



# ADPIKS

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## OVERCOMING CHILDREN'S CREATIVITY CRISIS: INNOVATIVE MEDIA TRANSFORMATION LOOSE PARTS IN OPTIMIZING FINE MOTORCYCLE IN EARLY CHILDREN

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### Abstract

*This research aims to explore the effectiveness of innovative loose parts media in optimizing fine motor skills of young children. Using qualitative methods with a case study approach, this research focuses on how the use of loose parts can stimulate creativity and improve children's fine motor skills. Qualitative research methods were applied to gain an in-depth understanding of the application of loose parts and their impact on child development. Data was collected through direct observation of classroom activities, interviews with educators and parents, as well as analysis of documents related to loose parts-based activities. Observations were conducted to assess children's interactions with loose parts and progress in fine motor skills, while interviews provided insight into educators' and parents' perceptions and experiences regarding the use of loose parts. The research results show that loose parts media makes a significant contribution in improving children's fine motor skills, such as hand-eye coordination and finger dexterity, as well as stimulating their creativity and imagination. Educators reported increased children's motivation and engagement, while parents noted positive progress in children's fine motor skills at home. This research confirms that loose parts are an effective tool in early childhood education, offering an innovative and practical approach to addressing challenges in the development of creativity and fine motor skills.*

**Keywords:** Children's Creativity Crisis; Media Transformation; Early Childhood.

### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi efektivitas media inovatif loose parts dalam mengoptimalkan keterampilan motorik halus anak usia dini. Menggunakan metode kualitatif dengan pendekatan studi kasus, penelitian ini berfokus pada bagaimana penggunaan loose parts dapat merangsang kreativitas dan meningkatkan keterampilan motorik halus anak-anak. Metode penelitian kualitatif diterapkan untuk mendapatkan pemahaman mendalam mengenai implementasi loose parts dan dampaknya terhadap perkembangan anak. Data dikumpulkan melalui observasi langsung aktivitas kelas, wawancara dengan pendidik dan orang tua, serta analisis dokumen yang berkaitan dengan kegiatan berbasis loose parts. Observasi dilakukan untuk menilai interaksi anak-anak dengan loose parts dan kemajuan dalam keterampilan motorik halus, sementara wawancara menyediakan wawasan mengenai persepsi dan pengalaman pendidik serta orang tua terkait penggunaan loose parts. Hasil penelitian menunjukkan bahwa media loose parts berkontribusi signifikan dalam meningkatkan keterampilan motorik halus anak-anak, seperti koordinasi tangan-mata dan ketangkasan jari, serta merangsang kreativitas dan imajinasi mereka. Pendidik melaporkan adanya peningkatan motivasi dan keterlibatan anak-anak, sedangkan orang tua mencatat kemajuan positif dalam keterampilan motorik halus anak-anak di rumah. Penelitian ini mengonfirmasi bahwa loose parts merupakan alat yang efektif dalam pendidikan anak usia dini, menawarkan pendekatan yang inovatif dan praktis untuk mengatasi tantangan dalam pengembangan kreativitas dan keterampilan motorik halus.

**Kata Kunci:** Krisis Kreatifitas Anak; Transformasi Media; Anak Usia Dini.

## INTRODUCTION

In the last few decades, the world of early childhood education has experienced significant changes that demand new approaches in developing fine motor skills and creativity (Mercan & Kandır, 2024). One of the main issues that arises is the creativity crisis faced by children, especially in an educational environment that is increasingly focused on academic results and standards. (Grey & Morris, 2024). At Darunnajah Sekarputih Tegalampel Bondowoso Kindergarten, this challenge becomes increasingly real, where efforts to stimulate children's creativity are often hampered by limitations in the use of media and conventional learning methods.

Recent research shows that today's children face a decline in their creative abilities, caused by a lack of adequate stimulation and an educational approach centered on theory and repetition. (Fakaruddin et al., 2024). Creativity, which is a key element in children's cognitive and emotional development, is often overlooked in curricula that focus too much on academic standards. Adib, (2024); Rozi et al., (2022) states that today's children face challenges in developing their creativity. This is mainly due to an education system that places increasing emphasis on achieving academic standards and repetition of theory-focused material. In this context, activities that stimulate creativity, such as creative play and free exploration, are often ignored or reduced. As a result, children lack the opportunity to develop their creative skills which are very important in facing challenges in an ever-changing world.

Fine motor skills are skills that involve the coordination of small muscles in the hands and fingers, and are very important in early childhood development (Muniro & Rahman, 2023; Zamroni et al., 2021; AndSaleha et al., 2022). These fine motor skills influence children's abilities in various daily activities, such as writing, drawing and using small tools (Kristi & Putri, 2024; Warti & Wahyudi, 2024). The use of loose parts in play activities allows children to develop their fine motor skills in a fun and interactive way, as well as enhancing their creativity and imagination.

Problematic in the field lack of adequate stimulation is one of the main factors that contributes to decreased creativity, learning environments that do not provide space for exploration and innovation limit children's ability to think creatively. Education that is too focused on theory and repetition of material tends to emphasize memorization and

understanding of established concepts, without providing enough opportunities for children to apply their ideas practically. Thus, the decline in the creative abilities of today's children indicates the need for reform in educational approaches.

In an effort to overcome this crisis, Kindergarten Darunnajah Sekarputih Tegalampel Bondowoso faces an urgent need to rejuvenate their teaching methods by introducing innovative media such as loose parts. Loose parts are materials or objects that do not have a specific purpose and can be used by children to create various forms of play and creative exploration. This media offers flexibility and stimulation which is important in supporting children's creative and fine motor development.

Various studies prove that loose parts are able to develop children's motor skills, namely Muawanah & Harjani, (2024) stated that the use of loose parts in play activities can increase children's creativity because it provides freedom for exploration and experimentation. These objects allow children to create in an unstructured and flexible way, which can directly influence the development of their fine motor skills, such as hand-eye coordination and manipulation of small objects. Furthermore Rozana et al., (2024) and Ocha et al., (2024) examines how loose parts supports children's fine motor development by providing a variety of materials that require the use of various manipulation techniques. Activities such as arranging, combining, or moving small parts require fine motor skills and can strengthen the small muscles in a child's hands and fingers.

Then Garnika & Rohiyatun, (2024) report that playing with loose parts can provide the stimulation needed for children's fine motor development. This research emphasizes the importance of activities that involve physical manipulation of small objects, which can improve fine motor skills such as grasping, assembling, and manipulating. Also confirmed by Pramitasari & Nurfitriah, (2024) said that loose parts can facilitate the development of fine motor skills by providing opportunities for children to engage in activities that require manipulative skills and coordination. This research also highlights that play with loose parts often involves activities that require problem-solving and creativity, which contribute to fine motor skills.

These studies collectively show that loose parts not only stimulate creativity child-children but also plays an important role in the development of their fine motor skills. By

providing opportunities for varied and exploratory manipulation, loose parts can be a very effective tool in early childhood education. Through research revealed by several researchers, researchers are interested in studying in more depth the transformation of innovative loose parts media in optimizing fine motor skills in early childhood.

Due to the global trend that prioritizes experience and exploration-based learning, Kindergarten Darunnajah Sekarputih Tegalampel Bondowoso is committed to adapting to these changes. It is hoped that the transformation in the use of learning media, especially through loose parts, can renew teaching methods and provide practical solutions to overcome the existing creativity crisis. The application of loose parts media as part of the curriculum at the Darunnajah Sekarputih Tegalampel Bondowoso Kindergarten is not only an alternative method, but also a strategic solution to create a more dynamic and supportive learning environment. By using loose parts, children are given the opportunity to explore, imagine and develop their fine motor skills at the same time, making a positive contribution to their overall development.

This research focuses on the implementation of innovative loose parts media in optimizing the fine motor skills of young children at the Darunnajah Sekarputih Tegalampel Bondowoso Kindergarten. This research introduces the use of loose parts media as an innovative solution to overcome the creativity crisis and optimize fine motor skills in early childhood at Darunnajah Sekarputih Kindergarten Tegalampel Bondowoso. His main novelties include: Integration of Creativity and Fine Motor, combining loose parts media to stimulate creativity and develop fine motor skills simultaneously. Contextual Adaptation, the application of the loose parts method in the local Indonesian context, which has not been widely explored. New Learning Module, development of structured learning modules based on loose parts. New Evaluation Methodology, application of a dynamic evaluation methodology to measure the effectiveness of the use of loose parts.

Through this innovation, it is hoped that the Darunnajah Sekarputih Tegalampel Bondowoso Kindergarten can become a pioneer in changing early childhood education in an effective and creative way, as well as providing an example that can be followed by other educational institutions in overcoming the creativity crisis and improving the quality of education.

## RESEARCH METHOD

This research uses a qualitative case study type approach, with the aim of getting an overview of the implementation of innovative loose parts media in optimizing fine motor skills in early childhood. The place of research was carried out at an institution in the Bondowoso area, namely Darunnajah Kindergarten which is located on Jl. Sekarputih Indah No. 1A Sekarputih Tegalampel Bondowoso. Darunnajah Kindergarten is formal education that applies various innovative media in the teaching and learning process. The informants for this research are school components which can be seen in the following table:

Table 1. Sources of Research Informants

No	Participant	Gender		Code Informant	Education	Amount
		L	P			
1	Headmaster	1		SZ	Bachelor	1
2	School Committee	1		K.K	Bachelor	1
3	Teacher	2		NK, WJ	Bachelor	2
4	TU employees	1		NA	Bachelor	1
5	Student Guardian	1	1	SAB, SM	Bachelor	2
<b>Total</b>		1	6			7

In the table you can see the sources of information obtained from several informants including; The Principal, School Committee, two teachers, TU employees and two student parents. To select and determine informants in this research, researchers used purposive sampling techniques. The data collection technique in this research is using content/document analysis techniques, in-depth interviews, and events/observations. The method used to check the validity of the data is the triangulation method, namely by utilizing various methods as considerations. This triangulation is carried out by comparing and checking information or data obtained from documentation with the results of observations and interviews. In the initial stage of data collection, the next step is to reduce the sorted data in the form of notes, then display the data to understand the data and then draw conclusions from the data studied.

## RESULTS AND DISCUSSION

In implementing the innovative loose parts media to optimize the fine motor skills of early childhood at the Darunnajah Sekarputih Tegalampel Bondowoso Kindergarten, various strategic and practical steps were taken. The following are details of the activities carried out in the implementation process:

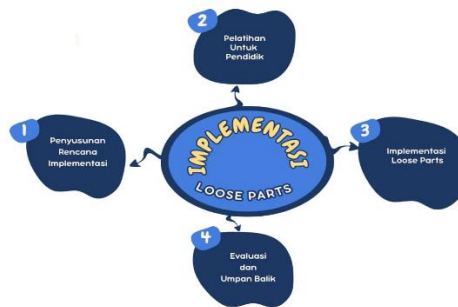


Figure 1. Implementation of Media Loose Parts at Darunnajah Kindergarten

### Preparation of Implementation Plan

In the process of implementing innovative loose parts media at Kindergarten Darunnajah Sekarputih Tegalampel Bondowoso, the first step taken was the preparation of a thorough implementation plan. This step begins by identifying specific needs in developing children's fine motor skills. The educational team and school management work together to understand the challenges and shortcomings that exist in current learning methods. With this understanding, they then designed a plan that utilized loose parts as an innovative solution to overcome existing problems.

As explained by the school principal regarding the planning carried out by the school in implementing loose part media

*“This planning includes determining how loose parts can be effectively integrated into the existing curriculum. In this process, the team formulates clear learning goals, adapts activities involving loose parts to those goals, and determines ways to evaluate children's progress. They also develop ideas for activities that involve loose parts in a variety of contexts, such as creative games, art projects, and tasks that require fine motor skills.”*

This was also confirmed by several teacher informants regarding the preparation of implementation plans for loose part media

*“Our main focus is understanding how today's children interact with learning media and where they may experience difficulties, especially in fine motor skills. We collaborate with the educational team and school management to get a clear picture of these needs. After understanding the needs, we designed a plan to integrate loose parts as an innovative solution. This plan includes determining how loose parts can be effectively incorporated into the existing curriculum.”*

*“We formulate clear learning objectives and adapt activities involving loose parts to these objectives. We formulate learning objectives taking into account the fine motor skills we want to develop in children. Then, we designed various activities that used loose parts in different contexts. For example, we create creative games, art projects, and tasks specifically designed to practice these skills. These activities are adjusted to be relevant to the learning objectives that have been set.”*

In preparing the implementation plan, schools also prepare teachers for implementation. This includes preparing detailed training materials and designing training sessions that will prepare educators to use loose parts effectively in the classroom. This training is designed to provide an in-depth understanding of how loose parts can be used to stimulate creativity and develop fine motor skills, as well as how to assess their impact on children's development.

As stated by informants from the school Darunnajah Kindergarten who said that

*“After designing the implementation plan, the school prepares teachers through detailed training. The training material includes an understanding of loose parts, how to use them to stimulate creativity and develop fine motor skills, as well as methods for assessing their impact. Training sessions are designed practically with workshops and activity simulations. The training also includes discussions to discuss ideas and challenges. Apart from that, the trainers also train teachers to carry out effective observations and assessments of children's development.”*

Overall, this interview shows that the preparation and implementation plan for innovative loose parts media at Darunnajah Sekarputih Kindergarten Tegalampel Bondowoso involves important steps, starting from identifying specific needs and preparing an implementation plan to preparing teacher training. This process ensures that teachers gain an in-depth understanding of the use of loose parts to stimulate creativity and develop children's fine motor skills

In theory, preparing an implementation plan is a strategic process that aims to ensure that ideas or changes can be implemented effectively and achieve the desired results (Irwanto et al., 2024). With a mature and planned approach, the implementation plan aims to ensure that the new strategy can be implemented effectively and achieve the desired results (Asnawi & Alwi, 2024). Through a well-developed plan, the team begins the implementation phase with full confidence. Developing this plan is not just about adopting new media, but also about creating a learning environment that supports children's holistic development, with particular attention to improving fine motor skills and creativity.

The preparation of the loose parts implementation plan at Darunnajah Kindergarten is designed to create an innovative learning environment and support children's development. With a planned approach and support from training and careful planning, this plan aims to ensure that loose parts are used effectively and provide maximum benefits in the learning process.

### **Training for Educators**

Training for educators is a crucial part in implementing innovative loose parts media at the Darunnajah Sekarputih Tegalampel Bondowoso Kindergarten. This stage begins with the preparation of a comprehensive training program, designed to provide an in-depth understanding of the use of loose parts in learning activities. This training not only covers theory regarding the benefits of loose parts in developing children's creativity and fine motor skills, but also involves practical sessions where educators learn directly how to apply this method in the classroom.

It was revealed by the principal as one of the informants from the Darunnajah Sekarputih Kindergarten school, Tegalampel Bondowoso regarding the training carried out that

"The school held training by inviting expert speakers in the field of loose parts. These expert speakers bring in-depth knowledge and experience about the concept of loose parts, including innovative techniques and the best strategies for utilizing these materials in learning activities. This training is designed to provide teachers with a comprehensive understanding of how loose parts can be used to stimulate creativity, exploration and development of children's fine motor skills."



This was also strengthened by the explanations from several teachers as research informants

“In our training, educators are introduced to various types of loose parts and how each can be used for certain activities. We are provided with knowledge about how to integrate loose parts into the existing curriculum, as well as how to design activities that utilize these materials effectively. This training also includes strategies to facilitate and motivate children in playing with loose parts, as well as techniques to observe and assess children's development during the learning process. We are also trained in the management and organization of play areas that use loose parts. This training also includes discussions on classroom management, including how to keep children safe when using loose parts and how to respond to challenges that may arise during activities.”

This training is designed to not only prepare educators to use loose parts effectively, but also to build their confidence in creating an inspiring learning environment and supporting children's fine motor development.

Theoretically, training for educators is a systematic process that aims to improve the skills, knowledge and competence of educators in carrying out their teaching duties(Lanu et al., 2024). The main goal of training is to ensure that educators can apply effective teaching methods and follow applicable educational standards(Singgamui et al., 2024). Training for educators plays an important role in improving the quality of education by ensuring that educators have the necessary competencies to provide optimal learning experiences and are in line with the latest developments in the field of education.

With structured and in-depth training, Darunnajah Kindergarten ensures that educators are ready to make optimal use of loose parts media, so as to provide valuable learning experiences for children.

### **Loose Parts Implementation**

The implementation of the innovative loose parts media in the Darunnajah Sekarputih Kindergarten class in Tegalampel Bondowoso began by introducing these new materials to the children. The educators started the session by explaining to the children the various types of loose parts they would use, such as wooden blocks, pieces of cloth, and other small objects.

They provide simple demonstrations of how to use loose parts in play, showing children how to combine objects to create new shapes and structures.

During class activities, educators actively facilitate children's interaction with loose parts, encouraging them to experiment and be creative. They set up various stations or areas in the classroom where loose parts can be easily accessed, creating an environment that supports exploration and creativity. Children are given the freedom to choose and use materials according to their own interests and ideas. Activities such as creating masterpieces from bottle caps, arranging blocks into complex structures or assembling pieces of fabric into works of art provide opportunities for children to develop their fine motor skills in a fun way.

This was confirmed from the results of interviews with informant TK Darunnajah who said that

*“We free children at Darunnajah Kindergarten to choose and use materials according to their own interests and ideas. Activities such as creating masterpieces from bottle caps, arranging blocks into complex structures, or assembling pieces of fabric into works of art provide opportunities for children to develop their fine motor skills in a fun way.”*

Educators also monitor and document children's play processes, noting how they interact with loose parts and how their fine motor skills develop. These observations allow educators to assess children's progress and provide constructive feedback. In addition, educators periodically conduct small group discussions, where children can share their experiences and discuss what they made with loose parts. This not only improves their communication skills but also motivates them to continue experimenting and being creative.

During implementation, educators remain flexible, ready to adapt activities according to children's needs and responses. If necessary, they make changes or modifications to ensure that each child can engage in the way that best suits them. The emphasis on creative exploration and independence provides children with the opportunity to thrive in a supportive and motivating environment.

The results of interviews with informants showed that loose parts media had a positive impact on students' development

*“The implementation of loose parts has brought positive changes in classroom learning methods. Loose parts materials, such as blocks, bottle caps and pieces of cloth, give*

*children the freedom to explore and be creative according to their imagination. This not only stimulates creativity, but also improves their fine motor skills. Activities such as arranging blocks into complex structures or creating works of art from scraps of fabric are children's favorites and have proven effective in developing their skills."*

This data is strengthened by the results of the researcher's observations and documentation of institutional documents, which can be seen in the image below:



Figure 2. Loose Parts Creativity at Darunnajah Kindergarten

The results of interviews regarding the implementation of loose parts at Kindergarten Darunnajah Sekarputih Tegalampel Bondowoso show that this approach has been well received and has had a significant positive impact on the learning process. Teachers report that the use of loose parts, such as blocks, bottle caps and pieces of cloth, has stimulated children's creativity and imagination. They feel that activities involving these materials not only improve children's fine motor skills, but also support the development of problem-solving and critical thinking skills.

In theory, the implementation of loose parts in education is an approach that involves the use of unstructured and versatile materials to support children's learning processes. The concept of loose parts refers to different types of materials that can be used in various ways, without any fixed rules or structure (Cimi et al., 2024). This material can be blocks, bottle caps, pieces of cloth, or other natural and recycled objects. The implementation of loose parts aims to create a flexible learning environment and support children's holistic development, by utilizing materials that allow them to learn through exploration, experimentation and unlimited creativity. (Arofah, 2024).

With this adaptive and supportive approach, loose parts media is not only a tool for developing fine motor skills but also for stimulating children's creativity and innovation in the classroom. This implementation shows how simple materials can create rich and deep learning experiences, facilitating children's growth in various aspects of their development.

### **Evaluation and Feedback**

After implementing the innovative loose parts media in the Darunnajah Sekarputih Tegalampel Bondowoso Kindergarten class, the evaluation and feedback process became a crucial step to assess the effectiveness and impact of this method. Evaluation begins with data collection through direct observation. Educators monitor how children interact with loose parts, observe their engagement in various activities, and note visible progress in their fine motor skills and creativity. This process involves structured observations to assess changes in the way children use and respond to loose parts.

Information was also obtained from informants regarding the evaluation and feedback carried out

*“In addition to observations, educators also carry out formal assessments of children's fine motor skills. Pre-designed fine motor tests were applied to measure children's development in activities such as grasping, arranging and arranging small objects. Data from this test was analyzed to evaluate improvements in fine motor skills as a result of using loose parts.*

To complete this assessment, feedback is collected from a variety of sources, including teachers, parents, and students. Teachers are given the opportunity to provide feedback on the effectiveness of using loose parts in classroom activities and how this method impacts children's engagement and development.

As stated by informants from TU and the Darunnajah Kindergarten committee who stated that *“The implementation of loose parts has brought significant changes to learning methods in the classroom. Loose parts activities give children the freedom to choose and use various materials according to their interests, which stimulates creativity and improves fine motor skills. Activities such as arranging blocks, making art from bottle caps, and assembling pieces of cloth are examples of activities that children really like and are effective in developing their skills. Teachers feel more inspired and involved in*

*the learning process because of the flexibility in using loose parts. We also appreciate the training provided by presenting expert speakers, which helps them understand how to optimally utilize loose parts in their daily activities.*

Parents were asked to share their views regarding changes they observed at home regarding the use of loose parts at school. They revealed how their children responded to this method and whether they saw an improvement in their children's creativity and fine motor skills.

Feedback from children is also obtained through group discussions and individual reflection. Children were asked to share their experiences using loose parts, explain what they liked about the activity, and what they might want to see added in the future. Their opinions provide valuable insight into how they experience and interact with this new method. Information was obtained from parents regarding the implementation of loose parts on their child's development.

*"We see that our children are very enthusiastic and creative in using various loose parts materials at school. We see this activity not only improving children's fine motor skills but also encouraging their imagination and problem-solving abilities. In addition, we value the freedom given to children to experiment with these materials, which can strengthen children's sense of self-confidence and independence. Overall, the implementation of loose parts is very beneficial and supports the holistic development of our children.*

The results of this evaluation and feedback were used to conduct an in-depth analysis of the effectiveness of the loose parts method in improving children's fine motor skills and creativity. These findings allow educators to assess what is working well and which areas need adjustment or improvement. Based on these results, improvement and development steps can be taken to enhance future implementation and ensure that the method continues to provide optimal benefits for children.

In theory, the results of evaluation and feedback are crucial elements in the process of developing and implementing a program or strategy. Evaluation functions to assess the effectiveness and impact of the program that has been implemented, while feedback provides valuable information regarding the perceptions and experiences of participants or related

parties(Mentiana et al., 2024). Evaluation results refer to data and information obtained from measurement and analysis of various previously determined success indicators(Laila et al., 2024). Feedback, on the other hand, is information provided by participants, users, or other parties involved regarding their experience with the program. This feedback is often subjective and can provide insight into satisfaction, challenges, and successes that are not always quantitatively measurable(Agusnawati et al., 2024).

Overall, the evaluation and feedback results provide a comprehensive picture of the success and effectiveness of a program. Evaluation provides objective data to assess the achievement of results, while feedback offers a direct perspective from the parties involved. The combination of these two sources of information allows for further refinement and development of the program, as well as necessary adjustments to improve its quality and impact in the future.

## **CONCLUSION**

The implementation of innovative loose parts media at the Darunnajah Sekarputih Tegalampel Bondowoso Kindergarten has shown very positive results in optimizing children's fine motor skills. Effective use of loose parts in classroom activities not only stimulates children's creativity and imagination, but also shows significant improvement in their fine motor skills. Activities involving various types of loose parts allow children to explore, create and innovate in a fun and educational way. The results of the research show that the implementation of innovative loose parts media to optimize the fine motor skills of young children at Darunnajah Kindergarten was carried out by preparing an implementation plan, training for educators, implementation of loose parts and evaluation and feedback. With this success, Darunnajah Kindergarten has created a model that can be adopted and further developed in other educational institutions, offering a useful and practical approach to improving the quality of early childhood education, however this activity still refers to the educational environment and cannot be generalized to all institutions so that research can be deepened by further researchers with similar cases.

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