

ABSTRAK

Awalia Ramadani, NIM. 220101080800. *Green Play* Berbasis *Looseparts* Sebagai Media Eksperimen Sains di Taman Kanak-Kanak Islam Terpadu Permata Kumai Kotawaringin Barat, Dosen Pembimbing Skripsi Ika Irayana, S.Pd.I, M.Pd, dengan Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. 2026.

Kata kunci: *Green Play*, *Looseparts*, Eksperimen Sains.

Green play berbasis *looseparts* merupakan pendekatan pembelajaran yang memanfaatkan bahan alam dan bahan daur ulang sebagai media bermain sekaligus media eksperimen sains bagi anak usia dini. Melalui kegiatan seperti eksperimen tenggelam dan mengapung, rambatan air pada tisu, dan eksplorasi bahan alam, anak belajar melalui proses mengamati, mencoba, menemukan, dan mengomunikasikan hasil pengamatan. Penelitian ini bertujuan untuk mendeskripsikan penggunaan *green play* berbasis *looseparts* sebagai media eksperimen sains di TK IT Permata Kumai serta mengidentifikasi faktor pendukung dan penghambat pelaksanaannya.

Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif. Informan penelitian terdiri atas kepala sekolah, 1 guru sentra bahan alam, serta anak kelompok A berjumlah 19 anak dan anak kelompok B berjumlah 18 anak. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dilakukan melalui triangulasi sumber, triangulasi teknik, dan triangulasi waktu, serta penerapan etika penelitian.

Hasil penelitian menunjukkan bahwa penggunaan *green play* berbasis *looseparts* telah diterapkan melalui tahap perencanaan, pelaksanaan, dan evaluasi pembelajaran. Penerapannya mampu mendukung pembelajaran eksperimen sains dengan mendorong anak aktif bereksplorasi, berpikir kritis, berkreasi, memecahkan masalah, dan berkomunikasi. Pelaksanaannya didukung oleh kompetensi guru, ketersediaan bahan, dukungan sekolah, dan antusiasme anak, meskipun masih terdapat kendala dalam penyediaan bahan, penyimpanan media, dan pengelolaan kelas.

ABSTRACT

Awalia Ramadani, 220101080800. *Loose Parts-Based Green Play as a Medium for Science Experiments at Permata Kumai Integrated Islamic Kindergarten, West Kotawaringin. Thesis Supervisor: Ika Irayana, S.Pd.I., M.Pd. Undergraduate Program in Early Childhood Islamic Education, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin, 2026.*

Keywords: *Green Play, Loose Parts, Science Experiments.*

Loosepart based green play is a learning approach that utilizes natural and recycled materials as play resources as well as learning media for science experiments in early childhood education. Through activities such as sinking and floating experiments, water absorption experiments using tissue paper, and the exploration of natural materials, children engage in observing, experimenting, discovering, and communicating their findings. This study aimed to describe the implementation of loose parts-based green play as a medium for science experiments at Permata Kumai Integrated Islamic Kindergarten and to identify the supporting and inhibiting factors influencing its implementation.

This study employed a qualitative approach using a descriptive research design. The participants consisted of the principal, one teacher responsible for the natural materials learning center, 19 children from Group A, and 18 children from Group B. Data were collected through observation, interviews, and documentation, and were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. The trustworthiness of the data was established through source triangulation, technique triangulation, time triangulation, and the application of research ethics.

The findings revealed that looseparts based green play was implemented through the stages of planning, implementation, and evaluation. Its implementation supported science experiment learning by encouraging children to actively explore, think critically, develop creativity, solve problems, and communicate their ideas and findings. The implementation was supported by teachers' competence, the availability of learning materials, institutional support, and children's enthusiasm. However, several challenges remained, particularly in the provision of materials, the storage and management of learning media, and classroom management during learning activities.