

Teacher's Creativity in Using Loose Parts-Based Big Book Media

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ABSTRAK. Penelitian ini bertujuan untuk mengetahui Kreativitas Guru Dalam Menggunakan Media Big Book Berbasis Loose Parts Di TK Tunas Bangsa PT Padasa Enam Utama Kecamatan XIII Koto Kampar. Subjek dalam penelitian ini adalah kepala sekolah dan guru, sedangkan objek dalam penelitian ini adalah kreativitas guru dalam menggunakan media big book berbasis loose part. Penelitian ini menggunakan jenis penelitian kualitatif deskriptif dengan pengumpulan data menggunakan metode observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan tahap reduksi data (Data Reduction), penyajian data (Data Display) dan kesimpulan (Verifikasi). Untuk menguji keabsahan data dilakukan dengan triangulasi data dengan 3 cara yaitu triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Hasil analisis data yang dilakukan dengan kepala sekolah dan guru menunjukkan bahwa kreativitas guru dapat dilihat dari 5 indikator yaitu Kelancaran (Fluency), Keluwesan (Flexibility), Rasional, Kerincian (Elaboration), dan Menilai/Evaluasi. Berdasarkan hasil penelitian disimpulkan bahwa guru dapat mengembangkan kreativitasnya menggunakan media big book berbasis loose parts di TK Tunas Bangsa PT Padasa Enam Utama Kecamatan XIII Koto Kampar.

Kata Kunci: Kreativitas Guru, Media Big Book Berbasis Loose Parts

ABSTRACT. *This research aimed at finding out teacher creativity in using Loose Parts based Big Book media at Kindergarten of Tunas Bangsa PT Padasa Enam Utama, XIII Koto Kampar District. The subjects of this research were the headmaster and teachers, and the object was teacher creativity in using Loose Parts based Big Book. It was a qualitative descriptive research. Observation, interview, and documentation were used to collect the data. Data reduction, data display, and drawing conclusions steps were used in the data analysis technique. To test the data validity was done by using data triangulation—sources, techniques, and times. The results of data analysis showed that teacher creativity could be identified from 5 indicators—fluency, flexibility, rationality, elaboration, and evaluation. Based on the research findings, teachers could develop their creativity by using Loose Parts based Big Book media at Kindergarten of Tunas Bangsa PT Padasa Enam Utama, XIII Koto Kampar District.*

Keywords: *Teacher Creativity, Loose Parts Based Big Book Media*

INTRODUCTION

Everyone has creativity at different levels. A person's creativity does not occur in a vacuum but is preceded by the results of the creativity of people who worked before him. According to Clark Moustakas in Utami Munandar (Munandar, 1999) says that creativity is the experience of expressing and actualizing individual identity in an integrated form in relationships with oneself, with nature, and with other people. It can also be said to be someone's ability to create new combinations of existing things to produce something new. Creativity is a manifestation of every individual. With creativity, people can actualize themselves. Creativity is a process that involves a person's mentality so that they can produce ideas or thoughts, a method

and can also produce new products or develop products that have elements of imagination, suitability, unity, integration, and differentiation so that they can get answers from solving problems in a study (Anggraeni, 2021). Creativity is one of the potentials that exists within humans as a manifestation of themselves (self-actualization) (Abdullah, 2016). The more it is honed, the more creativity will increase. Creativity can be recognized and enhanced through proper education. In the learning process, the teacher is the object of creativity for the students, and vice versa (students can be creative from their teachers). Not only this, creativity can emerge from anywhere, at any time, and by anyone (Al-Uqshari, 2007).

Students who are experiencing a period of growth and development need to develop their potential to the maximum. This is important so that all potential can develop optimally. This is where a teacher has a big role in developing the potential that exists in his students (Azzer, 2013). Teachers are the spearhead who are at the forefront and directly deal with students through learning activities in class and outside the classroom. Teachers are required to be able to carry out all their professional functions effectively and efficiently in the children's learning process so that they can develop their abilities freely and actively (Zulkifli, 2018). Early childhood education is an effort to develop children from an early age, which is carried out through education to help their physical and spiritual growth and development so that children are ready to enter basic education and the next stage of life (Purnamasari & Nurhayati, 2019). According to Montessori in Hurlock, early childhood is a sensitive period for children, namely a period when a certain function needs to be stimulated and directed so that its development is not hampered. Early childhood is an individual undergoing a process of rapid growth and development in later life, where this age is a unique phase of life with distinctive characteristics both physical, psychological, social, moral, and linguistic (Efendi, 2020). Therefore, it can be understood that early childhood is a child who is in the golden age. Early childhood is born with good potential. During their development period, early childhood will be formed through what they get from their family, community environment, and education.

In the current era of globalization, teachers play an important role in the implementation of education, where teachers have direct contact in teaching and learning activities and interact with children in the learning process so that aspects of children's development learn well. Therefore, teachers are required to be creative, both in terms of the overall teaching and learning process and in terms of their appearance. Carrying out the learning process, teachers are also required to always give the best to children so that the expected goals can be achieved optimally and children's learning motivation is high. Teachers have an important position because success in the learning process is determined by the role of a teacher. A teacher must also be required to have creativity in teaching because a person's creativity is one of the characteristics that can attract children's interest in learning and improve aspects of children's development. Creativity is an important supporter of work to advance an educational institution, especially a PAUD institution, because the progress of a PAUD institution is very dependent on creative contributions in the form of new ideas and new technology from teachers and the community (Munfarijah, 2016). Creativity in learning is part of a system that is inseparable from education and educators. The role of teacher creativity is not just to help the teaching and learning process by covering just one aspect of the human self but also includes other aspects, namely cognitive, psychomotor, and affective. In general, teacher creativity has the main function, namely helping to complete their work quickly and efficiently.

The importance of teacher creativity in learning includes, among other things, teacher creativity is useful in transferring information more completely, teacher creativity is useful in stimulating children to think more scientifically in observing societal phenomena or natural phenomena which are objects of study in learning, teacher creativity products will stimulate children's creativity. In essence, if the learning process is done well it can be said to be creative. The key to successful creative development lies in teaching creatively and efficiently in conducive interactions (Hafidhlail Kiromi & Yanti Fauziah, 2016). Teacher creativity in learning greatly influences children's understanding, because the more creative the teacher is in delivering the material, the easier it is for children to understand the lesson, and makes children more creative in learning. If teachers are more creative in learning, children will not experience boredom in following lessons. It will also be easier for teachers to create a conducive classroom atmosphere. That is the important role of the teacher's existence for students so that the teacher is liked by the students in the class.

As stated by Slameto in Supartini, basically the meaning of creativity is related to the discovery of something, regarding things that produce something that already exists. So teachers are required to be able to provide and use learning media that is appropriate to the material so that children are more effective and efficient in learning. Learning media according to Bringgs in Mulyani Sumantri says that all physical tools can present messages and stimulate students to learn, such as books, films, and cassettes (Pujianingias et al., 2019). One effort to create fun learning for students is to choose the right media to use in learning. The media used in early childhood learning must meet educational standards (education), technical standards (production steps and procedures), and aesthetic standards (beauty). Many media can be used to develop early childhood learning, including picture word cards, magazines, interactive videos, big books, and many more.

One medium that can be used is the big book. The big book is a learning medium that has special characteristics that are enlarged, both in the form of text and images (Hafidhlail Kiromi & Yanti Fauziah, 2016). It has the characteristic of prioritizing images, colors, and content. The images contained in this big book provide a stimulus for children to more easily understand the content contained in the material in the big book. This also has a positive impact on aspects of early childhood development. Based on the results of Rachmadani's research in Lilis Madyawati, big book media can change students' mental and physical abilities in children's learning so that children are more enthusiastic and find it easier. This research also suggests that educators try to use big book media as a variety of media for children's activities so that children do not feel bored. Therefore, in early childhood education, to make the learning process more interesting, it is necessary to create media that can be used to accompany the learning process of early childhood. The use of media in the learning process is very important because it can enhance children's learning process in learning which in turn is expected to increase the learning outcomes they achieve (Magdalena et al., 2021). The media used to increase teacher creativity in the learning process is through big media. book based on loose parts.

Loose parts are media based on natural materials which, according to Yukananda, are called natural materials because they come from and are prepared from the surrounding environment and are used intentionally to support learning activities. These natural materials such as rocks, wood, twigs, seeds, dry leaves, banana fronds, and bamboo have been thought about regarding safety for children (Safitri & Lestaringrum, 2021). The author's consideration of playing with loose parts is that it doesn't cost much, just use and collect these materials so that it

can increase someone's creativity from the natural environment and also consider helping reduce waste by processing unused materials into something meaningful. Research conducted by Spencer, et al, regarding the loose parts concept explains that playing with this concept can help children when interacting in social relationships because it develops skills and increases self-confidence and independence (Safitri & Lestarinigrum, 2021). Apart from that, using loose parts will create unlimited creativity for teachers by increasing the desire for deep creativity and instilling teachers' concern for the surrounding environment. Children will optimize all their five senses to absorb all the activities taking place and gain valuable experience in knowledge and information. Therefore, in early childhood institutions there needs to be creative teachers, who can improve aspects of children's development in learning, so there is a need for media that can be used in learning. One of the media that teachers can use is through big book media which is based on loose parts.

Teacher creativity in learning greatly influences students' understanding, if the teacher is creative in delivering learning material, it will be easier for students to understand the lessons given by the teacher. Judging from the world of education today, many students pay less attention to teachers in class, this is because students feel bored and monotonous about the learning being given, teachers only use books and picture posters as learning media, even though in the world of education teachers must be guided to be creative in using learning media because by using learning media the objectives of the learning will be achieved.

Considering the importance of using media in early childhood learning, teachers are expected to be able to maximize the use of existing media and be able to use objects around them to serve as learning media. Educational institutions, especially teachers, are required to be more creative in developing learning media. From the results of observations made by researchers at PT Padasa Enam Utama Tunas Bangsa Kindergarten, XIII Koto Kampar District, the school still lacks facilities, one of which is learning media. The kindergarten does not have many types of adequate or varied learning media and only focuses on magazines and has several games outside the classroom. Therefore, with limited facilities and infrastructure, teachers are required to have a set of problem-solving abilities, master the learning materials that will be presented to students, and be able to use tools and materials that can be provided by the school and utilize materials available in the environment.

METHODE

Research is a type of qualitative research, qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification (Moleong, 2018). Bogdan and Taylor stated that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. According to them, this approach is directed at the setting and the individual as a whole (holistic) (Arifin, 2014). Therefore, the use of a qualitative approach in this research uses a descriptive approach. It was concluded that the concept of qualitative research emphasizes the process and nature of socially constructed reality. Researchers play a very important role and are full of value. One of the arguments that qualitative researchers must put forward is the uniqueness of humans and their phenomena which cannot be analyzed using a positive approach, thus requiring researchers to make direct observations in the field.

This research aims to reveal data and information about the creative abilities of teachers in using big book media based on loose parts at Tunas Bangsa Kindergarten PT Padasa Enam

Utama, XIII Koto Kampar District. This research was conducted at the Tunas Bangsa Kindergarten School, PT Padasa Enam Utama, XIII Koto Kampar District. The research was conducted in August – December 2022. Research informants are people or parties related to the research who can provide information about various conditions existing at the research location so that they can provide accurate data to researchers. The informants in this research were the principals and teachers at PT Padasa Enam Utama Tunas Bangsa Kindergarten, XIII Koto Kampar District.

The research object is the thing that is the target of the research, which is the focus of the research that will be studied. The focus of this research is teacher creativity in using loose part-based big book media at Tunas Bangsa Kindergarten PT Padasa Enam Utama, XIII Koto Kampar District. The population in this research is looking for teacher creativity which is still low in this school. In this research, the researcher will take a research sample of 4 people, namely 1 school principal and 3 class teachers. In the data collection process, this research interviewed several elements within the relevant institutions periodically. The data source in this research is someone who provides information and information related to teacher creativity in developing learning media. Apart from that, documents, photos, or data related to the problem being studied, function as a complement to primary data. The types of data sources used in carrying out this research include:

The data collection methods used are as follows, Observation, Interview, and Documentation. Data analysis is a systematic process of searching and organizing interview transcriptions, field notes, and other materials that have been collected. Data analysis in qualitative research at Tunas Bangsa PT Padasa Enam Utama Kindergarten, XIII Koto Kampar District was carried out in the field, namely observing, during the implementation of research in the field, and after completing the research in the field. This research data was obtained from observations, interviews, and documentation. Researchers use an interactive model where qualitative data analysis is carried out interactively and continues continuously until completion so that the data is saturated. According to Miles and Huberman, there are 3 types of activities in data analysis, namely data reduction, data display, and conclusion drawing/verification (Emzir, 2010).

RESULT AND DISCUSSION

By the objectives to be achieved in the research, this section will explain the answers to the research questions. The questions given are related to the indicators that the author has previously described according to the indicators of teacher creativity. Below the author will describe the research findings, as follows:

Fluency

Fluency of thinking, namely the process by which someone can generate many ideas or solve problems in doing various things. The fluency in question is fluency in generating ideas/solving problems using loose parts-based big book media. As Mrs. Zubaidah, A.Ma.Pd, as the principal of Tunas Bangsa Kindergarten, said that:

“Tentunya ide-ide itu akan muncul pada tiap orang apabila sering diberikan stimulus. Diantaranya stimulasi yang bisa dilakukan yaitu sering sering mengikuti perlombaan dan rajin membaca buku. Hal ini agar menjadi refrensi setiap guru yang kreatif dengan cara mereka nya sendiri. Guru-guru di TK Tunas Bangsa menggunakan media big book berbasis loose parts, yang dimana bahannya dapat ditemukan sekitar lingkungan, misalnya seperti menggunakan ranting kayu, dedaunan ,batuan kecil (krikil) dll. Guru menggunakan media big book berbasis loose parts ini tentunya akan dapat

mengembangkan kreativitasnya. Seorang guru yang kreatif harus bisa menggunakan dan memanfaatkan bahan-bahan alam yang ada disekitar lingkungan menjadi media pembelajaran.”

Based on the results of the interview above with Mrs. Zubaidah, A.Ma.Pd, as the principal of Tunas Bangsa Kindergarten, the fluency referred to is that a creative teacher will certainly have lots of ideas if given frequent stimulation, including frequently taking part in training/competitions, reading. books etc. A creative teacher will certainly be able to develop creativity if he can utilize natural sources that exist around his environment.

Based on the statement above, Mrs. Susanti, as the Tunas Bangsa Kindergarten class teacher, also said that:

“Menggunakan media big book berbasis loose parts ini sangat besar manfaatnya, diantaranya peserta didik dapat belajar dengan cara menyenangkan, peserta didik juga tau bahwa kegunaan bahan-bahan alam sangat bermanfaat.”

The statement above explains that the big book media based on loose parts is good to use in learning media, this is because it can develop teacher creativity in their way, and a creative teacher will be able to use used materials around the environment to become useful learning media. The benefits of big book media based on loose parts are very large because when using this media, students can learn very actively and this learning media makes children very curious.

Fleksibility

Namely generating varied ideas, answers, or questions, being able to see a problem from different points of view, and looking for many alternatives or different directions. The flexibility/flexibility in question is that which produces a variety of ideas, alternatively from different problems in using loose parts-based big book media. As stated by Mrs. Nurmi P, a class teacher at Tunas Bangsa Kindergarten, said that:

“Untuk memecabakan berbagai masalah dalam menggunakan media big book berbasis loose parts ini tentunya ada kendala, misalkan pada menjelaskan materi kita harus bersabar, karena dalam pembelajaran tersebut banyak anak-anak yang ingin langsung penasaran sama media ini. Kemudian dalam penyampaian materi pembelajaran menggunakan media ini akan memakan waktu yang cukup lama, oleh karena itu sebagai guru yang kreatif harusnya bisa mempersingkat cerita dalam menggunakan media big book berbasis loose parts ini.”

The same thing was also conveyed by Mrs. Vita in using loose parts-based big book media, namely:

“Dalam menggunakan media big book ini juga memerlukan banyak waktu, dikarenakan kan mulai dari pembuatan media big book berbasis loose parts ini sampai dengan menjelaskan kepada anak. Pembuatan media ini memakan cukup banyak waktu karena ukuran media ini cukup besar dan untuk bahan nya bisa dapat ditemukan sekitar lingkungan.”

Based on the results of the interview above with Mrs. Nurmi and Mrs. Vita, using big book media based on loose parts, of course, there are obstacles faced in producing creativity, these obstacles are the lack of conveying the material to children and also making this media takes quite a long time.

As for other things conveyed by Mrs. Susanti, she said that:

“Untuk menghasilkan berbagai banyak cara dalam mengatasi suatu kendala menggunakan media big book berbasis loose parts ini, tentunya saya masih butuh banyak belajar dikarenakan pengetahuan saya yang masih kurang. Semenjak covid-19 sampai sekarang ini, kami belum ada mengikuti pelatihan pelatihan guru, khususnya mengembangkan kreativitas guru. Kami para guru disini hanya belajar dengan melihat berbagai macam contoh kreativitas diinternet yaitu youtube.”

This statement was clarified by Mrs. Zubaida, A.Ma.Pd, the principal of Tunas Bangsa Kindergarten, she said:

“Seorang guru yang kreatif harus mempunyai daya imajinatif dalam menciptakan alat peraga atau sumber belajar dengan bahan yang ada sekitar, yang dimana bahwa lingkungan sangat bisa dan kaya dengan berbagai tanaman ataupun sumber bahan alam lainnya dan juga aneka ragam yang dapat digunakan sebagai sumber media bermain atau belajar, seorang guru harus mampu menciptakan hasil karya sendiri yang original. Tentunya dalam menggunakan media pembelajaran ada kendalanya yaitu masih ada juga guru disini sebageian yang kurang kreatif dikarenakan masih kurangnya diberikan stimulasi dalam membuat hasil karya yang kreatif, jujur dalam beberapa tahun ini semenjak mulai dari covid hingga sekarang ini, guru-guru disekolah ini belum pernah lagi mengikuti pelatihan ataupun perlombaan dalam meningkatkan kretaitvas guru kbusunya dalam pengggunaan media pembelajaran, karena kami guru-guru disini kurang informasi untuk tidak dapat mengikutinya, dan juga dilingkungan sekitar kami untuk mengakses jaringan internet lumayan susah, jadi untuk melibat contoh-contoh basil karya kreativitas diinternet agak kurang. Tetapi walaupun kurangnya kami informasi, saya beserta guru-guru disekolah ini tetap belajar unuk mengembangkan kretaitvas, salah satunya dimana media big book berbasis loose parts ini sangat membantu kami, karena menggunakan media big book berbasis loose parts ini membuat kami untuk lebih kreatif dalam meningkatkan kreativitas guru dalam menggunakan media pembelajaran. Membuatnya juga cukup lama karna ukuran media big book ini cukup besar serta kami menggunakan bahan-bahan yang berasal dari bahan alam yang mudah ditemukan disekiar lingkungan.”

From the explanation above, it can be concluded that using learning media certainly has obstacles, one of which is a lack of practicing one's creativity. A teacher must have the creativity to foster interest and enthusiasm for learning in students, so the teacher must be able to create learning media that is interesting and fun for children. Interesting and varied learning media can be produced from the ideas that teachers have

.Rasional

That is, being able to give birth to new expressions, and being able to create unusual combinations of parts or elements. Rational in creating new and unique loose parts based on big book media. A creative teacher must be able and be able to create learning media that is new and unique from before, this is so that the media used does not make learning monotonous and boring.

As explained by Mrs. Nurmi the class teacher:

“Untuk menggunakan media big book berbasis loose parts yang baru dan unik, terlebih dabulu kita harus mempersiapkan konsep yang matang. Kita harus mencari materi mana saja yang akan digunakan untuk menggunakan media ini sehingga materinya bisa dimasukkan dengan sempurna. Setelah itu kita bisa membuat media ini menjadi lebih menarik, misalnya dengan menambah pernak pernik media ini dengan batuan krikil yang kecil serta mengubah background agar lebih menarik.”

Another thing was also conveyed by Mrs. Vita, she said that:

“Dalam membuat media ini saya beserta guru lain, membuatnya menggunakan bahan loose parts yaitu kardus, kertas karton, batang kayu kecil, menggambar sketsa, kerang, dll. Disini kami membuat temanya yaitu hujan, karena berkaitan dengan alam semesta serta berkaitan juga dengan bahan-bahan digunakan yang ada disekitar lingkungan. Kami para guru berkerja sama membuatnya serta disesuaikan dengan kreatif masing-masing.”

From the results of the interview above with Mrs. Nurmi and Mrs. Vita as class teachers, big book media based on loose parts is made creatively so that it can attract children's attention in class learning, this media is made using natural materials found around the environment.

Mrs. Zubaida, A.Ma.Pd, as the principal of Tunas Bangsa Kindergarten, she also said that:

“Dalam pembuatan media big book berbasis loose parts yang kami buat dengan media big book pada umumnya diketahui yaitu terdapat perbedaannya, yang dimana pada media big book bisa hanya menggunakan bahan kardus kemudian digambar dengan kertas karton menjadi lukisan dan ditambahi tulisan pada setiap gambar. Sedangkan pada media bog book ini kami para guru menambahkan pernak perniknya dari bahan loose yang sebagai mana disebutkan sebelumnya. Disinilah dapat dilihat kreativitas guru dalam pembuatan media. Pengaruh media pembelajaran yang dibuat guru sangatlah penting karena media dalam proses pembelajaran dapat membantu peserta didik dalam memahami materi yang di ajar, apalagi dalam pembelajaran AUD.”

From the explanation above, media that is made by yourself and other people's media does have some similarities, but in making your media there are of course differences, namely, it can be from the materials and also the decorative decoration in the media. This loose parts-based big book media is good for use in learning media because if a teacher is unable/able to explain material, the role of this media can be represented so that learning objectives can be achieved as planned

.Elaboration

That is, being able to enrich and develop an idea or product, adding or detailing details of an object, idea, or situation so that it is more interesting. Every teacher must have creativity in developing learning media, especially big book media based on loose parts that support the learning process. In this case, researchers explore teacher creativity by using big book media based on loose parts. As explained by Mrs. Susanti, she said that:

“Untuk menggunakan media big book lebih menarik, biasanya saya menambahkan beberapa pernak pernik biasan dalam media big book dan gambar sesuai dengan materi yang diajarkan. Pada media ini tema nya adalah hujan, yang membahas mengenai alam semesta. Agar anak-anak lebih mudah paham, maka saya membuat biasan gambarnya lebih menarik, seperti menggunakan kerang sebagai biasan kupu-kupu, dan pada setia bacaannya saya kasih warna warni setiap penulisan. Tetapi kita harus juga memperhatikan materi yang disampaikan jelas apa tidak pada anak, agar anak bisa memahaminya.”

From the results of the interview with Mrs. Susanti, using big book media based on loose parts must make the decoration on each sheet of the big book clearer, so that the material conveyed from this media can be understood and understood by children.

Mrs Nurmi said :

“Pemberian warna warni pada setiap lembaran media big book sangat penting karena akan menarik minat baca dan mendengarkan setiap guru menjelaskan materi. Pemberisan warna-warni akan dapat membuat anak mengingat materi yang diajarkan. Contohnya pada cover depan lembaran media big book ini saya membuat barang bekas dari tutup botol sebagai matahrai dan ditambahi sama kertas origami, kemudian saya membuat tiap tulisan warna-warni, hal ini lah yang akan menarik perhatian anak dalam pembelajaran.”

As for the same information given by Vita, she said that:

“Dalam menggunakan media big book berbasis loose parts tentunya kita harus memperhatikan detail-detail yang harus ditambahkan ke dalam media yang kita buat agar dapat lebih menarik perhatian peserta didik. Contohnya belajar tentang alam semesta tema hujan. Kita bisa menambahkan batu krikil kecil sebagai butiran butiran air yang akan menurunkan hujan. Kemudia kita juga bisa menambahkan pembatas atau tanda panah sebagai uapan dari siar matahari yang sangat panas yang akan menghasilkan hujan, hal ini akan bisa membuat peserta didik memahaminya. Ketika menyampaikan materi pada media big book berbasis loose parts ini kita juga bisa menambahkan ayat

suci Al-Qur'an agar peserta didik mengetahui bahwa hujan diturunkan oleh Allah SWT sebagai bentuk rezekinya."

From the explanation above, in making big book media based on loose parts, of course, you have to develop and pay attention to every detail of the material used in this media so that you can apply it well to students, by explaining every picture and reading in this media. This is to make learning fun and interesting for children.

Evaluation

Namely determining the benchmark for your assessment and determining whether a question is correct, a sound plan. A teacher must first evaluate whether the media used in learning is by the plan or not, this is so that the media used does not harm the creators and those who use this media. In evaluating this loose parts-based big book media, teachers at Tunas Bangsa Kindergarten worked together to do so.

As stated by Mrs. Nurmi, she said that:

"Dalam menciptakan media big book berbasis loose parts ini, terlebih dulu harus mempersiapkan konsepnya sesuai materi yang akan diajarkan pada peserta didik, setelah itu baru lah membuat media nya, setelah membuat semua nya media ini barulah kita harus mengevaluasi media ini, apakah media ini layak dan dapat dipergunakan dalam pembelajaran. Contohnya dalam media ini apakah bahannya digunakan berbahaya apa tidak, sebelum membuatnya kita terlebih dahulu mencek baik apa tidak, misalkannya ranting kayu harus kita kecilkan atau haluskan agar tidak membahayakan peserta didik, dan pinggiran ujung setiap lembar harus dilapisin dengan lakban atau kertas kartun, hal ini agar ketika peserta didik memegang media ini tidak terluka."

Mrs. Susanti said :

"Dalam menggunakan media big book berbasis loose parts ini, tentunya ada kekurangan dan kelebihan, hal ini lah perlu kita lakukan evaluasi. Kekurangan media big book berbasis loose parts ini yaitu media ini tidak tahan lama dalam menggunakannya, seperti halnya media bisa saja basah terkena air dan mudah rusak. Kelebihan dalam media ini yaitu dalam pembelajaran dapat menarik perhatian peserta didik, pada penyampaian materi peserta didik lebih dapat memahami. Evaluasi sangatlah penting dalam menggunakan media pembelajaran, karena untuk memastikan bahwa media pembelajaran yang dikembangkan terjamin baik kualitasnya dan dapat memenuhi fungsinya untuk mencapai tujuan pembelajaran."

From the statement above, it can be concluded that when using loose parts-based big book media, evaluation or assessment needs to be carried out. This is important to do to find out whether the media used in the learning system implemented by the teacher is effective or not. If a teacher does not carry out an evaluation, it is the same as the teaching staff making no progress in designing or creating media for learning.

Analisis Data

Based on findings in the field, related to teacher creativity in using big book media based on loose parts in the Tunas Bangsa Kindergarten school, there is still a lack of learning media, in this school only focuses on using posters and textbooks. In this research, it was seen that teacher creativity was lacking in implementing learning media in the classroom. Meanwhile, in the world of education, especially PAUD teachers must be creative in creating learning media. According to Dedi Supriadi, creativity is a person's ability to do something new, either in the form of an idea or

in the form of real work (MS., 2021). A teacher's creativity is something that can determine whether or not understanding of a lesson is achieved by students. (Kurniawati et al., 2019).

According to Utami Munandar, there are four reasons why creativity needs to be fostered, namely (Munandar, 1999): (1) With creativity, people will be able to realize themselves, (2) Creativity or creative thinking is the ability to see various possible solutions to a problem. , (3) being busy creatively is not only beneficial for the individual and the environment but moreover also gives satisfaction to the individual, (4) Creativity is what allows humans to improve the quality of their lives. From the statement above, it can be concluded that creativity is a result of human work as a result of thinking and the result of overcoming pressure or problems. Therefore, creativity is needed by every human being to navigate life. Based on the findings of researchers in the field, teacher creativity in using big book media based on loose parts in Tunas Bangsa Kindergarten can be categorized as follows:

Fluency

Fluency: A creative person has fluent thinking skills, meaning he can generate many ideas, and answers, solve problems, and provide many ways or suggestions for doing various things, including the following: a. Asking lots of questions b. Answer with several ideas about a problem c. Fluently use ideas d. Work faster and do more. Fluency in generating ideas/solving problems using loose parts-based big book media. Based on research observations, teachers at the school can answer problems regarding questions given by students, as Mrs. Vita said, namely fluency in using this media can, of course, be seen from one's creativity, which if creativity is often honed/trained it will easy to use the media used in classroom learning.

Fleksibility

Flexibility means being able to create a unique idea or concept according to different points of view. Dexterity/flexibility in generating various alternative ideas from a problem using big book media based on loose parts. Based on observations made, it was found that several obstacles were faced by teachers in using loose parts-based big book media, such as problems with personal ability and time in making media. Teachers' efforts to overcome obstacles in using this media, namely teachers trying to learn and looking for references from the internet. While in the field, researchers observed that teachers in schools did not take part in enough training to develop teacher creativity.

Rasional

Rational means being able to give birth to new and unique expressions, giving birth to methods that are unusual from the usual or something extraordinary, for example, a. Thinking about problems that other people have never thought about before. b. Having asymmetry in drawing or creating designs. c. After reading or hearing ideas then work to determine a new solution. Rational in creating new and unique loose parts based on big book media. Based on observations made regarding teacher creativity, school teachers create big book media based on loose parts by creating new combinations, such as using materials that come from the universe, for example, wooden twigs, and small gravel, and then arranging them according to a given theme. created, like the theme of the universe, sub-themes: rain, volcanic eruptions, day and night.

Elaboration

Elaboration is digesting something in depth by going into extensive and detailed detail. The details in using big book media based on loose parts, were seen when researchers carried out observations in the field, namely, teachers were able to develop details of the materials used in this media, as said by Mrs. Vita, namely when using big book media based on loose parts, of course, we have to pay attention details that must be added to the media we create so that it can attract more students' attention. For example, learning about the universe with a rain theme. We can add small pebbles as water droplets that will make it rain. Then we can also add borders or arrows as steam from very hot sunlight which will produce rain, this will make students understand it. When delivering material on this loose parts-based big book media, we can also add verses from the Holy Qur'an so that students know that rain is sent down by Allah SWT as a form of sustenance.

Evaluation

This means being able to determine the benchmark for your assessment of an object, whether it is stated to be correct or action is wise, and being able to make decisions regarding open situations. Forms of behavior that can be seen include giving considerations based on one's point of view, determining one's own opinion about something, and analyzing problems or solutions critically. The importance of evaluation is to ensure that the learning media developed is of good quality and can fulfill its function to achieve learning objectives (Warsita, 2013). From observations made by research, in evaluating the loose parts-based big book media, the teachers at Tunas Bangsa Kindergarten worked together in doing so. Before applying it to students, the teacher first ensures that the materials used in the big book media are safe and not dangerous to children. This is done to find out whether the learning media created/produced can achieve the set learning objectives.

CONCLUSION

Based on the research results, teacher creativity in using big book media based on loose parts in Tunas Bangsa Kindergarten PT Padasa Enam District XIII Koto Kampar can be seen from 5 indicators, namely Fluency, Flexibility, Rational, Detail (Elaboration), and Assessing /Evaluation. Teachers can develop their creativity using big book media based on loose parts. However, there are several obstacles faced by teachers, such as personal abilities and time in creating media. Teachers' efforts to overcome obstacles in using this media, namely teachers trying to learn and looking for references from the internet. When delivering material on loose parts-based big book media, you can add holy verses from the Koran. The observations made by the research carried out in evaluating the loose parts-based big book media, the teachers at Tunas Bangsa Kindergarten worked together in doing so.

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