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## Stimulating Fine Motor Skills in Preschoolers Using Loose Parts Media

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### ABSTRACT

Loose part media provides a rich quality play experience, allows children to be fully involved, and inspires creativity and stimulates their development. This study aims to find out the implementation of the use of loose part media in developing fine motor skills of children aged 3-4 years at TKIT Baitushalihin. This study uses a qualitative descriptive approach with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the implementation of the use of loose part media at TKIT Baitussalihin can be integrated well into daily learning activities. Teachers have designed media planning, loose part, setting up a safe play space, and giving children the freedom to explore. The implementation of this loose part media has succeeded in creating an environment that supports the development of children's fine motor skills. Teachers can evaluate the use of loose part media significantly developing the fine motor skills of children aged 3-4 years. Children become more skilled in to hold small object, compile and arrange objects with precision, and show improvements in hand- eye coordination.

**Keywords:** Loose Parts Media; Motor Fine; Child Early Age; Stimulating.

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## INTRODUCTION

Early childhood education is a basic education through the development and guidance of children's potential. Basic education is in the form of developing potential, instilling the basics of faith, forming and habituating expected behavior, developing basic knowledge and skills needed, and developing positive learning motivation and attitudes.<sup>1</sup> Early childhood is a period a very important beginning and fundamental throughout range growth and development life human. On this period is a fundamentally important period in a child's life to reach the final period of his development which is called the golden period. In this golden period, the child's potential will develop very quickly.

According to Law No. 20 of 2003 on the National Education System, Article 1 Paragraph 14, education is an effort aimed at developing children from birth to six years of age. This is carried out by providing educational stimulation to support physical and spiritual growth and development, thereby preparing children to enter subsequent levels of education. Furthermore, character education is one of the topics that is currently receiving significant attention in the field of education because it serves as a foundation for shaping a child's personality and behavior. Both formal and non-formal educational institutions, including early childhood education, play an essential role in addressing this issue.<sup>2</sup>

Early childhood education can be defined as guidance for children aged 0-6 years, where they experience rapid growth and development. At this stage, children need the right stimulation so that they can develop optimally. All aspects of development—religious and moral values, physical and motor skills, cognitive abilities, language, social-emotional skills, and the arts—have made significant progress. Among these aspects, character development has an important role because it influences other aspects such as social-emotional and moral values. Therefore, fine motor development is also a crucial aspect and needs special attention, as it contributes to overall development at an early age.

According to several education experts, children aged 3-4 years belong to the preschool age group. At this stage, the essential needs of early childhood include a sense of safety, comfort, and peace within their environment. Additionally, children require diverse activities, interaction with peers of the same age, adequate rest, attention, sufficient nutrition, and,

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<sup>1</sup> Mawaddah and Maksumah Syaya, 'The Impact of Word Wall Media on Vocabulary Acquisition in Early Childhood', *Journal of Education in Islamic Review (JEIR)*, 1.1 (2024), 55–64.

<sup>2</sup> Munawwarah Munawwarah and Sri Astuti, 'EARLY CHILDHOOD CHARACTER EDUCATION PRACTICES BASED ON LOCAL WISDOM IN ACEH: CHALLENGES AND EFFORTS MADE IN GLOBALIZATION ERA', *Gender Equality: International Journal of Child and Gender Studies*, 5.2 (2019), 71 <<https://doi.org/10.22373/equality.v5i2.5598>>.



importantly, opportunities to do things independently. Early childhood greatly depends on adults to fulfill these needs and to assist in developing their abilities.<sup>3</sup> Motor development is a crucial component of an individual's overall development. Free movement interventions are a major factor in early childhood.<sup>4</sup>

Fine motor skills require careful coordination. The better a child's motor skills, the more developed their fine motor abilities will be, which allows for creativity, such as cutting paper with precise results, drawing, coloring, using tongs to put paper together, sewing, crocheting, and knitting pencils. However, not all children reach the same level of maturity to master this skill. According to Suyadi in Darmayanti, fine motor skills involve increased coordination of the body with small muscles and nerves, which support fine movements such as squeezing paper, tearing, drawing, writing, and similar activities. Sumantri also states that fine motor skills involve the coordinated use of small muscle groups, such as fingers and hands, which often require precision and coordination.

These skills include using tools to work on specific objects. Similarly, John W. Santrock defines fine motor development as the organization and use of small muscle groups, such as the fingers and hands, which require precision and coordination. This also involves the use of tools for specific tasks.<sup>5</sup> One effective way to develop children's fine motor skills is through activities using loose parts media. According to Buhrin Gurusiana in Martiningsih et al., loose parts refer to materials that can be moved, carried, combined, redesigned, separated, and reassembled in various ways. Loose parts create unlimited creative possibilities in learning activities and encourage children's creativity.<sup>6</sup> Haughey, as cited in Dear et al., identifies seven types of loose parts: (1) natural materials, (2) plastic, (3) metal, (4) wood and bamboo, (5) thread and fabric, (6) glass and ceramics, and (7) recycled packaging. Loose part components

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<sup>3</sup> Siti Atikah Atika, 'Peningkatan Kemampuan Motorik Anak Usia 3-4 Tahun Melalui Kegiatan Gerak Dan Lagu (Senam Pohon Apel)', *KREATIF: Jurnal Pendidikan Anak Usia Dini*, 2.1 (2024), 1–10.

<sup>4</sup> Aip Saripudin and others, 'Analisis Pencapaian Aspek Perkembangan Motorik Pada Usia 4-6 Tahun Di Wilayah III Cirebon Dan Jakarta', *Toga Jurnal Keguruan Dan Ilmu Pendidikan*, 1.1 (2024), 1–13 <<https://doi.org/10.56211/toga.v1i1.436>>.

<sup>5</sup> Anita Damayanti and Huurul Aini, 'Meningkatkan Kemampuan Motorik Halus Anak Usia 4-5 Tahun Melalui Permainan Melipat Kertas Bekas', *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini*, 4.1 (2020), 67–68.

<sup>6</sup> Erwin Martiningsih, Asri Widiatsih, and Kustiyowati, 'Implementasi Kegiatan Kolase Dengan Media Loose Part Untuk Mengembangkan Sosial Implementation of Collage Activities With Loose Part Media To Develop Social Emotionals For', *Journal of Education Technology and Inivation*, 4.2 (2021), 15.

are readily available in our environment. Engaging in loose parts play provides children with rich, high-quality play experiences that foster their creativity and stimulate their development.<sup>7</sup>

Learning with loose parts teaching materials aims to foster children's creativity by allowing them the freedom to disassemble and reassemble materials according to their imagination. This approach encourages children to appreciate the materials or objects around them, such as natural loose parts, and helps them understand the importance of preserving the environment. By recognizing that recycled or used goods can be repurposed as materials for play and creativity, children develop a sense of environmental responsibility and economic awareness.<sup>8</sup>

The use of loose parts media offers numerous benefits, including enhancing creative and imaginative play, fostering cooperative attitudes and socialization, encouraging physical activity, and developing communication and negotiation skills, especially when activities are carried out in open spaces. Additionally, loose parts media provides children with opportunities to coordinate their hands, eyes, feet, and thoughts simultaneously. When practiced regularly, this not only sharpens their critical thinking skills but also strengthens their muscles.<sup>9</sup> Loose parts media has been widely applied in schools to support children's development, particularly in improving fine motor skills, stimulating imagination, and allowing children the freedom to explore and play creatively.

Based on initial observations on March 23, 2024, the use of loose parts media made from seeds at TKIT Baitussalihin is adequate and effective in supporting the development of children's fine motor skills, with tools and materials that are well available. Activities such as pouring, inserting small objects, stringing, and cutting paper help improve children's fine motor skills, creativity, concentration, and independence. This study aims to analyze the application and effectiveness of loose parts media in improving fine motor skills of children aged 3-4 years at TKIT Baitussalihin and provide practical insights for educators to support children's holistic development.

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<sup>7</sup> Martiningsih, Widiatsih, and Kustiyowati.

<sup>8</sup> Mashlakhatul Mukarromah, 'Pengaruh Aplikasi Alfabet Kids Terhadap Kemampuan Mengenal Huruf Pada Anak Usia 5-6 Tahun Di RA Al Fathonah Rantewringin', *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 5.2 (2024), 283–89.

<sup>9</sup> Ahmad Ridwan, Nurul Azian Nurul, and Fenny Faniati, 'Analisis Penggunaan Media Loose Part Untuk Meningkatkan Kemampuan Motorik Halus Anak Usia 5-6 Tahun', *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling*, 5.02 (2022), 105–18 <<https://doi.org/10.46963/mash.v5i02.562>>.



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## METHODS

This study uses a qualitative method that is descriptive in nature. Qualitative research is a procedure that produces descriptive data in the form of written words, oral statements from people, and observable behavior. This approach focuses on understanding an individual's background holistically.<sup>10</sup> Qualitative research generates findings that cannot be achieved through statistical procedures or quantitative methods.<sup>11</sup> The method used in this research is descriptive analysis, which includes observation or document review. According to Bungin and Zahra, the objective of qualitative descriptive research is to describe, summarize, and explain various conditions, situations, or phenomena of social reality that are the object of research, in order to obtain results that lead to a conclusion.<sup>12</sup>

The research location refers to the place where the study is conducted. In this research, the chosen location is TKIT Baitusshalihin, which is located on Jl. T Alexander, Subdistrict Ulee Kareng, Banda Aceh City. The subject of the research is the source from which information is obtained, or more precisely, it refers to someone or something from which relevant information is gathered.<sup>13</sup> The data sources used in this study are primary and secondary sources. Primary sources are data sources that provide information directly to the researchers, while secondary sources are those that do not provide data directly, such as documents and other people.<sup>14</sup> In this study, the primary data sources were two class teachers who taught at TKIT Baitusshalihin Ulee Kareng, while the secondary data sources consisted of supporting information.

Data collection techniques in this study included interviews, observations, and documentation. The observation in this study focused on children aged 3-4 years, totaling 14 children, specifically in Class A at TKIT Baitusshalihin, located on Jl. T Iskandar, Ulee Kareng District, Banda Aceh City. Additionally, the researcher conducted interviews by asking several questions related to the implementation of loose parts in learning to develop fine motor skills in children aged 3-4 years at TK Baitusshalihin. The documentation method was used to obtain

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<sup>10</sup> Lexi J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2010).

<sup>11</sup> M. Djunaidi Ghony and Fauzan Almanshur, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruzz Media, 2012).

<sup>12</sup> Zahra Nurul Liza and Mohd. Harun, 'Analisis Pesan Moral Berdasarkan Stratifikasi Sosial Tokoh Dalam Novel-Novel Karya Arafat Nur', *Jurnal Master Bahasa*, 6.1 (2018), 1-12.

<sup>13</sup> Tatang M Amirin, *Menyusun Rencana Penelitian* (Jakarta: Grafindo Persada, 1995).

<sup>14</sup> Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2018).

supporting data, such as the question-and-answer process with parents of early childhood children and other relevant information necessary for the completeness of this research. The documentation method involves collecting facts and data stored in the form of tests or artifacts. Most of the available data were in the form of letters, diaries, souvenirs, reports, and photos.<sup>15</sup>

This research uses interview guidelines, observation guidelines, and documentation. The data analysis techniques used in this qualitative study are as follows: a) Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming data that emerges from written notes in the field; b) Data presentation is an activity where a set of information is organized, allowing the possibility of drawing conclusions and taking actions. The form of qualitative data presentation can include narrative text, field notes, matrices, graphs, networks, and charts; and c) Drawing conclusions involve efforts to draw conclusions that are carried out continuously by the researcher while in the field. From the beginning of data collection, qualitative research begins to seek the meaning of objects, notes the regularity of patterns (in theory notes), explanations, configurations, potential consequences, and propositions. The conclusions drawn are handled loosely, remain open, and skeptical, but conclusions are provided.<sup>16</sup>

## RESULTS AND DISCUSSION

### Result

Based on the results of the collection data which has done in TKIT Baitusshalihin from May 20 to May 28, 2024. This study was conducted to analyze the role of teachers in the use of *loose part* media in developing fine motor skills of 3–4-year-old children at TKIT Baitusshalihin. Data collection used. Based on the results of interviews and observations that researchers have conducted with 2 teachers at TKIT Baitusshalihin, the following results were obtained:

#### A. Teacher Gives Facility/Facilitator

Providing facilities for children can help them grow and develop their fine motor skills. By offering these facilities, children will also feel free to engage in any activities they wish, using the resources that have been provided, such as loose part media. Below are the results of the interview with Teacher YW:

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<sup>15</sup> M Musfiqon, *Panduan Lengkap Metodologi Penelitian* (Jakarta: Prestasi Pustaka Publisher, 2012).

<sup>16</sup> Ahmad Rijali, 'ANALISIS DATA KUALITATIF', *Alhadharah: Jurnal Ilmu Dakwah*, 17.33 (2019), 81 <<https://doi.org/10.18592/alhadharah.v17i33.2374>>.



*"The use of loose part media before the learning begins, the teacher prepares the tools and materials, for example, tomorrow there is a loose part activity, so today the teacher has prepared the tools and materials to be used tomorrow, so when the children are present, we are not busy preparing them anymore. For the strategy here there are many strategies, there are storytelling strategies, Q&A, and singing. So later when using loose parts we can tell stories, Q&A, and sing".*

The same is true of the interview results expressed by YW teachers said that the facilities they provide are to develop children's fine motor skills, by providing facilities in the form of activities. Which involving muscles there. Following Interview results from teacher SY in his interview:

*"Loosepart media is usually prepared before the children arrive, such as materials..."*

The RPPH (Lesson Plan) is prepared in advance before conducting learning with the children. The teacher provides facilities so that children can develop their fine motor skills. This demonstrates that the teacher prepares tools and materials for the children to play freely. When the activity begins, the teacher also gives directions to ensure that the children understand the steps for playing. The teacher will guide them according to the theme to be taught. Below are the results of the interview with Teacher YW:

*"I introduce media loose part to child previously through theme, through playing, ask answer, illustrated, sing, and tell stories with props".*

Similar to the interview results of teacher YW, Teacher SY also believes that introducing loose part media to children is also through themes, through playing, telling stories, questions and answers, pictures, singing and props. The following is an interview statement with teacher SY:

*"Usually, I introduce media loose part through storytelling, discuss The same children, introduce tool props, Because with matter That they very happy when We tell a story about That".*

The teacher, as a facilitator, has played a role in accordance with their responsibilities. This can be seen when the teacher prepares tools and materials to develop the children's fine motor skills. The teacher prepares the tools and materials to be used by the children, such as

loose part media.<sup>17</sup> Additionally, the teacher prepares activities for the children, such as putting seeds into bottles, and demonstrates and guides the children in these activities. In developing children's fine motor skills, the teacher prepares supporting materials to stimulate their fine motor abilities. The teacher does not only act as an educator but also becomes a playmate for the children, facilitating games that improve their motor skills.

From the results of interviews with respondents, specifically the teachers at Baitusshalihin Kindergarten, and supported by the results of documentation, it is clear that they have successfully implemented the use of loose part media. The implementation started well with the introduction of the loose part media, providing material about the media, preparing the tools and materials, and giving directions to the children. In this way, the teacher has fulfilled their role as a facilitator for the children.

### **B. The Teacher Gives Motivation/Motivator**

Teachers provide motivation and enthusiasm during activities with the goal of fostering a sense of perseverance, encouraging children to continue trying with what they do, and offering praise or rewards to motivate them further. Providing motivation is very important for teachers because children need encouragement to progress. In this study, teachers motivate children by offering encouragement and rewards. The encouragement provided by the teacher comes in the form of positive words to inspire the children to keep progressing. Meanwhile, the rewards are given to appreciate children for completing activities, even if they are not perfect. This was evident in the activity of putting seeds into bottles. Below are the results of the interview with teacher YW:

*"Can provide imaginative learning, use media according to the objectives of the material, also stimulate ideas, and pay attention to children, and teachers provide rewards. to them"*.

The same is true for teacher SY's opinion, who believes that teachers provide motivation in the form of enthusiasm and praise so that children are eager to participate in activities. This encouragement helps to increase their development. Providing motivation is one of the keyways to encourage children to advance further.

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<sup>17</sup> Nadia Futhira, Jihan Nabila, and Nursarirati Fahrizqa, 'Active Play Beyond the Classroom : How Extracurricular Engagement Shapes Gross Motor Skills in 5-6 Years Old', *Journal of Education in Islamic Review (JEIR)*, 1.1 (2024), 1-14.



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*"Usually, we here start by greeting the children, giving praise to the children such as great child, cool, masya Allah, meaning words that can raise children's enthusiasm for learning."*

Based on the results of the interview above, the teacher provides motivation to the child in the form of praise, encouragement, or rewards when the child does any activity, be it free play or during... learning is carried out. It is very important for teachers to provide motivation to children so that children are more enthusiastic in carrying out activities. It is also very important for teachers to give rewards to children so that children feel more appreciated for their hard work.

### **C. Gives Assessment/Evaluator**

Providing an evaluation for children aims to assess their developmental progress. Through evaluation, teachers can determine the level of developmental achievement that the child has reached. In this study, the teacher did not fully assess the fine motor skills of children aged 3-4 years during the loose part play activities. However, assessments in other areas such as moral and religious development, cognitive skills, social-emotional development, language, and arts were conducted. Since the activity took place at the end of the learning session, children were given the freedom to play independently. The following are the results of the interview with teacher YW:

*"We usually see the assessment when the child is already finished doing activities, such as cutting, putting seeds into bottles, stringing beads, usually we see for child Which finish it just".*

The same is true with the results of the interview with teacher YW in the interview with teacher SY, that the assessment was carried out at the end of the learning process, the only difference was that teacher SY evaluated all children, as expressed in the interview. Here are the results of the interview with teacher SY:

*"Usually we evaluate children at the end of an activity, for example when children choose an activity, we pay attention to how they do the activity, then there is a repetition of the activity, for example "we are bored here" and they move. Then we ask friends, can you describe what you got from the activity? Well, that's where we can see how*

*much they know what they did earlier, for example like taking paper, we ask, what picture son? How to cut, string, we can see all of that from the activity his son”.*

Based on the interview descriptions above, it can be concluded that some teachers assess only the visible aspects of a child’s development, while others take a more holistic approach. This distinction became evident through the interview process when the researcher conducted the study. While some teachers focus on specific activities, such as preparing tools and materials for fine motor skills training, others assess a broader range of developmental areas. It was observed that teachers not only provide the necessary materials but also motivate the children to engage enthusiastically in the activities. The preparation of tools and materials is crucial for stimulating the children’s fine motor skills, but the motivation provided plays a significant role in encouraging children to remain involved. However, despite the enthusiasm and preparation, there appears to be a gap in how assessments are conducted.

In terms of assessment, some teachers only assess a few children, rather than evaluating all of them. This selective assessment may limit the teacher's ability to understand the full scope of each child's development. Comprehensive evaluation is essential to accurately measure each child's progress and provide individualized support where needed.

#### **D. Excess and Lack Media Loose Part**

The use of loose parts media is one solution to provide children with the learning resources they need for play, creating a richer environment that encourages creativity. Loose parts offer children the freedom to use various materials for play, as they do not require specific components and allow for unlimited possibilities. The following are the results of an interview with teacher YW, discussing the advantages of using loose parts media.

*“There are many advantages, one of which is that they can imagine with their own minds, they also enjoy playing freely, they can also create a wider environment for them to play, besides that, it also shows that children's enthusiasm for this activity is high, they enjoy the freedom to explore, so it's no wonder they often ask for similar activities in the following days.”*

Similarly, teacher SY believes that loose parts media offers numerous advantages. Not only do children enjoy the activities, but they also have the opportunity to use their imagination with the tools and materials provided by the teacher. This freedom allows them to express their ideas while playing, which is highly beneficial for the development of their fine motor skills. Therefore, loose parts media is an ideal tool for early childhood learning. This type of play-



based learning encourages creativity and hands-on exploration, making it an effective way for children to engage with their environment while developing essential skills. The following are the results of the interview with teacher SY regarding the advantages of loose parts media:

*“From the media loose parts There are so many advantages to this, firstly the children are becoming more critical, they are increasingly exploring what they want to do, such as when we provide twigs, leaves, because the first thing... We must prepare whatever the ingredients Because If we provide materials that are in accordance with the theme we want to teach, children will explore it very well.”*

According to teacher YW's opinion in his interview, the disadvantages of loose part media are:

*“The disadvantages of media loose parts They can make children feel bored, children feel bored, but it all comes back to how the teacher creates the activity.”*

SY teacher's opinion about the shortcomings of media loose parts similar to what has been explained by teacher YW, that children will also feel bored and fed up if their activities are always the same, therefore teachers must be creative in creating interesting activities so that children are more enthusiastic in doing their activities. The following are the results of teacher interviews SY in his interview:

*“The disadvantage of loose part media itself is that children get bored easily, for example, the loose part is not interesting, for example, like twigs, we try to give them color, like stones that are not completely round, then the most boring thing here is the children during their learning, because there are some children who... finish it completely but because time is limited they feel that “mom hasn't finished it yet” finished”, “mother we don't want “if it's not finished” sometimes there are even those who cry because there is not enough time”.*

Based on the opinions above, it can be concluded that the use of loose parts media has both advantages and disadvantages. As mentioned in the interview results, one of the key advantages of loose parts media is that it allows children to play freely and express their ideas, fostering creativity and helping to develop fine motor skills. This open-ended play enables children to engage with materials in a way that encourages exploration and problem-solving, which are crucial for their cognitive and physical development. However, there are also disadvantages to using loose parts media. For instance, if the materials provided by the teacher

are not interesting or varied enough, they may lead to boredom and disinterest among the children. In such cases, children may lose motivation to engage with the materials, which can hinder their development. To address this, it is essential for teachers to be creative and resourceful in selecting and presenting the materials. By ensuring that the loose parts are engaging, diverse, and aligned with the children's developmental needs, teachers can create an environment that fosters continuous engagement and exploration.

In addition to creativity in selecting materials, teachers must also consider the way activities are structured. It is important for teachers to provide clear instructions and guidance, while still allowing children the freedom to explore and make choices. This balance between guidance and independence ensures that children feel empowered to take ownership of their learning, while still benefiting from the teacher's support. By adapting the activities based on the children's interests and developmental levels, teachers can maximize the effectiveness of loose parts media in promoting fine motor skills and overall growth.

#### **E. Constraints Faced by Teachers in Using Loose Parts Media with Children**

Teachers often encounter several challenges when using loose parts media in their teaching. One of the main constraints is the lack of variety and appeal in the materials provided. If the materials are too simple or not engaging enough, children may lose interest and fail to fully benefit from the learning experience. Additionally, teachers may struggle with managing and organizing the materials, especially when working with a large group of children. Ensuring that all children have access to the materials and that the play environment is safe and conducive to learning can be challenging.

Another constraint is the limited time available for teachers to prepare and implement activities using loose parts media. In many classrooms, teachers are already burdened with a variety of responsibilities and may find it difficult to dedicate sufficient time to plan and set up engaging loose parts activities. Furthermore, teachers may not always feel confident in their ability to facilitate open-ended play or to effectively guide children in using the materials. Providing ongoing professional development and support for teachers in this area can help them overcome these challenges and enhance the effectiveness of loose parts media in their:

*"Usually the obstacle is when carrying out the activity, for example, with limited time we already have... providing 8 (eight) minutes but the children do not carry out the time as set by the teacher, however this can usually be resolved by parental participation in collecting loose materials part and arrange a more flexible activity schedule".*

Similarly, teacher SY also has the same opinion as teacher YW, that the obstacles that often occur are during the implementation of activities, with limited time children often feel dissatisfied when playing. This was emphasized by SY in his interview:

*"Our constraint is usually limited time, because even though we have prepared the RPPH as well as possible, what we are facing are children, there are events that are beyond our predictions, for example, they want to take a shower, want to drink, are sick, and that will reduce the time, usually in every activity there are loose parts, in fact it can reduce our time to be more focused"*.

Based on interviews, the main obstacle faced by teachers is time constraints, which often do not match children's play activities, causing dissatisfaction when children do not have enough time to complete activities. This emphasizes the importance of time flexibility and readiness to deal with unexpected factors, such as tool preparation. At TKIT Baitussalihin, the loose parts media used include natural materials and recyclables, such as stones, leaves, and bottle caps, which are safe, flexible, and easily accessible. The use of these materials supports creative play and the development of children's fine motor skills, while fostering environmental awareness and creativity in learning.



**Figure 1.** Media Loose Part in Kindergarten

## Discussion

The discussion in this chapter, the researcher will describe according to the problems that the researcher found in the field related to the use of *loose part media* in developing fine motor skills of children aged 3-4 years at TKIT Baitussalihin. In this discussion, the author

will re-elaborate the findings that the researcher has outlined previously, then analyze them using the theories about language that the researcher has outlined previously.

#### **A. The Role of Teachers in the Use of *Loose Part Media* in Developing Fine Motor Skills at TKIT Baitusshalihin**

##### **1) Give Facilitator/Facility**

According to Rusman, as quoted by Askhabul Kirom, teachers as facilitators or mediators should be able to seek out study resources that are useful and can support the achievement of educational objectives and the teaching process, whether in the form of sources like textbooks, magazines, or newspapers.<sup>18</sup> According to Moh. Uzer Usman, teachers as facilitators must have sufficient knowledge and understanding of educational media, as educational media are communication tools that make the learning process more effective.<sup>19</sup> However, it is not enough to simply have knowledge and understanding of educational media; teachers must also possess the skills to select and use educational media effectively. According to the results obtained from interviews and initial observations at TKIT Baitusshalihin, the teachers' role in using loose parts media as facilitators is evident. Based on the interview results with Teacher YW and Teacher SY, they have fulfilled their roles as facilitators. However, the researcher's initial observations revealed that the teachers paid less attention to fully developing children's fine motor skills. This indicates that while the teachers were using the media effectively, there is room for improvement in their approach to nurturing and observing the full scope of the children's developmental needs.

##### **2) Providing Motivation/Motivator**

According to Purwanto, motivation is everything that drives a person to take action and pursue what they want to do. Motivation plays a crucial role in the learning process, both for teachers and students. For teachers, understanding students' learning motivation is essential in guiding and enhancing students' direction and enthusiasm for learning.<sup>20</sup> According to Frey Kazt, teachers have several roles, including being communicators, friends who offer advice, motivation, inspiration, and guidance in developing attitudes, behavior, and values. Additionally, teachers must master the material they are teaching.<sup>21</sup>

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<sup>18</sup> Askhabul Kirom, 'Peran Guru Dan Peserta Didik Dalam Proses Pembelajaran Berbasis Multikultural', *Jurnal Al-Murabbi*, 3.1 (2017), 69–80.

<sup>19</sup> Moh Uzer Usman, *Menjadi Guru Yang Profesional* (Bandung: Remaja Rosdakarya, 2006).

<sup>20</sup> Endang Titik Lestari, *Cara Praktis Meningkatkan Motivasi Siswa Sekolah Dasar* (Deepublish, 2020).

<sup>21</sup> Dedi Sahputra Napitupulu, *Etika Profesi Guru Pendidikan Agama Islam* (Haura Utama, 2020).



The results of the research conducted by the researcher with Teacher YW and Teacher SY show that the teachers have fulfilled their role as motivators effectively. This is evident from the ongoing research, where the teacher provides activities that make children happy and helps sharpen their motor skills through fun and engaging activities. The teachers also offer encouragement to the children, such as expressing enthusiasm and giving praise when the children complete tasks. As motivators, the teachers play an essential role in providing motivation, encouragement, and positive feedback to children, ensuring they remain motivated and enthusiastic in developing their potential.

### 3) Give Assessment Evaluator

A teacher, in his or her role as an evaluator, is responsible for assessing the ability of each child or student to complete tasks related to activities carried out from the time the child enters the classroom until he or she returns home. Based on the results of interviews conducted by researchers with teachers YW and SY, it was found that teachers already understood the importance of assessment of children's fine motor skills. This was revealed in interviews, where teachers stated that they provided and prepared tools and materials to train children's fine motor skills and as a source of motivation to encourage children to be more enthusiastic in participating in play activities. However, the assessment process has not been fully implemented. Some teachers only rated some children, especially those who completed the activity faster, while others were not assessed comprehensively. The imperfections in this evaluation highlight the importance of a more comprehensive approach to ensure each child's development can be monitored effectively.

A more thorough evaluation approach is essential to ensure that each child's development can be properly monitored and supported. Teachers need to give time and attention to observe each child's participation and progress, regardless of their speed in completing tasks. In this way, teachers can identify strengths and areas that need improvement, as well as provide more targeted support to help the development of children's fine motor skills. Additionally, integrating regular documentation and reflective practices in the evaluation process can help teachers to track children's overall progress, ensure no child is neglected, and create a more inclusive learning environment.

## **B. The Role of Teachers in the Use of Loose Part Media in Developing Fine Motor Skills at TKIT Baitusshalihin**

Based on the results of the interviews, the researcher found that one of the obstacles faced by teachers was the limited time in carrying out activities. During the activity, the children did not participate at the same time, but took turns according to the rules set by the teacher. This system often causes a difference in speed in completing tasks, some children can complete activities quickly, while others take longer. As a result, not all children get enough opportunities to participate optimally, which can lead to dissatisfaction with the results they achieve.

Despite these challenges, this study shows that teachers have designed the use of loose part media effectively by arranging interesting activities, creating safe play areas, and providing freedom for children to explore. This approach has been proven to be able to create an environment that supports children's fine motor development. By utilizing various materials such as stones, bottle caps, twigs, and other objects that are easy to find, teachers provide opportunities for children to interact with various textures and shapes, thereby stimulating their creativity and motor skills.

Evaluation of the implementation of loose part media showed a significant increase in fine motor development of children aged 3-4 years. Children showed progress in grasping small objects, arranging and stacking objects with more precision, and improving eye-hand coordination. These positive results underscore the importance of using creative and flexible media, such as loose parts, in supporting skill development and creating a more engaging and satisfying learning experience for children.

## **CONCLUSION**

This study shows that the application of loose part media in TKIT Baitussalin can be effectively integrated in daily learning activities. Teachers play an important role in planning, providing a safe play environment, and providing freedom for children to explore. This approach has been proven to support children's fine motor development. In addition to preparing teaching materials, teachers also play a role in guiding, observing children's development, and providing constructive feedback. The active involvement of teachers in supervision and interaction with children has a significant impact on improving fine motor skills, such as grasping small objects, arranging and stacking objects with precision, and improving eye-hand coordination. Despite challenges, such as limited variations of loose parts



materials and limited time, these obstacles can be overcome through parental involvement in material collection and more flexible scheduling of activities. This collaboration allows the integration of loose part media to continue to provide benefits for children's learning experience and their fine motor development.

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