



## Enhancing children's interest in learning through loose parts media

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### Abstract

To deal with early childhood's interest in learning as a psychological aspect of a person, early childhood education (ECE) teachers should employ varied media. Learning interest is related to enthusiasm and willingness to participate in learning activities. Kuntum Mekar is an ECE unit that became a subject in this study. Their vision is to create a generation of intelligent, creative, and independent individuals; however, they face challenges in children's interest in learning activities. So, the aim of this study was to enhance the learning interest through loose parts media to increase the opportunity for stimulating all of the children's developmental aspects. This research involved 10 children aged 5–6 years and was conducted using the classroom action research (CAR) method. Two cycles are employed, including four steps: planning, acting, observing, and reflecting. Data collection techniques include observation, interviews, and documentation. The achievement of indicators for the development of children's interest in learning through loose parts media has been successful, as expected, with a 90% achievement indicator of class. The priority of increasing children's interest in learning is essentially developing the ability of all aspects that exist in the child optimally, and loose parts media have been proven to do that. Therefore, loose parts media are recommended for early childhood teachers for enhancing children's interest in learning.

**Keywords:** children's interests, early childhood, loose parts media.

## INTRODUCTION

Early childhood is an imitator, what is seen and will be heard, as educators must provide good benefits, such as using interesting learning media, which can increase children's creative ideas so that they affect their development optimally (Maghfiroh, 2020; Rikariyani, 2021). During the COVID-19 pandemic, the results of a survey from UNICEF showed that in more than 4,000 responses from 34 provinces in Indonesia, 66 percent of the 60 million students did not like studying at home, causing a decrease in interest in learning. This is caused by the media that is less supportive, so they feel bored, bored, and will cause children to have a desire not to go to school.

Early childhood education should use learning that is adapted to the level of child development, gradually from concrete to abstract, learning while playing and having fun is not boring by using media and learning resources that are easy to use, children will increase their

interest so that children have creative and imaginative power. Based on the results of observations at school children's learning interest is reduced, this is because children feel bored, less challenged, and not interested in the learning media provided. When face-to-face learning is carried out, it can be seen in the attitudes and daily activities that the child's interest and enthusiasm are reduced. Because when distance learning activities (PJJ) only use activity sheets, and video calls and activities are carried out monotonously children are bored because the media used is not right. Of the 10 children in group B Paud Kuntum Mekar, there are 8 whose interest in learning is still low, and children are not focused and bored in learning activities. Lack of use of learning media, children will get bored easily and interest in learning will obey (Nurdin, 2022)

Interest is a sensation of being keen on an item, and causing needing to take part in the action (Nisa and Renata, 2018). Interest is something that can cause interest (Holland, 1997), a wellspring of inspiration, and allowed to pick (Hurlock, 2017). Interest impacts an individual's exercises on the grounds that with interest he will accomplish something he is keen on (Ubaidilah, 2019). From a portion of the assessments of the specialists above, it very well may be presumed that the thought of interest is a feeling of want, an interest that everybody has towards an item or action that has esteem and can emerge without anyone else without anybody inquiring.

Attempting to acquire information or insight by rehearsing can change conduct or reactions brought about by experience. Learning is a progression of proactive tasks so there are conduct changes as mental, emotional, and psychomotor (Djamarah, 2011). Teachers should have a comprehension of when youngsters experience issues in the growing experience, utilize fascinating learning media, are critical thinking in learning exercises with the goal that kids can be animated by their imaginative thoughts and impact their advancement ideally (Maghfiroh, 2020).

Media is something used to pass on messages (Rikariyani, 2021). The capability of the media is an instrument used to work on the nature of instructing and learning (Talizaro, 2018). Free parts media will be media that are not difficult to track down in the general climate, modest, and can be utilized by youngsters as wanted they can be joined, adjusted, and moved, without acknowledging they have found something in the consequences of the playing system (Siskawati and Herawati, 2021). One of them is that youngsters can connect with free parts media with various shapes, different scents, and designs (Lisa P. Kuh et al., 2013). The more interesting the media will increase the motivation of children so that teaching and

learning activities achieve their goals. Media that is easy to find in the surrounding environment does not cost much and can be used by children according to their ideas, and desires (loose parts).

Based on these findings, researchers have a way to increase children's interest in learning through play activities using loose parts media. Loose parts are items of any type that can be played, and manipulated until they can find something from the results of the playing process. (Dr. Yuliati, Siantajani, 2021). The founder of Fairy Dust Teaching, loose parts are materials that can be separated and can be reassembled, combined, carried, lined, or moved and used alone with other materials. (Haughey, 2017)

The benefits of loose parts include being able to train children's sensory skills, develop all aspects of children's development, imagination, and creativity, and play in an open atmosphere with concrete and authentic objects. There are 7 components of loose parts, namely natural materials, metal, plastic, wood and bamboo, yarn, glass, and ceramic cloth, and used packaging. Children aged 3-6 years need materials that support their interests to choose their learning media, they can be placed in a transparent closed container for small objects, so they can be shaken, see the contents, and listen to the sound.

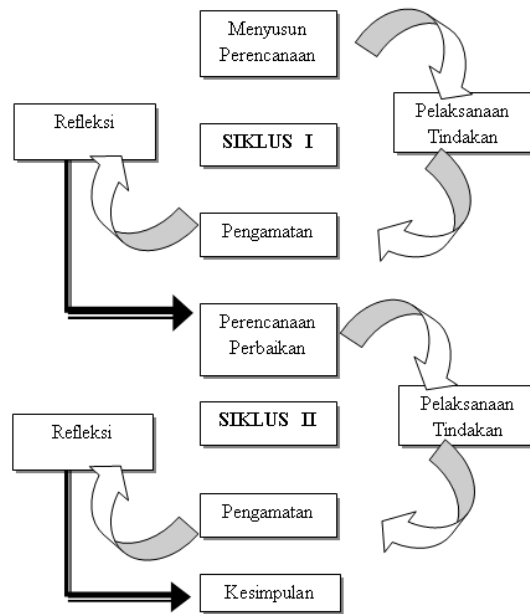
The Loose Parts Learning Cycle is a learning process from playing activities, the teacher will observe the child so that he can find out what the child is interested in. They will try different ideas, manipulate, manipulate and try loose parts. Here is the loose parts play cycle: (1) curiosity is owned by every child since birth when the baby is a child will observe a lot, grasp, touch, put objects in the mouth, and make sounds. Entering the age of 3-6 years, curiosity is more with the emergence of various questions about something that is seen and after that observing; (2) exploration phase, children begin to be introduced to loose parts media, they will feel fun, for them it is an interesting thing, enticing like a magnet. In this condition, educators allow them to play and try (trial and error). Educators can reward children's efforts after completing a project they have made; (3) Experiment Phase, Dismantling, installing, moving, shifting which is a skillful manipulation of the hands  
4. Creative phase, the child tries and makes mistakes, arranges and breaks down again, shifts and moves, and finally works based on his new ideas are formed.

Researchers believe that learning activities using loose parts media can increase children's interest in learning so that they can express creative ideas according to their imaginations.

## **METHOD**

This review utilizes the CAR (Classroom Action Research) technique which is a method for tackling issues in the homeroom to get valuable assets determined to work on the nature

of learning. The exploration configuration utilizes Kemmis and MC. Taggart model, which is a cycle model that is done over and over and consistently, in each cycle comprising of four stages, specifically: activity arranging, activity execution, perception, and reflection. Coming up next is an image of the activity cycle model of Kemmis and MC. Taggart (Suharsimi Arikunto):



Kemmis and MC Taggart Model Design

The research subjects were the 5-6 year age group at BKB PAUD KUNTUM MEKAR 08, totaling 10 students consisting of 6 boys and 4 girls. Data Collection Techniques, using triangulation techniques with:

1. Observations (observations and recordings) focused on the subject or object of research from the beginning to the end of the lesson.
2. Interview, using provocative sentences to interact between interviewers and sources of information through direct communication, so that it will expand children's ideas and interests
3. Documentation, records of events in the form of pictures, writings, or children's works.

Research Instruments, indicators of success in carrying out learning activities are changes such as a happy response, no sense of being forced to carry out learning activities, being interactive with teachers or peers, being active, and observing the material provided by the teacher.

Data Analysis Techniques, with the number of research subjects 10 children, consisting of 4 girls and 6 boys. To calculate the size of the child's learning interest by using a percentage according to the formula (Anas Sudijono, 2010)

$$P = \frac{F}{N} \times 100\%$$

## RESULTS AND DISCUSSION

The results of research conducted in an effort to increase children's interest in learning through loose parts media in children aged 5-6 years at BKB Paud Kuntum Mekar 08 showed an increase in BSH and BSH scores, a decrease in BB and MB scores. Pre-cycle development data, cycle I and cycle II displayed in the chart below.

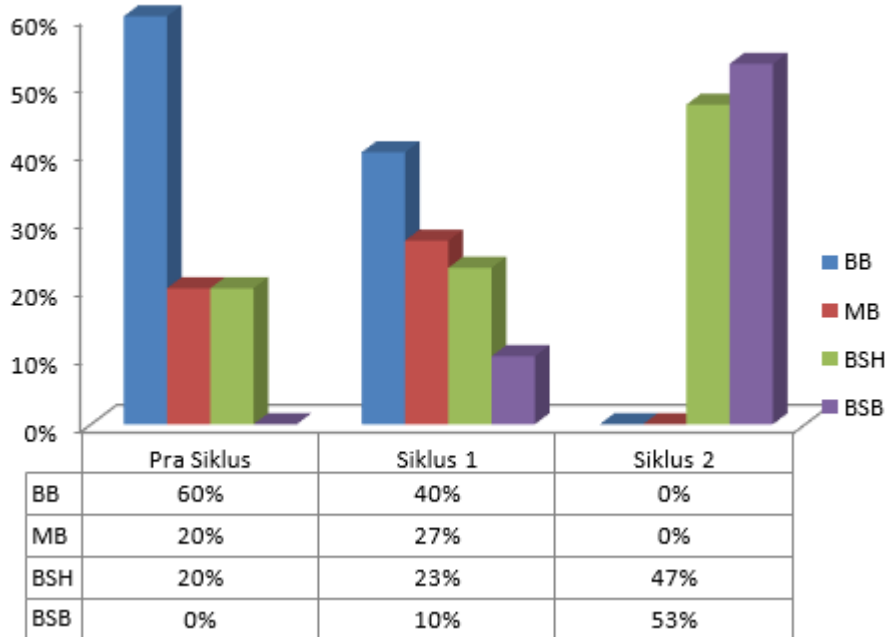


Chart 1. Pre-cycle Development Data, Cycle I And Cycle II

Based on the **Chart 1**, it can be seen that children's interest in learning in Pre-Cycle is still low and not optimal with 10 children receiving weight values of 6 children (60%), MB 2 children (20%), BSH 2 children (20%). Interest in learning increased in the first cycle with an average development of 3 times, the weight value of 12 children (40%) or an average of 4-5 per meeting, MB of 8 children (27%) or an average of 2-3 per meeting, BSH or average (23%) 2-3, BSH 3 children (30%).

Based on research that has been carried out in 2 cycles on the problem of lack of interest in learning in children aged 5-6 years, then the learning method using loose parts media can increase interest in learning for children aged 5-6 years at PAUD Kuntum Mekar. According to the results of observations on the implementation of research in each cycle, the following is a description of the results of the research:

1. The average results of the development of children's interest in learning to lose parts media in the first cycle developed very well at 10%, developed as expected at 23%, started to develop at 27%, did not develop at 40%.
2. The average result of the development of children's interest in learning to lose parts media in the second cycle was very good at 53%, developed as expected at 37%, started to develop at 10%, not yet developed at 0%.

Thus, the results of observations of pre-cycle research, cycles I and II, in an effort to increase interest in learning aged 5-6 years using Loose Parts media at Paud Kuntum Mekar which are very well developed have increased as expected up to 43% from pre-cycle, cycle I to cycle II, growing as expected, experiencing an increase of 6%, starting to develop, experiencing a decrease of 37% from cycle I to cycle II, then not developing, experiencing a decrease of 20% from cycle I to cycle II. These are illustrated in the **Table 1**.

**Table 1. Analysis of Increasing Children's Interest in Learning Through Loose Parts Media**

Evaluation	Pre	Cycle I	Cycle II	Increase/Decrease
BB	60%	40%	0%	20%
MB	20%	27%	10%	37%
BSH	20%	23%	37%	6%
BSB	0%	10%	53%	43%

The achievement of indicators for the development of children's interest in learning through loose parts media has been successful and as expected with a minimum score of 90%. The priority of increasing children's interest in learning is essentially developing the ability of all aspects that exist in the child optimally.

## CONCLUSION

Based on the results of data analysis in research and discussion conducted at Kuntum Mekar Paud 08, it can be concluded that the use of Loose Parts media can increase children's

interest in learning at the age of 5-6 years at Kuntum Mekar Paud East Jakarta, with the following results:

1. The development of children's interest in learning increased from the beginning of the first cycle process to get 10% results in the second cycle which had reached more than 80%. This shows that using Loose Parts media can increase children's interest because they are interested and interested in playing, and exploring as they wish as well as creative power, and imagination.
2. Learning activities using this method can be proven to increase children's interest when playing using loose parts media, they try as much as possible according to their wishes/interests with great curiosity to build a work

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