

CHAPTER VII CONCLUSION

A. Conclusion

Based on the results of the research and discussion on *playdough* and *loose parts play* therapy on cognitive development in early childhood at TKIT Auladuna Sawah Lebar Bengkulu City, the following conclusions can be made:

1. The average age of respondents in the intervention group was 67.40 months, while in the control group it was 66.25 months. By gender, more than half of the respondents in the intervention group were female (60%), while in the control group most were female (70%). Based on education, almost all fathers in the intervention group had higher education (D1–S3) (90%), while in the control group most were highly educated (85%). Most of the mothers in the intervention group (85%) and the control group (80%) also had higher education (D1–S3). Based on employment, all fathers in the intervention group worked (100%), while in the control group almost all worked (95%). As for mothers who worked more than half in the intervention group (60%) and the control group (55%).
2. Overview The average cognitive development score before treatment in the intervention group was 21.50 while after treatment it was 29.00. In the control group, the average cognitive development score before treatment was 21.00 and after treatment was 26.00.
3. There was a significant difference between cognitive development scores before and after treatment in both groups. In the intervention group, the difference was significant by ($p < 0.0001$), while in the control group the difference was significant by ($p < 0.0001$).
4. There was an effect of *Playdough* and *Loose parts play* therapy on cognitive development in early childhood at TKIT Auladuna Sawah Lebar, Bengkulu City ($p = 0.001$).

B. Suggestions

Based on the results of the research and discussion, the researcher would like to provide suggestions to several related parties, including:

1. For TKIT Auladuna Sawah Lebar Bengkulu City

- a. The school is expected to implement *playdough* and *loose parts play* activities as one of the educational interventions in stimulating early childhood cognitive development.
- b. These play activities can be integrated into learning programs as well as promotive and preventive programs to support the optimization of children's cognitive development in the early childhood education environment.
- c. The results of this study can be used as educational materials for parents about the importance of stimulating children's cognitive development through play activities that can be done at home regularly.

2. For the Nursing Study Program of the Ministry of Health of the Ministry of Health of Bengkulu

- a. The results of this study are expected to be used as a reference in learning activities, especially related to the stimulation of early childhood cognitive development through educational play media.
- b. The findings of this study can be a reference in the development of playdough-based learning methods and *loose parts play* as a medium that supports children's cognitive development.
- c. The results of this study can be used as a consideration in the development and provision of more varied learning media in the early childhood education and nursing education environment.

3. For the Next Researcher

- a. Researchers can then increase the number of research samples so that the research results have better generalization power and are more representative of a larger population.

- b. Researchers can then increase the number of research locations so that the research results are more representative and can increase the strength of the analysis.
- c. Researchers can then control for other confounding variables such as the learning environment, and stimulation at home that can affect children's cognitive development

