Junior 336

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IMPROVEMENT OF PRE-LITERACY SKILLS OF CHILDREN AGED 3-4 YEARS OLD KB LANTERN ALAM USING LOOSE PARTS MEDIA

ABSTRACT

This research aims to improve pre-literacy skills in children with an age range of 3-4 years through loose parts media in KB Lentera Alam. In this study, the method used is the Classroom Action Research method using this research approach using quantitative descriptive using the Kemmis and Taggart model design. The research instruments that will be used in this study are child assessment observation sheets, children's work assessment sheets, children's photo series assessment sheets, teacher observation sheets. This study uses quantitative descriptive data analysis techniques using a method of comparing the average score of students in one class before the action is taken and after the action is carried out through cycle I and cycle II. Based on the results of the study that showed an increase in pre-literacy skills in the use of loose media *parts*. In the pre-action activity, students obtained a complete category of 26.60%. There was an increase in cycle 1 actions, namely students who obtained a complete category of 60%. The results obtained in the second cycle also experienced an increase of 86.60%, which has exceeded the limit set by the researcher, which is 75%. The conclusion of the research that has been carried out is that pre-literacy skills can be enhanced by loose pieces to understand the idea of letters (a, i, u, e, o), and distinguish the shape of one letter from another (b, d) in children aged 3-4 years at KB Lentera Alam.

Keywords: Media *Loose Parts*, Play Groups, Pre-Literation

INTRODUCTION

Education is an important component for every individual. Education can be carried out as early as possible. Education carried out from an early age will encourage children to be able to develop and grow optimally, which concerns all aspects of child development (Pertiwi et al., 2021).

One of the educational service programs at the early childhood level is the Play Group (KB). Play Group (KB) is a non-formal education service program that is part of early childhood education. Play groups are a form of preschool education program on the out-of-school education path that has basic goals for development, attitudes, information, abilities, and inventiveness that kids require for both environmental adaptation and future development (Sofiyah, 2022). The Play

Group that the researcher chose to conduct this study was the Natural Lantern Play Group (KB). The Natural Lantern Play Group (KB) is a play group located on Jalan Kanigoro Gang II, Campurdarat District, Tulungagung Regency. KB Lentera Alam consists of 4 types of classes, namely A-1, A-2, B-1, B-2. The total number of students in class A-2 is 15 children, consisting of 5 girls and 10 boys. The researcher made an observation on the Natural Lantern Play Group (KB) and found a problem experienced by one class. In grades A-2, there is a problem of low pre-literacy skills in children. There are 3 children who are not able to recognize the concept of letters such as (a, i, u, e, o), 8 children are not able to distinguish between one letter and another (b, d), while 4 children are able to recognize the concept of letters (a, i, u, e, o) and are able to distinguish letters (b, d).

According to the Ministry of Education and Culture's declaration (2016), Through a variety of skills, such as seeing, reading, writing, speaking, and listening, literacy is the capacity to comprehend, access, and act intelligently (Hasanah & Silitonga, 2020). Early childhood literacy learning includes the basic skills needed by children to communicate with the surrounding environment, the communication can be oral or written. Literacy skills in children are related to aspects of child development, namely the language aspect. According to Piaget in (Lestariningrum et al., 2020) Language comes from the *actual potency* of children as a provision for socializing. Language skills can be used as a tool to interact with their surroundings. Communication skills are important for children because through communication, children are recognized, accepted by their environment and can understand what they want. According to Santrok, in (Lestariningrum et al., 2020) stating that language is evidence of communication that has an important role in life. Early childhood development includes language development as one of its most crucial components, because with the development of language skills, it will affect other aspects of development (Tanfidiyah & Utama, 2019). If children have language skills, they will be able to build cognitive abilities as well as social-emotional skills. Children's ideas and thoughts will be channeled in the form of language (Jazilurrahman et al., 2022). A communicative child will be easily and quickly accepted into his social environment. So language development not only stimulates children in language skills but can also train other developmental aspects (Sari, 2018). (Novrani et al., 2021) It also argues that the concept of literacy learning for early childhood is a continuous and very dynamic process, which will usually begin with the emergence of curiosity, followed by the child's

ability to start thinking critically, be able to speak oral language, and the emergence of children's ability to read and write.

When the researcher made observations at KB Lentera Alam, the researcher encountered a problem, namely the low pre-literacy ability in children in class A-2. The factor that causes the problem of low pre-literacy skills in children in grades A-2 is the inaccurate use of media or inappropriate media selection in learning activities. KB Lentera Alam still uses a monotonous way to introduce pre-literacy to children, namely through the media of the whiteboard, these learning activities cause children to easily feel bored and do not make the learning activities fun. KB Lentera Alam needs a solution to deal with the problem of low pre-literacy skills in children in grades A-2. One of the solutions that can be implemented is by increasing creativity in making learning activity plans and improving the tools and materials used. The use of diverse materials will give students the freedom to explore materials and take according to the needs of children.

One of the solutions to provide stimulation of the growth of preliteracy abilities in kids *through loose parts* can be used as a solution to provide stimulation of the growth of kids' preliteracy abilities. In Haughey & Hill's opinion, a set of natural or artificial objects that are used in children's games and give rise to ideas are called *loose parts*. *Loose parts* have an open nature so that playing or using *loose parts* can support the child's development process (Azizah et al., 2020). *Loose parts* have many components that can create a richer and more diverse environment for children to use, loose parts also provide an opportunity for children to choose tools and materials according to their needs (Adawiyah & Fitriani, 2022). Through loose parts, early childhood will learn and engage their five senses, so this is considered appropriate. The use of loose parts media will provide wide opportunities for children to explore, see and observe directly, and feel to get to know various textures of objects. Through the activity of playing *loose parts*, children will be encouraged to use all available materials to create a work with various tools that children choose. (Anggita et al., 2023) mentioned that, in order to help early childhood recognize the surrounding environment, and be able to utilize objects that look useless into items that can be reused into a new work, loose parts can be used. (Asadi & Suryana, 2020) argue that when children explain what is made, the vocabulary on the object being played will be wider. Educators can encourage students to continue to express their opinions and communicate by asking further questions related to the work that the child has made, in this way the teacher participates in the

child's thinking ability shown through his language skills. There are several components *of loose parts*, Such as loose parts made of natural materials, plastic, metal, bamboo, wood, yarn, fabric, glass, ceramic, and old packing (Ridwan et al., 2022). From the many loose parts, the researcher chose one loose *part* component, namely natural ingredients, namely rice, sand, corn, soybeans, and mung beans.

Based on research conducted by Evi Muyati and Sri Watini, a problem was found, namely that children in Mutiara Setu Kindergarten still do not understand and understand numeracy literacy, this is due to the use of inappropriate materials, media and methods, lack of knowledge of other ways that can be applied in numeracy literacy activities, assumptions of child talent development which have a very expensive impression, The learning process is not precise and meaningless. Based on the problems encountered, the researcher used the ATIK learning model (Observe, Imitate, Do) by involving loose parts media to improve numeracy literacy in children. The results of the study prove that learning with this model is declared effective in improving numeracy literacy in children of Mutiara Setu Cipayung Kindergarten in East Jakarta (Mulyati & Watini, 2022).

The novelty of this study compared to the previous research conducted by Evi Muyati and Sri Watini (2022) lies in the improved aspect. The research conducted by Evi Muyati and Sri Watini focuses on improving numeracy skills, while this research will focus on early literacy which includes two indicators, namely improving children's pre-literacy ability to recognize letter concepts and distinguish letters.

Through the use of loose parts media, this project aims to enhance the pre-literacy abilities of children ages three to four at KB Lentera Alam. Learning with loose parts media can enhance pre-literacy abilities, understand the concept of letters, and distinguish letters in children aged 3-4 years old KB Lentera Alam, Campurdarat Village, Campurdarat District, Tulungagung Regency".

METHODS

The Classroom Action Research (PTK) approach is the research methodology used in this investigation. A set of exercises called classroom action research (PTK) is used to address an issue in a school. The research paradigm developed by Kemmis and Taggart is referred to as Class Action Research (PTK) in this study. Problems faced by teachers will be corrected through the

planning process, observation actions and reflection processes. The expected result is an improvement in the quality of learning in schools (Annury, 2019). The research subjects selected for this class action research involve 3-4 years old who are in class A-2 KB Lentera Alam. KB Lentera Alam is a play group located on Jalan Kanigoro Gang II, Campurdarat District, Tulungagung Regency. KB Lentera Alam consists of 4 types of classes, namely A-1, A-2, B-1, B-2. The total number of students in class A-2 is 15 children, girls are 5 and boys are 10. This research was carried out in October and November which are in odd semesters. This research was carried out by a researcher who acted as a teacher and was observed by one colleague, namely another teacher. This study aims to improve language skills, especially in the pre-literacy of children aged 3-4 years at KB Lentera Alam Campurdarat Tulungagung.

This study uses a quantitative descriptive research approach and uses the design of the Kemmis and Taggart models, which consists of several cycles. The stages of the cycle carried out are planning, observation, and reflection. In this study, data collection techniques were used in the form of observation, interviews and documentation. Observations in this study were carried out by involving peer cooperation to implement learning activities using *loose parts* media to optimize pre-literacy in children. When making observations, researchers follow the same steps as the data source. This involvement observation will make the data collection more comprehensive and demonstrate the degree of significance of every behavior that is observed. The documentation used is in the form of photos and written captions to support the research data. Documentation is a source of unwritten data, aiming to help teachers understand activities in the classroom so that researchers have a recording tool to give an overview of activities carried out in the classroom. Documentation is carried out to complement the data obtained through observation and interviews. Furthermore, the interview was conducted through data collection in the form of questions and answers that were carried out When the researcher reflected on the time when the learning process had been carried out, this interview was conducted with friends or colleagues.

The instruments used in this study are in the form of child assessment observation sheets, children's work assessment sheets, children's photo series assessment sheets, teacher observation sheets. This research approach uses quantitative descriptive using the design of the Kemmis and Taggart models, which consists of 2 cycles. Each cycle is carried out with planning, observation actions, and reflection.

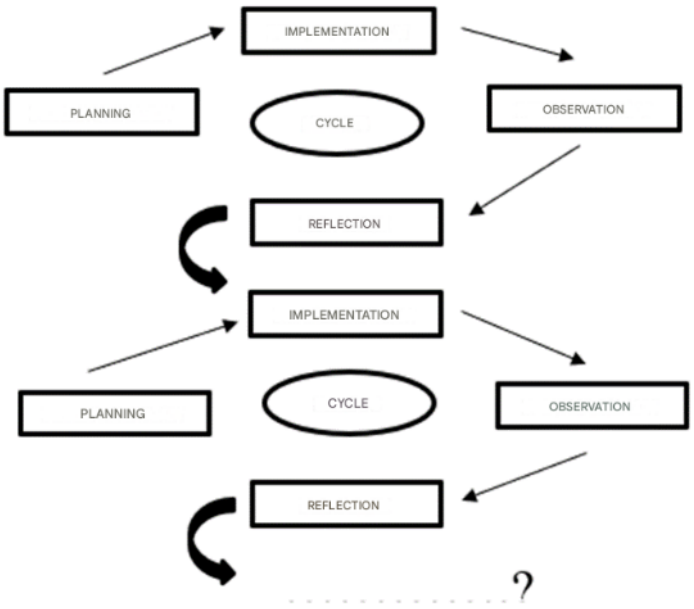


Figure 1 Model Kemmis and MC Taggart (Iryanti et al., 2024)

At the planning stage, the researcher prepares teaching modules, then prepares the learning media to be used, namely *loose parts,* then prepares data collection instruments and prepares evaluation tools that have been adjusted to the learning objectives. Next is the implementation stage at the implementation stage, all activities are carried out in accordance with the teaching modules that have been prepared. The next stage of the implementation stage is the observation stage, this stage contains observations on the entire process (teacher and student activities). Researchers and colleagues recorded all events during the learning process, either in the form of documentation or notes that would be used as data. The data analysis technique used is a quantitative descriptive technique by comparing the average score of students in one class before the action is taken and after the action is carried out through cycle 1 and cycle 2.

Assessment of Learning Goals Completeness

Using formulas:

$$P = \frac{score\ obtained}{total\ score} x\ 100$$

(students who have completed their studies), with assessment criteria:

1 : Appear

0 : Not Yet Appearing

This research was conducted with only one class with a total of 15 children. It is likely that the results will be different if the research is carried out on different participants, in addition, this research only focuses on solving one problem, namely pre-literacy using loose parts media .

RESULTS AND DISCUSSION

The researcher made initial observations before carrying out cycle 1. At this stage, the teacher observes the child's pre-literacy ability without providing action in the form of loose parts tools and materials. This activity aims to find out the pre-literacy skills of students in grades A-2 before being given the action of activities using loose parts tools and materials. The results of observations in the pre-action activities showed that letter recognition in classes A-2 was carried out through singing activities and continued with the activity of filling letters in the notebook. In the pre-action activity to provide data acquisition, students with the complete category were 26.60% and students who obtained the incomplete category were 73.30%.

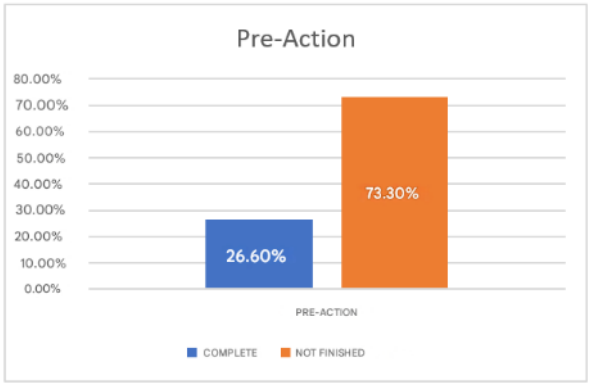


Figure 2 Diagram of Pre-Action Child Observation Results

The results show that children's pre-literacy skills in grades A-2 are still very low, therefore researchers are trying to improve literacy skills in children in grades A-2 through loose *parts* media which will be carried out in cycle 1.

October 28, 2024 is the implementation of cycle 1 actions in classes A-2 with a total of 15 students. In cycle 1 the theme used is I love God's creation with the choice of rice topic. The initial activity given by the teacher is to do learning perception and continue with the provision of questions that stimulate students. After carrying out the initial activities, the teacher continued to the core activities. The core activity in cycle one is learning by utilizing loose parts media. The play activity is to write letters on natural *loose parts media* with a choice of media (rice, sand) and be creative in arranging patterns or letter shapes with loose parts media (corn, soybeans, mung beans). After the implementation of cycle 1, the pre-literacy ability of educators has increased, which can be seen through the bar diagram as follows. In cycle 1 action activities, students with the complete category were 60% and students with the incomplete category were 40%.

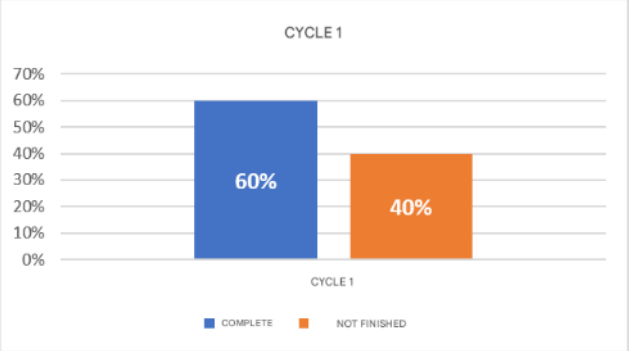


Figure 3 Diagram of Cycle 1 Children's Observation Results

Cycle 1 shows results that have not exceeded the limit of completeness set by the researcher, so this research will be continued in cycle 2. Cycle 2 will be carried out by improving or updating the tools and materials in cycle 1, this comes from suggestions obtained from the results of discussions and interviews with peers.

31 The implementation of cycle 2 will be carried out on November 8, 2024, using the theme I love God's creation with the selection of spinach topics. The activity began with the perception of learning carried out that day and giving lighter questions to students. In cycle 2, the researcher provided the latest information on the loose *parts* materials that will later be used by students. The latest is the giving of color to rice, which was originally white rice in cycle two will be given red, orange and green. In the 2nd cycle of action activities, 86.60% of students obtained the complete category and 13.30% of students obtained the incomplete category.

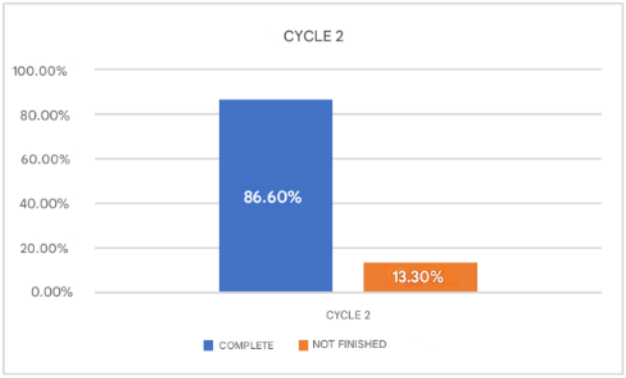


Figure 4 Diagram of Observation Results of Cycle 2 Children

After the usage of loose parts media was introduced, children's preliteracy skills improved in cycle 2. The findings of the study demonstrated a notable improvement in cycle 2 actions. The findings of cycle 2 demonstrated that students who were awarded the full category of 86.60% had surpassed the 75% threshold that the researcher had established. Accordingly, it can be said that KB Lentera Alam's class A2 children, who are between the ages of three and four, can benefit from the use of loose parts media in their pre-literacy development.

Table 1

Results of Children's Observation in Each Cycle (Pre-Action, Cycle 1, Cycle 2)

No	Category	Result		
		Pre-Action	Cycle 1	Cycle 2
1	Complete	26,6%	60%	86,6%
2	Incomplete	73,3%	40%	13,3%

Table 1 shows that the results of student observation have increased. Pre-action activities showed results with the complete category of only 26.6%, in cycle 1 the complete category showed an increase of 60% and in the implementation of cycle 2 there was also an increase in the results of obtaining the complete category of 86.6% from 15 kids who engaged in media-based learning. The outcomes of the three phases, which begin with pre-action, cycle 1, and cycle 2, demonstrate that children's pre-literacy abilities grow as a result of playing with loose components. According to the findings, children's pre-literacy skills can be enhanced by utilizing loose parts media aged 3-4 years (class A2) in KB Lentera Alam.

The implication of this research for educators is The use of loose pieces media in education for children. The use of loose *media can* also motivate educators to be more creative to create a learning media and give ideas to educators to involve appropriate learning methods to improve pre-literacy skills in children so that children have optimal ability development. Furthermore, it can provide input for schools to be more enthusiastic in improving the quality of learning which will have an impact on the quality as evidenced through the enhancement of kids' learning procedures and results. Students can be given the freedom to select materials based on their requirements when loose parts media are used. The use of media with loose components for learning will help them to be able to create their own ideas through various tools and materials so that they will have the opportunity to explore.

This research has the goal of improving pre-literacy skills in children, this research still needs to be developed, so it is hoped that the next researcher can further expand the scope of this research or can also update the tools and *loose parts* used to optimize pre-literacy skills in children aged 3-4 years. In addition, researchers can also update or develop on other aspects or can also choose indicators on other literacy skills, so they can not only focus on literacy skills but can choose other aspects such as the ability of social emotional aspects, cognitive aspects, physical motor aspects and so on. This research is in line with research conducted by (Gabriel Suar, 2024) Quality is a standard where each component is related to each other and can affect performance in meeting customer expectations.

CONCLUSIONS

Loose parts media can help children aged 3-4 years at KB Lentera Alam improve their pre-literacy skills in recognizing the concept of letters (a, i, u, e, o) and differentiating between the forms of letters (b, d). This conclusion is based on the problem formulation and the findings of the classroom action research that was conducted. Just 26.6% of students had a complete category, according to the results of pre-action activities. On the other hand, in cycle 1, 60% of students were able to finish a category, and in cycle 2, 15 students who used loose parts media to study likewise attained a higher percentage of full categories (86.6%). According to the findings of the three phases, which begin with pre-action, cycle 1 and cycle 2, children who utilize loose parts media have improved pre-literacy skills. Thus, it can be said that KB Lentera Alam's class A2 children, who are between the ages of three and four, can get better at pre-literacy through the use of loose parts media.

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