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Efforts To Improve Fine Method Abilities Through Looseparts Media In Children Aged 5-6 Years

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Abstract

Ability motor fine is very important fundamental skills for child age 5-6 years as supplies readiness academic and independence, but Still Lots found children in the range age this is what happened difficulty in activity drawing, coloring, sticking, and using tool write with good. Research This aim For analyze effort improvement ability motor fine through loose parts media in children age 5-6 years. Research This use type study library research with data sources in the form of books national and international, articles journal scientific, as well as report results research published in 2021-2025. The data collection technique used through studies documentation, while data analysis using technique analysis content analysis and synthesis literature, with testing data validity through triangulation data sources and verification. Research results show that profile ability motor fine child age 5-6 years Still face various challenge development caused by a lack of variety of media and methods learning. Classification of loose parts consists of from material natural and synthetic with effective open-ended characteristics For stimulation motor smooth. Mechanism improvement happen through integration aspect physiological, cognitive, and psychomotor in a way simultaneously. The use of loose parts also provides impact positive to creativity, independence, ability language and regulations emotion children. Research This conclude that loose parts media is effective increase ability motor fine child ages 5-6 years and recommended For implemented in Early Childhood Education learning through provision various type of loose parts, design activity gradually, and parental involvement in home stimulation.

Keywords: Motoric Smooth, Loose Parts, Children Ages 5-6 Years, Early Childhood Education.

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INTRODUCTION

Children's education age early childhood education (PAUD) is foundation main in build quality source Power humans in the future. In the span of age 5-6 years, children is in the golden age of growth and development various aspect happened very rapidly, including development motor smooth. Ability motor fine is skills that involve movement muscles small, especially on the fingers hands and wrists hands, which allows child For do activity like writing, drawing, cutting, stringing, and sticking (Khadijah & Amelia, 2020). Development motor smooth on children age early is one of the very important fundamental aspects For be noticed, because skills This No only support readiness academic child For enter level education next, but also plays a role in build independence and trust self child in life everyday (Syarifah, 2022).

Based on various field observations, still found problem significant related ability motor fine child 5-6 year olds who have not develop optimally. Many children experience difficulty in activity drawing, coloring, and sticking Because muscles small fingers they Still stiff and not yet trained with good (Hadiyanti, 2021). Children seen rigid in move fingers and holding pencil, results drawing and coloring Still in the form of scribbles No regular as well as not enough neat and deep activity stick, kids Not yet capable stick picture in accordance as exemplified by the teacher as well use glue in a way excessive (Ridwan, 2022). Apart from that, children also still not enough proficient use finger they in finish various activity so that they tend request help to teachers (Rifka, 2025). Activities motor smoothness given during This tend done above paper just with less media varied and less interesting, so that child easy feel bored and lost interest For involved active in the learning process (Pura, 2025).

Problems low ability motor fine child 5-6 years old also confirmed from Various research data. At Mutiara Alam Kindergarten in Bandung City, as many as 86.66% of students group B not yet develop in skills motor fine based on observation early (Rozak & Habibii, 2021). Similarly, in KB Mulya Baran Barat, it was found that 84.6% of children Not yet reach development motor expected smoothness (Hatimah, 2025). At Bina Tunas Warga I Ancaran Kindergarten, the problem similar appear because of the media used not enough interesting interest child so that hinder stimulation motor optimal smoothness (Lili, 2025).

Facts This show that problem low ability motor fine child age 5-6 years is enough problems extensive and requires solution innovative in learning. One of the reason main from condition This is lack of variations in learning media used by teachers, which are generally Still limited to sheets Work child- based (LKA) stick and draw without involving exploration more ingredients diverse and interesting for children (Kalmansur et al., 2023).

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Loose parts media present as one of the alternative solution innovative For overcome problem low ability motor fine child. Loose parts are objects release that can moved, brought, combined, designed repeat, separate, and unite return with various method in accordance with desire and creativity child (Siantajani, 2020). Loose parts materials can in the form of object natural such as twigs, pebbles, sand, leaves, seeds, and shells shellfish, as well as object synthetic like straw, lid bottles, buttons, beads, pieces wood and cardboard used (Rozak & Habibii, 2021). Characteristics the main loose parts are its open -ended nature, which means No There is rule standard in its use so that child own freedom For explore, create, and discover various possibility new in accordance with imagination and ability (Siantajani, 2020). The nature of loose parts that are easy to found in the environment around, cheap, and can recycled repeat making it a very practical and economical medium For used in Early Childhood Education (PAUD) learning (Ridwan, 2022).

Characteristics of loose parts that allow child For do activity like taking, moving, combining, arranging, assembling and dismantling materials the give very broad opportunities For practice movements motor smooth (Hadiyanti, 2021). Activities clamp, hold, insert rope to in hole, arrange blocks, and form various creation with loose parts direct practice strength and coordination muscles small hands and fingers children (Ridwan, 2022). Apart from that, loose parts can also be create environment fun and interesting learning for children, so that child No easy bored and motivated For Keep going explore and create (Siantajani, 2020). With Thus, loose parts media has potential big For become tool help effective learning in effort increase ability motor fine child age 5-6 years (Pura, 2025).

The low ability motor fine child age 5-6 years seen from stiff and lacking his skills fingers child moment drawing, coloring, and sticking, results works that are still in the form of crossing out No irregular and less neat, and trend child For always request teacher assistance in finish task motor smooth. The teacher is still dominate learning with activity based paper and sheets monotonous work, so that child easy bored and lost interest For learn. Although has Lots study about motor fine and loose parts media, still there is gap in understanding about How loose parts mechanism specific can increase motor fine child age 5-6 years in a way structured and measurable, and How integrate it in early childhood education curriculum effective.

Study This urge done Because ability motor fine is foundation readiness academic and independence child. Without proper stimulation, child will experience difficulty study at the level education next, such as writing and working tasks that require coordination eye-hand, so that potential lowering confidence self children. Research This aim For analyze and describe effort

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improvement ability motor fine child age 5-6 years through utilization of loose parts media, as well as identify forms effective loose parts activity For menstruation development motor fine child optimally.

METHOD

Study This use type study library research as approach main in answer problem about effort increase ability motor fine through loose parts media in children age 5-6 years. Research literature defined as a series related activities with method library data collection, reading and taking notes as well as process material research, where researchers utilise sources library For obtain research data (Zed, 2021). Research literature is study qualitative work at the level analytical and emic perspective, namely obtain data not based on perception researchers, but based on facts conceptual and fact existing theoretical in various source written (Hamzah, 2022).

Data sources in study This consists of from two type, namely primary data sources and secondary data sources. Primary data sources are direct source of basic data collected researcher and become study main in research, whereas secondary data sources is additional data sources are possible explain and support the basic data (Hamzah, 2022). In study This is the primary data source used is books that discuss in a way specific about motor fine child age early and loose parts media, published over a period of 2021-2025 is good from writer national and international.

Temporary that, secondary data sources consists of from various article journal scientific international and national reports published in 2021-2025, reports results study Good in the form of thesis, dissertation, and relevant dissertation with topic research, as well as literature supporters other related matters with development motor smooth and use of loose parts media in children age early (Hamzah, 2022). Use of data source from various types and levels This aim For get comprehensive and in - depth information about effort improvement ability motor fine through loose parts media, so results study can give the whole picture about topic studied (Burke, 2025).

Data collection techniques used in study This is technique documentation or studies documentation. Documentation is retrieval of the data obtained through documents, both documents that have been available and documents created by researchers in the form of notes, books, transcripts, magazines, and so on (Hamzah, 2022). Documentation techniques used For digging and collecting data from sources related reading with problem in research, where researchers collect relevant information with topic or current problem investigated from various source written like books scientific, report research, essays scientific, regulations, and various

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source written others (Zed, 2021).

Data analysis techniques in study This use analysis content analysis which is something analysis with interpret content or message in something text or certain and interesting data in conclusion (Hamzah, 2022). Analysis content used For identify and describe theme or emerging patterns in the data, with steps read data automatically comprehensive For get understanding general, coding data with relevant labels, grouping codes become more themes broad, examine theme For ensure coherence and relevance, as well as compile theme become structured narrative (Hamzah, 2022).

Besides that, research this also uses approach synthesis literature involving merger information from various source For compile comprehensive overview about topic certain, where researchers gather relevant literature, identifying themes and patterns in literature, integrating findings from various sources, and compile conclusions that combine findings (Zed, 2021).

Testing techniques validity of data in study This done through triangulation data sources and verification. Triangulation source means compare and check come back degrees trust something information obtained through different times and tools in study qualitative, with method compare content from various relevant data sources For ensure consistency and accuracy information (Zed, 2021). In study bibliography, validity of data obtained with method do verification against the data studied, no only originate from source certain, but rather from various source for the data obtained absolutely valid and avoidable from element subjectivity in the data processing process (Hamzah, 2022).

Researchers do confirmation or cross check data from source main with source other, good in the form of books, journals, and report relevant research, to interest validity and reliability or trustworthiness of data that has been collected (Hamzah, 2022). With Thus, the data obtained can accountable the truth and provide strong foundation for conclusion study about effort increase ability motor fine through loose parts media in children age 5-6 years.

RESULTS AND DISCUSSION

Profile Ability Motoric Fine Children Age 5-6 Years and Challenges Its development

Results of the study library show that ability motor smooth on children age 5-6 years is one of the aspect fundamental developments that require attention Serious in the learning process. Based on standard level achievement development child age 5-6 years, children in the range age This expected capable draw in accordance his ideas, imitating form, do exploration with various media and activities, as well as use tool writing and tools food with true (Ministry of Education

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and Culture, 2021). Ability motor fine defined as movements that use muscles fine or part from member body certain things that are influenced by chance For learn and practice, such as movement finger hand, wrist hands, etc. (Khadijah & Amelia, 2020).

Development motor rapid smoothness in children can seen from various activity or activity the game he played like writing, cutting, stringing, and so on (Yulsyofriend et al., 2019). Motor movements fine is something movement that only involving muscles small in body that is like skills in use fingers hands and movements made by the wrist hand with right (Sujiono) in Harahap & Saprina, 2019).

Challenge development motor smooth on children age 5-6 years often appear consequence lack of variety of media and methods learning used. Based on results field observations, still Lots found child 5-6 year olds who experience difficulty in activity drawing, coloring, and sticking Because muscles small finger they Still stiff and not yet trained with good (Hadiyanti, 2021). A children who are 5 years old should Already capable tie rope shoes, drawing people with six point body, using scissors, tools simple, or pencil with okay, drawing copy picture first and triangle, and print a number of letters, numbers or words like Name call (Syarifah, 2022).

The reality on the ground show that Lots child 5-6 year olds who have not capable coordinate eyes and hands with good, looks good from results drawing and coloring that is still in the form of scribbles No regular as well as less results neat (Ridwan, 2022). Activities motor smooth that during This given tend done above paper only and not yet varies in activity learning, so that the media used not enough interesting and causing child easy feel bored (Pura, 2025). Problems This the more complex when children also show difficulty in activity stick picture in accordance with the example set by the teacher and still not enough proficient use finger they in finish activity so that tend request help to teachers (Rifka, 2025).

Discussion more carry on disclose that urgency development motor smooth on children age early based on several reason important that are mutually related. Reason social show that Lots activity in life daily activities that involve skills motor fine like eat and drink alone, wearing one's own clothes, toilet training activities, and caring for self alone (Change Sit in Syarifah, 2022). Reason academic emphasize that activity school need skills motor fine like writing, cutting and holding a number of necessary equipment (Syarifah, 2022). Reason psychological or emotional explain that children who have skills motor good smooth will more easy adapt with the environment, while children who have limitations motor fine tend more easy frustrated, feeling failed, bad, and feel rejected (Change Sit in Syarifah, 2022).

Skills motor fine become base activity humans in the future, one of the important ones is

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write basic, but before child Can write with good and smooth, they must practice muscles fine finger For control tool wrote (Kalmansur et al., 2023). Development motor Subtleties are also greatly influenced by the brain organ Because brain is the one who controls every movements carried out by children (Rahmawati, 2021). With Thus, giving stimulation motor precise and varied fine become very crucial For overcome various challenge developments faced child age 5-6 years, and loose parts media is present as one of the solution innovative that can answer problem the.

Classification and Characteristics of Effective Loose Parts Media For Stimulation Motoric Fine

Research result show that loose parts media is one of them approach effective innovation For menstruation development motor fine child age early. Loose parts media is defined as a media originating from from material nature, materials natural Because originating and available in the environment around we and can utilized For help activity learning (Yukandra in Pura, 2025). Loose parts are not own ingredients special so that give the possibilities are not limited for child For explore and create in accordance with imagination they (Siantajani, 2020).

Characteristics The main loose parts media are its open -ended nature, which allows child For use ingredients the with various method without limitation rigid rules of the game so that child own freedom For express and create in accordance its capabilities (Siantajani, 2020). Classification of loose parts based on general shared become two category main, namely material nature and materials synthetic. Material natural includes stones, gravel, sand, leaves, twigs, flowers pine, and various natural materials others available in the environment around (Rozak & Habibii, 2021). Meanwhile material synthetic covers straw, lid bottle plastic, beads, buttons, clips, blocks, and various artificial materials safe human For used children (Rifka, 2025).

Characteristics of effective loose parts media For stimulation motor fine lies in its ability For practice movements precision that involves muscles small hand. Activity like pick up and move ingredients, insert rope to in holes, mounting and dismounting shirt buttons, as well as clamp clothes is example concrete how loose parts can be practice strength and coordination muscles small fingers hand (Ridwan, 2022). Loose parts media in increase motor fine child Work with method use fingers hands so that the child capable touching, grasping, moving, aligning, pushing with use various media from loose parts that are played, so that muscles small in self child Work with good (Hadiyanti, 2021).

Movements made by children the can help practice strength muscles small and concentrated children (Hadiyanti, 2021). The effectiveness of loose parts is also supported by flexibility. its use can done anywhere, either in the room open or room closed, so that give

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freedom for teachers and children in utilize this media (Ridwan, 2022). In addition that, loose parts can used as source necessary learning children and can create a better environment interesting for child For play, so that whatever Can used child For playing (Siantajani, 2020). Simplicity in provision materials and convenience in its application making loose parts a very practical and economical medium For used in PAUD learning settings (Rozak & Habibii, 2021).

Discussion more carry on disclose that election the right type of loose parts must customized with objective stimulation motor smooth that you want achieved and level development children. For child age 5-6 years, loose parts with size that is not too small and not endanger child become consideration Main activity (Rozak & Habibii, 2021). like make letter or form using stones and leaves, counting picture using loose parts media, as well make garage or place car use blocks is example activities that can be done customized with theme learning and level gradual difficulties (Hatimah, 2025). Characteristics of loose parts that allow child For select and use favorite ingredients give impact positive to motivation and engagement child in the learning process (Lili, 2025).

Freedom select the media provided to child is one of the factor supporters important in stimulation motor fine through loose parts, because child will feel more enthusiastic and interested For finish activity when they own control on choice the materials they use (Hatimah, 2025). Diversity types and characteristics loose parts material is also possible child For experience various different sensory and textures, which in turn will enrich experience learning and stimulating development nerve motor fine in a way more comprehensive (Siantajani, 2020). Availability adequate facilities and infrastructure in schools are also a factor supporters important in implementation of loose parts media, because teachers need sufficient space and containers For storing and organizing various loose parts material so that it can used in a way effective in the learning process (Hatimah, 2025).

Mechanism Improvement Ability Motoric Fine Through Activity Loose Parts Based

Research result disclose that mechanism improvement ability motor fine through activity loose parts based occurs through a series of processes involving aspect physiological, cognitive, and psychomotor in a way integrated. Harmonious interaction or heterogeneous between one element with other elements will influence results and will influence succeed whether or not objective (Azmi et al., 2022). From the side of physiologically, loose parts activity stimulates Work muscles small on the hands and fingers child through movements specific like picking up, holding, twisting, moving, and pushing loose parts objects (Hadiyanti, 2021). The use of loose parts in

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activity learning allows child For do movements that involve coordination eyes and hands as well as control good movement, which allows it do accuracy and precision in movement (Ridwan, 2022).

This process in line with stages development motor fine child 5-6 year olds who need exercise repetitive For ripen muscles small and increasing quality movement (Khadijah & Amelia, 2020). Activity like enter rope to in hole, install shirt buttons, unbuttoning shirt buttons, and pins clothes is example concrete how loose parts can be practice strength and coordination muscles small in a way gradually (Rozak & Habibii, 2021). Research results show that in the activity clamp clothes, happened improvement significant of the 30% of children who were able on the pre-test to 80% of children who were able on the post-test, which indicates that exercise repetitive with loose parts effectively increase skills motor smooth (Rozak & Habibii, 2021).

From the side cognitive, activity loose parts based involves the process of planning, solving problems, and decision making decisions that contribute to improvement ability motor smooth. Children aged 5-6 years who use loose parts are required For plan How they will to compose, combine, or arrange available ingredients For reach objective (Siantajani, 2020). Planning process This stimulate function executive related brain with control movement smooth and coordinated motor skills (Pura, 2025). Children are also faced with various challenge solution problem moment using loose parts, such as How method stabilize arrangement of stones so as not to collapse, how method enter rope to in narrow hole, or How method combine various material For form something work (Hatimah, 2025).

Ability cognitive This in a way direct influence quality movement motor fine Because child Study For control and adjust movement they based on bait their visual and tactile feedback accept during the playing process (Ridwan, 2022). Children aged early own thinking unique that can produce various work in accordance with What have you they see, and with various customized work with imagination child can made through use of loose parts (Siantajani, 2020). Children are guided and facilitated For Keep going emit imaginations creative as well as concretize it or make it become A work real so that child feel own freedom For express and create in accordance his abilities (Siantajani, 2020).

From the side psychomotor, mechanism improvement skills motor fine through loose parts occurs through a process of repetition gradual movement from movement rough going to more movement smooth and precise. Learning process with loose parts starting with the teacher giving explanation and examples moreover first, then child follow and try do activities that have been exemplified by the teacher (Hatimah, 2025). Stages This important Because child need visual

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demonstration for understand expected movement before they do it himself (Lili, 2025). At stage early, child Possible Still need teacher assistance in finish task, but with exercise repeated and consistent guidance, child in a way gradually capable do task in a way independent (Rifka, 2025).

Research result show that in the activity make letter using loose parts, available the child who was initially Still not enough develop but after try come back and get guidance, finally child the capable do Alone without help from the teacher (Hatimah, 2025). Varied loose parts activities allows child For experience various level difficulty movement, start from movement simple like move object until more movement complex like tying, stringing, or form construction three dimensions (Rozak & Habibii, 2021). The repetition process movement this is very important For strengthen track nerves that connect brain with muscles small hands, so that movement become the more automatic and efficient along with time (Kalmansur et al., 2023). The use of flexible and adaptable loose parts combined with various the method is also possible child For continously challenge self they Alone with level increasing difficulties high, which in the end push improvement skills motor fine in a way sustainable (Pura, 2025).

Impact Use of Loose Parts Media on Aspect Supporters Child Development

Research result show that use of loose parts media is not only impact on increasing ability motor subtle, but also giving influence positive to various aspect supporters development child in a way holistic. From the aspect creativity and imagination, loose parts encourage child For think divergent and produce various work creative Because the nature of media that is open and not own rule standard (Siantajani, 2020). Children aged early own freedom For express and create in accordance his abilities when using loose parts, which in turn develop capacity imaginative and innovative they (Siantajani, 2020). Use of various various loose parts media making child No easy bored, can build character the person who gives strong impression, so that creativity child Keep going increased (Rozak & Habibii, 2021).

Ability coordination eyes and hands as well as accuracy children also develop along with increasing creativity they in explore and combine various Loose parts materials (Rozak & Habibii, 2021). Fun loose parts activities for child during giving material and activity play other make the learning process more meaningful and memorable (Rozak & Habibii, 2021). Children involved in loose parts activity shows improvement in ability they For generate new ideas and solutions creative to the challenges they face face it during playing (Hatimah, 2025).

From the aspect independence, the use of loose parts media provides chance for child For make choice alone and responsible answer on the decisions they make take in the process of

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playing. Freedom select the media provided to child in loose parts activity is one of the factor supporters important to develop independence children (Hatimah, 2025). When children given chance For choose favorite and decisive material method their use, they Study For make decisions and take responsibility answer on results work They (Lili, 2025). This process is very important For develop trust self and independence children, because they Study that they capable finish task without always dependent on adult assistance (Rifka, 2025).

Skills motor fine child can done with activity learning that utilizes loose parts media with method child pick up and move material in a way independent, which in the end develop initiative and independence children (Hatimah, 2025). At the end activities, children are also asked For tidying and tidying up return loose parts materials that have been used, which teaches they about not quite enough responsibility and independence in guard environment Study they (Rozak & Habibii, 2021). Children who are accustomed to using loose parts shows improvement in ability they For finish problem in a way independent and mutual help his friend, so that in class felt live and grow caring character fellow friends (Rozak & Habibii, 2021).

From the aspect language and communication, activities based on loose parts provides Lots opportunity for child For describe work them, explaining their processes do, and interact with Friend peers. Children involved in loose parts activities often in a way spontaneous tell what they make, how they make it, and what meaning from work they (Siantajani, 2020). This process enrich vocabulary children and develop ability they For express ideas and thoughts verbally (Hatimah, 2025). Interaction social events that occur during loose parts activities also provide chance for child For communicate, negotiate, and collaborate with friends they, who in turn develop skills social and abilities speaking in a way simultaneously (Rozak & Habibii, 2021).

From the aspect regulations emotions, loose parts activities help child develop patience, perseverance, and ability control frustrated when face challenges. Children who use loose parts learn For still focused and diligent in finish task although face difficulties, because they motivated by curiosity know and want For create something satisfying (Ridwan, 2022). The process of repeating movement and trying various strategies for reach objective in playing loose parts teaches child about perseverance and management positive emotions (Kalmansur et al., 2023). Children who have skills motor good smooth will more easy adapt with environment and have trust a better self high, which in the end impact positive on well-being emotional they in a way overall (Syarifah, 2022). With However, the use of loose parts media is not the case only effective For increase ability motor fine child ages 5-6 years, but also provides contribution significant to development holistic child in various aspect life they.

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CONCLUSION

Based on results study studies libraries that have been presented, can concluded that loose parts media is proven effective in increase ability motor fine child age 5-6 years. Ability motor fine children in the range age the Still face various challenge development caused by a lack of variety of media and methods learning used in PAUD institutions. Loose parts media is present as solution innovative with its open and flexible characteristics, which allow child For explore and practice movements precision through fun and varied activities. Mechanism improvement ability motor fine through loose parts occurs through integration aspect physiological, cognitive, and psychomotor in a way simultaneous, where children do movement repetitive training muscles small hand while develop ability planning, problem solving problems, and coordination eye-hand. More from just increase motor smooth, the use of loose parts media also provides impact significant positive to aspects supporters development child in a way holistic, encompassing creativity and imagination, independence, ability language and communication, as well as regulations emotion.

Research result This can implemented in PAUD institutions through provision various good loose parts type from material natural and safe and attractive synthetic for children, such as pebbles, sand, leaves dry, twigs, beads, buttons, lids bottles, straws, tongs, and blocks wood. Teachers can designing activity learning thematic that integrates loose parts in various activity motor fine like pick up, insert rope to holes, mounting and dismounting buttons, stringing, arranging, forming letter or numbers, and make construction three dimensions in a way gradually from level difficulty low to high. Learning process started with demonstration from the teacher, then child given freedom For explore and create in accordance with imagination and abilities of each, with customized assistance with level development every children. Teachers also need to create environment supportive learning with provide receptacle organized storage for children easy access and clean up return loose parts, as well as give chance for child For describe work them and interact with Friend peers. Parents can also involved through activity playing loose parts at home with utilise materials available in the environment around.

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