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DEVELOPING AND LEARNING HOW TO OPTIMIZE EARLY CHILDHOOD ACTIVITY THROUGH PLAYING

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Abstract

God's Son is very valuable deposit. Created as a small human child, but not a miniature of adult. The child has unique characteristics and different from adults. Kids are in a phase where he is being kept growing and growing, both physical and psychological potential. In general, children have properties that active, dynamic, enthusiastic and curious about everything he saw, heard and felt. Kids seemed to have a surplus of energy to continue to explore. Early childhood (0 to 8 years old) is a time of fundamental important where the process of growth and development occurs very rapidly in the span development of human life. Developments acquired at an early age are affecting the development at a later stage and increase labor productivity in adulthood. A kid has potential to be better in the future, but that potential can only thrive when given a stimulus, guidance, support and treatment in accordance with the level of growth and development. Playing is a child's world, because the play is a very fun activity for them. Playing is a need that already exists (inheren) in children. Playing contribute naturally to learn and grow, and there is no single program that can replace observations, activities and direct knowledge of children at play. One way children get the information for children is through play. When children have a fun gaming experience with materials, objects or other children, along with the support of a parent or adult, the child will develop optimally. Parents or adult emotion should be wise in supporting the process of learning and help children achieve optimal development.

Keywords: Learning, Playing, Early Childhood

INTRODUCTION

Understanding the Importance of Early Childhood and Its Period

Many have wondered, in fact anyone who fall into the category of children of early age? Early childhood is the age range of 0 to 8 years. Early childhood is a figure of individuals who are undergoing a process of rapid and fundamental developments for the next life. At this time the process of growth and development in various aspects is experiencing a period of rapid development in the span of human life (Berk, 1992 in Sujiono, 2009).

In line with the above opinion, Noorlaila (2010) explains that early childhood is the period beginning the most important and fundamental throughout the range of growth and development of human life. In early childhood, all children's potential is growing very fast. The facts found by the neurologists stated that approximately 50% of the capacity of human intelligence has occurred when the age of 4 years and 80% had occurred when he was 8 years old.

Meanwhile, according to research results Osborn et al. (1993 in Mutiah, 2010), the intellectual development of children occurs very rapidly in the early years of a child's life. About 50% of the variability of the intelligence of adults have occurred when the child was 4 years old. The next 30% increase occurred at the age of 8 years and the remaining 20% occurred in the middle or the end of the second decade.

Similarly, the results of research Dryden and Voss (in Noorlaila 2010) also showed that 50% of learning capabilities person is determined in the first 4 years and up 30% others before reaching the age of 8 years. Coupled with the results of studies in the field of neurology who revealed that the size of a child's brain at the age of 2 years has reached 75% of the size of the brain when she was an adult and at the age of 5 years has reached 90% of the size of the brain as an adult.

The results of the study and research experts in the above shows that in the age dinilah, even in the womb, there is a development of the brain, intelligence, and ability to learn very significant. Therefore, early childhood education requires a variety of situations that supports both the situation of education in the family, school and society.

Age 3-6 Years is a Playing Period

Preschool (3-6 years) can be the happy times and very satisfactory when compared with the entire human lifetime. For this reason, parents and adults around the child need to keep it running as it is. Do not force something to the child because of the desire yourself and expect everything to be numerous and immediate, including trying to do things that indeed they are not ready. One thing that is not easy to teach children to read, write or count in the first period of his life.

Preschool period is a time to learn, but not in two dimensions (pencil and paper), but learning in the real world. In other words, the preschool years is a *time for playing*. So, let the children enjoy it. Experts from Scandinavia and America believe that need not be in a hurry to teach children to read until the age of 7 years. Research conducted by Moskowitz (in Akbar-Hawadi, 2006) against a number of children who have learning to read when an early age showed that children were not able to maintain the advantages they gain when compared with classmates who did not get the learning to read before age. Moskowitz also questioned the children are encouraged parents learn to read at an early age, will become better readers later? Will the child be able to read at the age of 4-5 years, will she read better at age 7 years compared with other children 7 years old? Apparently, Moskowitz research results show that children in Scandinavia just got learning to read at age 7 years, both men and women, do not have problems in reading ability.

Professor Charles Wenar from Ohio State University (in Akbar-Hawadi 2006) suggested should be emphasized activities of preschool children in play activities. This is the key to the development of social skills of children. Caplan (in Akbar-Hawadi 2006) also mentioned that during the preschool should the emphasis is on play activities.

Usually playing is the activity handpicked by a kid for fun. The game is also a tool for children to explore their world, of which she recognized until he did not know, of that can not be done until that is able to do. So play is the 'heart' of the whole child in their daily activities.

LITERATURE REVIEW

Understanding of Playing

Buhler and Danziger (in Sujiono 2009) argues that play is the activities that cause pleasure. While Freud (in Sujiono 2009) believes that although the play is not the same as the work but the child regards as a serious play.

Docket and Fleer (2000 in Sujiono 2009) argues that play is a necessity for children, because it is through play children will gain knowledge that can develop her abilities. Playing is an activity that is unique and very different from other activities such as study and work is always done in order to achieve a final result. While Piaget (in Sujiono 2009) suggested that playing is an activity that is done repeatedly and cause pleasure / satisfaction for oneself.

Irawati (in Sujiono 2009) argues that play is for all children, especially for children who are in the age range of 3-6 years. Playing is an activity undertaken of children with or without using tools that generate understanding and provide information, give pleasure and develop a child's imagination spontaneously and without load. At the time of play activities take place, virtually all aspects of child development can be stimulated and well developed including the development of creativity.

There are two main characteristics of play. First, all the activity of playing representational create an imaginary situation that allows the child to face the desires that can not be realized in real life. Secondly, playing representational behave embody the rules to be followed by the child to be able to run all the scenes play.

Meaning of Learning by Playing for Early Childhood

Mayesty (1990 in Sujiono, 2009) says that for a child, play is their activities throughout the day for the children to play is life and life is a game. Early childhood does not distinguish between playing, learning and working. Children are generally really enjoy the game and will continue to do so wherever they have the opportunity, so the play is one of the ways of early childhood learning. Through play children will learn about what they want to know and in the end were able to get to know all the events happening around them.

While parten (in Sujiono, 2009) looked at the play activities as a means of socialization. Hopefully, through play can give a child a deal to explore, discover, express feelings, creativity and learning fun. In addition, the play activities can help children to know themselves, with whom he lives and the environment in which he lives.

Catron and Allen (in Sujiono 2009) suggests that the play can provide a direct influence terhadap all areas of development. Kids can take the opportunity to learn about themselves, others and the environment. By playing, children will imagine, explore and create creativity. Children have motivation from within him to play, sesutau integrate the new with what he knew.

All children love to play, each child is of course very meni k die game, without exception. Through play, children can adjust to the environment and can become more mature. By playing, children will have the opportunity to improve all aspects of development in itself, be it social, emotional, cognitive and physical-motor.

Best Learning Process For Early Childhood Was Through Playing

Frobel (in Noorlaila, 2010) emphasizes the importance of play in learning for children. He realized that the play activities enjoyed by children can be used to attract and develop their knowledge. Play can also be used as a medium to improve certain skills and abilities in children. Play can also function as a means of *refreshing* to restore power after a tired working person and feel a sense of saturation.

Playing is a child's world, because the playing is a very fun activity for them. Playing is a need that already exists (inheren) in children. Thus, children can learn various skills happily, without feeling coerced or forced into playing activities. In other words, the whole process of learning to be 100% in a pleasant atmosphere. Accordingly, various studies (Sher, 2009) showed that all the things that are taught in children with tension and without pleasure will produce an unpleasant memory. While the factors that menyenangkanlah that will improve morale and provide insight. Nice thing would improve morale and give an understanding. By learning system, then the child's learning process will achieve optimal results. When children have the experience of playing fun with materials, objects or other children, along with the support of a parent or adult, children will develop optimally.

Playing for the Classification of Early Childhood

Based on penchant child, play can be grouped as follows (Noorlaila, 2010):

1. Playing freely and spontaneously, play this way does not have regulations or rules, this activity is independent and exploratory. Usually the child will continue to play until he got bored.
2. Pretend playing, is a game that uses the imagination by using language or behave like certain things, certain situations or certain people, certain animals are in the real world can not be done.
3. Playing with how to build and construct. Usually the children are interested in pieces behind, chalk and other things that can be used to build or construct something.
4. Compete / exercise, individual character and appeal because of test capabilities in a match.
5. Cooperative games, which is a pattern of play that emphasizes cooperation

Terms of Games Which Has Value in the Process Development and Learning in Early Childhood

Games that add value in the process of child development and learning has several requirements, among others (Noorlaila 2010 and Montolalu, 2007):

1. The goal is clear, achievable konsistendan
2. Directly related to the environment / concrete
3. Train the way of thinking, access to information, react, understand and develop knowledge
4. Very fun and exciting, but not to make learning while playing without meaning
5. Allows that every child can participate
6. Teach interaction and cooperation with others, that foster social skills
7. Challenging, but not to make the child frustrated
8. Already taken into account various matters relating to the possibility of social, emotional and physical
9. Available time for reflective thinking, pondering, giving feedback and dialogue.

Playing and Therapeutic

Playing and tools the game has a therapeutic function. Through play, children learn to communicate with their environment, the social environment as well as himself. Through play, children learn to understand the surrounding natural environment, understand the social interaction with the people around them and develop a fantasy, imagination and creativity.

Playing is a dynamic process that actually does not hamper the child in the learning process, instead they support the child's learning process. Objection parents / adults to play children's activities, it inhibits the ability of the creativity of children to know themselves and their environment. However, the process of playing children need to be directed in accordance with their needs. Children who tend to prefer solitude should not be left too busy with *solitary play*. Instead, they should be directed to be more active in the game group (*social game*). Children who are less able to concentrate can be given different types of game due to a more targeted to practice focus, such as building blocks. Children who are less able to express themselves verbally can be nurtured to develop their creative talents through the media, such as drawing activity.

So many things that can be developed through the process of playing for the welfare of the child's development. In the process of playing embodied learning and the learning process entails therapeutic agents for children to be more resilient in the face of their living environment in the wider community, peer groups and their environment in general.

Playing contribute naturally to learn and grow, and there is no single program that can replace observations, activities and direct knowledge of children at play. One way children get information is through play. Playing provide intrinsic motivation in children who are raised through positive emotions (Mutia, 2010).

Role of Parents/Adults as a Factor Supporting Development and Learning in Early Childhood

The active role of parent to child development and learning is needed, especially when the child is still under the age of five years (toddlers). A newborn baby is dependent upon its immediate environment to live. Of course, the baby is not able to meet the physical and psychological needs independently. Similarly, when grown rather large, early childhood not able to choose which activities bring positive consequences for growth and development Keoptimalan later.

Mutiah (2010) describes some of the conditions necessary for children to achieve growth, including optimal learning process, which takes the role of parents/adults in it, among others:

1. Happy and prosperous family environment, a pair of parents, father and mother, who live in an atmosphere of harmony and peace (harmony). Have a responsibility in accordance with

the duty of parents to protect and guide the children with affection enough, no less and no excess.

2. Providing food, clothing and shelter that is adequate for the growth and development of children. Sufficient clothing for children, especially if the child is ill. Nutritionally adequate food, in terms of both quality and quantity. Board or a qualified home health.
3. Provide exemplary or good example to children. Giving orders that match the skills and interests of children, without imposing first with threats and punishment of physical and psychological damage the children.
4. Teaches good values, such as honesty, responsibility, discipline, courtesy, and others, with a sample directly from the parents, so that it becomes a daily habit patterns.
5. Giving playing time and game tools are adequate. Playing is like a child flurry of work for adults. play rewarding physical, emotional, social and mental development can be met, so that the child can express his feelings, show creativity and talent significantly. Playing should be tailored to the child's age and game equipment must not endanger the child's life, so the game instrument should be safe, comfortable and does not cause health problems for children.

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