata Hati Kartasura Sukoharjo.

METHODS

The focus of this research is to find out the activities of teachers in Islamic children's school TKIT Permata Hati Kartasura Sukoharjo using loose parts media that come from cardboard and sand. This study applies a qualitative descriptive approach based on the research focus above. These research procedures produce descriptive data from written words described or spoken by people and observed behavior and tend to use analysis. Qualitative research also obtains results directly by interacting directly with the studied subject. [15] This research can be categorized as a case study investigating an event, program, or activity of a group of people that is unique and limited by the informant's time and activities. [16]

The research location is in the Islamic Children's School TKIT Permata Hati Kartasura Sukoharjo. The data source is the subject of research from Permata Hati TKIT teachers who teach their students with loose parts media. At the same time, the supporting informants in this study were the principal and students. Data collection techniques in this study were interviews, observation, and documentation. Data analysis in this study used an interactive analysis model: data collection, data reduction, data presentation, and conclusion. The data validity in this study used a triangulation technique of sources and methods. [17]

RESULTS AND DISCUSSION

Based on the data collected from interviews, observations, and documentation, can be described the use of loose parts media of learning at TKIT Permata Hati Kartasura Sukoharjo, namely:

Use of Media loose parts made from cardboard

The dominant material of this cardboard is designed to be a ship. How to make it is to cut the cardboard into several pieces according to size. Use part side cardboard corrugated (rough) by removing the cardboard layer. Take a cardboard box to make part chimney ship and make stairs and geometric shapes. Then paste the ship parts and use glue shoot; after forming the boat so take paper and markers, Then write the numbers and letters needed, the following process is decoration and trimmed. The ship is made from cardboard, and the learning process can be seen below:

---

[15] Sulaiman Saat and Sitti Mania, "Pengantar Metodologi Penelitian: Panduan Bagi Peneliti Pemula, Pusaka Almaida, Sulawesi Selatan," 2020.

[16] John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016).

[17] J Moleong Lexy, "Metodologi Penelitian Kualitatif, Bandung: PT," *Remaja Rosdakarya*, 2012.

Figure 1. Media loose parts in the form of a ship

The dominant ship media comes from cardboard which the teacher uses as a tool to deliver learning materials. The teacher told us how to walk the ship and explained that the boat was only in water or the sea. Then the teacher gives stimulation by asking the children who is the creator of the sea. This stimulation hopes that the children will know the sea's creator. In this event, the teacher has tried to touch on the Aspects of Moral Religious Values for children, namely by introducing to child Age early boat can walk if being in the water or the sea, while water or sea is God's creation. This medium has succeeded in providing stimulation to children, and it was proven when Sifa and Faiq were asked who created the sea. Both have answered that the creator of the sea is God. The teacher then tells the condition of the dirty sea or river because humans throw garbage in the wrong place. Does the teacher ask which child likes to throw trash in the wrong place? The children answered that they threw the waste in its place. Media or props in the form of a ship supported by additional stories from the teacher show that teaching religious and moral values in early childhood has been done well. [18] It is essential to instil religious and moral values in children from an early age because, at this stage, children are easily stimulated by positive and negative behaviour. They are cultivating positive behaviour since childhood can determine further moral development. [19]

The teacher also explained that the ship could run on water or the sea by using a machine. But for a small boat on a river or lake, the ship can run using human power, namely by paddling, so that the teacher can see the rowing movement. Then the teacher invites the students to imitate the rowing movement. At this moment, Izar and Hafizh seemed not interested in rowing. They both just kept quiet, noticing his friend. Finally, the teacher took the initiative to bring the boat props and explained the two. Hence, the two children became interested in doing the rowing movement that the teacher exemplified. This rowing

---

[18] Latifah Nurul Safitri and Hafidh 'Aziz, "Pengembangan Nilai Agama Dan Moral Melalui Metode Bercerita Pada Anak," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 4, no. 1 (2019): 85–96, https://doi.org/10.14421/jga.2019.41-08.

[19] Retno Astuti and Sri Katoningsih, "Implementation of Demonstration Methods in Early Children's Akhlak Education," *Early Childhood Research Journal (ECRJ)* 4, no. 2 (2022): 39–45, https://doi.org/10.23917/ecrj.v4i2.12105.

movement can be categorized as gross motoric physical learning in children. Because gross motoric skills are part of motoric activities that include muscle skills extensive, moving this more demand strength, physical and balance [20]

This media can also stimulate fine motoric development, especially by training children's eye and hand coordination; the teacher removes parts of the ship with colourful geometries and then puts them back together. The teacher called one of the students named Cellyn to try to match the geometric shapes as the teacher had shown and asked what colours were in the ship. The teacher also explained that some parts of the boat were smooth and some were rough. The teacher called a student named Hafizh to try to feel the ship's features. The teacher explains that the flat part of the boat means the smooth piece, while the wavy part of the boat means the rough one. Eye coordination movements and fingering movements as above show the teacher has stimulated the child in the fine motoric aspect because fine motoric is a movement that uses smooth muscles or certain parts of the body such as hands and fingers so that fine motoric skills in children can be developed in the form of holding, concentration, and eye-hand coordination. [21]

In learning using loose parts media as a ship, the teacher counts the number of doors, windows, and steps. The teacher also introduces the names of the ship's features, and there are chimneys, windows, doors, and stairs. The teacher called one of the students named Daffa to try to count the number of ship doors that the teacher had delivered. The learning process in Daffa shows that the teacher is trying to stimulate aspects of child development, especially in the cognitive aspect. There is a change in understanding children in know draft number simple as step beginning children in understanding early mathematics. [22] The teacher also stimulates the cognitive aspect by introducing colours to the geometric shapes on the ship. Children look enthusiastic when the teacher conveys these colours so that there is an additional ability to recognize colours. The ability to know colour is an aspect of cognitive development experienced by every child, so you can stimulate senses early to see objects in the surrounding environment more sensitively. [23]

In designing the ship made of cardboard, the teacher deliberately put the names of the vowels on the boat. In practice, the teacher also conveys the words of the vowels on the

---

[20] Khadijah&Amelia, *Perkembangan Fisik Motorik Anak Usia Dini: Teori Dan Praktik* (Prenada Media, 2020); Niken Indah Cahyani, Dr. Joko Yuwono, M.Pd, and Dedi Mulia, M.Pd, "Pembelajaran Tari Kreasi Perahu Layar Untuk Meningkatkan Kemampuan Motorik Kasar Anak Tunagrahita Pada Skh Al Kautsar Kota Cilegon," *UNIK (Jurnal Ilmiah Pendidikan Luar Biasa)* 3, no. 1 (2018), https://doi.org/10.30870/unik.v3i1.5306.

[21] Sabaria Agustina, M. Nasirun, and Delrefi D., "Meningkatkan Keterampilan Motorik Halus Anak Melalui Bermain Dengan Barang Bekas," *Jurnal Ilmiah Potensia* 3, no. 1 (2019): 24–33, https://doi.org/10.33369/jip.3.1.24-33; Nyoman Wida Komalasari et al., "Penerapan Metode Demonstrasi Berlandaskan Teori Montessori Untuk Meningkatkan Keterampilan Motorik Halus Anak Kelompok A," *Jurnal Pendidikan Anak Usia Dini Undiksha* 4, no. 2 (2016).

[22] Rosita Wondal, Rita Samad, and Desna Kore, "Peran Permainan Ludo Dalam Mengembangkan Kemampuan Kognitif Anak Usia 5-6 Tahun," *Jurnal Ilmiah Cahaya Paud* 2, no. 2 (2020); Sulis Afrianti, Musnar Indra Daulay, and Putri Asilestari, "Meningkatkan Kemampuan Kognitif Anak Dengan Permainan Ludo," *Aulad: Journal on Early Childhood* 1, no. 1 (2018): 52–59.

[23] Edi Hendri Mulyana, Istikhoroh Nurzaman, and Nur Asifa Fauziyah, "Upaya Meningkatkan Kemampuan Anak Usia Dini Mengenal Warna," *Jurnal Paud Agapedia* 1, no. 1 (2017): 76–91, https://doi.org/10.17509/jpa.v1i1.7170; Denadia Nityanasari, "Alat Permainan Edukatif Pasak Warna Untuk Meningkatkan Kemampuan Mengenal Warna Pada Anak Usia Dini," *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2020): 9–14.

ship to their students. After repeating, the teacher asked Ardan to find and name the vowel letters in the ship. Ardan managed to convey the vowels on the boat. Then the teacher offers who is willing to call the vowels contained in the boat? So Faiq immediately raised his hand to try to pronounce the vowels. It was seen that Ardan and Faiq enjoyed mentioning the vowel letters affixed to the ship's media. With this ship's media, the teacher has stimulated children's growth in language aspects. At this stage, the sounds of the language produced by the child are not yet meaningful, the whole sound of the vowels does not refer to certain words and meanings. [24] In practice, the teacher also uses a storytelling model that introduces theme vehicles running on water. The children listen to stories from the teacher casually so that their language of the children grows well. [25]

Learning with this ship's media also stimulates children's Social - Emotional aspects. As is evidenced when children are interested in trying to use this medium by an alternate with wait turn. According to previous information, Izar was sometimes impatient in waiting his turn. once it happened, izar did not want to queue when washing hands and taking food. So when I use this ship's media, Izar is willing to wait his turn to use the ship's media even with a little direction from the teacher. So is Kayla willing to wait for their turn to hold and try the vessel's media, even though the previous incident was Kayla's lack of patience in waiting for her turn to play. The teacher is instrumental in managing children's social and emotional through a culture of waiting for their turn to interact with friends. [26]

In learning with the ship's media, the teacher closed the lesson by singing a song about the ship and asking the children to imitate it. The teacher tries to stimulate the artistic aspects of children through the art of ship songs. Children can hear, replicate, and sing songs about ships. The previous one was not interested in singing songs after seeing and listening to the song sung by the teacher using this ship's media. Fina became interested in hearing and even wanted to imitate the song sung by the teacher. Meanwhile, Rahman, who was previously not interested in songs, even covered his ears when the teacher sang a song. Still, after Rahman saw and listened to the song sung by the teacher by bringing this ship's media, Rahman was happy to hear and even asked the teacher to repeat the song. The teacher's success in singing the song and being followed by the child by singing the same theme has played a role in growing the artistic aspect in the child because the song is part of music, while music is an artwork. [27] Even the function of the song, in addition to developing the artistic aspect of children, also trains children's gross motoric skills, forms self-confidence, discovers talents in themselves, and trains children's cognitive and language development. By singing or listening to songs, children are consciously or unconsciously carried away to continue to think and accept the knowledge contained in the music. The lyrics and the song's

---

[24] Indah Permatasari Suardi, Syahrul Ramadhan, and Yasnur Asri, "Pemerolehan Bahasa Pertama Pada Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2019): 265, https://doi.org/10.31004/obsesi.v3i1.160.

[25] Fatimah Fatimah and Mahmuddin Mahmuddin, "Meningkatkan Aspek Bahasa Dalam Memahami Cerita Menggunakan Model Story Telling Dan Role Playing Dengan Media Wayang Kertas," *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)* 1, no. 2 (2021): 1–12.

[26] Aniffatul Muyasaroh, "Mengembangkan Kemampuan Sosial Emosional Sabar Menunggu Giliran Melalui Kegiatan Bermain Prosotan," 2021, 76–87.

[27] Wadiyo Wadiyo and Slamet Haryono, "Uji Coba Produk Lagu Anak-Anak Bertema Pendidikan," *Resital: Jurnal Seni Pertunjukan* 17, no. 3 (2016): 170–77, https://doi.org/10.24821/resital.v17i3.2226.

tone can control a child's self and thoughts without feeling burdened. For this reason, songs are needed to support children's development. [28]

The learning process that uses cardboard-based loose parts media with a ship design looks like a fun learning atmosphere and is supported by playing methods. Because playing is a whole activity carried out by children that are fun, uplifting, and evocative pleasure that works to help children achieve complete physical, intellectual, social, moral and emotional development. [29]

Use of Loose Parts Media Derived from Sand

Media Loose parts with sand material are designed to be a simple musical instrument. The method of manufacture is that the existing sand is poured into used bottles with the instructions that each bottle is filled with sand of different sizes. How to play the teacher demonstrates this musical instrument by shaking it; it will make different sounds. Each child has the same rights, namely being able to fill sand into a bottle, and each child can play this musical instrument. This musical instrument can train development. Good children are fine motoric development and cognitive development, and development art.

Figure 2. Media loose parts bottle containing sand

Children who lack strength in holding a pencil can practice using this instrument. The more the child plays this instrument, the more power the hand will appear. Hafizh has difficulty writing because it is not vital to hold a pencil. Then the teacher tried to stimulate Hafizh's hand strength by playing this instrument, and it turned out that after playing the device several times, Hafizh's ability to hold a pencil increased, and even Hafizh's artistic ability also increased. Hafizh became happy to play the instrument. The same thing happened to Daffa, who had difficulty holding a pencil, so the resulting writing was less visible and tended to be invisible. This is also due to the lack of strength of the hand in pressing the pencil used for writing. After the teacher tried to train Daffa by playing this instrument, her fine motor development improved, and Daffa's writing became more

---

[28] Wicy Elvi Septiani and Indra Yeni, "Stimulasi Lagu Dalam Pengembangan Seni Anak Usia Dini," *JCE (Journal of Childhood Education)* 5, no. 1 (2021): 96, https://doi.org/10.30736/jce.v5i1.498.

[29] Muthia Arya Putri, "Meningkatkan Kemampuan Mengenal Huruf Vokal Anak Melalui Permainan Gardu Kasur," *Journal on Teacher Education* 3, no. 1 (2021): 1–6, https://doi.org/10.31004/jote.v2i3.1921.

visible. Daffa and Hafizh don't get bored practising playing this instrument because they like the bottle filled with sand being shaken to make different sounds. This proves that this instrument is not only able to train their fine motoric skills but also their artistic abilities.

Sifa has also experienced difficulties developing art, and the teacher tries to motivate Sifa to try playing this instrument. It turns out that Sifa is very enthusiastic about playing it by starting to fill each bottle with sand that the teacher has provided. Sifa's artistic development is progressing well, and her cognitive development is also well developed. It can be seen when Sifa can distinguish each sand filling in the bottle.

Music cannot be separated from teaching and learning activities in Kindergarten or Early Childhood Education schools. Almost all activities always start or end with singing activities. Before entering the class, start with the line, then join the class, followed by learning activities. Among these activities, there is always a singing activity. For this reason, Early Childhood Education school teachers are required to have the ability and skills in music and understand traditional music to be able to convey singing or music material to students well. The music material taught in early childhood is also elementary. This is done because it adjusts early childhood psychology and musical abilities. [30]

CONCLUSION

The development of the times requires every human being to always clean up following changes in all aspects of life. The changing times also impact outcomes in the field of education. Students and teachers are required to be more critical, innovative, and creative. The use of media is also necessary able to develop the creativity of students. One of the media that teachers can use is loose parts. At the Permata Hati Islamic Children's School, TKIT has implemented loose parts of media in learning. Loose parts media used are made of cardboard and sand. From cardboard, ship products are made, and sand is produced for musical instruments in used bottles. Boats and musical instruments are used as media that provide stimulation and touch all aspects of children's growth and development.

Stimulating the growth of aspects of Moral Religious Values in children, namely by introducing to children from an early age the ship can run if it is in the water or the sea, while the water or the sea is God's creation. At the same time, the stimulation of the growth of the physical aspect of gross motoric invites the students to imitate the rowing movement. To change the physical aspects of fine motor development by training children's eye and hand coordination, the teacher removes parts of the ship in the form of a colourful geometry, then reattaching it and feeling the smooth and rough parts of the boat. Children also develop fine motor skills after holding and playing musical instruments from bottles filled with sand.

To stimulate the growth of cognitive aspects in children, namely counting the number of doors, windows, and stairs and introducing colours to geometric shapes on the ship. To stimulate the growth of language aspects in children, namely mentioning the vowel letters in the boat and listening to stories from the teacher casually. To expand aspects of Social Emotional development in children by waiting for a queue or turning in using the media ship. To stimulate

---

[30] MS Viktor Purhanudin and R. Agustinus Arum Eka Nugroho, "Musik Dalam Konteks Pendidikan Anak Usia Dini," *Tonika: Jurnal Penelitian Dan Pengkajian Seni* 4, no. 1 (2021): 41–51, https://doi.org/10.37368/tonika.v4i1.244.

Mirroh Fikriyati*, Sri Katoningsih, Sabbir Hasan

the growth of artistic aspects in children, namely listening, imitating and singing songs about boats. It is also strengthened by playing a musical instrument from a bottle filled with sand.

REFERENCES

Afrianti, Sulis, Musnar Indra Daulay, and Putri Asilestari. "Meningkatkan Kemampuan Kognitif Anak Dengan Permainan Ludo." *Aulad: Journal on Early Childhood* 1, no. 1 (2018): 52–59.

Agustina, Sabaria, M. Nasirun, and Delrefi D. "Meningkatkan Keterampilan Motorik Halus Anak Melalui Bermain Dengan Barang Bekas." *Jurnal Ilmiah Potensia* 3, no. 1 (2019): 24–33. https://doi.org/10.33369/jip.3.1.24-33.

Annisa, Nor, Nanik Rahayu, Saniyya Putri Hendrayana, Noor Padilah, Reni Rulita, and Debie Susanti. "Usulan Standar Tingkat Pencapaian Perkembangan Anak Usia 2-3 Tahun" 4 (2023): 79–88.

Astuti, Retno, and Sri Katoningsih. "Implementation of Demonstration Methods in Early Children's Akhlak Education." *Early Childhood Research Journal (ECRJ)* 4, no. 2 (2022): 39–45. https://doi.org/10.23917/ecrj.v4i2.12105.

Cahyani, Niken Indah, Dr. Joko Yuwono, M.Pd, and Dedi Mulia, M.Pd. "Pembelajaran Tari Kreasi Perahu Layar Untuk Meningkatkan Kemampuan Motorik Kasar Anak Tunagrahita Pada Skh Al Kautsar Kota Cilegon." *UNIK (Jurnal Ilmiah Pendidikan Luar Biasa)* 3, no. 1 (2018). https://doi.org/10.30870/unik.v3i1.5306.

Creswell, John W, and Cheryl N Poth. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Sage publications, 2016.

Farida, Siti. "Pengelolaan Pembelajaran PAUD." *Wacana Didaktika* 5, no. 02 (2017): 189–200.

Fatimah, Fatimah, and Mahmuddin Mahmuddin. "Meningkatkan Aspek Bahasa Dalam Memahami Cerita Menggunakan Model Story Telling Dan Role Playing Dengan Media Wayang Kertas." *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)* 1, no. 2 (2021): 1–12.

Flannigan, Caileigh, and Beverlie Dietze. "Children, Outdoor Play, and Loose Parts." *Journal of Childhood Studies* 42, no. 4 (2018): 53–60. https://doi.org/10.18357/jcs.v42i4.18103.

Gull, Carla, Jessica Bogunovich, Suzanne Levenson Goldstein, and Tricia Rosengarten. "Definitions of Loose Parts in Early Childhood Outdoor Classrooms: A Scoping Review." *International Journal of Early Childhood Environmental Education* 6, no. 3 (2019): 37–52.

Hasanah, Uswatun. "Strategi Pembelajaran Aktif Untuk Anak Usia Dini." *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* 23, no. 2 (2018): 204–22. https://doi.org/10.24090/insania.v23i2.2291.

Haughey, Sally, and Nicole Hill. "Loose Parts: A Start-Up Guide." *Fairy Dust Teaching*, 2017.

Katoningsih, Sri. *Keterampilan Bercerita*. Muhammadiyah University Press, 2021.

Khadijah&Amelia. *Perkembangan Fisik Motorik Anak Usia Dini: Teori Dan Praktik*. Prenada Media, 2020.

Kiewra, Christine, and Ellen Veselack. "Playing with Nature: Supporting Preschoolers' Creativity in Natural Outdoor Classrooms." *International Journal of Early Childhood Environmental Education* 4, no. 1 (2016): 70–95.

Komalasari, Nyoman Wida, Luh Putu Putrini Mahadewi, Putu Rahayu Ujianti, and S Psi. "Penerapan Metode Demonstrasi Berlandaskan Teori Montessori Untuk Meningkatkan

Keterampilan Motorik Halus Anak Kelompok A." *Jurnal Pendidikan Anak Usia Dini Undiksha* 4, no. 2 (2016).

Kurniasari, Intan, Sasmiati Sasmiati, and Een Yayah Haenilah. "Penggunaan Media Alam Sekitar Dan Kemampuan Berfikir Logis Anak Usia Dini." *Jurnal Pendidikan Anak* 4, no. 1 (2018).

Lexy, J Moleong. "Metodologi Penelitian Kualitatif, Bandung: PT." *Remaja Rosdakarya*, 2012.

Logue, Mary E. "Early Childhood Learning Standards: Tools for Promoting Social and Academic Success in Kindergarten." *Children & Schools* 29, no. 1 (2007): 35–43.

Mirroh, Fikriyati. "Perkembangan Anak Usia Emas (Golden Age)." *Yogyakarta: Laras Media Prima*, 2013.

Muharom, Fauzi, and Mirroh Fikriyati. "Creating Student Well Being in A Time of Pandemic in Children's Schools." *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (2022): 367–78.

Mulyana, Edi Hendri, Istikhoroh Nurzaman, and Nur Asifa Fauziyah. "Upaya Meningkatkan Kemampuan Anak Usia Dini Mengenal Warna." *Jurnal Paud Agapedia* 1, no. 1 (2017): 76–91. https://doi.org/10.17509/jpa.v1i1.7170.

Muyasaroh, Aniffatul. "Mengembangkan Kemampuan Sosial Emosional Sabar Menunggu Giliran Melalui Kegiatan Bermain Prosotan," 2021, 76–87.

Nityanasari, Denadia. "Alat Permainan Edukatif Pasak Warna Untuk Meningkatkan Kemampuan Mengenal Warna Pada Anak Usia Dini." *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2020): 9–14.

Prameswari, Titana Widya, dll. "STEAM Based Learning Strategies by Playing Loose Parts for the Achievement of 4C Skills in Children 4-5 Years." *Efektor* 7, no. 1 (2020): 24–34. http://ojs.unpkediri.ac.id/index.php/efektor-e.

Purhanudin, MS Viktor, and R. Agustinus Arum Eka Nugroho. "Musik Dalam Konteks Pendidikan Anak Usia Dini." *Tonika: Jurnal Penelitian Dan Pengkajian Seni* 4, no. 1 (2021): 41–51. https://doi.org/10.37368/tonika.v4i1.244.

Putri, Muthia Arya. "Meningkatkan Kemampuan Mengenal Huruf Vokal Anak Melalui Permainan Gardu Kasur." *Journal on Teacher Education* 3, no. 1 (2021): 1–6. https://doi.org/10.31004/jote.v2i3.1921.

Qomariyah, Nurul, and Zahratul Qalbi. "Pemahaman Guru PAUD Tentang Pembelajaran Berbasis STEAM Dengan Penggunaan Media Loose Parts Di Desa Bukit Harapan." *JECED : Journal of Early Childhood Education and Development* 3, no. 1 (2021): 47–52. https://doi.org/10.15642/jeced.v3i1.995.

Retnowati. "Peningkatan Kemampuan Kreatifitas Anak Mengaplikasikan Alat Peraga Edukatif Menggunakan Metode Loose Parts." *Ejournal.Unma.Ac.Id* 7, no. 2 (2021): 465–70. https://doi.org/10.31949/educatio.v7i2.1095.

Reza Muhammad, Khotimah Nurul, et al. "Implementasi Perancangan Media Loose Parts Pada Guru Taman Kanak-Kanak." *Jurnal Program Studi PGRA* 8 (2022): 1–8. http://www.jurnal.stitnualhikmah.ac.id/index.php/seling/article/view/1051.

Saat, Sulaiman, and Sitti Mania. "Pengantar Metodologi Penelitian: Panduan Bagi Peneliti Pemula, Pusaka Almaida, Sulawesi Selatan," 2020.

Safitri, Latifah Nurul, and Hafidh 'Aziz. "Pengembangan Nilai Agama Dan Moral Melalui Metode Bercerita Pada Anak." *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 4, no. 1 (2019): 85–96. https://doi.org/10.14421/jga.2019.41-08.

Septiani, Wicy Elvi, and Indra Yeni. "Stimulasi Lagu Dalam Pengembangan Seni Anak Usia Dini." *JCE (Journal of Childhood Education)* 5, no. 1 (2021): 96. https://doi.org/10.30736/jce.v5i1.498.

Siskawati, Siskawati, and Herawati Herawati. "Efektivitas Media Loose Parts Di PAUD Kelompok A Pada Masa Belajar Dari Rumah." *Jurnal Pendidikan Luar Sekolah* 15, no. 1 (2021): 41–47.

Smith-Gilman, Sheryl. "The Arts, Loose Parts and Conversations." *Journal of the Canadian Association for Curriculum Studies* 16, no. 1 (2018): 90–103.

Sriwahyuni, Eci, Nova Asvio, and Nofialdi Nofialdi. "Metode Pembelajaran Yang Digunakan Paud (Pendidikan Anak Usia Dini) Permata Bunda." *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 4, no. 1 (2017): 44. https://doi.org/10.21043/thufula.v4i1.2010.

Suardi, Indah Permatasari, Syahrul Ramadhan, and Yasnur Asri. "Pemerolehan Bahasa Pertama Pada Anak Usia Dini." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2019): 265. https://doi.org/10.31004/obsesi.v3i1.160.

Wadiyo, Wadiyo, and Slamet Haryono. "Uji Coba Produk Lagu Anak-Anak Bertema Pendidikan." *Resital: Jurnal Seni Pertunjukan* 17, no. 3 (2016): 170–77. https://doi.org/10.24821/resital.v17i3.2226.

Wiwik Pratiwi. "Konsep Bermain Pada Anak Usia Dini." *Tadbir: Manajemen Pendidikan Islam* 5 (2017): 106–17.

Wondal, Rosita, Rita Samad, and Desna Kore. "Peran Permainan Ludo Dalam Mengembangkan Kemampuan Kognitif Anak Usia 5-6 Tahun." *Jurnal Ilmiah Cahaya Paud* 2, no. 2 (2020).

Zaini, Herman, and Kurnia Dewi. "Pentingnya Media Pembelajaran Untuk Anak Usia Dini." *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini* 1, no. 1 (2017): 81–96. https://doi.org/10.19109/ra.v1i1.1489.