



# Loose Parts and Picture Media on Kindergarten Children's Creativity and Speaking Skills

Sri Uning Puji Utami<sup>1✉</sup>, Sujarwo<sup>2</sup>

Early Childhood Education, Yogyakarta State University, Indonesia<sup>(1,2)</sup>

DOI: [10.31004/obsesi.v9i6.7516](https://doi.org/10.31004/obsesi.v9i6.7516)

## Abstract

Children's creativity and speaking skills can be influenced by several factors, including learning media. The purpose of this study was to determine and analyze the influence of loose parts media and picture media on children's creativity and speaking skills. The research used a quasi-experimental design with a nonequivalent control groups approach. The population consisted of group B children at PPBI Batik Kindergarten and Suryodiningratan Kindergarten, Kemantren, Mantrijeron, totaling 74 students. The sampling employed purposive sampling methods. The control group comprised group B1 at PPBI Batik Kindergarten with 15 children and group B2 at Suryodiningratan Kindergarten with 22 children. The experimental group from PPBI Batik Kindergarten was B2 with 15 children, and from Suryodiningratan Kindergarten was B1 with 22 children. The assessment instruments for creativity and speaking skills each used observation sheets covering four dimensions on a Likert scale from 1 to 5. The validity and reliability of the instruments were confirmed through expert judgment and empirical testing. The study concluded that Loose Parts media significantly impacts children's creativity and speaking skills. Likewise, picture media significantly affects these skills. Children who engaged in activities with Loose Parts media showed better creativity and speaking skills compared to those using picture media.

**Keywords:** *Media Loose Parts, Children's Creativity, Speaking Skills, Picture Media*

## Abstrak

Kreativitas dan keterampilan berbicara anak dapat dipengaruhi oleh beberapa faktor, diantaranya adalah media pembelajaran. Tujuan penelitian untuk mengetahui dan menganalisis pengaruh media *loose parts* dan media gambar terhadap kreativitas dan keterampilan berbicara anak. Jenis penelitian *quasi experimental design* tipe *nonequivalent control groups design*. Populasi adalah anak kelompok B di TK Batik PPBI dan TK Suryodiningratan Kemantren Mantrijeron dengan jumlah siswa 74 anak. Teknik pengambilan sampel menggunakan metode *purposive sampling*. Kelompok kontrol terpilih kelompok B1 di TK Batik PPBI dengan jumlah 15 anak dan kelompok B2 di TK Suryodiningratan dengan jumlah 22 anak. Kelompok eksperimen yang terpilih dari TK Batik PPBI adalah B2 dengan jumlah 15 anak, dan TK Suryodiningratan adalah B1 dengan jumlah 22 anak. Instrumen untuk menilai kreativitas dan keterampilan berbicara, masing-masing menggunakan lembar observasi terdiri atas 4 dimensi skala Likert skor 1-5. Validitas dan reliabilitas instrumen menggunakan *expert judgment* dan uji empiris. Hasil penelitian menyimpulkan media *Loose Parts* berpengaruh signifikan terhadap kreativitas dan keterampilan berbicara anak. Media gambar berpengaruh signifikan terhadap kreativitas dan keterampilan berbicara anak. Keativitas dan keterampilan berbicara anak yang belajar dengan media *Loose Parts* lebih baik dibanding dengan anak yang menggunakan dengan media gambar.

**Kata kunci:** *media loose parts, kreativitas anak, keterampilan berbicara, Media Gambar*

---

Copyright (c) 2025, Sri Uning Puji Utami & Sujarwo

✉ Corresponding author:

Email Address: uning80@gmail.com (Yogyakarta, Indonesia)

Received 27 September 2025, Accepted 31 October 2025, Published 31 October 2025

---

## Introduction

Education that promotes children's growth and development, both physically and mentally, occurs in preschool. This preschool period is a crucial time for stimulating growth and development in behavior, knowledge, intelligence, and language. The preamble to the 1945 Constitution clearly states that one of the goals of the Indonesian nation is to educate the nation, where every citizen and every individual has an equal right to education (Wardaya, 2019).

Education for children is a major investment for the family, nation, and state, considering that this period is the *golden age*, which will one day become the next generation to realize the nation's ideals (Amalia et al., 2022). The opinion of (Suyanto, 2021) explains that what is meant by the golden age is a very important moment for children to recognize various aspects of growth and development, both physical and psychomotor. During this period, moral development (personality, character, and morals), social, emotional, intellectual, and language development also occurs very quickly.

The current Merdeka Curriculum also places significant emphasis on the importance of children's creativity and effective communication skills. These skills are crucial for developing these skills. In fact, the current curriculum not only fosters creativity and speaking skills, but also fosters other developmental skills, such as social skills, cooperation, and other character values (Kumala & Amelia, 2023).

The goal of the Activity Learning Program in Kindergarten is to provide a foundation for the development of children's attitudes, knowledge, and creativity in adapting to the environment and continuing to grow and develop. Learning that occurs at an early age is early influenced by various factors and one of them is namely teachers. The role they have as a teacher is very important so that in every teacher learning must be made an effort. For organizing learning with good and interesting things maybe. One of the things that can be implemented by the teacher, namely giving students a chance to play outside the classroom so that children's creativity can increase more.

Using media is very important and appropriate in learning activities. In practice, early childhood requires real or concrete objects to reinforce good concepts. This is demonstrated when early childhood is still in the learning stage, in the concrete pre-operational stage, where the use of media is considered very appropriate in developing children's creativity in early childhood. In the world of early childhood education, teachers must pay attention to the thinking process and creative skills. Each child has unique characteristics, including family background, socioeconomic status, interests, talents, and so on (Lestari & Halim, 2022). This will certainly create and influence many things, including creativity, intelligence, and other abilities. At this early age, the development of creativity and speaking skills should be optimal for ages 5-6, considering that creativity is something that has a big role in future life, for example, when children face problems, children are able to find a way out and solve their problems (*problem solving*), besides that children are able to be more productive. (Sumanto, 2019) explains that works of art are part of creating art.

Creativity in art can be interpreted as an ability to find, create, redesign and combine it into a work of art supported by his abilities (Munawar et al., 2019). The characteristics of creativity according to (Sumanto, 2019) are that creative children have four characteristics, namely: *originality*, their thoughts are original or original; *Flexibility*, when facing problems have various ways to solve them; *Fluency*, their thinking process is very smooth; *Elaboration*, having ideas and being able to explain them in detail. With the four basic attributes these days, children really have the desire to make something that is not easy and not easy. The same with other students.

Creativity owned by everyone, regardless of the fact that creativity is different, can be studied, controlled intentionally, and must be developed. Development of creativity applied in the garden of childhood varies greatly, though lots of creativity that is possible in one day with various techniques learned carried out in a way integrated (Puspita, 2019). Basically, the development of children's creativity will appear from various experiences at the time children are in group play or in the park with children. According to research (Yuliana et al., 2018), creativity in children grows and appears at the time activities carried out contain elements of art that can stimulate interest and attention for play and experiment.

Language is the medium used for interaction with other people, with thus already should if as early as possible development language must be developed. Language is a way of expressing opinions in the mind, feelings expressed (Perdana & Waspod, 2020). Language is a form of communication, good in a way oral, written or a signal that refers to with the symbols used in interaction with other people (Santrock, 2019). Opinion from (Gupitasari, 2019) states that speech development in children aged 5-6 years is characterized by the ability to express words clearly and fluently. Children at this age are also able to construct sentences consisting of 6 to 8 words, convey the meaning of simple words, and use conjunctions, prepositions, and articles.

Another opinion was expressed by (Payuyu et al., 2021) who stated that ability to speak is means for child to convey his opinions and ideas to others so that what is desired child can be understood by those who listen. In a way general ability child to understand language kindergarten children are still very limited, so we as educators must facilitate the child's capability to communicate with the people around him. Children get language first (mother tongue) is from family in essence and expanded from the existing community in the environment surrounding area through the communication process. Ability skills to speak child ideal age for kindergarten B (5-6 years) already capable to disclose desire through with clear words (Tarigan, 2019). Remembering in life daily children will communicate with family, friends and environment already should we must notice development language child the.

This research presents the application of *loose part* media and picture media in effort to enhance creativity and speaking skills in preschoolers. This loose-leaf media encourages exploration and creativity through transformable objects, allowing children to develop their imagination and problem-solving skills. Furthermore, the visual media supports children in expressing their ideas visually, strengthening critical thinking and communication skills.

Based on the results of previous studies, it is explained that loose part media has a significant effect on children's creativity (Safitri & Lestarinigrum, 2021), (Kafolamau & Rahardjo, 2022), (Kaenah et al., 2025), (Imamah & Muqowim, 2020), (Marbiyatun & Widiasari, 2023), (Nipriansyah et al., 2021). Loose parts have an effect on children's speaking ability (Alam & Kurniati, 2023), (Safitri & Rakhmawati, 2024), (Revenia & Eliza, 2022), (Yeni et al., 2024). Furthermore, picture media has a significant effect on children's speaking skills (Kurnia et al., 2024), (Suparman et al., 2020), (Putra, 2018). (Daly & Beloglovsky, 2021) added that loose part media can increase children's creativity, and picture media can improve children's speaking skills.

Generally, children are very interested in engaging pictures, especially when accompanied by colorful images with patterns. If deep learning involves attractive and automatic picture media, children will become very enthusiastic about the learning process provided. The figure included is a very interesting medium for implementing learning. Therefore, it is very possible for children to develop the abilities they possess, as they are at an age of growth and development. They need stimulation to help them develop their abilities.

Based on observations in the Mantrijeron sub-district, media use remains relatively low. Approximately 64% of teachers have not used a variety of media, while 46% have. Furthermore, creativity and speaking skills among kindergarten B students are also relatively low. This is influenced by: various factors, the most important of which is learning media. Learning media frequently used in early childhood education include *loose parts* and pictures. The use of media is crucial and appropriate in learning activities.

Santrock (2019) argues that *loose parts* is a game where children engage in creative activities by constructing a product they create themselves. The advantages of *loose parts* and image media, which state that they can develop creativity and speaking skills, are not yet scientifically known. (Sadiman, 2019) explains that images are one of the most widely used media because they are universal, can be understood, and enjoyed in various places. Therefore, it is important to conduct research that addresses these issues. theme "The Influence of *Loose Parts Media* and Media Images on Children's Creativity and Speaking Skills in Kindergarten Group B."

This study is innovative compared to previous research because it compares two different media, loose parts and pictures, in a quasi-experimental design to explore their effects on children's creativity and speaking skills. This is motivated by the reality in the field that learning in kindergarten often relies on monotonous teaching methods and limited media options.

## Methodology

This research is a quasi-experimental study. The design used is a nonequivalent control groups design. The population includes children from group B at PPBI Batik Kindergarten and Suryodiningratan Kindergarten Kemantren Mantrijeron, totaling 74 students. Purposive sampling was employed to select participants. The control group consists of group B1 from PPBI Batik Kindergarten with 15 children and B2 from Suryodiningratan Kindergarten with 22 children. The experimental group from PPBI Batik Kindergarten is B2 with 15 children, and from Suryodiningratan Kindergarten is B1 with 22 children. The instrument for assessing creativity was an observation sheet covering four dimensions: originality, fluency, flexibility, and elaboration, using a Likert scale from 1 to 4. The assessment of speaking skills also used an observation sheet with four dimensions: vocabulary, sentence structure, articulation, and intonation, scored on a Likert scale from 1 to 4. The validity and reliability of the instruments were determined through expert judgment and empirical testing with 20 samples. All items related to creativity and speaking skills were confirmed valid, as they had a correlation coefficient greater than  $r$ -table (0.444). The questionnaires were deemed reliable because the Cronbach's Alpha coefficient was above 0.6. Data analysis involved descriptive statistics and parametric tests, including independent sample t-test and paired t-test.

## Results and Discussion

### Children's Creativity with Loose Parts and Picture Media

Research data related to children's creativity using loose parts and picture media is presented in Table 1 below.

**Table 1. Children's Creativity Data with Loose Parts and Picture Media**

Description	Media Loose Parts	Media Gambar
Mean	12,86	12,03
Media	13,00	12,00
Standart Deviation	1,494	1,493
Minimum	10	10
Maximum	16	15

Children's creativity in learning with loose parts media reached a maximum score of 16 and a minimum score of 10, with an average of  $12.86 \pm 1.494$ . Furthermore, children's creativity in learning with picture media reached a maximum score of 15 and a minimum score of 10, with an average of  $12.03 \pm 1.481$ .

### Children's Speaking Skills Using Loose Parts and Picture Media

Research data related to children's speaking skills using loose parts and picture media are presented in Table 2 below.

**Table 2. Data on Children's Speaking Skills Using Loose Parts and Picture Media**

Description	Media Loose Parts	Media Gambar
Mean	12,76	12,05
Media	13,00	12,00
Standart Deviation	1,517	1,452
Minimum	10	10
Maximum	16	15

Children's speaking skills using loose parts media scored between 16 and 16, with a mean of  $12.76 \pm 1.517$ . Additionally, children's speaking skills using picture media scored between 15 and 15, with a mean of  $12.05 \pm 1.452$ .

### Loose Parts Media on Children's Creativity

Based on results *Independent t test* of the effect of media implementation *loose parts* against Children's creativity is presented in table 3.

**Table 3. The Influence of Loose Parts Media on Children's Creativity**

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Skills	Equal variances assumed	.259	.612	2,036	72	.045	.703	.345	.015	1,391
	Equal variances not assumed			2,036	71,863	.045	.703	.345	.015	1,391

From the calculation results obtained t count 17,620 with t table 1,688 (t count > t table) and a significance value of 0.00 which means  $< 0.05$ . So it can be concluded that loose parts media significantly influence children's creativity. Loose parts media can stimulate a great sense of curiosity, increase creativity, and encourage them to explore with objects they find in the surrounding environment. This can be interpreted as a media sourced from synthetic or natural materials that can be combined, moved, separated or can be released again, can also be used indoors or outdoors in various ways.

The results of this study strengthen the research conducted by (Safitri & Lestarinigrum, 2021) where the results of the study prove that: (1) loose part media has an influence on creativity. Children who learn by applying loose part media have a better level of creativity than children who are given worksheets in the form of magazines which is proven by statistical tests obtaining a Z value of -2.183 with a significance of  $0.029 < 0.05$ ; (2) loose part media has an influence on fine motor skills. Children who learn by applying loose part media have a better level of creativity than children who use worksheets in the form of magazines and according to the results of statistical tests obtaining a Z value of -2.194 with a significance of  $0.028 < 0.05$ .

Research by (Kaenah et al., 2025) shows that learning through loose parts play significantly increases children's enthusiasm and curiosity, transforming the learning experience from a monotonous routine into an engaging and imaginative exploration. Children demonstrated increased creative thinking, imagination, and ease in understanding concepts through interactive, free-form learning activities. Research by (Marbiyatun & Widyasari, 2023) indicates that learning using loose parts media can enhance children's creativity. Before the new activity was implemented, there were only two children whose creativity increased, leaving many children in group B whose creativity had not yet improved. Research by (Nipriansyah et al., 2021) shows that STEAM learning using loose parts media can enhance children's creativity and imagination. This was evident from four observations, where all children experienced positive development while learning with loose parts media. STEAM learning using loose parts can be applied in Early Childhood Education (ECE)

settings, both in playgroups and kindergartens. This research not only increases children's creativity but also increases children's imagination, the loose parts media used are also unique and natural.

The results of this study strengthen the opinion of (Daly & Beloglovsky, 2021) who stated that loose parts media has a number of benefits, including: 1) increasing the level of creative play and imagination, 2) increasing cooperative attitudes and socialization, 3) children becoming more physically active, 4) improving communication and negotiation skills, especially when held in open spaces.

### Loose Parts Media on Speaking Skills

The results of the *paired t-test* between the Pretest of Speaking Skills with Loose Parts Media and the Posttest of Speaking Skills with Loose Parts Media are presented in Table 4.

**Table 4. The Influence of Loose Parts Media on Speaking Skills**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Standard Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest of Speaking Skills with Loose Parts Media - Posttest of Speaking Skills with Loose Parts Media	-3,919	1,320	.217	-4,359	-3,479	-18,055	36	.000

From the calculation results obtained t count 18.055 with t table 1.688 (t count > t table) and a significance value of 0.00 which means <0.05. So it can be concluded that media a loose parts significantly affects children's speaking skills. The opinion of (Suyanto, 2021), explains that children aged 5-6 years who have mastered around 14,000 vocabulary words are considered able to communicate well. The acquisition of vocabulary is inseparable from the speaking skills they have previously acquired. Then, the role of teachers in providing stimuli, such as the application of picture media and interesting learning methods, also contributes to efforts to improve children's speaking skills.

The results of this study support the research conducted by (Alam & Kurniati, 2023), who reported a significant effect of using loose-parts on speaking skills through storytelling in children's foundation phase at Bunga Dahlia Kindergarten, Pati. The research conducted by (Safitri & Rakhmawati, 2024) showed a significant effect of STEAM learning using loose-parts on the language skills of 5-6-year-old children, with a significance value of 0.000, or less than 0.005 (<0.005). The research conducted by (Revenia & Eliza, 2022) reported a significant effect between storytelling using loose-parts play and teacher intervention using blocks to improve the speaking skills of 5-6-year-old children at Aisyiyah 5 Kindergarten, Padang. The research conducted by (Yeni et al., 2024) reported that in six meetings using big book media using loose parts, it was proven to be effective and the results showed that five children showed very good development (BSB), three children developed according to expectations (BSH) and their language skills improved and only two children still needed direction from the teacher in the activity with the assessment category starting to develop (MB) and were able to improve their language skills with children being able to connect pictures of objects with words and children being able to recognize the first syllable of the names of objects around them.

## Differences in Children's Creativity Between Groups Learning with *Loose Parts Media* and *Picture Media*

Based on the results, an *Independent t-test* difference in creativity between the group of children who apply *loose parts* and the group of media children who use picture media is presented in Table 5.

**Table 5. Differences in Children's Creativity between Groups Given Loose Parts Media and Picture Media**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Creativity	Equal variances assumed	.008	.927	2,423	72	.018	.838	.346	.148	1,527
	Equal variances not assumed			2,423	71,995	.018	.838	.346	.148	1,527

From the calculation results, we get tcount 2.423 where with df 72 then ttable is 1.669. This means that tcount > ttable (2.423 > 1.669). Then if we look at the significance value, getting a value of 0.018 < 0.05 means rejecting  $H_a$  and accepting  $H_o$ . By looking at the mean value of the results of the creativity observation, it shows that the mean of learning by applying loose parts media is 12.86, greater than the mean value of picture media which is 12.03. Based on this value, it can be concluded that there is a significant difference in creativity data in classes that apply loose parts media and classes that apply image media.

The results of this study corroborate the research conducted by (Kafolamau & Rahardjo, 2022), which showed that the opportunity to play with loose parts, guided by teacher instructions and provocative questions to develop concepts through reading storybooks, made it easier for children to develop their creativity. Children became more confident in expressing their thoughts through loose parts because teachers always stimulated children with provocative questions and developed initial concepts before playing. The findings of this study indicate that as children develop their creativity, their confidence increases in expressing all their imagination through loose parts. This is also in line with the statement by (Imamah & Muqowim, 2020), who explained that loose parts are pieces of objects that are free to be created and cannot be predicted what they will turn into. Loose parts are a renewing energy for children in playing. Loose parts are any object that children can play with and manipulate, so that children can unknowingly discover something from the process they play.

### The Influence of Visual Media on Children's Creativity

Based on the results of the *Paired t test*, the influence *loose parts* media application to skills speak is presented in Table 6.

**Table 6. The Influence of Picture Media on Children's Creativity**

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval the Difference				
					Lower	Upper			
Pair 1	Creativity Pretest with Picture media - Creativity Posttest with Image Media	-3,351	1,654	.272	-3,903	-2,800	-12,328	36	.000

Based on the results of the calculations that have been carried out, the t count is 12,328 with at table of 1,688 (t count > t table) and a significance value of 0.00, which means <0.05. From these data, it can be concluded that picture media has a significant effect on children's creativity.

media is a simple two-dimensional media on a non-transparent surface that can be developed into various forms through a combination of words and images. (Suparman et al., 2020). Then the opinion of (Siregar, 2017), explains that picture media includes all things that are manifested visually in two dimensions as representatives of various thoughts, for example paintings, portraits, and slides.

The results of this study corroborate those of (Imamah & Muqowim, 2020), who concluded that loose parts media significantly influences the creativity of 5-6-year-old children. The magnitude of the effect is evident from the effect size calculation using Cohen's formula, which yields a value of 7.36. According to the Cohen's value interpretation table, this figure falls into the category of having a strong effect on increasing children's creativity. Therefore, the results of this study conclude that the use of loose parts media has a positive influence on the creativity of 5-6-year-old children.

### The Influence of Visual Media on Children's Speaking Skills

Based on the results of the *paired t test* influence application of picture media to skills talking to children presented in table 7.

**Table 7. The Influence of Picture media on Children's Speaking Skills**

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval the Difference				
					Lower	Upper			
Pair 1	Pretest Conversation the Teacher Media - Posttest Conversation the Teacher Media	-3,486	1,283	.211	-3,914	-3,059	-16,532	36	.000

The calculation results obtained a t-count of 16,532 with a t-table of 1,688 (t-count > t-table) and a significance value of 0.00, meaning <0.05. Thus, it can be concluded that picture media significantly influences children's speaking skills. The results of this study support the research conducted by (Kurnia et al., 2024), which found that children's speaking skills increased. This is evident from the achievement of children's speaking skills on the indicator increasing gradually in each cycle. Then it also indicates that the use of picture media is one option for Nurul Fadhilah Kindergarten teachers in an effort to improve children's speaking skills.

Sadiman (2019) opinion explains that visual media presents concrete images to students, helping them understand the meaning of the learning material more clearly. Furthermore, visual media plays a significant role in conveying information about a problem, making it easier to

understand. As a two-dimensional visual presentation, visual media utilizes illustrations as a means to consider various aspects of everyday life.

### Differences in Children's Speaking Skills Between Groups Learning with *Loose Parts Media* and *Picture Media*

Based on the results, the independent t-test on difference skills in speaking between groups of children who study with loose parts media and picture media is presented in table 8.

**Table 8. Differences in Children's Speaking Skills Between Groups Using Loose Parts Media and Picture Media**

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Skills	Equal variances assumed	.259	.612	2,036	72	.045	.703	.345	.015	1,391
	Equal variances not assumed			2,036	71,863	.045	.703	.345	.015	1,391

Based on the test results, the t count was 2.036, with df 72, while the t table was 1.669. This indicates that the t count is greater than the t table ( $2.423 > 1.669$ ). Additionally, the significance value was 0.045, which is less than 0.05, leading us to reject  $H_a$  and accept  $H_o$ . Looking at the mean scores of children's speaking skills, the average outcome using loose parts media was 12.76, higher than the mean of 12.05 for picture media. From these findings, it can be concluded that there is generally a significant difference in children's speaking skills data between classes that use loose parts media and those that use picture media.

The results of this study also support the results of research conducted by (Putra, 2018) which shows that the application of picture media can improve speaking skills, both in terms of process and results. This is proven by the average value of students' speaking skills in the pre-action which has increased. The results of this study strengthen the opinion of (Daly & Beloglovsky, 2021) who stated that "loose parts media has a number of benefits including: 1) increasing the level of creative play and imagination, 2) increasing cooperative attitudes and socialization, 3) children become more physically active, 4) improving communication and negotiation skills, especially when held in open spaces.

### Conclusion

Based on the research findings and discussion, the following conclusions can be drawn: (1) There is a significant effect of using loose parts media on creativity, with a t-value of 17,620 and a significance level of 0.00, which is less than 0.05; (2) There is a significant effect of using picture media on creativity, with a t-value of 12,328 and a significance level of 0.00, less than 0.05; (3) There is a difference in creativity between children who learn with loose parts media and picture media, with a t-value of 2,423 and a significance level of 0.018, less than 0.05. The mean score for loose parts media is 12.86, higher than the mean score for picture media, which is 12.03; (4) There is a significant effect of using loose parts media on speaking skills, with a t-value of 18,055 and a significance level

of 0.00, less than 0.05; (5) There is a significant effect of using picture media on speaking skills, with a t-value of 16.532 and a significance level of 0.00, less than 0.05; (6) There is a difference in speaking skills between children who learn with loose parts media and image media, with a t-value of 2.036 and a significance level of 0.045, less than 0.05. The mean score for loose parts media is 12.76, which is higher than the mean score for picture media, at 12.05.

## References

- Alam, F., & Kurniati, D. (2023). Pengaruh Loose Part terhadap Kemampuan Berbicara melalui Metode Bercerita di Fase Pondasi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(6), 7697–7706. <https://doi.org/10.31004/obsesi.v7i6.4129>
- Amalia, R., Akbar, Z., & Nurani, Y. (2022). Pengembangan Media Game Edukasi Adventure Cooking untuk Meningkatkan Perilaku Prosocial Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1501–1513. <https://doi.org/10.31004/obsesi.v6i3.1697>
- Daly, L., & Beloglovsky, M. (2021). *Loose Parts (Inspiring Play for Young Children)*. Redleaf Press.
- Gupitasari, T. (2019). Peningkatan Keterampilan Berbicara Anak Melalui Media Film Animasi Jamal Laeli Di Kelompok A TK Aba Jatimas Gamping Sleman. *E-Journal Mahasiswa PG PAUD. Universitas Negeri Yogyakarta*, VIII(4), 1–7. <https://journal.student.uny.ac.id/pgpaud/article/view/15227>
- Imamah, Z., & Muqowim, M. (2020). Pengembangan Kreativitas dan Berpikir Kritis pada Anak Usia Dini Melalui Metode Pembelajaran Berbasis STEAM and Loose Part. *Yinyang: Jurnal Studi Islam Gender Dan Anak*, 1(1), 263–278. <https://doi.org/10.24090/yinyang.v15i2.3917>
- Kaenah, Utami, S. Y., Muawwanah, U., & Som, R. (2025). Enhancing Artistic and Creative Development in Early Childhood through Loose Parts Play. *Journal of Early Childhood Education and Teaching (JECET)*, 1(2), 49–57. <https://doi.org/00.00000/jecet.0000.000-00>
- Kafolamau, N., & Rahardjo, M. M. (2022). Peningkatan Kreativitas Anak Menggunakan Media Loose Parts. *Jurnal Studi Guru Dan Pembelajaran. Universitas Cokroaminoto Palopo*, 5(3), 1–8. <https://doi.org/10.30605/jsgp.5.3.2022.188>
- Kumala, I., & Amelia, D. (2023). Pengaruh Gambar Bebas terhadap Kreativitas Anak Kelompok B di TK Garing Tarantang Desa Tumbang Manggu Kabupaten Katingan. *Pintar Harati: Jurnal Pendidikan Dan Psikologi*, 19(1), 1–7. <https://doi.org/10.36873/jph.v19i1.10617>
- Kurnia, M. C., Munirah, & Romba, S. S. (2024). Peningkatan Kemampuan Berbicara melalui Media gambar pada Anak di TK Nurul Fadhillah Kabupaten Gowa. *AJUP: Arus Jurnal Pendidikan*, 4(1), 1–8. <https://doi.org/10.57250/ajup.v4i1.363>
- Lestari, M. O., & Halim, A. K. (2022). Penggunaan Media Loose Part dalam Mengembangkan Kreativitas Anak Usia Dini. *Jendela PLS: Jurnal Cendekiawan Ilmiah Pendidikan Luar Biasa. FKIP UNSIL.*, 7(2), 1–8. <https://doi.org/10.37058/jpls.v7i2.5352>
- Marbiyatun, & Widyasari, C. (2023). Loose Part as a Learning Media to Improve Early Childhood Education Creativity. *Icolae 2022*, 757(1), 1200–1212. [https://doi.org/10.2991/978-2-38476-086-2\\_101](https://doi.org/10.2991/978-2-38476-086-2_101)
- Munawar, M., Roshayanti, F., & Sugiyanti. (2019). Pembelajaran Berbasis Konten Steam dan Loose Part. *Jurnal Ceria*, 2(5), 276– 285.
- Nipriansyah, Sasongko, R. N., Kristiawan, M., Susanto, E., & Hasanah, P. F. A. (2021). Increase Creativity and Imagination Children Through Learning Science, Technologic, Engineering, Art and Mathematic with Loose Parts Media. *Al Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 4(1), 77–90. <http://ejournal.radenintan.ac.id/index.php/al-athfaal>
- Payuyu, K., Isa, A. H., & Djibu, R. (2021). The Implementation of Storytelling Method in Improving the Ability To Speak Early Childhood in Tolangohula State Kindergarten. *International Journal of Innovations in Engineering Research and Technology*, 7(07), 1–7. <https://repo.ijert.org/index.php/ijert/article/view/263>
- Perdana, D. C., & Waspodu, M. (2020). Upaya Meningkatkan Kemampuan Menyimak dan Bicara Menggunakan Metode Bercerita di Tk Islam Al Azhar 27. *Jurnal Teknologi*, 9(2), 207–225. <https://doi.org/10.32832/tek.pend.v9i2.3200>

- Puspita, A. W. (2019). Penggunaan Loose Parts dalam Pembelajaran dengan Muatan STEM. *Journal of Pendidikan Non Formal*, 21(2), 17–30.
- Putra, I. C. D. (2018). Peningkatan Keterampilan Berbicara Menggunakan Media gambar pada Siswa Kelas I SD Negeri Clapar. *Basic Education: Jurnal Elektronik PGSD*, 7(24), 31–38.
- Revenia, I., & Eliza, D. (2022). Pengaruh Media Loose Part Play terhadap Kemampuan Berbicara melalui Metode Bercerita Anak Usia 5-6 Tahun. *Jurnal Basicedu*, 6(4), 7029 – 7038. <https://doi.org/10.31004/basicedu.v6i4.3036>
- Sadiman, A. S. (2019). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Rajawali Press.
- Safitri, D., & Lestaringrum, A. (2021). Penerapan Media Loose Part untuk Kreativitas Anak Usia 5–6 Tahun. *Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 1–7. <https://doi.org/10.19105/kidido.v2i1.3645>
- Safitri, D., & Rakhmawati, N. I. S. (2024). Pengaruh Pembelajaran STEAM Menggunakan Loose-Parts terhadap Kemampuan Berbahasa Anak Usia 5-6 Tahun. *Jurnal Kumara Cendekia*, 12(4), 392–400. <https://doi.org/10.20961/kc.v12i4.90763>
- Sanrock, J. W. (2019). *Perkembangan Anak (Terjemahan: Sarah Genis B)*. Erlangga.
- Siregar, R. (2017). Penggunaan Media Gambar untuk Meningkatkan Hasil Belajar IPA Pada Siswa Sekolah Dasar. *Jurnal Ilmu Pendidikan Sosial, Sains, dan Humaniora*. *Jurnal Ilmu Pendidikan Sosial, Sains, Dan Humaniora*, 4(3), 715–812. <http://ejournal.uinsuska.ac.id/index.php/suaraguru/article/view/4855>
- Sumanto. (2019). *Pengembangan Kreativitas Senirupa Anak TK*. Departemen Pendidikan Nasional Direktorat Pembinaan Pendidikan dan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi.
- Suparman, T., Prawiyogi, A. G., & Susanti, R. E. (2020). Pengaruh Media Gambar terhadap Hasil Belajar IPA pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 250–257. <https://jbasic.org/index.php/basicedu/article/view/332>.
- Suyanto, S. (2021). *Dasar-Dasar Pendidikan Anak Usia Dini*. Hikayat Publising.
- Tarigan, H. G. (2019). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Angkasa.
- Wardaya, B. (2019). Upaya Peningkatkan Kreativitas Melalui Kegiatan Gambar Bebas di Kelompok B TK Islamic Centre IV Guppi. *E-Journal Mahasiswa PG PAUD. Universitas Negeri Yogyakarta*, VIII(3), 1–7. <https://journal.student.uny.ac.id/pgpaud/article/viewFile/15074/14610>
- Yeni, E., Nafiqoh, H., & Westhisi, S. M. (2024). Meningkatkan Kemampuan Berbahasa pada Anak Kelompok B melalui Media Big Book dengan Menggunakan Loose Part. *Ceria (Cerdas Energik Responsif Inovatif Adaptif)*, 7(1), 44–52. <https://journal.ikipsiliwangi.ac.id/index.php/ceria>