



**DEVELOPMENT OF NON-UPITITUDE CREATIVITY IN EARLY CHILDHOOD  
THROUGH WASTE, NATURAL AND SYNTHETIC MEDIA (LOOSE PARTS) IN RA  
MAMBA'UL HIKMAH JEMBER**

Muzayyanah

Fakultas Tarbiyah IAI Al-Qodiri Jember  
[muzayanah09750@gmail.com](mailto:muzayanah09750@gmail.com)

Nurul Anam

Fakultas Tarbiyah IAI Al-Qodiri Jember  
[nurul.anam86@gmail.com](mailto:nurul.anam86@gmail.com)

Fathor Rahman

Fakultas Tarbiyah IAI Al-Qodiri Jember  
[farae39@gmail.com](mailto:farae39@gmail.com)

**ABSTRACT**

In the era of society 5.0, the development of early childhood creativity is very significant. The reality that is very worrying is that many children are starting to become contaminated with online games, so that these games make them forget to study and even make them die. Events like this should be avoided in early childhood. Early childhood must be taught to be able to develop their creativity through learning media or other more educative games. One of them is that the media uses waste, natural and synthetic materials that have been implemented well at RA Mamba'ul Hikmah. From this background, this research is focused on efforts to describe the development of non-uptitude creativity in early childhood media through the media of waste, natural and synthetic materials at RA Mamba'ul Hikmah. The research method uses a qualitative approach and the type of research is a case study. The results of his research show that the contribution of the media to the development of non-uptitude creativity in early childhood is very good because the media is used by introducing various kinds of media, building children's curiosity, using them in a variety of ways and giving children the freedom to explore according to their ideas and desires. From a process like this, children can increase non-uptitude creativity, among others, have curiosity, imagination, feel challenged and dare to take risks.

**Keywords:** Non Uptitude Early Childhood Creativity, Loose Parts

## INTRODUCTION

Development creativity child age early is something very important effort carried out at the institution education child age early in the era of revolution social 5.0. This era fulfilled with development digitization technology that has very big influence for life child age early . Through institution education , children age early should educated , so that their potential no abandoned because influence negative digitization technology that . Educational institutions child age early should always exist guard child students ( Anam , 2021). They no can taught for Becomes candidate generation consumptive , but they must also be guided and directed Becomes creative generation . \_ Revolution era social 5.0 demands *high-class* creativity so that you can compete with competitors . \_ Educational institutions child age early is receptacle a must start develop creativity age early . Development creativity since early is very precise step for stimulate potency the creativity that 's inside self child age early . When this process successful , then potency developer creativity child age early will more easy developed at the institution education next. one element creativity that can developed is creativity in aspects *non- uptitude* . This creativity is one potential must developed . Development potency this will cause desire know , power imagination , challenge and courage will grow with good (Susanto, 2017:120). I want to able to express ideas and ideas within themselves, so that they are trained to solve a problem from various points of view and are able to give birth to many ideas and ideas.

Non - uptitude creativity *development* this can be implemented with good if supported by several factors , one of them is an innovative learning media . Learning media only through books will make development creativity this not enough develop with good . Learning media innovative is more learning appropriate for applied , especially learning media the interspersed with fun game then results study child more effective . Therefore , the institution education child age early especially the teachers should prepare appropriate learning media to hone children's creativity , so that children have high interest and motivation to participate in the learning process so that the goal of developing *non - uptitude* creativity is *achieved* .

Until moment this , the use of effective learning media still experience various problems in early childhood education institutions . Indication is there are still many PAUD institutions that have not been able to take advantage of various kinds of learning media. The procurement of learning media is lacking, the creativity of teachers is lacking in making and practicing learning media, and the number of learning media is small and or the term is just that the media is one of the problems in the use and application of learning media (Anam, 2021:5). This is a problem that must be solved in early childhood education institutions. Teacher no can own view that without there are lots of funds then learning media innovative no will created . View as this should removed in child 's teacher age early .

Making learning media innovative it's so easy created by children's teachers age early with method utilise materials around \_ environment . Ingredients as this still not yet many utilized with good especially ingredients trash ( like bottles , plastics and so on ), natural materials ( such as soil, water, rocks, leaves , etc. ) synthetic materials ( such as metal , wood , cloth . glass , ceramics and so on ) . If ingredients the prepared with good so will become an innovative learning media for the learning process in institutions education child age early . Learning media with these materials is known as loose parts innovative learning media. Yuliati explain that loose parts theory \_ It was first developed by Simon Nicholson in 1971 which stated that the environment is an interactive place for children, where the child himself is born as a creative person ( Yuliati , 2020:12). With an open environment, the interaction of

children and the environment will provide possibilities that make children become inventors. Kiewra and Vaselek argue that *loose parts* can support the development of children's different and unique mindsets. This is because *loose parts* do not have rules that are bound to be used, the possibilities are unlimited and can continue to be explored by children, even materials at home can be used as media for *loose parts* by children (Wahyuningsih et al, 2020: 2).

Use of learning media innovative the already applied with *bai di* RA Mamba'ul Hikmah . Learning media These are used to develop children 's creativity in various fields which are quite interesting, and very varied so that they can stimulate children's creativity. The media used by teachers at RA Mamba'ul Hikmah in delivering learning materials is not only limited to using story books, textbooks, factory-made educational game tools, or posters like those used by other RA institutions. However, the teachers at RA Mamba'ul Hikmah are able to use natural media in the surrounding environment to be effective learning media for early childhood, such as seeds and stones, used plastic bottles, plastic packaging, beads, etc. With *loose parts* innovative learning media the teacher gives freedom to students to explore the loose parts innovative learning media that has been provided in schools according to the imagination and creativity of children. So that it makes students at RA Mamba'ul Hikmah have the courage to explore and create a work according to their respective creativity.

## **RESEARCH METHODS**

this research is qualitative research and the research is studies case . Short and types study this try to describe and describe the realities that exist in RA Mamba'ul Hikmah regarding development creativity *non- uptitude* child age early through material media waste , natural and synthetic at RA Mamba'ul Hikmah Jember . The technique of determining informants in this study used a purposive *sampling technique* ( Moleong , 2007). The informants selected in this study are : The Principal of RA Mamba'ul Hikmah (Muniroh, S.Pd.) , group A teacher (Asulah , S.Pd.) , group B teacher (Hosmiati , S.Pd ) , student guardian Ibu Hikmah and student RA Mamba'ul Hikmah .

Data collection methods in \_ study this use method interviews , observations and documentation . Method analysis the data use the data analysis methods of the Milles and Hubberman interaction model are : *data collection* , *data condensation* , *data display* , and *verification* . Whereas method validity the data use technique triangulation and source t - triangulation ( Milles and Hubberman , 2007).

## **RESEARCH RESULTS AND DISCUSSION**

### **1. Research Results**

Originating media \_ from ingredients garbage , natural and synthetic made for become a learning media innovative at RA Mamba'ul Hikmah . Media like This brings a lot of positive activities to students. Teacher RA Mamba'ul Hikmah explains that There are many advantages that can be obtained when learning and playing using learning media innovative this . Explanation This was stated by the homeroom teacher of group B, Mrs. Hosmiati, S.Pd. who stated that: "By using loose parts innovative learning media, children have more ideas, they can make anything in many ways according to the child's wishes" ( Hosmiati, *Interview*, 10 February 2021 at 10.00 WIB ). This statement shows that by using *loose parts innovative learning media* , children can convey their ideas in the form of works according to their own wishes.

Ms. Muniroh, S.Pd. As the principal of the school also expressed the opinion that: Innovative learning media loose parts are materials consisting of various types, shapes, colors, and various textures. So that it makes you interested and curious to hold and try to shape or make something from these materials. And because it also happens that *loose parts objects* in this school are natural objects and some plastic objects that come from bottle waste, plastic waste, so children are not afraid to hold them and tinker with them, because they are not worried about being damaged and also not dangerous. children ( Muniroh, *Interview*, February 10, 2021 at 09.00. WIB ).

The interview shows that loose parts innovative learning media that has various types of shapes and textures make children more interested in holding, playing and learning to use these media.

Based on observations, learning activities at RA Mamba'ul Hikmah run very interactively, especially when the teacher has shown loose parts innovative learning media to students, it looks like students are very active and enthusiastic about following and listening to the teacher's explanation, they take turns answering the questions given. by the teacher, sometimes at the same time other students ask questions to the teacher. This happened because their curiosity was very great. With great patience the class teacher answered students' questions in turns until all student questions were answered ( Researcher, *Observation*, February 13 2021, 08.00 WIB). This condition, according to Mrs. Hosmiati, S.Pd. as the homeroom teacher for group B always happens when the teacher teaches using loose parts innovative learning media. He stated that:

When I teach using loose parts innovative learning media, the children are very happy when I prepare *loose parts materials*, the children have started to get noisy with various questions, "what are you doing, teacher? What is that material for? Can I hold the teacher?", their curiosity began to emerge. This is not like when using other media such as when coloring the children do not ask so many questions ( Hosmiati, *Interview*, 13 February 2021 at 08.30 WIB ).

Then the Teacher of Ibu Asula S.Pd. added, he stated "yes, the same as group A, when learning with loose parts innovative learning media their curiosity about what they want to learn that day is greater" . ( Asula, *Interview*, February 13, 2021 at 10.30. WIB ).

This condition shows that when teachers use loose parts innovative learning media as learning media, children become more interested, curiosity arises and finally they find out by asking about loose parts innovative learning media and what they will learn with the media.

When the learning process was about to begin, the students of RA Mamba'ul Hikmah were very enthusiastic when the teacher began to prepare *loose parts materials* as if they already knew that if the teacher had prepared *loose parts materials*, they would learn using the media that day. Furthermore, the teacher first introduces loose parts innovative learning media that will be used as learning media at that time. Then the teacher will provide a detailed explanation or explanation to the child about the theme being studied that day ( Researcher, *Observation* , February 13, 2021 at 08.00 WIB) . This is in accordance with the statement of Asula's mother, S.Pd. which states that:

Before I give assignments to your children, first I will provide detailed information about the learning theme, well if the child really understands the material or theme at that time, then I introduce the loose parts innovative learning media that will be used and how to use it after I finished explaining, many children asked about what media would be used for learning ( Asula, *Interview*, 13 February 2021 at 10.30 WIB ).

So, before the children use loose parts innovative learning media, the teacher first introduces the children to the types of loose parts innovative learning media that will be used

and the learning materials they will learn that day, because according to Mrs. Hosmiati, S.Pd. The introduction of loose parts innovative themes and learning media that will be used by children is very important for teachers to do. In accordance with his explanation which stated that "Developing the theme and introducing media to children is very important, because the more detailed the explanation or explanation from the teacher, the greater the interest and curiosity of the child towards something. ( Hosmiati, *Interview*, 13 February 2021 at 08.30 WIB ).

In essence, based on the interview above, it is explained that the more children understand the theme that will be studied and get to know the media that will be used, their imagination will also develop.

As the results of observations, during the implementation of learning with the theme of animals and insects, sub-themes of butterflies at RA Mamba'ul Hikmah, the teacher prepares various types of *loose parts* and various colors for students to use as a medium in carrying out the tasks given by the teacher, namely make a butterfly shape with loose parts innovative learning media that has been prepared by the teacher.

Mrs. Hosmiati, S.Pd added :

On certain themes, we choose to use innovative learning media with colorful loose parts, be it from rocks, plastic or straws, we try to prepare colored *loose parts* . Why did we choose color? Because usually children are more interested and like colorful objects, so they can provoke children's imagination ( Hosmiati, *Interview*, 05 March 2021 at 09.00 WIB ).

So, the use of colorful loose parts aims to further provoke children's imagination. Furthermore, after the children choose loose parts innovative learning media with shapes and colors they like. Then the child makes various shapes of butterflies according to the child's imagination, and it turns out that the work made by the children is very beautiful and diverse. this can be seen in the work made by students, where the shape of the butterfly made between one student and another is not the same both in terms of shape and color ( *Observation* , 08 March 2021 at 09.00 WIB ). The following is a picture of the children's work at RA Mamba'ul Hikmah ( *Documentation* , RA. Mamba'ul Hikmah, 08 March 2021 at 09.30 WIB).



**Figure 1**  
**Media Loose Parts From Synthetic Materials (Plastic/Beads)**

Image above is the wrong result works made \_ children at RA Mamba'ul Hikmah .

Besides that , the homeroom teacher of group B Mrs. Hosmiati, S.Pd. add explanation as following :

*Authors: Muzayyanah, Nurul Anam & Fathor Rahman*

This innovative, colorful loose part learning media allows children to freely express themselves according to their own imaginations, so why is the shape of a butterfly, the house they made is not the same as their friends. Because it's personal experience that they often see about an object is not the same. Sometimes they often see red butterflies, sometimes they see yellow and other colors ( Hosmiati, *Interview*, 08 March 2021 at 09.30 WIB ).

The opinion above shows that the use of colorful loose parts innovative learning media can also interpret children's experiences about an object into works that match what they have seen so that their work will not be the same as the work of their friends because of their experience and imagination of things are different too. Agreeing with Mrs. Hosmiati, Ms. Muniroh, she stated "Innovative learning media loose parts can be an intermediary for children to increase children's imagination which is expressed in various forms of work" ( Muniroh *Interview*, 08 March 2021 at 10.00 WIB).

following \_ pictures of children's activities to form a house with loose part s innovative learning media ( *Documentation i*, RA. Mamba'ul Hikmah, March 15, 20201. 10:00 am ).



**Figure 2**

**Home Forms From Innovative Learning Media Loose Parts ( Waste Materials , Natural And Synthetic Materials)**

Based on the results of observations , interviews and documentation above it turns out that the use of loose parts innovative learning media is carried out by giving students the freedom to choose the type and color of *loose parts* according to the child's wishes, not only can increase children's imagination but the freedom to choose various loose *parts* also gives students the courage to try new things, be responsible for what has been done. they choose and dare to complete the tasks and challenges given by the teacher to completion. As stated by the accompanying teacher for group A, Mrs. Ridnatul, S.Pd. He stated:

By providing various loose parts media and giving students the freedom to choose which shapes and colors they like, children will dare to make their own decisions and learn to be responsible for their own choices, and complete their own tasks ( Ridnatul *Interview*, 08 March 2021 ). at 10.30 WIB ).

Agreeing with Mrs. Ridnatul, Mrs. Hosmiati, homeroom teacher for group B, also stated that:

With *loose parts* of various types, colors and shapes, children are indirectly challenged to choose *loose parts* that are suitable and suitable to be used as materials for their

assignments, why do I say that children can be challenged? Because there are some children who choose the safe zone, for example, only choosing one type of loose *parts* , when I asked the children the answer was "so it's easy and fast, teacher". But there are also children who like challenges, they like to choose various types of *loose parts* , they combine them to make the shape they want ( Hosmiati, *Interview*, 08 March 2021 at 09.30 WIB ).

Based on the interview above, it shows that, by giving children the freedom to choose the loose parts innovative learning media they want, they indirectly learn to dare to make their own decisions and dare to take risks against the decisions they have chosen, besides that creative children will also feel challenged when faced with various choices

## **2. Discussion**

Learning media innovative *loose parts* are media that can be found in the environment . The RA Mamba`ul Hikmah institution often uses this media because it is easy to find and can be disassembled and can be combined with other media. The findings of this study are in accordance with the theory put forward by Sally Haughey which explains that innovative learning media *loose parts* are derived from materials that are open, can be separated, can be recombined, can be carried, lined up and can be moved and used alone or combined with other materials, derived from natural or synthetic materials . 2020:10).

Innovative loose parts learning media used as learning media in developing or increasing children's creativity at RA Mam`baul Hikmah consist of natural materials, namely grains, stones, and materials made of plastic such as bottle caps and used bottles. Learning media innovative loose parts this including from components *loose parts* were stated by Anita Damayanti et al , that They explain that loose media *parts* consist of 7 different components , which can be touched by children with different textures. The seven components consist of; 1) natural materials, namely materials that can be found in nature, including: stone, soil, sand, mud, water, twigs, leaves, fruit, seeds, flowers, shells, feathers, pieces of wood and so on; 2) plastic materials, which come from items made of plastic, including: straws, plastic bottles, bottle caps, pralon pipes, hoses, buckets, funnels and so on; 3) metal materials, namely materials derived from items made of metal, including: cans, coins, kitchen utensils, nuts, bolts, nails, aluminum spoons and forks, car plates, keys and so on; 4) wood and bamboo materials, namely materials *derived* from wood that are no longer used, including: flutes, sticks, blocks, puzzle pieces and so on; 5) yarn and fabric, namely materials made of fiber, including: cotton, patchwork, rope, ribbon, rubber and so on; 6) glass and ceramic materials, including: glass bottles, glass cups, mirrors, beads, marbles, ceramic tiles, glasses and so on; and 7) used packaging materials, namely materials from goods/containers that are no longer used, including: cardboard, tissue rolls, thread rolls, food wrappers, egg cartons and so on ( Anita Damayanti, et al, 2020, 78-79. ).

step or method the use of loose parts innovative learning media at RA Mamba`ul Hikmah is carried out independently gradually . At the beginning In learning , the teacher introduces various loose parts innovative learning media consisting of natural materials, rocks and plastic materials which are placed in different containers, then the teacher stimulates children's curiosity by giving some explanations about loose parts innovative learning media , as well as asking questions that stimulate children's minds, then giving children freedom to explore, then the teacher gives gifts to all children by congratulating and praising the work they have made. How to use learning media innovative *loose parts* in activity learning this done by systematic . How to use this in accordance with opinion expressed by Yuliati Sianajani that explains that the strategy or way to play or use loose parts is as follows:



introduce loose *parts* to children , put them in an interesting place , build children's curiosity , allow children to explore , ask children often , appreciate the results children's work and add various types of *loose parts* (Variable) ( ( Yulianti , , 2020: 9 0 ) . Learning this will create child character education \_ creative , critical , tolerant and so on . Character this created because the teacher introduced or give example to participant educate in use *loose part* , then student copy the teacher , because the true teacher as a person who is admired and imitated ( Anam , 2021:422–33)

Utilization loose parts innovative learning media own many benefits on development *non-uptitude* creativity of early childhood at RA mambaul Hikmah Jember is very good because this media is used by: Introducing loose parts to children, build children's curiosity, use varied loose parts, often ask children, so that non-uptitude creativity increases including children's curiosity becomes greater, children have strong imagination power and also children can be responsible and dare to take risks on media that has been selected to be arranged according to the tasks given by the teacher. Guilford explained that the main characteristics of the successful use of this media are developing students' creativity including creativity in non-uptitude aspects (Munandar, 2016:10) . The characteristics of *non-uptitude creativity* are having great curiosity, children have strong imagination power, feel challenged by diversity and dare to take risks ( Susanto, 2017 : 78 ).

Besides that , the contribution of learning media innovative loose parts at RA Mamba`ul Hikmah very good because it can also provide understanding to about environment around . Learning with with using media like this create oriented learning *student oriented / centered* (oriented / centered on students) ( Anam , 2020). This media can also make student appreciate and care environment from ingredients used , because they know that synthetic materials sometimes become garbage or no useful at home can be used as materials and tools for learning . The students also make ingredients the Becomes interesting and valuable material \_ economical .

## **CONCLUSIONS AND IMPLICATIONS**

Ingredients waste , natural and synthetic in the environment \_ around l embaga RA Mam`baul Hikmah collected and made as learning innovative . Media like this known with *loose parts* media . The RA Mam`baul Hikmah institution often uses this media because this media easy to find and can be disassembled - assembled and can be combined with other media. Learning media innovative loose parts used consist of natural materials, namely grains, stones, and materials made of plastic such as bottle caps , used bottles, used straws , and so on .

The method of using loose parts innovative learning media at RA Mamba`ul Hikmah is carried out systematically gradual and systematic . At the beginning In learning , the teacher introduces various loose parts innovative learning media consisting of natural materials, rocks and plastic materials which are placed in different containers, then the teacher stimulates children's curiosity by giving some explanations about loose parts innovative learning media , as well as giving questions that stimulate children 's minds, then give children freedom to explore . Then the teacher gives gifts to all children by congratulating and praising the work he has made.

Implication from the use of loose *parts* innovative learning media is learning will walk very well , because \_ non- uptitude creativity development for early childhood walk by effective . one \_ indication that is as following . *First* , this media can make children have great curiosity, because their interest and curiosity for innovative *loose parts learning media* is very high, and children have strong imagination power and also children can be responsible



and dare to take risks on the media that has been developed. he chose to arrange according to the tasks given by the teacher, because the children were given the freedom by the teacher to explore according to their wishes

*Second*, the use of this *loose part* innovative learning media can make students understand their environment, namely students can know, appreciate, maintain and utilize their environment from used materials or until they arrive, because they will come to know that plastic materials sometimes become trash or are useless. at home can be used as materials and tools for learning. The students also make ingredients used the Becomes interesting and valuable material economical .

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