

ABSTRAK

Fortuna, Putu Gitta (2026), Pengaruh *Project-Based Outdoor Learning Activity* Menggunakan Media *Loose Parts* terhadap Perkembangan Motorik Halus dan Motorik Kasar Anak Usia Dini di TK Lingga Murti School Denpasar Selatan. Tesis, Pendidikan Anak Usia Dini, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: *Project-Based Outdoor Learning Activity*, *Loose Parts*, motorik halus, motorik kasar, anak usia dini.

Penelitian ini bertujuan untuk menganalisis pengaruh *Project-Based Outdoor Learning Activity* menggunakan media *Loose Parts* terhadap perkembangan motorik halus dan motorik kasar anak usia dini di TK Lingga Murti School Denpasar Selatan. Perkembangan motorik merupakan salah satu aspek penting dalam tumbuh kembang anak usia dini yang memerlukan stimulasi melalui kegiatan pembelajaran yang aktif, kontekstual, dan berbasis pengalaman langsung. Namun, pembelajaran yang lebih banyak dilakukan di dalam kelas menyebabkan kesempatan anak untuk mengeksplorasi lingkungan dan mengembangkan kemampuan motoriknya menjadi terbatas. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi experimental jenis *Posttest-Only Control group Design*. Populasi penelitian adalah seluruh anak usia 4–6 tahun di TK Lingga Murti School Denpasar Selatan. Sampel penelitian berjumlah 46 anak yang terdiri atas 23 anak pada kelompok perlakuan dan 23 anak pada kelompok pembandingan. Kelompok perlakuan diberikan kegiatan *Project-Based Outdoor Learning Activity* menggunakan media *Loose Parts* selama enam kali pertemuan, sedangkan kelompok pembandingan mengikuti pembelajaran konvensional. Data dikumpulkan menggunakan lembar observasi perkembangan motorik halus dan motorik kasar yang telah memenuhi validitas isi dengan nilai *Aiken's V* sebesar 1,00. Analisis data dilakukan menggunakan uji *Mann-Whitney* dan *MANOVA*. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh signifikan *Project-Based Outdoor Learning Activity* menggunakan media *Loose Parts* terhadap perkembangan motorik halus anak dengan nilai signifikansi 0,001 ($p < 0,05$); (2) terdapat pengaruh signifikan terhadap perkembangan motorik kasar anak dengan nilai signifikansi 0,000 ($p < 0,05$); dan (3) terdapat pengaruh signifikan secara simultan terhadap perkembangan motorik halus dan motorik kasar anak dengan nilai signifikansi 0,000 ($p < 0,05$). Rata-rata skor perkembangan motorik anak pada kelompok perlakuan lebih tinggi dibandingkan kelompok pembandingan. Berdasarkan hasil penelitian dapat disimpulkan bahwa *Project-Based Outdoor Learning Activity* menggunakan media *Loose Parts* efektif dalam meningkatkan perkembangan motorik halus dan motorik kasar anak usia dini serta dapat dijadikan sebagai alternatif pembelajaran yang inovatif, aktif, kontekstual, dan berbasis lingkungan pada pendidikan anak usia dini.

ABSTRACT

Fortuna, Putu Gitta (2026), The Effect of Project-Based Outdoor Learning Activities Using Loose Parts Media on Fine and Gross Motor Development of Early Childhood at Lingga Murti School Kindergarten, South Denpasar. Thesis, Early Childhood Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and reviewed by Supervisor I: Nice Maylani Asril, S.Psi., M.Psi., Ph.D. and Supervisor II: Dr. Ni Ketut Desia Trisiantari, S.Pd., M.Pd.

Keywords: Project-Based Outdoor Learning Activity, Loose Parts, fine motor skills, gross motor skills, early childhood.

This study aimed to analyze the effect of Project-Based Outdoor Learning activities using Loose Parts media on the fine and gross motor development of early childhood at Lingga Murti School Kindergarten, South Denpasar. Motor development is an important aspect of early childhood growth that requires stimulation through active, contextual, and experiential learning activities. However, learning activities that are predominantly conducted indoors may limit children's opportunities to explore their environment and optimally develop their motor abilities. This study employed a quantitative approach with a Quasi-Experimental Design using a Posttest-Only Control group Design. The population consisted of children aged 4–6 years enrolled at Lingga Murti School Kindergarten, South Denpasar. The sample comprised 46 children, including 23 children in the Experimental group and 23 children in the Control group. The Experimental group participated in Project-Based Outdoor Learning activities using Loose Parts media for six sessions, while the Control group received conventional classroom instruction. Data were collected using observation sheets measuring fine and gross motor development, which demonstrated content validity with an Aiken's V coefficient of 1.00. Data were analyzed using the Mann–Whitney test and MANOVA. The results showed that: (1) Project-Based Outdoor Learning activities using Loose Parts media had a significant effect on children's fine motor development with a significance value of 0.001 ($p < 0.05$); (2) a significant effect was found on children's gross motor development with a significance value of 0.000 ($p < 0.05$); and (3) a significant simultaneous effect was found on both fine and gross motor development with a significance value of 0.000 ($p < 0.05$). The average motor development scores of children in the Experimental group were higher than those of the Control group. It can therefore be concluded that Project-Based Outdoor Learning activities using Loose Parts media are effective in improving fine and gross motor development in early childhood and may serve as an innovative, active, contextual, and environment-based learning alternative in early childhood education.