

CHAPTER III

CONCEPTUAL FRAMEWORK, RESEARCH HYPOTHESIS, AND OPERATIONAL DEFINITION

A. Concept Framework

The research concept framework is a method used to explain the relationship or relationship between the variables to be studied Setyawati et al. (2023). This study aims to see the influence of play therapy *Playdough* and *Loose Parts Play* on early childhood cognitive development at TKIT Auladuna Sawah Lebar, Bengkulu City. Based on the theoretical foundation, the researcher compiled the following research concept framework scheme:

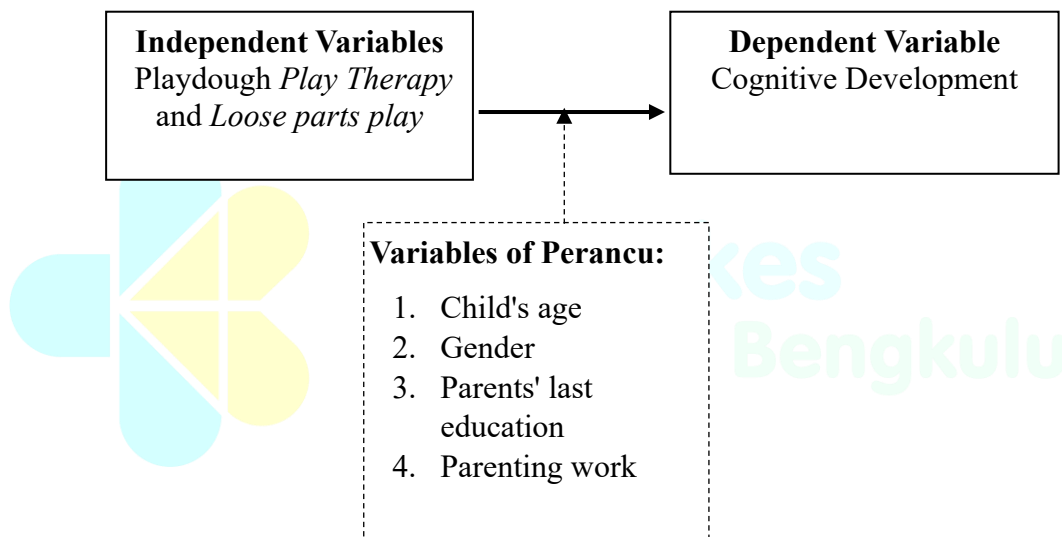


Chart 3. 1 Concept Framework

Description :



: Variables studied



: Variables are not studied bivariately and multivariate is only described



: Influential

B. Research Hypothesis

Hypotheses are temporary answers that must be tested. The test aims to provide certainty whether a hypothesis is accepted or rejected. The hypothesis in this study is: There is an effect of *Playdough* play therapy and *loose parts play* on cognitive development in early childhood at TKIT Auladuna Bengkulu City.

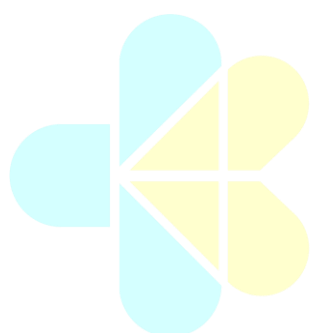
C. Operational Definition

Table 3. 1 Operational Definition

Variable	Definition Operational	Measuri ng Instrume nts	How to Measure	Measurement results	Scale
Independent : Playdough Play Therapy and Loose parts play	<i>Playdough</i> : Structured play sessions using <i>food-grade</i> <i>playdough</i> (± 150 – 200 grams) to stimulate number concepts, counting numbers, geometry, and classification, with a duration of 15 minutes, 3x/week for 2 weeks. <i>Loose parts play</i> : Structured play session using 15 colored geometry educational buttons to stimulate the concept of numbers, counting numbers, geometry, and classification, with a duration of 15 minutes, 3x/week for 2 weeks.	SOP	Observations	0= Administered <i>playdough</i> and <i>loose parts play</i> <i>therapy</i> 1= Provided Puzzle Playing Therapy	Nominal

<i>Puzzle:</i> Structured play sessions use age-appropriate geometry <i>puzzle stacking</i> to stimulate numbers concepts, counting numbers, geometry, and classification with a duration of 15 minutes, 3x/week for 2 weeks.					
They depend: Cognitive Development	Early childhood ability to think symbolically and think logically during play activities. Cognitive development is measured through the child's ability to understand the concept of numbers, count the number of objects, recognize basic geometric shapes, and group objects based on certain characteristics.	Children's cognitive development observation sheet	Observations	Cognitive development score: 8-32	Interval
Scotland:					
Child's Age	The length of life of a child in months from birth	Identity questionnaire sheet	Interview	Child's age (months)	Ratio
Gender	Characteristics that bind and differentiate between males	Identity questionnaire sheet	Observations	0= Male 1= Female	Nominal

	and females from birth				
Parents' last education	Implemented formal learning experience	Identity forms	Interviews/ Questionnaires	0=Basic: SD 1= Intermediate: Junior High School / High School / equivalent 2= Height: D1– S3	Ordinal
Parenting work	Activities in earning a living	Identity forms	Interviews/ questionnaires	0= Work 1= Not Working	Nominal



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