

## INCREASING ON BEHAVIOUR DEVELOPMENT DUE TO OUTDOOR PLAYING AT TAMAN HARAPAN KINDERGARTEN SCHOOL, MALANG OF INDONESIA

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### ABSTRACT

*This paper studied the effect of outdoor playing activity to the behaviour development of kindergarten students. The behaviour was included being patience for waiting of turn through the activity of outdoor playing. In depth focus, this research intended to measure how deep students could understand the meaning of togetherness which had been explained by their teacher. Samples of this study was A level (little) students of Taman Harapan Kindergarten School. Taman Harapan Kindergarten School had facility of outdoor playing tools which was suitable with development level and children age. The outdoor playing tools were guaranteed to be able to give comfortable sense when they were used. The methodology consisted of opened observation, interview, and documentation. Results used as consideration of development activity related with habit, then to make attention and action due to the finding of obstacles in development of behaviour and habit.*

**Keywords:** outdoor playing, behaviour development, habit

### INTRODUCTION

As professional educators, teachers needed to upgrade skills, knowledge, and positive attitude by themselves [1]. Old teachers with some experiences and abilities had develop a framework to conceptualize their knowledge in performing effective and efficient learning process [2]. Hence, there was very necessary for a teacher to master the content knowledge of pedagogy. So far, it intended to have ability to transfer knowledge to their students effectively and efficient [1].

Children were mark of God that more valuable. Children world was as a world that was colorful, sometimes there was laughing, crying, singing, but it was always to create something which made pleasure and children world was as a playing world. In daily life, children playing had an important meaning. It could be said that health children were always had a stimulus to play. It could be fixed that not playing child was generally in sick condition physically or spiritually. In reality, children were always been motivable to play individually as well as in group. When playing, children were always to be happy and it would give satisfaction to them in the end. For this condition, emotion was functioned in influencing self personality and adaptation of children to social environment.

Emotional behaviour of children were as evaluation source of social environment to themselves. The social evaluation would be as individual basic in evaluation themselves. Emotion of being pleased or unpleasured could influence social interaction of children through the reactions which was presented by their environment. Through the reaction of social environment, children could learn to perform emotional behaviour that could be accepted by their environment. To

become as an individual which was able to deliberate in society, it was needed 3 processes in socialization. The process of socialization was separated as follow [3]:

- Learning for being actioned due to the way that could be accepted by the society
- Learning to play social function in society
- Developing social behaviour due to the other individual and social activity in society

According to Aristoteles, the age of 0-7 years was named as the period of little child playing. Educators was necessary to give activity to children so that they were playing and always pleasure, because if being pleasure, children would grow normally and healthy. Health children were not free from giving well nutrition. Kindergarten teachers certain knew the basic demand of their students. For implementation of learning activity at school, teachers always gave in playing activity. It was carried out to make easier student for understanding the materil. Children could not separated from playing like demand of eating, sleeping, etc. By playing, children could learn to know environment, to practice courage, to practice rough motoric, and the most important in playing was children could practice to develop their behaviour mainly when students were given a chance to play outdoors.

When students got a chance in free outdoor playing, they would have a chance to try the whole types of available playing tools. At this condition, behaviour of student was seemed clearly. There were some students could be sharing and they were looked happy, but some others were egoist and they would always be win by themselves. Beside it, there was a view which was not lose interesting such as it would be appeared from certain student which had impatient behaviour when they waited for turn in playing at the same playing tools with their friends. The function of teacher was very important, because at the condition there was the possibility that student could drop when snatching away or crying because of being bitten by their friend.

Taman Harapan Kindergarten School had supplied available outdoor playing tools. The available playing tools had been fitted with development level and children age due to give comfortable sense when using these tools.

## **MATERIALS AND METHODS**

This study conducted at Taman Harapan Kindergarten School, Malang, East Java of Indonesia. Samples used in this study was A level (little) student of average 4 years old. Research was carried out when the students were in the subject of outdoor playing.

Research used the methods of opened observed, interview, and documentation. Opened observation was carried out through direct observation when students were in the subject of outdoor playing, mainly was focused at playing activity and learning media which was related with the topic that discussed at that time. Interview was due to the headmaster of kindergarten as well as the teacher at A level of Taman Harapan. This activity was intended to get depth information about the focus of research. Beside the 2 activities as above, the activity was also documented for perfecting the report of study. The aim of this activity was to collect the proof and large explanation about the focus of research. Outdoor playing tools at Kindergarten Taman Harapan School were presented as in Figure 1 and 2 below.



Figure 1. Outdoor playing tool-1 at Taman Harapan Kindergarten School



Figure 2. Outdoor playing tool-2 at Taman Harapan Kindergarten School

### Development of young children

Development was as a process which illustrated behaviour psychologically on social life of happy human. Having hurst in Santoso [5] expressed that development was duty that had to be learned, passed, and controlled by every individual in their way of life. One of developments observed by previous researchers was presented by Aristoteles as follow[4]:

1. First phase: 0 until 7 years old. This phase was named as period of little child and playing. In this period there was the most suitable time to perform child personality through playing. Therefore, teacher had to develop a play included norm, value, and useful terminology for children so that children did not feel if they was being educated are performed their personality.

2. Second phase: 7 until 11 years old. This phase was named as period of child, learning, and elementary school. In this period there was needed to emphasize on intellectual intelligent beside the emotional intelligent.
3. Third phase: 14 until 21 years old. This phase was named as period of young or puberty. In this period thinking system of children begin rational and they was able to think abstractly. Outside influence had to be paid attention, to be watched, and to be selected because they were very sensitive.

### **Demand of young children**

Principally, demand of young children had to be fitted with child hakiki such as playing, like to move, want to know, honest, want to have friend, like the new thing, like to be flattered, want to try, want to imitate, and want to win [4]. In order to be able well developed and grew, healthy and nutrition had to be paid attention. Health children would be playful, happy moving and not to be sad or self silent. Playing tools were necessary prepared in various types and it had not to be expensive. Number of friends were needed to make the process of socialization was success. Therefore, please give chance for children to have friend!

Children were hoped to be qualified with knowledge and skill due to group of age, individual, and cultural expectation. Children could work at different level or activity and teacher did not obliged the whole children to carry out the same thing in the same time.

### **Concept of outdoor playing**

Physical development of children in 5 until 6 yeras old had reached development level of rough psychometric. They could run fast without dropping, continuously jumping, and catching skillfully small and big ball. In this level, they liked to be self participation on activity together with contemporary friends. They were very active and unliked if their moving were limited.

Playing behaviour of children were begun with nonsocial play that is solitary play and on looker play at parallel play, associate play, and in the end at cooperative play. At the highest level, children would be familiar to make social interaction, inter-helping, and to be patient waiting for turn if playing with contemporary friends. According to Sawyers [5], at the age of 4 until 5 years old, children began to be able to keep social relation when they were playing together and inter communication between each to others. Playing activity included interaction to each other when playing together and be patient to wait for turn. It could help the development of children in the aspects of language and social. Henniger [6] said that children had more ability to predict the action of their played friends and they like more to cooperate when playing together.

Performance of playing area would continuously change by time and technological development. Changes were carried out to increase quality and social interaction between children and contemporary, children and teacher, children and parents, children and surrounded society. Performance on creative and innovative of outdoor playing tools followed by teacher ability in creating teaching and learning innovation due to use outdoor playing tools, could accelerate and increase development of children holistically and balanced. Some kinds of playing area performance at kindergarten and the functions were as follow [7]:

- Traditional play. It could practice and increase physical skilful, helped the physical and social development. The tools were like balancing wood and hanging barrier.

- Contemporary of play. It was able to push children on feeling happy, to help physical and social development, because the tools were changed due to traditional form for making attention of children. The tools were like hanging barrier, jutting out-tilling up, etc
- Creative play. It pushed participation of children individually or together. This form was also able to help physical and social development. Play tools were changed due to the forms of animals like crocodile, frog, etc for making attention of children
- Surface earth shape would give the possibility of children
- To use nature for physical skilful. It could give the possibility of playing water, sand, and soil for fulfilling the naluri of wanting to know.

## RESULTS AND DISCUSSION

Analysis of data was presented as in Table 1, 2, and 3 below. Table 1 described results of study. Table 2 described the observation of development activity with observed object of play tools. Table 3 was presented observation of development activity with observed object of teaching-learning activity.

Table 1. Result of study

Observation	Interview with teacher of class	Interview with the headmaster	Documentation
Teacher explained media of jumper board and gave some questions to help children introducing their idea at initial activity: 07.00-07.30 am	..... slipper, tiller, plural stairs, chicken swing, train swing, cycling bowl, bridge.	Basically, children life could not be separated from playing. Beside children could practice rough motoric, they could also practice emotion or habit through togetherness.	Figure 1 and 2
Teacher explained 3 activities and divided into 3 groups in the core activity: 07.30-08.30 am	..... no, class of A3 level had a chance on free outdoor playing for twice in one week	..... yes, side of foundation facilitate the funds for supplying play tools	
At 08.30-08.50 am: Free outdoor playing activity	..... practicing patience, discipline, and togetherness	..... yes, through the committee of school	
08.50-09.10 am: End activity (go to restroom, washing hand and eating)	..... it can, because children were seemed happy when they were playing	..... yes, it was carried out at every holiday of semester (twice a year)	
09.10-09.25 am: Closing activity	..... yes, because the play tool had been fitted with demand and level of child development	..... yes, because the whole tools outside (outdoor) had been thought in using and it was fitted with the age	

(children were invited to sing together  09.30 am: closing pray, ceremony, and children going home	..... it was ever, because children were not truly playing and they were not careful in using play tools or they could also be pushed by their friend	and development of children	
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Table 2. Observation of development activity at kindergarten school

Name of department : Taman Harapan Kindergarten School

Date : September 12, 2011

Objective observation : Teaching-Learning Activity

No.	Observation Problem	There is		Information
		Yes	No	
1.	Model of activity development	√		Using the model of group development
2.	<b>Unsure of activity development</b>			
	• Materi of learning	√		Learning was fitted with available theme (KBK, 2004)
	• Method of learning	√		Method of direct practice, asking-answering, giving work (task)
	• Media of learning (playing tool)	√		a. There were some media that were lego, barrier, cooking tools, clips, geometry shapes, etc. b. Outdoor media that were chicken swing, cycling bowl, hanging bridge, slippery board, plkural stairs, tiller, swing, and room pf ball bath.
	• Evaluasi	√		Work result of children were given reward of star mark every day.
3.	<b>Steps of activity development:</b>			
	• Initial activity	√		• 07.00 – 07.30 am
	• Core activity	√		• 07.30 – 08.50 am There were 3 development ability: - Numbering 1-6 - Colouring - Copying
	• Resting	√		• 08.30 – 08.50 am Free outdoor playing activity
	• End activity	√		• 09.00 – 09.25 am Singing together

Table 3. Observation of development activity at kindergarten school

Name of department : Taman Harapan Kindergarten School

Date : September 12, 2011

Objective observation : Play tool

No.	Observation problem	There is		Information
		Yes	No	
1.	<b>Play tool in class:</b>			
	Big or small beam	√		There was big and small beam at the corner of room and it was entered in the bowl-box
	Lego	√		There were 2 sets of lego that were entered in the bowl-box on little table.
	Cooking tools	√		There was in bowl-box on the table
	Plasticine	√		There was in bowl-box on the table
	Clip	√		There was 1 bowl-box of clips on the table.
2.	<b>Outdoor play tools:</b>			
	Trained swing	√		There was long swing like a train
	Cycling bowl	√		Beside trained swing
	Plural stairs	√		In center of play ground and it was colourful painted
	Hanging bridge	√		There was hanging bridge for practicing courage of children
	2 tillers	√		Tillers were beside swing of board
	5 chicken swings	√		There was on the west corner of office room
	Room for ball bath	√		Room for ball bath was on the left side of office room. It was closed for cleaning control.
	Ball and goal posts	√		To practice rough motoric and gathering inter students, it was on east side.

Based on the observation data as above, it was presented that playing activity was as one of some demands of children. Children needed playing space or protected exploration of danger. Children needed to move satisfied enough without threat. Children had demand to develop their muscle by playing. When they were playing, it would appear some unconsciously development. One of them was development of behavior.

Some behaviour would appear that is positive behaviour as well as negative one. Positive behaviour appeared for non problem daily behaviour of children. It was suitable to Aristoteles which said that at the age of 0 until 7 years old was named as the period of little children playing.

Therefore, teacher was necessary to give activity so the children were always pleasure in playing. If children felt pleasure, they could normally and healthy develop.

Taman Harapan Kindergarten School gave some kinds of activities related to behaviour development. One of them was giving outdoor free playing. Therefore, it would appear some feelings. When playing, children made interaction one to each others. The interaction teach them how to response, to give, and to accept the idea and behaviour of others children. It would decrease the sense of egocentric and would develop social ability.

The whole activities at Taman Harapan Kindergarten School were very focused and fitted with the development level of children. In every activity, teacher always discussed about good and bad behaviour. Teacher had to carry out objectively in observation of behaviour development. Besides that, in giving activity related with behaviour development, it is better to create learning activity so children were easier to understand the materi [8]. By the habit which was carried out every day, it was hoped that Taman Harapan Kindergarten School was more increasing on understanding of behaviour development especially be patient in waiting turn.

## CONCLUSION

Based on the results of observation, interview, and documentation as above, it was concluded as follow: Taman Harapan Kindergarten School gave some variation in implementation of learning activity, implementation of habit could be given every day in variation of activity, and activity of independence playing gave self space for children to develop well and bad behaviour.

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