

Identifying Limitations Children's Play & Games

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Abstract

One of the important activities that support the growth and development of early childhood is playing and games. This study aims to explain and describe the concept of playing and children's games. The research method used is descriptive qualitative with data collection techniques through reading and recording reference documents that discuss the concept of playing and children's games. The results of the study are that playing by children is oriented towards moving activities; activities are carried out with fun; and have an impact on children's cognitive abilities. While games are a system that regulates play activities based on names, rules, tools and media, rewards and punishments, and ethics. Keywords: playing, games, and children.

Keywords: limitations, children's play, games

1. Introduction

There are children who are having fun playing cashier-caisiran (buying and selling). The child holds the toy tightly and looks at it in amazement. Occasionally the child smiles happily. When his mother shouted, "Take a shower first!" The child shook his head and exclaimed, "Later, I want to play trading first." After a few moments his friend came. He brought lots of leaves. Starting from cassava leaves, flowers, bananas, and many more. The child smiled happily seeing his friend's arrival. The child immediately got up from his seat and invited his friend to the yard. "You are the seller, I am the buyer!" the boy exclaimed. What happened next, both of them were actively involved in trading activities. Both engage in an activity called play. Both of them played in a pleasant atmosphere, used toy tools, there was movement in interaction and communication, and both of them had fun with the trading activities.

This is an important substance called play for children. Playing is an activity or activities carried out by children with pleasure and joy (Kurniawan, 2021). The child ran screaming loudly, jumping, throwing the ball, and climbing the stairs with enthusiasm. All of this shows activities or activities that children do with pleasure, because if they are not happy, why would children want to do such activities? When parents invite their children to do something that the children find unpleasant, the children will definitely not want to do it. But on the other hand, if parents invite their children to do a fun activity, the children will definitely scream. This indicates two important things in playing: moving activities and fun (Fadhillah, 2020).

These activities or moving activities are related to the organization of the child's physical-motor organs to move in doing something that is play-oriented, for example, if you are playing jumping rope, then the physical-motor activity is jumping over the rope repeatedly (Ardini, 2022). Meanwhile, pleasure is closely related to the child's psychological state when carrying out the activity.

In carrying out any activity, children's psychology always follows them, one of which is their feeling of joy and displeasure. A feeling of happiness arises if the activity brings something that makes the heart happy, for example, jogging to see beautiful nature makes the heart happy or running with friends makes the heart happy. With this sense of pleasure, an activity can be called playing (Yulaintina, 2022).

If they are not happy in doing activities, this means that children are forced to do them, and if they are forced, this means that children cannot actually develop to the next stage because the feeling of pleasure will actually open up further benefits from playing activities. What does joy feel like? Happiness is a condition of feeling relieved, satisfied and happy. This feeling of happiness is created due to the fulfillment of desires and hopes for something, including the fulfillment of activities that are in accordance with what is desired. For example, when children have the hope that if they play hide and seek they will be happy because they are with friends, entertained and exciting (Setiawan, 2023).

When children play hide and seek and then the children get what they want, it is certain that the children will feel a happy sensation. This is where hide-and-seek can be categorized into play. But on the other hand, what if a child doesn't get a sense of pleasure from playing hide and seek, then the child will be forced and tormented, want to finish quickly, and not focus on carrying out the activity, then we can still call the hide and seek activity playing, but playing is not optimal because loss of joy (Kurniawan, 2021). In fact, it is this feeling of joy that will make the child memorable and have a further impact on playing activities.

The impact that play activities must create is the growth and development of children's physical-motor, affective and cognitive potential. This means that playing for children is not just a matter of enjoyable activities, but enjoyable activities must also be able to optimize children's physical-motor, affective and cognitive growth and development. Physical-motor potential is related to movements that grow children's physique so that children become healthy individuals; affective potential related to children's attitudes, character and morals; while cognitive potential is related to the child's ability to develop his thinking.

From here, it is necessary to study and identify the substance of play and games for early childhood. Examining various studies and perspectives that can formulate play and games for early childhood. For this reason, this research study focuses on discussing early childhood games and games from various perspectives.

2. Research Methods

This type of research is qualitative-descriptive research, namely research that focuses on a series of activities examining documents, namely reference sources that discuss play and games (Ahmadi, 2019). For this reason, this research was carried out with a series of scientific performances whose main data sources came from texts or reference sources (Azwar, 2019). While the formal objects studied in the text are related to play and game material in various studies discussed in journals and references (Muhadjir, 2021). By focusing on the study of documents and references, this research is included in a descriptive study that discusses and examines texts as reference sources that discuss play and games in early childhood (Moleong, 2023). From this, the data in this research is in the form of spoken and written expressions and words that contain information related to the research material (Creswell, 2022). The data collection technique in this research uses documentation as a way of collecting data through careful reading and note-taking or reference sources in accordance with the theme (Sugiyono, 2020). This data analysis technique is carried out through analysis activities on the data obtained interactively, namely through a process *data reduction* (data reduction), data presentation (*data display*), and conclusion drawing and verification (*conclusion drawing and verification*) (Miles & Huberman, 2021).

3. Results And Discussion

Based on the problem formulation above, the focus of the study and discussion in this research is identifying the limits of play in early childhood and early childhood games. The discussion can be explained in the study and analysis as follows.

Identification of Early Childhood Play

It can be identified that the substance of play is all activities carried out by young children. An activity is called play if it has at least three important indicators: *First*, playing must be an active activity carried out by children (Kurniawan, et al., 2020); *Second*, the activities carried out must be carried out in a fun way because through this feeling of pleasure, children will feel the impact as the next characteristic (Suyadi, 2019); And *third*, enjoyable activities can optimally have an impact on children's physical-motor, affective and cognitive growth and development. Through these three indicators, we can then identify which play activities are good for children or which are not (Veronica, 2018).

For example, let's take the activity of playing games via gadgets. The question is whether playing gadget games can be categorized as a good gaming activity for children or not? We can also measure and identify it based on the three criteria above. *First*, in the context of activities or activities, playing gadget games is an active activity for children which is carried out by sitting more and being more dominant in moving fine motor skills to play gadget buttons. This causes playing games to be unable to optimize physical-motor potential. children as a whole because gaming activities only focus on fine motor skills of the fingers. *Second*, we definitely believe that children really like playing games.

Second, Once you play, children immediately like it, within days, children will become addicted to playing gadget games. This shows that playing games is very fun and is liked by children. In the second aspect, playing games meets the criteria for being a fun play activity for children. *Third*, if we look at the impact of optimization on the development of children's potential, we can identify: (1) the physical motor skills that actively move when playing this game are only fine motor skills of the fingers, while other physical members such as the body, feet and hands are just silent; This is of course not good for children's physical-motor growth and development; we also see the reality of obesity experienced by children who are addicted to playing gadget games; (2) from the affective aspect, playing games cannot optimize social, emotional, character and moral development because playing games does not condition children to communicate and interact with their environment; playing gadget games makes children conditioned all day only to face machines that are not good for their affective development; and (3) from the cognitive aspect, even though playing games seems to be developing children's thinking abilities in conquering patterns in playing, in fact the playing patterns in gadget games are fixed, so children only learn to conquer these patterns without developing and expanding children's knowledge (Wahyu & Rukhyati, 2022).

From here, we can identify that playing gadget games as a play activity that children really like is not good for children. The reason is, even though playing gadget games, from the aspect of activity and fun, it is included in playing activities, but from the aspect of positive impacts that play a role in developing children's potential, it does not occur. Playing gadget games cannot optimize children's physical-motor, affective and cognitive growth and development. Playing gadget games for too long also tends to be bad for children because if the child doesn't move enough, doesn't think enough and isn't social enough, it will result in the child's growth and development not being good.

Frequently playing gadget games, especially to the point of addiction, causes children to have poor health, poor attitudes and asocial tendencies, poor temperament and emotions, and very minimal knowledge of knowledge. It's not surprising that parents and teachers really don't like it if children stay too late and spend their days playing these gadget games. In fact, every play activity carried out by children must meet the indicators above. However, the reality we encounter is that the composition of each indicator in playing activities is different. For example, in the activity of playing hide-and-seek, children will enjoy doing this play activity. In this hide-and-seek activity there are indicators: physical-motor skills which are manifested by children in running, shouting and moving freely; there are also affective indicators related to cooperation, socialization, communication, and so on; as well as the existence of thinking indicators in estimating, guessing the voices and movements of friends, making predictions, and so on.

However, of the three indicators, the activity of playing hide-and-seek 50 is dominated by physical-motor and affective aspects in the form of dominant running activities and intensive interaction. Meanwhile, the cognitive indicators are less than optimal. With this reality, we must understand that ideally every day in children's lives should not be dominated by monotonous play activities because monotonous play activities cannot comprehensively develop the three indicators of child development.

For example, if a child spends a lot of his daily time just running around playing, then the child's physical-motor and affective abilities will develop optimally, but not his cognitive abilities. Or, every day children only spend time on tutoring, so only their cognitive abilities develop, while their affection and physical motor skills do not develop optimally. For this reason, play activities for children should ideally be varied so that they can maximize children's development potential in a balanced way so that children's potential will grow and develop optimally.

Identify Children's Games

When children ask to buy toys in the form of, for example, cars, and parents buy them, the child will enjoy playing with the cars, but the question is: how long will the child like playing with the cars? You can be sure that it won't take too long, in just an hour the child will be fed up and bored. Those new and perhaps expensive cars no longer matter. Children will also ask for new toys, and this incident will continue to happen. The question is why is that?

In fact, psychologically, the above reality occurs not because children are bored with the "toy car" play equipment. However, children are bored with games that condition children to play. If children only know that playing with cars only means running them forwards and backwards, then in a matter of hours or even minutes children will feel bored and bored, so that children will just abandon their toys, which could be, the price is expensive. However, this will not happen, if parents or teachers are able to create new games using the toy cars, then the children will always be happy and play with the cars all the time.

For example, through these cars, parents can create and develop games: sociodrama, transportation, car races, car carnivals, and so on. With this varied game, children will not get bored with playing with their cars. Here we can identify that a game is something that is used to organize playing activities, something that is in the form of concepts, systems and procedures that regulate playing activities. The concepts, systems and procedures in this game are manifested in the following terms: *First*, the name of the play activity. Every play activity must have a name (Kurniawan, et al., 2020).

This name is often called by children, even the same play activity can have different names. Usually this happens in traditional games, each region has a different name even though the playing activities are almost the same or even the same. The name in this game is usually given by the user at will. It is through this name that children will build their imagination and social skills to be involved in the game or not. For example, when a child invites a friend to play marbles, the child who is invited will imagine and make associations about the game. If the child feels happy, they will agree, and conversely, if the child feels unhappy, then the child will reject it.

This is the importance of names that must and always be in the game. The name of the game is a concept that evokes imagination and understanding of the activities that children must carry out while playing.

Second, the rules used in playing. Every game definitely has a name, and each different game name will have consequences with different systems, procedures and playing rules. The difference between playing gobak sodor and jumping rope is in the name and rules of the game. In fact, the names may vary, but the system of playing rules may be the same (Adi, et al., 2020). From here, the playing system and the rules used become the core of playing activities. A play activity can be said to be good, fun, and able to develop children's potential depending on the system and rules of play. It is through these rules that children then carry out various steps in playing activities that have been determined and agreed upon in the game.

Third, tools or media used in playing. Whatever the circumstances, every game definitely requires tools, media and playing resources (Hayati & Putro, 2022). For example, when children play ball, the children become the ball as a medium or playing tool. Or, when children play storytelling, the children will use fairy tale books as media, resources and playing tools. Good games always use and organize media and play tools because it is through media and play tools that children can develop fun activities, develop their imagination and develop their thinking abilities. In fact, this tool or media also

plays a large role in organizing intensive and enjoyable interaction and communication for children when carrying out play activities.

Fourth, ethical norms of play. Even though it may not be conveyed or written or spoken, the norms and ethics in the game always exist. These norms and ethics regulate children's attitudes in playing. These norms and ethics will be enforced when children violate the rules of the play system that have been established (Fadhilah, 2020). For example, if children cheat while playing, the other children will give sanctions for that violation. This is enforced because violating norms and ethics will make playing activities no longer open and fun. For example, when playing football, if a child plays ball inactively and just keeps quiet, or doesn't actively defend his team, then this attitude will make other friends disappointed. The disappointment of other friends playing makes them warn, encourage, and even replace the child. It could be that when a child cheats and is unsportsmanlike in playing, it will disappoint other children who are playing, so that this child can be expelled from the game.

Norms and ethics in games always exist and are upheld in playing activities. *Fifth*, reward and punishment. Actually, not all play activities involve rewards and punishments. However, many activities apply this, especially if play activities are related to games that condition children to be winners and losers. Prizes in this game are not always prizes in the form of objects, but also appreciation and a sense of pride.

For example, when playing football, children who score a goal will be praised by their friends, given respect and pride from their friends. Meanwhile, punishment in the game is not always a sanction, but also an expression and attitude that takes the form of disappointment. Punishments and rewards thus become an inseparable part of play activities, for example, rewards for children who can complete the puzzle, and feelings of disappointment for children who fail to complete the puzzle. With these game characteristics, we can identify a game, for example, a traditional game called Congklak.

First, from the aspect of the name congklak, this game will imagine children carrying out silent play activities with their friends, and playing is limited to distributing certain seeds or small stones in a hole to collect as many as possible. This game is fun because it involves competing in collecting as many seeds or small stones as possible to become the winner. Second, the rule system used in this game, the child who occupies the position as player "A" chooses a hole in his area and takes the seeds and divides them one by one without filling the barn that is not his. If the last seed taken falls into an empty barn, then player "A" stops and player "B" changes to play. This is done repeatedly until the grains run out.

The child whose barn gets the most grain is the winner, while the child with the least means loses in this game. Third, the tool or media used in this game is a long field with seven curves on each side and two larger curves in the middle of each end at the right and left ends which are usually called barns. This game usually uses seeds, small stones or other materials that have been designed. There are also congklak which are made from round, slightly oval-shaped sea shells or something similar but made from plastic. The barn on the far right belongs to player "A", and the barn on the left belongs to player "B". Two children will then play by occupying positions "A" or "B".

Fourth, the norms and ethics enforced in this game are that every child must play honestly and sportingly according to the playing mechanism. Starting by taking grains and distributing them in every hole, except for the 55 barns belonging to friends until finished, the last grain falls into an empty hole. By playing honestly and sportsmanship, this game will be played well and in fun so that the winner will be determined by the correct playing process in accordance with norms and ethics, and the loser will still be happy and happy to acknowledge the superiority of his friend. *Fifth*, rewards or prizes can be given to the child who wins.

For example, in the form of congratulations to the winner. Apart from that, the winner can also be given a toy prize or can eat together. Meanwhile, the loser just has to be willing to admit defeat and have the courage to congratulate the winner. Meanwhile, punishment is given to children who violate play norms or ethics. The punishment can be replaced by another child to play, or apologize and not repeat the cheating again, so that playing activities can continue. From here, by identifying games, it can be identified that games are a set of concepts, systems and procedures that regulate children in carrying out play activities.

It is through this game that playing activities can be properly identified, so that playing activities will be carried out in a series of systematic activities and in accordance with predetermined procedures. From here, playing activities can then be carried out properly in accordance with the conceptual rules that have been mutually agreed and agreed upon. From here, in the end, what regulates a series of children's activities and activities in play is play with a set of concepts, systems and procedures that have been determined.

4. Conclusion

One of the important activities that support the growth and development of early childhood is playing and games. Through this playing activity, children grow their physical abilities and develop their psychological abilities. For that reason, based on the results of the study and analysis, it can be concluded: First, playing is an activity carried out by children with an orientation towards three important things, namely playing involves children's physical and motoric movement activities; playing activities are always carried out with fun; and playing activities play an important role in developing children's cognitive abilities. Second, the substance of the game is a system that regulates children's playing activities based on the name of the game in the rules, the rules in playing activities, the tools and media used in playing, rewards and punishments in playing, and ethics in carrying out playing activities.

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