SYAIKHUNA: Jurnal Pendidikan dan Pranata Islam STAI Syichona Moh. Cholil Bangkalan
p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

The Use of Loose Parts in Enhancing the Naturalist Intelligence of Early Childhood

Uyu Mu'awwanah[1]
Eva Yulianingsih[2]
Rani Puspita Sari[3]

Uyu.muawanah@uinbanten.ac.id
evayulia913@gmail.com
sarirani215@gmail.com

Abstract: *This study aims to determine how educators can use learning materials that include loose components with students in the 4-5 and 5-6 year-old ranges in RA Al-Muhajirin Tangerang Regency. Meanwhile, the study seeks to determine whether using these materials improves students' creative and imaginative thinking capacity. At Tangerang Regency's RA Al-Muhajirin, instruction is based on loose pieces. RA Al-Muhajirin in Tangerang Regency conducted this study during the academic year 2022–2023. This study employs a qualitative research design. Where a description describes the research's findings. Techniques for gathering data include documentation, observation, and interviews. The study's findings demonstrate that RA Al-Muhajirin educators have employed Loase Parts as teaching tools.*

Keywords: *Loose parts, Naturalist Intelligence, Early Childhood*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pendidik dapat menggunakan materi pembelajaran yang mencakup komponen-komponen yang longgar dengan siswa dalam rentang usia 4-5 dan 5-6 tahun di RA Al-Muhajirin Kabupaten Tangerang. Selain itu, penelitian ini juga bertujuan untuk mengetahui apakah penggunaan materi tersebut dapat meningkatkan kemampuan siswa untuk berpikir kreatif dan imajinatif. Di RA Al-Muhajirin Kabupaten Tangerang, instruksi didasarkan pada potongan-potongan lepas. RA Al-Muhajirin di Kabupaten Tangerang melakukan penelitian ini selama tahun ajaran 2022-2023. Penelitian ini menggunakan desain penelitian kualitatif, dimana deskripsi menggambarkan temuan penelitian. Teknik pengumpulan data yang digunakan adalah dokumentasi, observasi, dan wawancara. Temuan penelitian menunjukkan bahwa pendidik RA Al-Muhajirin telah menggunakan Loase Parts sebagai alat bantu mengajar.*

Kata Kunci*: Bagian yang longgar, Kecerdasan Naturalis, Anak Usia Dini*

[1] Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
[2] Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
[3] Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

Introduction

Early childhood education is a coaching effort that begins at a young age. It aims to help children grow physically and spiritually to be prepared for primary education and the next phase of their lives. Early childhood refers to children between 0 and 6 years old, according to Sisdiknas (Sisdiknas, 2003). Early childhood is a child in the age range 0 – 6 years". Early childhood is defined as "children in the age range 0-8 years" by the NAEYC (National Association of Education for Young Children). Early childhood is broken down into four distinct stages: preschool, which lasts from three to five years old; elementary school, which lasts from six to eight years old; and infancy, which lasts from birth to twelve months.

Wijaya (Ananda et al., 2022; Lestariningrum & WIJAYA, 2014) said that early childhood is a time to grow and bloom. Moreover, early childhood are unique individuals who have different growth and development patterns and intelligence. Intelligence is the highest ability possessed by humans. The level of intelligence can help a person deal with various problems that arise in their life. Humans have had intelligence since birth and can continue to develop it into adulthood.

Early stimulation dramatically benefits a child's intellectual development in all domains. Naturalist intelligence is one of the intelligence that must be cultivated. Naturalist intelligence, according to Armstrong (Aman et al., 2002; Armstrong, 2002), is intelligence that is inspired to appreciate the beauty of nature through a variety of introductions to the local flora and fauna, as well as through observation of natural events and a feeling of concern or sensitivity for the environment. It is important to nurture children's love and care for the environment from the moment they first become aware of it. To help kids handle nature better, fostering a love of plants, animals, and other natural components is essential.

Naturalistic intelligence is the capacity to solve issues and produce valuable goods in one or more social contexts. He diversely approaches ideas. He contends that an accurate intelligence assessment must acknowledge that everyone possesses unique and distinct abilities for comprehending and that people differ in their strengths and modes of knowing. Gardner states that the hypothesis of multiple intelligences strongly focuses

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

on the capacity for problem-solving and output creation (Ardiana, 2022; Firdausi, 2017).

The best stimulation process is necessary so children can reach optimal stages of development. Interaction with adults- especially teachers- is necessary to give stimulation programs that correspond with the child's developmental stages. Of course, it takes an adult or educator who is knowledgeable, perceptive, and skilled to develop engaging lesson plans for kids.

In addition to drawing students' attention, teachers must be able to innovate in their teaching with the learning materials on display. This will not only help students feel more comfortable in the classroom but will also enhance the calibre of their education. When a teacher uses educational media, there is a message or information transmission process. Learning media are considered to be a communication tool.

Learning media may be used to guide messages from the sender to the recipient to pique students' interests, sentiments, and ideas for learning to occur. Since early childhood education is during the concrete thinking era of a child's development, the significance of media in learning is becoming increasingly significant. As a result, a fundamental tenet of early childhood education must be grounded in reality, i.e., children should be able to apply what they have learned to real-world situations. Thus, early childhood education must employ a method that enables kids to learn in real-world contexts. This idea suggests that early childhood education messages should be distributed through the media. Teachers must use media to help young children acquire and assimilate the material being presented to them appropriately. Ultimately, these media-based presentations would result in behavioural changes in the form of enhanced knowledge, attitudes, and skills.

Learning activities in RA students between the ages of 5 and 6 demonstrate that naturalist intelligence in early childhood is still deficient and has trouble being noticed when kids do not love their surroundings. Examples include when kids pick plants at school, throw trash around carelessly, do not use unused materials to make playthings, and show less love for the local flora, fauna, and natural phenomena. Because teachers do not make the most of the environment as a teaching tool, learning activities are more

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

centred around educational games and magazines—teaching naturalist intelligence through loose components.

Teachers must use their creativity to create engaging learning materials to solve this issue. Specifically, increasing the number of instructional aids in line with the school's natural environment, ensuring that the teacher's prepared learning media aligns with the material's objectives, and modifying the preparation of the material to meet the learning objectives' technical requirements that take into account the school environment itself. As a result, it may increase kids' focus and motivation to pay attention to what the instructor is teaching them in class.

Learning media is becoming increasingly crucial since early childhood education is during the concrete thinking era of a child's development. Using media in the classroom can help students learn more effectively, which is predicted to increase their learning results. One way to help kids become more naturally intelligent is to employ the LooseParts learning approach. All goods or pieces from nature, synthesis, or garbage that can be moved, carried, combined, redesigned, separated, and put back together are considered loose parts. These items or objects can be employed independently or in combination with other items.

One of Tangerang Regency's RAs, RA Al-Muhajirin, has four classes: Play Group, Group A, and Group B. This research was carried out in RA Al-Muhajirin. Children and the teacher council are the subjects of this study—youngsters in group B.

According to preliminary observations made in RA Al-Muhajirin Tangerang Regency, the usage of loose parts has yet to progress effectively. When learning is centred on papers and learning resources provided at school, RA Al-Muhajirin teachers continue to use prefabricated resources like Lego, Fuzzy, and blocks; no natural or manufactured resources are employed. -utilized materials that kids may use to learn creatively.

Researchers and educators concluded that the best way to help kids learn is to employ recycled materials that can still be used to create unique, eco-friendly learning materials. Since play is essential to learning, educators and researchers will endeavour to provide fresh perspectives on children's creativity. They were playing while learning

Submitted: 30-12-2023 Accepted: 05-03-2024 Approved: 18-03-2024 Published: 31-03-2024

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

is chosen to make the instruction enjoyable and allow kids to participate actively without feeling pressured or forced to do anything. Since loose components are inexpensive and eco-friendly, they were selected as a play medium for young children.

Learning media can help children learn how to comprehend challenging lessons or reduce extremely complicated concepts. According to Hamalik in Shari'ati, the use of media in the classroom can improve student comprehension of the material being taught, lessen verbality during instruction, make concepts more concrete for students, transcend temporal and spatial constraints, improve memory retention, encourage student participation in the classroom, identify the distinctive qualities of each student that make them unique, provide more opportunities for students to practice what they have learned, and facilitate teaching and learning activities. Teachers will find it easier to communicate curriculum in class if they use media collaboratively.

Research Methods

The study occurred in 2021–2022 at RA Al-Muhajirin Tangerang. This kind of research is known as qualitative descriptive research, which is a method that generates descriptive data from the people and actors being observed in the form of written or spoken words. It is based on the individual's background as a whole (holistic) rather than isolating the individual and their organization in variables. The ethnographic, phenomenological, or impressionistic methods are standard terms for qualitative research.

The teacher, the child, and the child's parents serve as the research's data sources. Children between the ages of five and six were the research subjects, typically referred to as a sample. This study's explanation of descriptive analysis is based on a single subject. Thus, each research topic will be described. In an attempt to comprehend young children's conduct and the advice given by their teachers, young children and their teachers engage directly in real-world settings. The result will inform the creation of a guiding program that uses Loose Parts as a learning tool to raise early childhood naturalistic intelligence.

The data used in this study came from several primary and secondary sources that were relevant to the research that was done. The data types used in this study are 1—

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

primary data, which the researcher personally gathered and processed from the respondents. Direct and indirect interviews and observation are the data collection methods. Researchers interviewed teachers and principals at RA Al-Muhajirin, Tangerang Regency, to get primary data for this study.

The purposive sampling approach is used in the process of selecting informants. One strategy for selecting data sources while considering specific factors is the purposive sampling approach. In this instance, teachers from Tangerang Regency's RA Al-Muhajirin served as the informants. The initial step in the data-gathering process for this study was observation; this method was used to record the circumstances and state of the field and gauge respondents' sentiments. In the meantime, an interview is conducted to verify the findings of the observations. Data collected from observations and interviews is used in documentation as evidence of data. This observation aims to examine how teachers and students use Loose Part media. To supplement other methods of data collecting, this documentation is utilized to assist observation and interview activities related to observations of the problems under study.

This study uses triangulation techniques to ensure data validity. Triangulation is characterized as a data collection technique by Sugiono (2015:241) as a combination of different existing data sources and data collecting techniques. Technical triangulation is the process by which researchers use several methods to get data from the same source. Researchers employ documentation, in-depth interviews, and unstructured observations as concurrent data sources. Effective data management is necessary for good data analysis. Data management and analysis were performed using information gathered from various sources via questionnaires, interviews, and documentation. Data analysis is a step in a process that involves gathering information, classifying it, and searching for themes to give it significance. It gives the acquired data context.

Data analysis was done for this qualitative study before the researcher entered the field. Data from preliminary or secondary investigations are analyzed to establish the research's emphasis. The research's focus will change when researchers arrive and while in the field, so it is still transitory. In qualitative research, data analysis is done immediately after data collection within a specific time frame. The researcher has already analyzed the interviewee's responses during the interview. The researcher will

Submitted: 30-12-2023 Accepted: 05-03-2024 Approved: 18-03-2024 Published: 31-03-2024

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

only ask questions if the respondents feel their responses are sufficient once. Eventually, trustworthy data is collected.

This explanation makes it clear that analyzing the results of studies is a lengthy procedure called data analysis. This means that data analysis involves more than just organizing the data; it also involves selecting and identifying the most significant findings from the research. Three steps were included in the data collection process: data reduction, data display, and conclusion drawing/verification.

1) Reduction of Data

Reducing data entails condensing, identifying the key elements, concentrating on what matters, and searching for trends and themes. Data reduction seeks to make data obtained from field research results more accessible to interpret by providing summaries and clarifications relevant to the issue under study.

2) The Data Display

The data must then be displayed following the reduction of the data. Data presentation in qualitative research can take several forms, including flowcharts, short summaries, and correlations between categories.

3) Verification

In the study of qualitative data, making conclusions and verifying are the third phases. At this point, the researcher tries to investigate, analyze, and offer solutions based on the data display results. This conclusion and verification aims to uncover new information that was not known before. This information could shape interactive or casual relationships, theories, or hypotheses.

Result and Discussion

Children can benefit from meaningful experiences that come from using media in the classroom. They can also become more motivated to learn by seeing abstract concepts made concrete. Therefore, the Loose Part learning medium can indirectly foster students' naturalistic intelligence.

Children who possess naturalistic intelligence will be more ecologically conscious. Early exposure to naturalist intelligence can reduce environmental damage

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

and foster kids' love of the environment. Children's environment has an impact on their naturalistic development in addition to their genetic makeup (Priyanti & Warmansyah, 2021). The purpose of free games is also to apply or apply the findings of prior innovations or developments made by educators. The teacher uses the program in a direct test, practising it with the students one-on-one. The teacher starts by providing the students with a tutorial or instructions on the moves they need to perform. The teacher will practice with the child immediately (Gide & Appelbaum, 1996).

By following the instructions provided by the RA Al-Muhajirin Tangerang Regency teacher on how to use Loose Parts. (1) The teacher begins planning by gathering recyclable, used materials, such as cardboard, straws, twigs, gravel, shells, plastic bottles, cans, ice cream sticks, and leaves.

At this point, the researcher talked with the Tangerang Regency teacher, RA Al-Muhajirin, about the overall and targeted goals of the study. The overall goal was to use Loose Part media with RA Al-Muhajirin youngsters between the ages of 4 and 5 and 5 and 6. The specific goal is to use the available materials to practice with RA Al-Muhajirin children ages 4-5 and 5-6.

Research Results: Children at RA Al-Muhajirin, Ages 5 to 6, Learn How to Use Loose Parts.

Learning activities involving loose parts for children aged 5 to 6 at RA Al-Muhajirin demonstrate that learning is carried out using a group method where children are divided into several playgroups, and the children themselves decide on playgroup, according to research results (observation, interviews, and documentation). When children use Loose Parts as a learning tool, they pay close attention and are engaged in the material. After being provided explanations and instructions, the kids started understanding the cardboard, bottles, dry leaves, and caps used in the mineral water bottles they had prepared. "Learning using loose parts attracts children's attention when learning; this is a new method and a breakthrough in children's learning," says Mrs Rani, the teacher of class B.

Mrs. Yayat, the principal of RA Al-Muhajirin School, says that (1) Using used materials at home, (2) Children can quickly get things. "Learning using loose parts has

Submitted: 30-12-2023 Accepted: 05-03-2024 Approved: 18-03-2024 Published: 31-03-2024

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

already been done, and I have attended training, but I am familiar with the term used materials or environmentally friendly materials, which are often found in the school environment and have been implemented at RA for several reasons."

Because learning at RA Al-Muhajirin was done in groups, one youngster felt uncertain about what he should produce and do when he saw the tools and play materials during the Loose Parts lesson. However, the kids were receptive, simple to comprehend, and inventive in their learning. For example, they used Loose Parts to teach them how to construct a doctor's bag from leftover cardboard. They also take pleasure in using Loose Parts, as they discover that everything in their immediate environment can serve as a learning tool—even objects that are out of use.

The benefits of using loose parts and the learning objectives for children between the ages of five and six at RA Al-Muhajirin.

The benefits and attempts of learning with loose parts are that children become more independent, creative, and self-assured; they also use the items around them more frequently, according to research results (observation, interviews, and documentation). Turn it into a play tool. The child demonstrated this by saying, "Ma'am, last night I made flowers from used drinks," after learning how to use Loose Parts. More and more kids use objects in their immediate environment as learning tools. They discover that learning tools do not always need to be brand-new and expensive—in fact, worn objects can serve as practical learning tools.

The RA Al Muhajirin students' excitement was evident in the picture above, as they used cardboard to build bags. They could finish their work utilizing loose parts, demonstrating their enthusiasm. Children can freely express their ideas when studying with Loose Parts since there are no bad words, and the process is valued more than the outcome.

Mrs AH said, "I am happy with learning to use loose parts because my children at home become more creative; they use whatever items are available to make their playing tools." "This learning makes children think higher and deeper; children are invited to be more creative and independent," says Mrs. Rani, the teacher of Class B (CWG01). There are benefits to learning with loose parts, and the goal is to increase

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

children's creativity, independence, and use of already-existing materials for learning. It also aims to increase children's economy of learning and increase their HOTS (High Order Thinking Skill).

RA Al-Muhajirin: Teaching Naturalist Intelligence to Children in Grades 5–6

Research (observation, interviews, and documentation) has shown that children's innate intelligence differs. This was demonstrated when a kid expressed dissatisfaction with the offered sand material during the learning process. If kids are frequently allowed to study outside, their naturalistic intelligence will develop. They will learn more about flora, animals, and other natural occurrences as they observe them firsthand.

Children were first allowed to visit the goat pen during the research to get a personal look at what the goats looked like, what they ate, how many legs they had, what colour their fur was, and what kind of noises they made. The kids were allowed to handle the goat's body up close. One youngster was terrified and repulsed by the idea of handling the animal, but he eventually found the bravery to do so after witnessing his companions handle it bravely. By seeing it directly, it is hoped that children will understand better in learning.

According to Mrs Rani, the teacher in Class B, "Naturalist intelligence learning at RA Al-Muhajirin is by encouraging children to water the plants, throw rubbish in the right place, not damage the plants and occasionally children are invited to study outside the classroom environment, children are invited to watch direct learning objects, for example seeing catfish cultivation directly." Teaching kids naturalist intelligence is crucial so they will love their surroundings. Early environmental education is necessary to foster children's love of the environment, specifically when they first become aware of their surroundings. For children to treat nature better in the future, it is essential to foster their love of plants, animals, and other natural aspects.

RA Al-Muhajirin: Teaching Naturalist Intelligence is related to the Naturalist Intelligence of Children Aged 5 – 6 Years

According to investigation results (observation, interviews, and documentation), children's naturalist intelligence is correlated with their ability to use loose parts because, through the use of tools and natural materials in play, children are indirectly encouraged to love their surroundings more. Researchers employ natural materials and

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

previously used products or items that are no longer used when learning to use loose parts. Examples are straws, broken roof tiles, dried leaves, plastic spoons, ice cream sticks, and previously used locations. Children use learning media from used cardboard; it is evident that the relationship between learning with Loose Parts and children's preference to look directly outside is that the former use of existing items as learning media indirectly reduces waste in their environment.

Mrs. Rani, the class B teacher, says, "Learning with loose parts is related to children's naturalist intelligence. Naturalist intelligence is the capacity to appreciate the world around us through knowledge of the flora and fauna as well as natural phenomena." With this loose components learning approach, children are encouraged to use playthings from the surroundings and materials that are no longer in use.

Undoubtedly, knowing how to use loose parts is associated with naturalistic intelligence. We educate kids to identify the indicators of flooding, including asking them, "What causes floods?" We also connect this to learning about loose parts. When the boy said, "Because of throwing rubbish carelessly, ma'am," we said, "That is right, son, one of the causes of flooding is when we throw rubbish carelessly," adding that by using loose parts to learn, we have decreased the likelihood of flooding. We no longer carelessly discard unused products.

Explanation of Research Results: Learning with Loose Parts for Kids in RA Al-Muhajirin, Ages 5 to 6.

Bambang (2020) describes it as an integrated learning strategy that pushes pupils to consider issues in the actual world more extensively. This is one of the learning strategies that supports the implementation of 21st-century-based learning, according to the Sub-Directorate for Early Childhood Curriculum, Ministry of Education and Culture (2019). This is because learning teaches children to think critically and creatively, which frees them up to be creative. If children are given engaging educational materials, their creativity will flourish.

Learning materials that are based on loose pieces are those that repurpose objects that are no longer in use for educational purposes. Thus, media is strongly advised for learning, integration, and loose components.

Preparation toys for unstructured play involve various elements, including dried leaves, corn kernels, play dough, and wooden blocks. As a modification in cognitive

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

structure, particularly in logical reasoning abilities, these toys are coupled to alter 'pieces' to construct new synaptic networks in the brain. (Letariningrum & Shabrina, 2020).

Research results (observation, interviews, and documentation) show that learning using Lose Parts genuinely draws children's attention, and children are excited and passionate. The kids were unsure what they were learning, but after hearing an explanation and being told the game's rules, they started to get it. Youngsters must realize that their games have educational value, even though they frequently engage in authentic learning.

At RA Al-Muhajirin, learning was done through the group method, where kids were split up into multiple play groups and allowed to choose which group they wanted to be in. As a result, when learning with loose parts, one child was unsure of what to do or make when he saw the tools and play materials. However, the kids are receptive, simple to comprehend, and imaginative in their learning. Using Loose Parts, the kids learn about issues like what constitutes engineering, science, technology, and art when creating a goat corral. How does the math work? They also enjoy using Loose Parts, as they discover that everything in their immediate environment can be a learning tool—even objects out of use.

They practice creating bags made of discarded milk cartons, which gives kids a fresh experience and inspires creativity. When the youngster answered, "Ma'am, at home, I will make it more," the researchers recalled naturalist intelligence as the initial response. Naturally, this shows that the child's naturalist intelligence has grown due to his or her curiosity in utilizing other used objects.

Benefits and Learning Objectives of Using Loose Parts for Children Aged 5-6 Years at RA Al-Muhajirin

The benefits of learning with loose parts, according to (Wayka, 2019), are as follows:

a) Raise the degree of children's imaginative and creative play;
b) Improve children's cooperative attitudes and socialization;
c) Increase children's physical activity; and
d) Promote communication and negotiation skills, especially when done in public.
e) Offering high-quality play experiences that stimulate kids' creativity, let them participate completely, and foster their learning (Wayka, 2019) (Wyse, 2004;

Submitted: 30-12-2023 Accepted: 05-03-2024 Approved: 18-03-2024 Published: 31-03-2024

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

Mc Clinic, 2014; Daly & Beloglovsky, 2015; Houser et al., 2016; Gibson et al., 2017).

f) It is more affordable due to its low cost and ease of acquisition
g) It gets increasingly fascinating as kids' abilities grow because they can be changed daily.

From to (Wayka, 2019) perspective, the following are the purposes of using loose elements in education:

a) Kids will develop their creativity using this approach since it allows them to be imaginative when disassembling instructional materials.
b) Kids will get an appreciation for the things and items around them, such as loose pieces of nature.
c) When kids realize that old things may be recycled and utilized for playthings and activities that turn them into usable objects, they can contribute to environmental conservation.
d) It will shape kids' perspectives on money.

The benefits and aims of learning with loose parts are that children become more independent, creative, and self-assured; they also use the items around them more frequently, according to the study's findings (observation, interviews, and documentation). Transform it into a play tool. The child demonstrated this by saying, "Ma'am, last night I made a beehive from used plastic spoons and straws," after learning how to use Loose Parts.

Kids are using more of the things in their immediate environment as learning tools, realizing that learning tools do not always have to be brand-new and expensive—even old items can serve as practical learning tools. Children can freely express their ideas when studying with Loose Parts since there are no bad words, and the process is valued more than the outcome.

Growth of Naturalist Intelligence in Children at RA Al-Muhajirin, Ages 5–6

Mursid (Mursid & Nur, 2015) defines naturalist ability as the capacity to identify, classify, distinguish, and articulate elements of the natural world. sensitivity and the capacity to identify the various natural shapes that are there, including rivers, lakes, mountains, flowers, trees, and birds. The capacity for environmental sensitivity in students and teachers is naturalistic intelligence. For instance, they enjoy being in wide-

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

open natural settings like mountains, beaches, woods, and nature reserves. Youngsters with this level of intellect typically like studying the natural world, including different kinds of rocks, different kinds of soil layers, different kinds of plants and animals, space objects, and so forth.

Sujiono and Sujiono (Nurani, 2011) explain several techniques for helping children grow naturalistic intelligence: (1) allow students to assess their abilities; (2) provide them with examples and inspirations of the "final condition," such as zoo experts and natural researchers; (3) design unique activities that can be incorporated into naturalist intelligence, such as "career days" where veterinarians and animal experts discuss their "naturalist intelligence"; and (4) take students on field trips to zoos and engage in practical empirical experiences, such as observing nature and living creatures, building exhibition shelves that simulate ecosystems, and creating board games.

According to investigation results (observation, interviews, and documentation), children's innate intelligence varies from person to person. This was demonstrated when a kid expressed dissatisfaction with the offered sand material during the learning process. If kids are frequently allowed to study outside, their naturalistic intelligence will develop. They will learn more about flora, animals, and other natural occurrences as they observe them firsthand. Children were first invited to visit the goat pen during the research to get a personal look at what the goats looked like, what they ate, how many legs they had, what colour their fur was, and what kind of noises they made. One child was initially terrified and repulsed by the idea of holding the goat's body in his hands. However, he eventually finds the courage to do so after witnessing his companions handle the animal bravely. Kids will learn more effectively by viewing it up close.

RA Al-Muhajirin: Teaching Naturalist Intelligence is related to the Naturalist Intelligence of Children Aged 5 – 6 Years

According to Wayka Buhrin (Wayka, 2019), there are two main reasons why loose pieces are beneficial for early childhood education: (1) they are a teaching tool that can be utilized in a variety of ways to help children learn, and (2) they can also be used as tools. to investigate a variety of topics, including problem-solving, creativity, focus, fine and gross motor skills, science, language development (literacy), art, and logical reasoning: engineering, Technology (Technology), Mathematics.

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i1.7316

According to investigation results (observation, interviews, and documentation), children's naturalist intelligence is correlated with their ability to use loose parts because, through tools and natural materials in play, children are indirectly encouraged to love the world around them more. Researchers employ natural materials and previously used products or items that are no longer used when learning to use loose parts. Examples are straws, broken roof tiles, dried leaves, plastic spoons, ice cream sticks, and previously used locations. Employing learning materials made of recycled cardboard, it is evident that the relationship between learning with Loose Parts and children's use of learning materials made of used goods indirectly lowers waste in their environment by choosing to use pre-existing products as media. Children are encouraged to gaze straight outside when they are studying.

Conclusion

Based on studies done on learning with loose parts as a naturalist intelligence learning method for kids ages 5 to 6, it can be concluded that learning with loose parts grabs kids' attention when they are learning; kids are so excited and enthusiastic when learning, kids become more independent and creative when using the concept of using loose parts teaching materials, kids can be creative in disassembling teaching materials based on their imagination, kids will learn to appreciate the materials or objects around them, like natural loose parts, kids. When kids learn that old things may be recycled and utilized as building blocks for games and crafts, they can contribute to environmental protection. Additionally, kids are more confident. Using loose pieces, which indirectly encourages kids to enjoy their surroundings by utilizing tools and play materials made of natural materials and discarded items, is linked to kids' naturalistic intelligence.

REFERENCES

Aman, M. G., Armstrong, S., Buican, B., & Sillick, T. (2002). Four-year follow-up of children with low intelligence and ADHD: a replication. *Research in Developmental Disabilities*, *23*(2), 119–134.

Ananda, R., Wijaya, C., & Siagian, A. (2022). Pembinaan Sikap Disiplin Anak Raudhatul Athfal. *Jurnal Basicedu*, *6*(1), 1277–1284.

Ardiana, R. (2022). Pembelajaran Berbasis Kecerdasan Majemuk dalam Pendidikan Anak Usia Dini. *Murhum: Jurnal Pendidikan Anak Usia Dini*, *3*(1), 1–12.

Armstrong, F. T. (2002). Ways to make analysis relevant but not prescriptive. *Studies in*

Intelligence, *46*(3), 27–32.

Firdausi, F. (2017). Optimasi Kecerdasan majemuK sebagai metOde menghafal al-Qur'an (studi atas buku "metode ilham: menghafal al-Qur'an serasa bermain game" karya lukman hakim dan ali Khosim). *Jurnal Studi Ilmu-Ilmu Al-Qur'an Dan Hadis*, *18*(2), 189–210.

Gide, A., & Appelbaum, S. (1996). *The Immoralist*. Courier Corporation.

Lestariningrum, A., & WIJAYA, I. P. (2014). Meningkatkan kemampuan berbahasa anak usia dini melalui media panggung boneka tangan. *Nusantara of Research*, *1*(1), 12–18.

Mursid, M. A., & Nur, N. (2015). Belajar dan pembelajaran PAUD. *Bandung: PT Remaja Rosdakarya*.

Nurani, Y. (2011). Metode Pengembangan Kognitif. *Jakarta: Universitas Terbuka*.

Priyanti, N., & Warmansyah, J. (2021). The Effect of Loose Parts Media on Early Childhood Naturalist Intelligence. *Jurnal Pendidikan Usia Dini*, *15*(2), 239–257.

Sisdiknas. (2003). Sistem pendidikan nasional. *Jakarta: Direktorat Pendidikan Menengah Umum*.

Wayka, B. (2019). Pembelajaran berbasis Konten STEAM dan Loose Part. *Retrieved from Https://Buhrin. Gurusiana. Id/Article/Pembelajaran-Berbasis-Konten-Steam-Dan-Loose-Part-1729039*.