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## The Analysis of Early Childhood Habits of Playing and Indoors Games at RA Wadas Kelir

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### ABSTRACT

Play and games for children are activities done by children with joy and pleasure. Children's play and games are performed by children in early childhood educational institutions. Play and games become children's habit in daily activities, either intentionally or accidentally. The study aims to explore the analysis of children's habits of indoor play and games at RA Wadas Kelir. Research methods are used with observation, in-depth interviews, and documentation. The data obtained is then analyzed with interactive techniques, namely reduction, presentation of data, and withdrawal of conclusions. The results of this research, analysis of children's habits of playing and indoor games at RA Wadas Kelir include (1) habits of children's signs of play and indoor games, (2) habits of children's routines of indoor play and games, (3) habits of child reward play and indoor games. From the data collected obtained that the analysis of children's habits of play and indoor games design based on the three stages can optimize the growth and development of children both physically and psychologically.

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## 1. INTRODUCTION

Understanding the proper growth and development of children becomes the basis for understanding the world of children, all parents can understand children through psychological development. One of the important education of children is play activities (Singer, 2013). This happens from the age of 0-6 years the child has had a basic ability to play through moving. Children's play activities through moving in conquering the surrounding environment. As reported by kompas.com children's play can teach children to be unselfish. Because there is a process of playing that involves parents fostering a sense of empathy at an early age. According to psychologist Anastasia Satriyo, that teaching or educating children can share with others becomes effective when playing with parents (Girsang et al., 2020).

In the Law of the Republic of Indonesia Number 20 of 2003 as a group of individuals aged 0 to 6 years. In line with this from some experts, the early childhood is 0-8 years. According to Heru Kurniawan, from the age of 0-6 years, the child is in determining its growth and development, especially in the formation of the child's personality and the development of the child's intelligence. This important period in the process through the growth and development of children is as follows; (1) sensitive time of the child, (2) egocentric time, (3) group time, (4) time of imitation, (5) time of exploration or explorer (Sun'iyah, 2016).

Of the four processes of child development, it requires mentoring from parents as a family, teachers as educators in schools, others or peers as a role in the environment. Early childhood is an individual who is experiencing a growth and development leap. Because the early childhood phase is valuable time compared to later ages. So play and play is one of the children's worlds that must be fulfilled. Play is an activity to condition feelings of relief, satisfaction, and happiness. The impact, on growth and development through the physical-motor, affective, and cognitive potential of children. That is, play activities are not merely a matter of fun activities, but activities that must optimize the growth and development of physical-motor, affective, and cognitive children (Sutapa, 2019).

Identifying children's play and play is an important need in children's world. In the book research Play and Learning Early Childhood Ameliyah et al., (2017) play is a true intellectual and meaningful activity for children, which is very closely related to learning and self-regulated metacognition and is important for the development of self-knowledge and general attitudes to learning. Harlock 1978;280. Games are a process of physical or psychic activity that delights and delights children (James and David, 2017).

Lee (2017) said The game as an activity designed to improve some abilities based on learning experience. Early childhood education institutions are formal education services to educate children to learn while playing. This study will focus on discussing the analysis of play habits and early childhood play in the indoors. The types of games for children are indeed very diverse, ranging from free games, parallel games, individual games, and associative games. Children every day play in the schoolroom with various games scattered such as lego, puzzles, coloring, snake stairs, fear box, and so on. This becomes a habit activity of children in the process of growth and development.

Children's habits of playing and playing indoor games do not require a lot of physical activity but can provide benefits in honing fine motor and developing creativity. In theory Rippe (2018) in illustrating that habits in humans have an important stage, namely, signs of teaching routines. This researcher conceptualized habits in aspects of children's play and indoor games. In children's habits of playing and games require an important stage of play activities, namely, (1) habits of children's signs of play and indoor games, (2) habits of

children's routines of play and indoor games, (3) habits of child rewards play and indoor games (Shah, 2021).

Third, it becomes an analysis of children's habits to play until the last stage, namely rewards. The habit of seeding is an activity repeatedly so that it makes children feel happy, want to try again until it causes children to become ordinary. In a previous study, Anzarkusuma (2014) examined the habits of children who do not qualify and are at risk to the body's organs or contain chemicals. So the solution is that the school provides policies to reduce the habit of snacks and choose foods that are healthy and of good nutritional value. This is evidenced that children feel like an attractive packaging so that it becomes a child's habit (Anzarkusuma, 2014).

Researchers from Hariani, et al (2020) said playing online games can not increase motivation to learn, the habit of playing online games creates children are not active in playing especially children focus on gadgets because there are games that are still challenging. From this impact, parents give policies to always accompany children in learning and playing. Online games become the need of children in playing and indoor games (Hariani et al., 2020).

Nowadays, children in school always make the atmosphere of the room become crowded and play actively. Children's ideas make different games, for example, lego to play small limit football. Games played by children should not be sharp objects, easy to use, interesting, according to the standard size of educational game tools (Astini, 2017).

So this study will examine the analysis of early childhood habits of playing and indoor games at RA Wadas Kelir by analyzing three important stages of children's play habits and games during indoor RA Wadas Kelir.

## 2. METHODS

This research method is qualitative research with a case study approach where researchers can continue to interact-communication on theoretical issues studied and with various data that have been collected with a focus on analyzing children's habits of play and child play in indoor RA Wadas Kelir (Guetterman, 2015).

Then the data collection technique is done through (1) Observation, which is the collection of specific data through observation of related phenomena in the field. This researcher, observations were made on the activities of play habits and games in Indoor (2) in-depth interviews, namely interviews conducted flexibly related to the things studied. This interview was conducted on students RA Wadas Kelir class A who are directly involved in the process of children's habits of playing and indoor games, (3) Documents, is an additional source of data to strengthen the validity of data related to events, activities, and places. This document is used in research in the form of videos, photos, and assessment sheets, and other documents that are used in the process of children's habitual activities of playing and playing (Mohajan, 2018).

Triangulasi data collection techniques to test data credibility is done by check technique, by checking the data to the same source using different data collection techniques. Then, the researcher analyzed the data with interactive techniques, namely (1) data reduction by creating focus and simplification of data related to children's habits of playing and indoor games; (2) the presentation of data by compiling and presenting relevant data; (3) withdrawal of conclusions in finding the results of the study. The data that has been collected is then compiled systematically to produce meaningful and comprehensive information (Guetterman, 2015).

### 3. RESULTS AND DISCUSSION

Raudhatul Athfal (RA) Wadas kelir is an early childhood education institution that has been established under the Ministry of Religious Affairs since 2020. RA Wadas Kelir has Sampras play and children's games that are indoor and outdoor. This research will focus on indoors. Children play and play games indoors. Indoor play and play is an indoor design that has an attractive, safe, and comfortable physical environment in supporting children's development (Elfiadi, 2016).

Habits are not destiny, habits can be changed, ignored, or replaced. There is a phenomenon of children RA Wadas Kelir in play and indoor games. 5-year-old Dzakiyah who was born in Banyumas with Mr. Handri Saputra and Mrs. Usi Listiani, parents strongly supported Dzakiyah school in RA Wadas Kelir. Dzakiyah, a shy child, does not want to hang out with friends, she cries when a friend comes to play with her. During recess, the kids are scattered playing and the games they love. Indoors, children play lego, puzzles, blocks, cards, white sand, and more. Dzakiyah took the lego in a small cupboard, then took it to a large place where there were no friends besides her. Dzakiyah started arranging lego wants to make a Tower. 7 minutes more Dzakiyah wants to move because there are classmates who help. Playing Lego isn't finished yet. The rest time is only 5 minutes. Dzakiyah wants to finish it but can't. Dian Wahyu Sri Lestari's mother as the head of RA Wadas Kelir School, observed Dzakiyah from afar. From afar Dzakiyah pouted, red face, desire to play and lego game building Tower can be achieved. Dian's mother approached, "Son, Dzakiyah smart child, want to make a tall tower?" said Mrs. Dian. "We finish together," asked Mother Dian. Children around the indoors help to finish together. The tower is 3 minutes high. On the second day, Dzakiyah wants to play Lego again but does not want to be helped by Mrs. Dian and her friends. It's not so crowded, there are three children, Nera, Salwa, and Lutfi. The three children played snake ladder. Dzakiyah repeatedly built the Tower for almost an hour, 10 times failed. Then he memorized from Mrs. Dian, when the large building was applied below. Then just put it to a more complicated level. Dzakiyah followed the path that Mother Dian taught yesterday. Until it solves its achievements. "Hooray," a loud tone until it entered the ears of the three children.

From here, Dzakiyah can understand how habits work by studying the structure of habitual circles. Dzakiyah can try with 10 times playing lego until memorize the components of his habit. Habits never really go away. Habits are programmed into the structure of the left brain, and that is an advantage for Dzakiyah. According to Shah, (2021) the brain cannot know which habits are bad and good, so children have bad habits, habits that always lurking there, waiting for the appearance of appropriate signs and rewards. Habits will push bad tendencies backward, as Dzakiyah did. Shame, anger, don't like to hang out with friends. He is conditioned by playing and playing indoor games and he can prove it by his achievements (Khomsiyatun, 2019).

From one habit above emerged three important stages in play activities and early childhood play. namely, (1) Signs of children's habits of playing and indoor games, (2) Routines of children's habits of playing and indoor games, and (3) Rewards of children's habits of playing and indoor games.

#### 3.1. Signs of Children's Habits of Playing and Indoor Games

Rippe (2018) The cue is an object symbol that connects causation in a child's daily activities. Signs can be known through the five senses that are active in children. For example, children play cards by knowing fruits. Then the sign of his habit is a card. If the child wants to eat

because he is hungry, then the sign of the child wants to eat is hungry. Signs can be the child's feelings in a desire that must be followed or fulfilled.

Shah (2014) said a sign that gives clues to which pattern was used. Like Dzakiyah, want to use her time off playing with lego. By repeating 10 times more, Dzakiyah memorized patterns in play and lego games. Because there is a brain driver to enter automatic mode and which habits should be used in indoor play and games. Indoor games can hone a smooth motoric system and the development of a child's creativity. Indoor players use media or non-media tools, but children usually prefer media as a traditional and modern game in using props, image media, and other objects that make children play and learn.

Signs in children's habits of playing and indoor games, namely, children have a sense of high curiosity, happy to imagine, easily frustrated, spontaneous, happy to imitate the things that children see, and unique (Spektor-Levy, 2013).

From looking at signs of children's habits of playing and playing, parents can analyze the child's preferences, the child's time of play, and the boredom of the child playing. Parents put children in the room by inviting children to play and interact well. From here, signs of playing habits and games must be considered to know the problems of children in their growth and development.

### 3.2. Children's Habits of Playing and Indoor Games

Shah (2014) said Routine habits are habits that use physical, mental, or emotional in an activity of children playing and indoor games. Routine activities of play habits and games become fun transition activities. Because it concerns many child body movements that always try to continue until the child can. Just like the kids at RA Wadas Kelir. Every morning and time of the playroom and games are crowded with the children.

Like the Rafifah Hall, the child was born in 2017. I love holding hijayah cards. Even Hall memorized every card that contained 30 letters outside the head. Monday, November 29, 2021. The hall participated in a day-to-day prayer memorization competition at the district level. Mrs. Dian and Mrs. Retno accompanied until the point the child finished the race. As a result, Aula got 1st place with a score of 678. Very high. Said Mrs. Aula as the guardian of the student, "Ananda Aula every day I teach to pray, ever want to eat, sleep, go to school, go home from school, until I enter the toilet, I teach, even though in school the teacher's mother has taught him." The new habits carried out by the Hall make new activities cause cravings that will make it easier to create a desire and hope (Hudhana and Fadhillah, 2019).

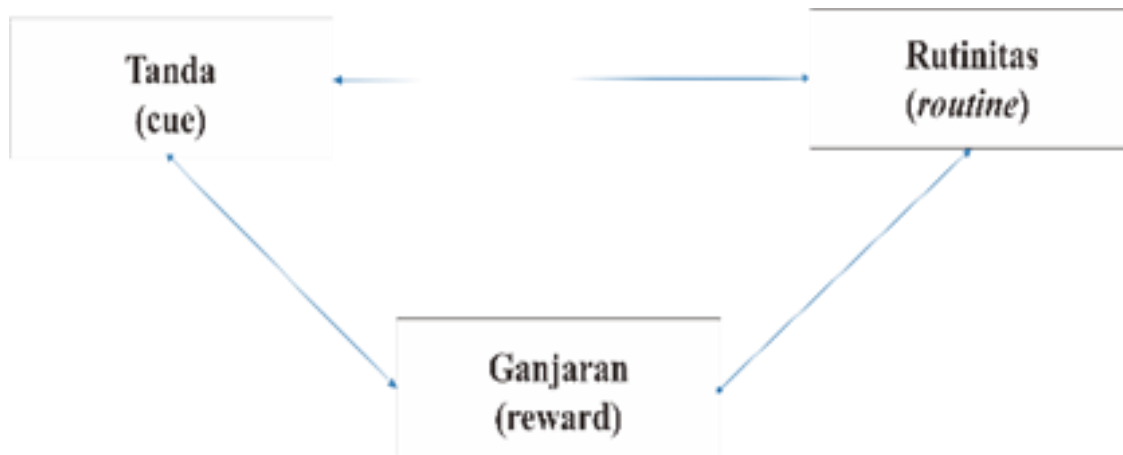
The routine that the Hall wakes up is that there is one sign that the Hall likes cards that will provoke the mind to always heed in every activity. For example, The Hall likes to hold cards, every time he plays the cards it gives a mark in the routine. Because every card has letters and sentences of short prayers. On the other hand, parents always monitor and teach children's attitudes in the opportunity to pray and play. According to Rippe, (2018) every child has a basal ganglion, the task of basal ganglia performance is to design intelligent systems to determine when to let habits take over. This system will occur every time a lump of behavior begins or ends. So the presence of a child's brain reduce the uncertainty of many habitual efforts in finding a sign that will give clues to which patterns to use. Meanwhile, according to Rahmansyah reported by ibupedia.com that children's routines look at the mother's daily schedule and modification of the state of their respective homes (Rahmansyah et al, 2020).

Children can arrange a child's daily schedule based on mutual agreement. Children when expressing opinions invite them to determine their daily schedule and have responsibility for their choices. The efforts made by Dzakiyah and Aula are new habits that adapt long to adjust the room and body conditions in indoor play and games. Every child plays indoors, apparently,

some advantages are, (1) children are not quick as soon as, because there is a routine to make teacher RA Wadas Kelir easy to solve problems and avoid anxiety; (2) help teachers have extra time; (3) cultivate a feeling of satisfaction as a teacher; (4) Build cohesion between teachers. From here, one routine will give birth to a good habit in indoor playing and game activity.

### 3.3. Rewards of Children's Habits of Playing and Indoor Games

Habitual rewards are habits in help a child's brain know if this circle is worth remembering for the future. The reward is the satisfaction he gets after finding the tall Tower of the lego game "true" (Rippe, 2018). From there, comes a circle of habits as shown in **Figure 1**,



**Figure 1.** Circle of habits.

The circle of habits is a sign of routine reward; It's becoming more and more automatic. Signs and rewards become so tightly bound that there is a sense of anticipation and desire to obtain something very strong (Sandi et al., 2020).

For example, Dzakiyah played lego making the Tower 10 times until it consumed high thoughts and emotions. However, Dzakiyah remained convinced not to despair, he continued until creating a tall Tower. Unlike the Hall that every day he introduces with cards and the habit of memorizing short prayers, arriving at home memorized without parents told. As a result, Aula champion 1 race memorization of daily prayers. This is called a reward that can satisfy the person and others always praise it.

Ilegbusi (2013) said Habits often bring not only benefits but also curses. While children can move play full exploration in maximizing growth and development. Rewards are not just rewards, compliments, and motivations. However, the reward is a form of achievement of children in solving problems in play and play. The rewards of playing and playing can be implemented to children through challenging games, for example, Zakka aged 5 years play prize walk by writing the numbers 1-30 on a big box and putting on tiles in a circle, playing with balloons, paper boat races, and others. This game can be conceptualized indoors to excite children in learning.

The impact of indoor play and games that is, (1) helps the child's development system through motor-sensory; (2) explore the potential ability in the child's creativity; (3) increase the ability to understand language and literacy; (4) develop the independence of the child; (5) develop the child's confidence; (6) Encourage children to explore. The impact of indoor play habits and games controls children's lives in the world of play. Multifunctional, interesting, unique, large, durable, as needed, and not harmful to children is a standard indoor educational game tool. So a child's habit of Berman should not be restricted or dissolved. Because, when the children are exploring to play as much as possible.

#### 4. CONCLUSION

Analysis of children's habits of playing and indoor play is a strategy to understand the child's world in achieving the child's growth and development goals. Through playing, habits and games become the step of the teacher to know the child's ability in the world of play. So in this habit analysis found three stages of habits that children do during indoor play and game activities in RA Wadas Kelir, namely, (1) habits of children's signs of play and indoor games, (2) habits of children's routines of play and indoor games, (3) habits of child rewards play and indoor games. Third, it becomes an analysis of children's habits to play until the last stage, namely rewards. The habit of seeding is an activity over and over again so that it makes children feel happy, want to try again to cause children to be skilled and active.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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