DIFFERENTIATED LEARNING INNOVATIONS TO INCREASE EARLY CHILDHOOD CREATIVITY THROUGH LOOSE PART MEDIA

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Abstrak: Penelitian ini bertujuan untuk mengeksplorasi inovasi dalam pembelajaran berdiferensiasi menggunakan media loose part untuk meningkatkan kreativitas anak usia dini di Kecamatan RA Al-Hikmah Beringin dan memberikan pemahaman kepada guru tentang penerapan pembelajaran berdiferensiasi. Metode penelitian ini dilakukan melalui penelitian tindakan kelas di kelas B di RA Al-Hikmah Beringin Kecamatan dengan partisipasi 15 siswa, terdiri dari 6 siswa laki-laki dan 9 siswa perempuan. Pendekatan analisis data yang digunakan meliputi deskriptif kualitatif dan deskriptif kuantitatif, sedangkan teknik pengumpulan data melibatkan observasi, wawancara, dan dokumentasi. Penelitian ini terdiri dari dua siklus dengan empat tahap, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Setiap siklus menerapkan pendekatan pembelajaran yang berbeda dengan fokus pada kesiapan belajar, minat belajar, dan profil belajar anak. Proses pelaksanaan penelitian melibatkan empat tahap, yaitu konten, proses, produk, dan lingkungan belajar. Hasil penelitian menunjukkan bahwa pada tahap pra siklus, perkembangan kreativitas anak melalui pembelajaran berdiferensiasi dengan media loose parts masih rendah, dengan rata-rata 26,6%. Pada Siklus I, terjadi peningkatan perkembangan kreativitas anak sebesar 53,3%, sedangkan pada Siklus II peningkatan lebih signifikan mencapai 80%. Temuan ini memberikan kontribusi penting bagi pengembangan metode pembelajaran yang inklusif dan menarik untuk anak usia dini.

Kata kunci: Inovasi; Pembelajaran Berdiferensiasi; Kreativitas; Media Loose Part;

Abstract: This study aims to explore innovations in differentiated learning using loose part media to improve early childhood creativity at RA Al-Hikmah Beringin Subdistrict and provide understanding to teachers about the application of differentiated learning. This research method was conducted through classroom action research in class B at RA Al-Hikmah Beringin District with the participation of 15 students, consisting of 6 male students and 9 female students. The data analysis approach used included descriptive qualitative and descriptive quantitative, while data collection techniques involved observation, interviews, and documentation. The study consisted of two cycles with four stages, namely planning, implementation, observation, and reflection. Each cycle applied a different learning approach with a focus on children's learning readiness, learning interest and learning profile. The research implementation process involved four stages, namely content, process, product, and learning environment. The results showed that at the pre-cycle stage, the development of children's creativity through differentiated learning with loose parts media was still low, with an average of 26.6%. In Cycle I, there was an increase in children's creativity development of 53.3%, while in Cycle II the increase was more

significant reaching 80%. These findings make an important contribution to the development of inclusive and interesting learning methods for early childhood.

Key words: *Innovation; Differentiated Learning; Creativeness; Media Lose Part;*

INTRODUCTION

Early childhood development certainly has creativity that involves the right and left brain work systems. According to Masnipal, the early age period is a crucial time to develop a person's creativity.[1] Creativity is the ability to think in unusual ways so as to be able to find unique solutions to problems.[2] Meanwhile, according to NACCCE (National Advisory Committee for Creative and Cultural Education), creativity is an imaginative activity that provides something new and valuable.[3] According to Ismaniar, creativity involves the creation of something new and has not existed before.[4] Browne and Gordon stated that creativity is the ability to create imaginative ideas and adapt from old ideas to new ideas. In Gordon's view, these new ideas allow a person to change or update old ideas into something more innovative and imaginative.[5] From these various definitions, it can be concluded that creativity is a person's ability to create or change something existing to be more innovative through imaginative activities that produce new works and solve problems.

[1] Yasinta Maria Fono et al., "Development of Mother Language-Based Children's Worksheets for Improving Pre-Literacy in Kober Peupado," *As-Sibyan JUrnal Early Childhood Education* 9, no. 2 (2024): 285–94, https://doi.org/https://doi.org/10.32678/assibyan.v9i2.10711.

[2] Elly's Mersina Mursidik, Nur Samsiyah, and Hendra Erik Rudyanto, "Creative Thinking Ability in Solving Open-Ended Mathematics Problems Reviewed from the Mathematics Ability Level of Elementary School Students," *Journal of Pedagogia* 4, no. 1 (2015): 23–33, https://doi.org/https://doi.org/10.21070/pedagogia.v4i1.69.

[3] Balandina Debeturu and Lanny Wijayaningsih, "Increasing the Creativity of Children Aged 5-6 Years through Magic Puffer Ball Media" 3, no. 1 (2019): 233–40, https://doi.org/10.31004/obsesi.v3i1.180.

[4] Ismaniar, *Deu-Coupage Creativity Training Textbook for Early Childhood Education Educators* (Padang: Faculty of Education, Padang State University, 2018).

[5] Badriah Rahmawati, "THESIS ON EFFORTS TO INCREASE EARLY CHILDHOOD CREATIVITY THROUGH COLORING ACTIVITIES AT KINDERGARTEN PERTIWI 1 RAJA BASA LAMA" (Islamic Religious Institute (IAIN) Metro, 2019).

Low creativity in early childhood is often caused by learning models that are not in accordance with children's needs and the use of monotonous learning media, which has an impact on children not being motivated in developing their ideas. Teacher-centered learning can hinder children in developing creativity and critical thinking [6] In developing children's creativity, teachers should provide creative and fun learning, not just based on books or learning media that are no longer relevant. One way is to use a differentiated learning model.

According to Wulandari in[7] differentiated learning is an effort by educators to adjust student learning activities in student readiness, interests, and learning styles. This aims to achieve learning goals. Differentiated learning can improve students' abilities according to their developmental stage and motivate them to achieve learning goals because it is adjusted to the abilities of each child. In the Independent Curriculum, differentiated learning is a strategy that gives freedom to teachers and students to determine the learning process. This curriculum emphasizes the role of teachers as facilitators and students as active and independent learning subjects. This approach allows teachers to recognize different needs and abilities among students, providing options that suit the individual's learning style and ability level. The goal is to create an inclusive learning environment, supporting each student's academic and personal growth.

By implementing differentiated learning in the Independent Curriculum, it is hoped that students' learning motivation will increase, their understanding will be expanded, and the learning experience will become more meaningful and relevant. In addition, this strategy helps to create diversity in the learning process so that each student can reach their

[6] Hapsah Rahayu, Elindra Yetti, and Yetti Supriyati, "Increasing Early Childhood Creativity through Movement and Song Learning," *Journal of Obsession: Journal of Early Childhood* Education 5, no. 1 (2020): 832–40, https://doi.org/10.31004/obsesi.v5i1.691.

[7] Nur Muhassanah et al., "Student-Centered Differentiated Learning Planning at the Early Childhood Education (PAUD) level" 1, no. 2 (2023): 77–88.

maximum potential. Overall, the integration of differentiated learning in the Independent Curriculum supports a vision of education that is inclusive, progressive, and responsive to the individual needs of students, thereby creating a learning environment that stimulates, supports, and motivates each student to achieve optimal academic success and personal development.

In his book entitled *How to Differentiate Instruction in Mixed Ability Classrooms*, Tomlinson explains that in maximizing student learning, teachers need to consider three main factors: readiness, interest, and learning style. Teachers have a role in understanding children to perform better if the tasks given are in accordance with their previous skills and understanding (learning readiness). In addition, if the task triggers curiosity or passion in a child (interest), and if the task provides an opportunity for them to work in a way they like (learning profile).[8]

Furthermore, Tomlinson[9] stated that differentiated learning can be done in four ways: 1) Content, which is what material students learn; 2) Process, namely the way students process information and ideas; 3) Product, which is a result that shows what that students have learned; and 4) The learning environment, namely the atmosphere and how students work in learning. Not only the right learning model, the use of diverse learning media is also important to overcome this challenge. One example is the "loose parts" learning media. "Loose parts" is a constructive learning medium consisting of objects that can be removed, combined, arranged, and assembled according to children's desires and imagination. This helps optimize children's development, especially their creativity.[10]

[8] Nur Cahyati Ngaisah, Munawarah, and Reza Aulia, "The Development of Differentiated Learning in the Independent Curriculum in Early Childhood Education," *Bunayya: Journal of Children's Education* 9, no. 1 (2023): 1, https://doi.org/10.22373/bunayya.v9i1.16890.

[9] Devi Kurnia Fitra, "Differentiated Learning in the Perspective of Progressivism in Science Subjects," *Journal of Indonesian Philosophy* 5, no. 3 (2022): 250–58.

[10] Siskawati Herawati, "The Effectiveness of Media Loose Parts in PAUD Group A during the Learning from Home Period," *Journal of Out-of-School Education* 15 (2021), https://doi.org/10.32832/jpls.v14i2.4629.

The concept of *loose parts* was first developed by Simon Nicholson in 1974. *Loose parts* are materials that can be moved, carried, combined, redesigned, reorganized, separated, and put back together in a variety of ways. The idea of 'loose parts' was chosen because Simon believes that all children have creative minds and that the environment will empower their creative imagination to develop children's creativity.[11] *Loose parts* are also often referred to as manipulative objects, which means materials that can be picked, sorted, organized, and collected by children.[12]

At the time of the first pre-survey, it was found that the level of children's creativity was very low. This can be seen from the fact that children are still unable to produce their own work, still follow the teacher's instructions, and tend to imitate the work of their friends. Children have not been able to develop their ideas and imagination due to a lack of motivation and direction from teachers. Learning in the classroom is still dominated by activities that only lead to learning to remember, read, write, and count. This method of learning does not encourage children to develop critical thinking skills and reduces children's freedom to explore their creativity.

In the second pre-survey, some of the problems identified were the lack of creativity of teachers in creating a fun learning atmosphere and generalizing activities for all children. In addition, learning in the classroom has not used the right media according to the current needs of children, so that children feel bored, disinterested, and lazy during the learning process. Facing this problem, the researcher argues that further action is needed to increase children's creativity through differentiated learning using *loose parts* media and educating teachers on how to implement differentiated learning.

[11] Dwi Putriana Naibaho, "Differentiated Learning Strategies Can Improve Students' Learning Comprehension," *Journal of Creative Student Research (JCSR)* 1, no. 2 (2023), https://doi.org/https://doi.org/10.55606/jcsrpolitama.v1i2.1150.

[12] Heather Olsen dan Brandy Smith, “Sandboxes, loose parts, and playground equipment: a descriptive exploration of outdoor play environments,” *Early Child Development and Care* 187, no. 5–6 (2017): 1055–68, https://doi.org/10.1080/03004430.2017.1282928.

METHODS

This research was conducted using the Classroom Action Research method with a quantitative and qualitative approach. Classroom Action Research (PTK) is a process designed to empower all participants in the learning process, including students, teachers, and other participants, with the aim of improving practices applied in the educational experience. All participants played an active role in the research process [13] The purpose of this research is to improve the quality of learning and children's creativity through the use of loose parts media. This research was conducted in two cycles, where each cycle consisted of planning, action, observation, and reflection.[14]

The subject of this study was a sample consisting of 15 children out of 70 children aged 5-6 years and 2 teachers at RA Al-Hikmah, Pasar V Village, Kebun Kelapa Beringin. Samples are selected according to the needs of the researcher to ensure better control over the research so that the data obtained is more accurate. The data analysis technique uses two approaches, namely qualitative and quantitative descriptive. The qualitative descriptive approach is used to measure the effectiveness of the use of *loose parts* media on children's creativity, while the quantitative approach is used to see the improvement of results during the learning process so that the results are more accurate. The data collection techniques used include observation, interviews, and documentation.[15] Creativity indicators can be seen in the following table:

[13] Suhardjono and Supardi Suharsimi Arikunto, *Classroom Action Research* (Jakarta: Bumi Aksara, 2019).

[14] Agung Prihantoro and Fattah Hidayat, "Conducting Class Action Research," *Ulumuddin : Journal of Islamic Sciences* 9, no. 1 (2019): 49–60, https://doi.org/10.47200/ulumuddin.v9i1.283.

[15] Ardiansyah, Risnita, and M. Syahran Jailani, "Data Collection Techniques and Educational Scientific Research Instruments on Qualitative and Quantitative Approaches," *IHSAN: Journal of Islamic Education* 1, no. 2 (2023): 1–9, https://doi.org/https://doi.org/10.61104/ihsan.v1i2.57.

Table 1. Creativity Indicators

Aspects	Creativity Indicators
Produce a work	Children are able to produce a work
	Children create on their own without the help of others
Troubleshoot	The child shows a creative attitude and solves problems (ideas, unusual ideas)
	Have responsibility for the assigned tasks

Meanwhile, the table of early childhood development achievements can be seen in the table below:

Table 2. Achievements in the Development of Children's Creativity

Child Assessment Criteria	Value
(Underdeveloped) *Undeveloped* (BB)	1
(Start Growing) *Start Growing* (MB)	2
(Developing as expected) *Living according to expectations* (BSH)	3
(very well developed) *very well developed* (BSB)	4

The criteria for the percentage of conformity according to Annas Sujiono are obtained in 4 levels, namely:

Table 3. Achievement of Percentage Increase in Children's Creativity

Percentage	Description
80% - 100%	Increasing the child's creativity is good
60% - 79%	Increased children's creativity is enough
30% - 59%	Increasing children's creativity is not good
0% - 29%	Children's creativity enhancement is not very good

As for the development of children's creativity, it was analyzed by comparative descriptive analysis, namely comparing the scores between cycle I and cycle II classically with a work indicator of at least 80%.

RESULTS AND DISCUSSION

Before conducting research, in differentiated learning, learning must be child-centered [16] For this reason, both researchers and teachers must recognize the characteristics of children. Children's learning characteristics can be seen from; 1) children's learning readiness; Teachers group children based on their learning readiness (able to master learning) 2) Learning interests, teachers group children based on their learning interests, for example; groups of mathematics, art, science and others, 3) learning styles; Teachers group children based on their learning style (visual, audio, audio-visual or kinesthetic).

After understanding the characteristics of the child, then conduct research that is adjusted to the learning steps that are differentiated in each cycle, including: 1) Determining the learning theme, finding a way that suits the child's learning style, identifying students who may have mastered the material and reducing learning time, giving lessons to groups or individuals of students who have not mastered the material, 2) Process; how the child processes during learning, 3) the product; how teachers can encourage children to show what they have learned and done in various forms of work, 4) A positive learning environment.[17]

Before giving the action or pre-cycle, the researcher conducted interviews with teachers about the learning model and the media used during learning. This is done to see the extent of the development of children's creativity. This can be seen from table 4:

[16] Siti Nur'asiah, "Increasing Early Childhood Creativity Through Differentiated Learning and Loose Pat Media," *Al Itihadu Journal of Education* 2, no. 2 (2023).

[17] Agus and Muhamad Zaini Purwowidodo, *Theory and Practice of Differentiated Learning Models for the Implementation of the Independent Learning Curriculum*, ed. by Fathurrohman, 1 ed. (Yogyakarta: Penebar Media Pustaka, 2023).

Table 4. Pre-cycle Observation Results Data

Child Code	Children Are Able to Produce Works	Children Create Works Without Help	Children show a creative attitude and good problem solving	Children Have an Attitude of Responsibility	Completed or unfinished
L1	Start Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
L2	Not Yet Appearing	Not Yet Appearing	Start Appearing	Start Appearing	Unfinished
L3	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
L4	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
L5	Start Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
L6	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
L7	Already Appearing	Start Appearing	Not Yet Appearing	Start Appearing	Finish
P8	Start Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
P9	Start Appearing	Start Appearing	Start Appearing	Already Appearing	Finish
P10	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
P11	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
P12	Start Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
P13	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Start Appearing	Unfinished
P14	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
P15	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished

From the data in the table above, it is known that the children who experienced completeness amounted to 4 people. Next, the analysis is sought to find the classical completeness using the formula:

Formula: $P = \times 100\% \frac{\sum Children\ Who\ Depeloped}{\sum Children}$

$P = \times 100\% \frac{\sum 4}{\sum 15}$

P= 26.6%

Based on these data, it can be concluded that only 4 out of 15 children or 26.6% achieve individual completeness. This figure indicates that the level of children's creativity is in a very low category, which is between 0-29%, in accordance with the provisions described in the research method.

Then, the researcher continued with the action in the first cycle to follow up on the findings in the pre-cycle. After the implementation of Classroom Action Research in cycle I, significant development was seen. This development can be seen in the following table 4:

Table 4. Observation Data from Cycle I

Child Code	Children Are Able to Produce Works	Children Create Works Without Help	Children show a creative attitude and good problem solving	Children Have an Attitude of Responsibility	Completed or unfinished
L1	Already Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
L2	Start Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
L3	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
L4	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
L5	Already Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
L6	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Start Appearing	Unfinished
L7	Already Appearing	Start Appearing	Already Appearing	Already Appearing	Finish
P8	Start Appearing	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Unfinished
P9	Not Yet Appearing	Start Appearing	Start Appearing	Already Appearing	Finish
P10	Start Appearing	Not Yet Appearing	Not Yet Appearing	Start Appearing	Unfinished
P11	Start Appearing	Start Appearing	Already Appearing	Start Appearing	Finish
P12	Start Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
P13	Start Appearing	Start Appearing	Not Yet Appearing	Already Appearing	Finish
P14	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Already Appearing	Unfinished
P15	Not Yet Appearing	Not Yet Appearing	Start Appearing	Not Yet Appearing	Unfinished

From the data in the table above, it is known that the children who experienced completeness amounted to 8 people. Next, the analysis is sought to find the classical completeness using the formula:

Formula: **P= x 100%** $\frac{\sum Children\ Who\ Depeloped}{\sum Children}$

P= x 100% $\frac{\sum 8}{\sum 15}$

P= 53,3%

Based on these data, it can be concluded that as many as 8 children or 53.3% have achieved individual completeness. This shows that the level of children's creativity is in the poor category, which is between 30%-59%. From the research in the first cycle, several problems were found, including: Children are not able to create on their own without the help of others and have not been able to show a creative attitude in solving problems. This is because children are not used to working independently and always ask for the teacher's help in making something. In addition, the teaching and learning process that only focuses on books and teachers makes children unable to show a creative attitude in solving problems. Seeing that the development of children's creativity has not met the target, the researcher decided to continue the research to cycle II.

Table 5. Observation Data Cycle II

Child Code	Children Are Able to Produce Works	Children Create Works Without Help	Children show a creative attitude and good problem solving	Children Have an Attitude of Responsibility	Completed or unfinished
L1	Already Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
L2	Start Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
L3	Already Appearing	Start Appearing	Start Appearing	Start Appearing	Finish
L4	Start Appearing	Start Appearing	Start Appearing	Already Appearing	Anonymous
L5	Start Appearing	Not Yet Appearing	Already Appearing	Start Appearing	Finish

L6	Already Appearing	Start Appearing	Start Appearing	Start Appearing	Unfinished
L7	Already Appearing	Start Appearing	Start Appearing	Already Appearing	Finish
P8	Already Appearing	Start Appearing	Start Appearing	Start Appearing	Anonymous
P9	Already Appearing	Start Appearing	Start Appearing	Already Appearing	Finish
P10	Start Appearing	Start Appearing	Start Appearing	Already Appearing	Finish
P11	Already Appearing	Start Appearing	Already Appearing	Start Appearing	Finish
P12	Already Appearing	Start Appearing	Start Appearing	Start Appearing	Anonymous
P13	Start Appearing	Start Appearing	Start Appearing	Already Appearing	Finish
P14	Not Yet Appearing	Not Yet Appearing	Not Yet Appearing	Already Appearing	Unfinished
P15	Not Yet Appearing	Not Yet Appearing	Start Appearing	Not Yet Appearing	Unfinished

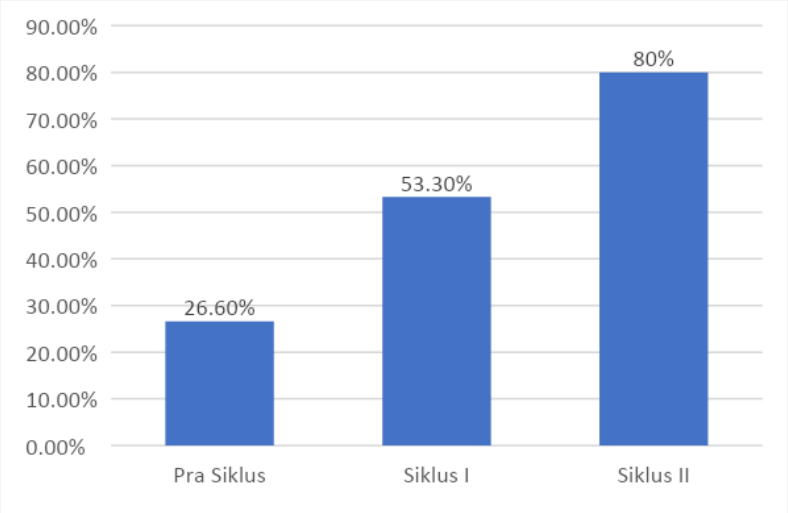
From the data in the table above, it is known that the children who experienced completeness amounted to 12 people. Next, the analysis is sought to find the classical completeness using the formula:

Formula: P= x 100% $\frac{\sum \boldsymbol{Children\ Who\ Depeloped}}{\sum \boldsymbol{Children}}$

P= x 100% $\frac{\sum 12}{\sum 15}$

P= 80%

Based on the data above, it can be concluded that children who experience individual completeness are 8 out of 15 children or 80%. This shows that the level of children's creativity is categorized as good, which is between 80%-100%. Seeing that the development of children's creativity has increased and has reached the target, this research is said to be complete and successful. The increase in the achievement of children's creativity development from pre-cycle to cycle II can be seen in the graph below:



Graph.1. the overall completeness of the development of children's creativity from pre-cycle to cycle II

In RA Al-Hikmah Kec. Beringin District, the creativity of children aged 5-6 years through differentiated learning with loose parts media has experienced a significant increase, as shown in the graph above. This is in line with what Montolalu, who says that creativity can be developed by giving children the opportunity to express themselves freely, find their own ways to solve problems, and become more open and happy while playing.[18] The development of children's creativity can be optimized by using a differentiated learning model that is child-centered and utilizes various loose parts media that allow children to create whatever they want.

The learning process should be an exciting intellectual adventure for students. A meaningful learning process directs students to have life skills that include personal skills, social skills and vocational skills. In different learning processes, teachers must focus more on developing or

[18] Umi Latifatun Nafisah and Dhinuk Puspita Kirana, "The Application of Rewards to Improve Children's Discipline in Learning," *Kiddo: Journal of Early Childhood Islamic Education* 2, no. 1 (February 2021): 14–26, https://doi.org/10.19105/kiddo.v2i1.3612.

strengthening students' potential while motivating and guiding them to improve their weaknesses through various strategies and methods.[19]

According to Suwartiningsih (2021), in LMS Module 2.1 of the Master of Teacher Program, differentiated learning is a collection of logical decisions made by teachers with a focus on students. Indicators of this decision include: 1) Creating a learning environment that encourages students to achieve high learning goals; 2) Teachers' responses to students' learning needs, which include lesson planning, learning resources, learning strategies, different media, assignments, and assessments; and 3) Effective classroom management, which includes procedures and routines that allow for flexibility with a clear structure that allows students to participate in engaging activities. [20] From this explanation, it can be emphasized that the different roles of teachers in learning are very important to encourage and direct students to reach their best potential.

Playing with *loose parts* is great for early childhood because they learn to use all of their senses. By using loose *parts* media, children can use all their imagination to create works with various materials and immediately see and feel various textures of objects. Therefore, the purpose of learning by using Tumbularani an media *loose parts* is to make children more creative because they have the freedom to be creative with the loose materials provided.[21]

[19] Ahmad Muktamar, Wahyuddin, and A. Baso Umar, "Differentiated Learning from the Perspective of Independent Learning: Concept and Implementation in Islamic Religious Education," *JICN: Journal of INtelek and Nusantara Scholars* 1, no. 2 (2024): 1109–23, https://jicnusantara.com/index.php/jicn/article/view/138.

[20] Aiman Faiz, Anis Pratama, and Imas Kurniawaty, "Differentiated Learning in the Driving Teacher Program in Module 2.1," *Journal of Basicedu* 6, no. 2 (2022): 2846–53, https://doi.org/10.31004/basicedu.v6i2.2504.

[21] Nurliana, Muhammad Yusri Bachtiar, and Ita Rostia Ichsan, "Increasing Children's Creativity Through Loose Part Materials in Group B of Aba Kalosi Kindergarten, Enrekang Regency, South Sulawesi," *Journal of Learning Thought and Development* 4, no. 1 (2022): 451–60.

CONCLUSION

Differentiated learning is learning that adapts classroom activities to meet the diverse needs of students based on readiness, interests, and learning profiles. This learning is characterized by content, processes, products, and learning environments. Using this approach can improve children's abilities and motivation. Meanwhile, loose part media is an object that can be moved, arranged, and released again that can support creativity, can optimize learning in the classroom with various abilities. The development of creativity in children aged 5-6 years through learning that is different from loose part media has experienced a significant increase. The learning process should be an exciting intellectual adventure, leading students to develop life skills. Differentiated learning means sensible decisions made by teachers and student-oriented. The role of teachers in differentiated learning is crucial in stimulating and directing students to reach their potential. Playing with *loose parts* media is perfect for early childhood, as they learn by using all of their senses and can instantly see and feel to recognize different textures of objects.

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