

ABSTRACT

The purpose of this study was to find out and examine data on: 1) The implementation process of the Loose Parts Media Planning and Application Training Program to Improve the Competence of ECCE Teachers in Implementing Independent Learning in Rancasari District, Bandung City; 2) The Effectiveness of the Training Program on Planning and Implementing Media Loose Parts to Improve the Competence of ECCE Teachers in Implementing Independent Learning in Rancasari District, Bandung City; 3) Supporting and Inhibiting Factors of Training Program Planning and Implementation of Loose Parts Media to Improve ECCE Teacher Competence in Implementing Independent Learning in Rancasari District, Bandung City. The concepts that are used as the basis for this study are: the concept of Media Loose Parts, the concept of ECCE Teacher Competence, and the concept of Merdeka learning implementation. This study used a mixed method approach using exploratory sequential design. The qualitative data collection techniques used are interviews, observations, documentation and literature conducted on participants of the loose Parts media planning and application training program, program organizers, and resource persons for the loose Parts mediaplanning and application training program. Quantitative data collection techniques are carried out using pretest postes. The results showed that (1) The stages of implementation of training for ECCE teachers in Rancasari District, Bandung City, showed the use of various interactive training methods and practices designed to improve teacher competence in the application of loose Parts media and the principle of Merdeka Belajar. (2) Statistical analysis, including the Paired t-test, indicated a significant improvement in ECCETeachers' knowledge and skills scores after training, with an average score increase of 4.79 points confirming the effectiveness of the training in improving ECCE teachers' competence and providing a strong basis for advocating for the use of loose Parts media in Merdeka Belajar learning practices. (3) This training program is supported by positive interaction, material suitability, school management support, use of technology, adequate training facilities, participant enthusiasm, and solid teamwork. However, this program faces obstacles in the form of schedule conflicts, limited understanding of loose Parts media, time constraints, differences in perception between teachers, lack of materials or media, challenges in increasing creativity, limited classrooms, and technical difficulties in implementing loose Parts media.

Keywords: Media Loose Part, Merdeka Belajar, PAUD Teacher Competence.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menelaah data tentang: 1) Proses implementasi Program Pelatihan Perencanaan Dan Penerapan Media *Loose Parts* Untuk Meningkatkan Kompetensi Guru PAUD dalam Mengimplementasikan Merdeka Belajar di Kecamatan Rancasari Kota Bandung; 2) Efektivitas Program Pelatihan Perencanaan Dan Penerapan Media *Loose Parts* Untuk Meningkatkan Kompetensi Guru PAUD dalam Mengimplementasikan Merdeka Belajar di Kecamatan Rancasari Kota Bandung; 3) Faktor-faktor Pendukung dan penghambat Program Pelatihan Perencanaan Dan Penerapan Media *Loose Parts* Untuk Meningkatkan Kompetensi Guru PAUD dalam Mengimplementasikan Merdeka Belajar di Kecamatan Rancasari Kota Bandung. Konsep yang dijadikan dasar dalam penelitian ini yaitu: konsep Media *Loose Parts*, Konsep Kompetensi Guru PAUD, dan konsep implementasi Merdeka belajar. Penelitian ini menggunakan pendekatan mixed method dengan menggunakan *exploratory sequential design*. Pengumpulan data kualitatif yang digunakan adalah wawancara, observasi, dokumentasi dan kepustakaan. Teknik pengumpulan data kuantitatif dilakukan menggunakan pretes postes. Hasil penelitian menunjukkan bahwa (1) Tahapan implementasi pelatihan untuk guru PAUD di Kecamatan Rancasari, Kota Bandung, menunjukkan penggunaan berbagai metode pelatihan interaktif dan praktik yang dirancang untuk meningkatkan kompetensi guru dalam penerapan media *loose Parts* dan prinsip Merdeka Belajar. (2) Analisis statistik, termasuk uji t Berpasangan, mengindikasikan adanya peningkatan yang signifikan dalam skor pengetahuan keterampilan guru PAUD setelah mengikuti pelatihan, dengan rata-rata peningkatan skor sebesar 4.79 poin menegaskan efektivitas pelatihan dalam meningkatkan kompetensi guru PAUD dan memberikan dasar kuat untuk mengadvokasi penggunaan media *loose Parts* dalam praktik pembelajaran Merdeka Belajar. (3) program pelatihan ini didukung oleh interaksi positif, kesesuaian materi, dukungan manajemen sekolah, penggunaanteknologi, fasilitas pelatihan yang memadai dan antusias peserta.

Kata Kunci: Media *Loose Parts*, Merdeka Belajar, Kompetensi Guru PAUD