

THE INFLUENCE OF LOOSE PART MEDIA ON SPEECH SKILLS IN EARLY CHILDHOOD AGED 5-6 YEARS IN ISLAMIC KINDERGARTEN HARAPAN IBU

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DOI: 10.29313/ga:jpaud.v7i1.12404

Abstract

This study aims to determine the extent of the influence of the use of Loose Part media on the speaking ability of early childhood aged 5-6 years in Harapan Ibu Islamic Kindergarten. This study is quantitative research paying attention to and revealing the extent of the influence of the use of Loose Part Play media on the ability to speak through storytelling methods of Early Childhood children aged 5-6 years in Group B of Harapan Ibu Islamic Kindergarten by comparing the learning outcomes of the experimental class with the control class. The experimental class was given action (X) while the control class was given action (Y) Students involved in this study were Group B Class B1 and B2, with a total of 30 students. Class B1 is an experimental class using a learning process with loose part media, while class B2 uses conventional learning. Techniques in collecting data using research instruments in the form of indicators that will be achieved as many as 14 items, which are carried out through action tests. The statistical program used for all statistical analysis in analyzing the data obtained during the study used SPSS 20.0, using normality, homogeneity, and hypothesis tests. Based on data analysis, the post-test results of the experimental class were greater than the control class, namely 74.40 for the experimental class and 57.60 for the control class. The resulting data is normally distributed and homogeneous. The Independent Sample T Test (mean) in the experimental class was 74.40 greater than the average value (mean) in the control class which was 57.60. So it can be concluded that there is a significant influence of Loose Part Media on Speech Ability in Early Childhood Aged 5-6 Years Group B in Harapan Ibu Islamic Kindergarten.

Keywords: Speaking Ability; Loose Part; Early Childhood.

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Received September 02, 2023. Accepted December 25, 2023. Published December 27, 2023.

INTRODUCTION

Regulation of the Minister of Education and Culture of the Republic of Indonesia Law Number 17 of 2014, in Chapter I Article 1 No 2, namely the Standard Level of Child Development Achievement (STPPA) is a criterion regarding the ability achieved by children targeting all aspects of growth and development, which includes religious and moral values, physical, motor, cognitive, language, social, and art. In addition, early childhood education develops aspects of child development also stated by (Sitorus, 2017) that is, All early childhood education professionals have a guiding foundation to develop child development that covers the areas of physical, cognitive, social, emotional, language and aesthetically dominant.

Early Childhood Education (PAUD) is coaching aimed at children aged 0-6 years, carried out through educational stimuli aimed at helping children's growth and development (Fatimah, 2017). While according to (Nirva & Mesiono, 2016) Education for early childhood is the provision of efforts to stimulate, guide, nurture, and provide learning activities to produce children's abilities and skills. So based on some opinions of figures about early childhood education, it can be concluded as follows: Early childhood education is an educational service aimed at children aged 0-6 years by providing stimulus to achieve child growth and development and children's abilities.

The National Association for Education Young Children (NAEYC) describes early childhood as children aged 0 to 8 years. During this time, children experience the process of growth and development in various aspects of their lives (Odekon, 2015). Education that focuses on physical growth and development includes motor coordination, intelligence, social emotional, language, and communication, depending on the uniqueness of children's growth and development called Early Childhood Education. One form of basic education to continue to the next level of education is PAUD.

Media such as television, gadgets and computer games have become an integral part of modern children's lives. Despite the controversy surrounding the impact of media on a child's development, it's important to explore the specific influence of certain types of media on their speech. One type of media that is interesting to research is loose part.

The study of loose parts media has been the concern of researchers in various regions for a long time. The first research from Nurfadilah, Nurmalina, and Rizki Amalia (2020) entitled Fine Motor Skills through Collage Activities with Loose Part Material in Children Aged 4-6 Years in Bangkinang City. The results of the study were an increase in fine motor skills of children aged 4-6 years in Bangkinang City using loose part material media (Nurfadilah et al., 2020). Second, research from Mubarokah (2021) entitled Efforts to Improve Numeracy Skills Using Loose Parts Media in Group B Children of Orchid Kindergarten V Muslimat NU Ngargorejo. The results of the study were experiencing a very good learning process in the application of loose parts media to improve numeracy skills in group B children of TK Anggrek V Muslimat NU Ngargorejo (Mubarokah, 2021). Third, Retnowati's (2021) research entitled Increasing Children's Creative Ability to Apply Educational Props Using the Loose Parts Method. The results showed that the application of the method of playing using used items around (loose parts) can increase the creativity ability of children KB Al Farisi Group B (Retnowati, 2021).

Seeing the importance of speech at this age and the lack of understanding of the influence of loose part media, this study aimed to fill this knowledge gap. By exploring the effect of loose part media use on speech skills in children aged 5-6 years, this study is expected to provide a deeper understanding of how the use of this media can affect children's language development.

The results of this study are expected to provide valuable insights for parents, educators, and professionals in developing educational approaches that are effective and by the needs of child development. With a better understanding of the influence of loose part media, we can provide a supportive environment for children to develop optimal speech skills at the age of 5-6 years.

Early Childhood Speaking Skills

Speaking is the spoken language used to communicate. While speaking skills are an important need for a child, namely to be part of his social group (Elya et al., 2019). Speaking is a

language that uses word expressions or articulations to convey a desired intent (Laily & Andajani, 2014). Speaking is communication in which there is a reception and sending of messages carried out by two or more people so that the message can be understood.

Based on some of the opinions of these figures, it can be concluded that speaking is a spoken language used in daily activities, usually speaking is done by two or more people intended to convey certain information or messages.

The ability to speak is a process of communicating, because in it messages occur from one source to another. From the understanding already mentioned, it can be concluded that speaking is a process to express, express, and convey ideas, thoughts, ideas, or hearts to others using spoken language that can be understood by others (Darmuki & Hariyadi, 2019).

Improving speaking skills in early childhood can be done at home by parents and adults (teachers) in the child's environment. In the process of improving speech according to (Gladys Gunawan,* Destiana R, 2011). This means that children aged 5-6 years have been able to use language orally. Spoken language can already be used as a means of communication, conveying ideas in the form of fiction according to the child's imagination.

The average 5-6 year old can use 900-1000 different vocabulary words on average (Kurnia et al., 2022). They use 4-5 words in one sentence which can take the form of statements, negatives, questions, and commands. 5-year-olds have started using reasoning phrases like "I'm crying because I'm sick." At the age of 6, their speech begins to develop where the vocabulary used is more abundant and complicated.

Based on the understanding of the ability to speak above, it can be concluded that the ability to speak is the ability to express, express, and convey ideas, thoughts, ideas, or contents of the heart to others using spoken language that can be understood by others. Children's activities that can be done are by interacting and communicating with people around them, so as to train children to be skilled in speaking. The ability to speak in this study is the ability to express, and convey ideas, thoughts, ideas, or contents to others using spoken language that can be understood by others. In practicing speaking skills, children need to be accustomed to interacting with others, so that children can convey their thoughts and feelings to others.

Media Loose Part

Loose parts are defined as open materials, can be separated, can be put back together, carried, combined, lined, moved, and used alone or combined with other materials. Loose parts are usually in the form of natural objects or synthesis (Safitri & Lestarinigrum, 2021). Loose Parts provides exceptional opportunities for children to explore the world around them using natural, synthetic, and recyclable materials (Flannigan & Dietze, 2018).

Based on the above understanding, it can be concluded that loose parts are tools or materials that are easy to find because they come from open materials (natural, used goods), which can be separated, arranged, lined, moved, and carried, and can be combined with other materials.

As previously explained that Loose Parts is a material around children with various components, both in the form of natural objects (stones, leaves, sand, etc.), synthetic (legos, puzzles, etc.), and materials that can be recycled (cardboard, plastic bottles, and others). As explained by Maria Melia Rahardjo explained that Loose Parts provides opportunities for children to use natural, synthetic, and recyclable materials. According to Yuliati Sintiajani, the components of Loose Parts vary greatly, including natural materials or materials that can be found in nature (stones, leaves, sand, shells, etc.), plastic (straws, plastic bottles, bottle caps, etc.), metal (cans, aluminum spoons, etc.), wood and bamboo (blocks, puzzle pieces, etc.), yarn and cloth (various fabrics and threads), glass and ceramics (glass bottles, beads, marbles, etc.), and used packaging (cardboard, yarn rolls, egg container cartons, etc.). (Nurliana et al., 2022).

The use of Loose Parts can provide a variety of benefits for children, which broadly opens up opportunities to explore, create and learn in a way that is acquired by themselves and find unlimited knowledge. However, if you look deeper, the benefits of using Loose Parts include helping children's exploration, as described by Sheryl Smith and Gilman. Sheryl Smith and Gilman

also explained that in addition to helping children explore, Loose Parts can also give children a sense of belonging and encourage their own will (Smith-Gilman, 2016).

Loose Parts is even able to increase concentration, creativity, to problem-solving skills experienced in everyday life by children, improve children's motor aspects through various series of activities they do, help mastery of language and vocabulary and social-emotional through communication built with the surrounding environment, to mastery of mathematical thinking and scientific thinking, as stated by Maria Melita Rahardjo (Rahardjo, 2019).

Research Hypothesis

Based on the description above, the research hypothesis can be formulated as follows: Zero Hypothesis (H0): There is no significant effect between loose part media use on speech ability in children aged 5-6 years. Alternative Hypothesis (H1): There is a significant effect between the use of loose part media on speech ability in children aged 5-6 years. Based on this hypothesis, this study will test whether the use of loose part media has a significant impact on improving speech skills in children aged 5-6 years. If strong evidence is found to support the alternative hypothesis (H1), it can be concluded that the use of loose part media plays a role in influencing the language development of children aged 5-6 years. Conversely, if there is not enough evidence to reject the null hypothesis (H0), it can be concluded that the use of loose part media does not have a significant effect on the speech ability of children in that age group.

RESEARCH METHODS

Research Design

This study is a quantitative research by paying attention to and revealing the extent of the influence of the use of Loose Part Play media on the ability to speak through the storytelling method of children aged 5-6 years Group B of Harapan Ibu Islamic Kindergarten by comparing the learning outcomes of the experimental class with the control class. In the experimental class it was given action (X) while in the control class it was given action (Y). Then the same test was carried out in both classes. This matter can be considered in the following table:

Table 1. Research Design

	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-Test</i>
Experiment	O ₁	X	O ₃
Control	O ₂	-	O ₄

Information:

O1: Pre-test experimental class

O3: Pre-test control class

X: The treatment of storytelling in this case uses Loose Parts of media

-: The treatment of storytelling in this case uses block media

O2: Post-test experimental class

O4: Post-test control class

Population and Sample

The samples in this study were two groups aged 5-6 years in Group B of Harapan Ibu Islamic Kindergarten. The technique used in taking samples in this study is the cluster sampling technique (samples based on region). Cluster sampling is a technique used by research subjects or data sources to determine a wide sample range. For the determination of data sources, samples are taken based on the designated population area. The two groups are groups B1 and B2. Group B1 was used as an experimental class with many children 15 people (7 girls and 8 boys) and group B2 a control class with many children 15 people (10 girls and 5 boys) with consideration of homogeneity, namely the level of ability of children who have the same, the same age of children 5-6 years, the same

number of children in both groups, the same ability of teachers in teaching, and advice from the principal and the two teachers.

Research Instruments

Researchers use evaluation tools to measure the level of development of speaking skills with research instruments. Each indicator is assigned a predetermined score taking into account the development of the child's speaking ability. Where the score for each indicator is determined in consideration of the alignment of the analytical approach used to obtain a score on the instrument, the researcher performs a test of deeds. A test of deeds is a test that carries out its activities in the form of words or writings mentioned by deeds or appearances (Fitri & Haryanti, 2020). The test of deeds carried out in this study using the media. The experimental group used loose part play media and the control group used block media. Here's a grid of speaking instruments.

Table 2. Instrument Grille

No.	Construct	Loose Part Media-Based Deeds Test
1	Vocabulary Production	<ul style="list-style-type: none"> - The child is asked to pronounce the name of the object or character on the loose part media shown - Scores are given based on clarity and pronunciation of words
2	Grammatical Abilities	<ul style="list-style-type: none"> - Children are given loose part media to form sentences - Children are asked to construct correct sentences using loose part media - Scores are given based on correct sentence structure
3	Language Understanding	<ul style="list-style-type: none"> - Children are asked to follow instructions regarding the use of loose part media in the game - Children are asked to express their understanding of instructions or commands given through loose part media - The score is given based on the child's understanding of the instruction or command
4	Language Expressions	<ul style="list-style-type: none"> - Children are asked to use loose part media to tell stories or create narratives - Children are given loose part media that illustrates the elements of the story or narrative requested - Scores are given based on the fluency and interconnectedness of the story or narrative made by the child
5	Social Communication	<ul style="list-style-type: none"> - Children are asked to collaborate with peers in using loose part media - Children are given tasks or games with loose part media that encourage social interaction and communication with peers - Scores are given based on the child's level of participation and communication skills in the situation

Data Analysis Techniques

The statistical program used for all statistical analysis in analyzing the data obtained during the study used SPSS 20.0. Before conducting the analysis, the researcher first checks whether the data entered is correct into SPSS 20.0 between variables for the experimental and control classes. The first is descriptive statistical calculations to determine the mean, standard error of mean, median, standard deviation, variance, mode, range, minimum value, maximum value and saphiro-wilk from the calculated group data. A normality test is carried out to see whether the data obtained follows a normal distribution or not, and a homogeneity test is carried out to find out whether the data obtained is homogeneous or not. Then hypothesis testing was carried out using t-tests, calculating the magnitude of the influence, and investigating whether the use of loose part play media had a significant effect on the ability to speak through storytelling methods for children aged 5-6 years

RESULTS AND DISCUSSION

Research Results

Data Description

In this study, the data obtained by researchers are the results of students' mathematics learning after carrying out the learning process using loose part media and conventional learning (without giving special treatment). The test used in this study to obtain scores is the pre-test. While the ability to speak in this study is the final ability score obtained from post-test activities.

The students involved in this study were Group B Class B1 and B2, with a total of 30 students. Class B1 is an experimental class using a learning process with loose part media, while class B2 uses conventional learning.

In this research activity, the two classes are used as the object of study of all students follows the learning process to the end and have completed the given post-test. So, the overall number who participated in the research activities were 30 students.

Table 3. List of Recapitulation of Speaking Test Results

No	Experimental Class		No	Control Class	
	Code	Score		Code	Score
1	Subject-01	88	1	Subject-01	68
2	Subject-02	76	2	Subject-02	56
3	Subject-03	84	3	Subject-03	56
4	Subject-04	76	4	Subject-04	52
5	Subject-05	64	5	Subject-05	60
6	Subject-06	64	6	Subject-06	52
7	Subject-07	84	7	Subject-07	52
8	Subject-08	72	8	Subject-08	68
9	Subject-09	64	9	Subject-09	56
10	Subject-10	76	10	Subject-10	52
11	Subject-11	72	11	Subject-11	52
12	Subject-12	76	12	Subject-12	56
13	Subject-13	68	13	Subject-13	52
14	Subject-14	72	14	Subject-14	60
15	Subject-15	80	15	Subject-15	72

From the data above, the average speaking ability can also be calculated to find out the category (minimum, maximum, and mean). As for the average Student mathematics learning outcomes that have been calculated by the calculation statistics using the help of SPSS 20.0 for windows are as next:

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Class Score	15	64	88	74.40	7.529
Control Class Score	15	52	72	57.60	6.727
Valid N (listwise)	15				

From Table 4.2 it can be seen that the mean value of the experimental class post-test is greater than the control class, which is 74.40 for the experimental class and 57.60 for the control class. When viewed from the standard deviation, the experimental class is greater than the control class, which is 7,529 for the experimental class and 6,727 for the control class.

Hypothesis Testing

The data analysis used in this study was a difference test using (Independent Sample T-test).

Data Analysis Prerequisite Test

Normality Test

The normality test is used to find out whether the data obtained from the results of the research are normally distributed or not. One Data is said to be normally distributed if the level of significance is ≥ 0.05 , while if the significance level is < 0.05 then the data It is said to be not normally distributed. Normality tests can be performed in various ways. In a data normality test, if the data Normal distribution will then be analyzed by statistical tests Parametric. Meanwhile, if the data is not normally distributed, then will be analyzed by non-parametric statistical tests. Test this normality using the help of SPSS 20.0 for Windows with techniques Kolmogorov Smirnov-Z (Priyatno, 2014).

Table 5. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.22829138
	Most Extreme Differences	
	Absolute	.121
	Positive	.121
	Negative	-.119
Test Statistic		.121
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the results of the normality test calculations that have been carried out for the experimental class, an Asymp.A sign value of 0.200 was obtained. Since the value of Asymp.Sign ≥ 0.05 , it can be concluded that the average data in the experimental class and control class are normally distributed.

So, it can be concluded from the calculation of the normality test that has been done that the distribution of data in the experimental class and the control class is normally distributed.

Homogeneity Test

The homogeneity test is used to find out if the data from the results of research in experimental classes and control classes has the same variance value or not. It is said to have The value of variance is the same/ not different (homogeneous) if the level The significance is ≥ 0.05 and if the level of significance is < 0.05 then the data is concluded not to have a variant value that the same/different (not homogeneous)..

Table 6. Homogeneity Test
Test of Homogeneity of Variances

Speaking Ability				
Levene				
Statistic	df1	df2	Sig.	
.185	1	28	.671	

Based on the output table "Test of Homogeneity of Variances" above, it is known that the significance value (Sig.) of the variable speaking ability in grade B1 and grade B2 students is 0.671. Because of the value of Sig. $0.671 > 0.05$, then as the basis for decision-making in the homogeneity test above, it can be concluded that the variance of speaking ability data in grade B1 and grade B2 students is the same or homogeneous

Independent Sample T-test

This Independent Sample T-test is to make a decision whether the research hypothesis is accepted or rejected, while the hypothesis tested is:

H0 = identical population variance

Ha = population variance is not identical/unequal

The test criteria are as follows:

If the probability value (p) ≥ 0.05 then H0 is accepted

If the probability value (p) < 0.05 then H0 is rejected

Based on the results of the Independent Sample T-test Levenes' test analysis, it can be seen that the significance value is 0.671 indicating that $0.671 \geq 0.05$ then H0 is accepted, meaning that the population variance is identical / the same.

Next, an analysis will be carried out on the line of equal variances assumed, it can be seen that the t-test result is 6.444 with $df = 28$; mean difference = 16,800; difference in standard error = 2.607; difference The lowest value = 11,460 and the highest = 22,140.

Table 7. Independent Sample T Test
Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to Speak	Equal variances assumed	.185	.671	6.444	28	.000	16.800	2.607	11.460	22.140
	Equal variances not assumed			6.444	27.64	.000	16.800	2.607	11.457	22.143

It is also indicated by the average score (mean) in the class The experiment was 74.40 greater when compared to The average value (mean) in the control class was 57.60. Then it can It was concluded that "There is a significant influence of loose part media on speech ability in children

aged 5-6 years group B of Islamic Kindergarten Harapan Ibu". In other words, the hypothesis is accepted.

Table 8. Average Difference Table
Group Statistics

	Kode	N	Mean	Std. Deviation	Std. Error Mean
Ability to Speak	Exp Class	15	74.40	7.529	1.944
	Control Class	15	57.60	6.727	1.737

Discussion

In the discussion, this study will involve the participation of children in group B of TK Islam Harapan Ibu as research subjects. Data will be collected through direct observation and observation of children's speech skills in various contexts, such as free conversation, group speaking, and in-play activities with loose part media. In addition, it is also possible to use written assessment instruments or tests to measure speech ability more objectively. The collected data will be statistically analyzed to see the difference in speech ability between the experimental and control groups.

In the discussion, this study will discuss the main findings related to the effect of loose part media use on children's speech ability. The results of the study will be compared between the experimental group and the control group to see significant differences, if any. The research will also involve qualitative analysis to understand children's experiences in using loose-part media and its impact on the development of their speech skills.

The discussion of this research will also discuss the implications of the findings of this research in the context of early childhood education in TK Islam Harapan Ibu and may be applicable in the context of wider education. It is hoped that this research can make a positive contribution to the development of effective and innovative learning methods in improving the speech ability of children aged 5-6 years, as well as enrich understanding of the influence of loose part media in early childhood education.

CONCLUSION

Based on a study entitled "The Influence of Loose Part Media on Speech Ability in Children Aged 5-6 Years Group B of Islamic Kindergarten Harapan Ibu", it can be concluded that the use of loose part media has a positive influence on the speech ability of children aged 5-6 years. This study was conducted by comparing groups of children who used loose part media in learning with groups of children who used conventional learning methods. The results showed that children involved in loose part learning showed significant improvement in speech skills compared to the group using conventional methods. Children in the experimental group showed better speaking skills in a variety of contexts, such as free conversation, group speaking, and loose-part media play activities. This shows that the use of loose part media creatively and interactively in learning can encourage the development of children's speech skills. These findings have important implications in the context of early childhood education in Harapan Ibu Islamic Kindergarten and possibly also in early childhood education in general. The use of loose part media as a learning tool can improve children's social interaction, creativity, language comprehension, and speaking skills. In addition, loose part media can also provide visual and tactile stimuli that help children develop speech skills and language use.

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