

PLAY AS THE INITIAL CHARACTER HABITUATION OF CULTURE IN EARLY CHILDHOOD IN PHYSICAL EDUCATION

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Abstract

Play is part of physical education has the same task of developing the potential of the children have to be able to develop that eventually become a child of quality, personality and character. Character of the child is the result of a habituation good life starts from the pen upbringing in the family, community and at school. Habituation include aspects of ethics, religious norms, moral norms, social norms and skills. Physical education is part of an ongoing formal education in schools starting from primary education up to the high school. Physical education is an education through physical activity to achieve the objectives of developing education in general cognitive abilities, affective and psychomotor. Physical activity can be either sports or non-play sports. Through the play will stimulate the potential of the children have to grow toward better education, especially packaged in physical activity. Through a well-managed play will spur the development of physical, social and psychic of the children.

Activity by children playing can take place anywhere and anytime so that the development potential of children will be held in conjunction with the play activities. These circumstances the initial formation of a cultural character of the child. This goes on continuously in a relatively long period of time, forming a persistent behavior in children and is recognized by others as a child's character.

Key-words: character, play, physical education

INTRODUCTION

Physical education is one of a conscious effort to create an environment that could affect the potential learners in order to evolve toward positive behavior through physical activity. Physical activity is a stimulus that was created to influence potential possessed learners in the learning of physical education at school level of education ranging from early childhood through secondary education. Through physical activity is expected educational goals that include cognitive, affective, physical, and psychomotor can be realized. Form of physical activity are presented in the form of teaching physical education to sports and non sports. Sports such as athletics, gymnastics, games, martial arts, and aquatic, are non-sports in the form of play, modified sports, and other physical activities.

Play is part of the scope of physical education that can be used to realize the goal of education. Play in physical education can be defined as physical activity undertaken in earnest, in complying with regulations and voluntary fun. Play capable of carrying a child toward positive change both in terms of physical, psychological, as well social. In a physical aspect through play

can help children's physical growth and development significantly, helping increasing and maintaining physical fitness of children, improve the quality of basic movements such as the child's non-locomotor, locomotor, and manipulation, improving the quality of the elements of the physical condition of the child such as strength, speed, explosive power, agility, flexibility, endurance, coordination, accuracy and balance, and be able to establish and improve the child's motor skills are good. Psychological aspects through play activities children can develop and enhance the child's psychic elements such as intelligence, creativity, courage, motivation, managing emotions, managing fear or anxiety, self-confident, mentally steel, concentration, attention, interest, willingness, and so on. Being in the social aspects through play children will be able to develop cooperation, respect, honor, trust, obey the rules, tolerance, sportsmanship, fair play, solidarity, social life, and others. Thus it can be stated that the play is a means of beginning to shape the character of children.

Functions play in physical education is to develop cognitive skills, affective, and psychomotor learners actually the realization of learners who have personality and character through play activities, this suggests that the general educational goals can be achieved.

DISCUSSION

Nature of Physical Education

Physical education is an integral part of education in general which affect the potential of learners in terms of cognitive, affective, and psychomotor through physical activity. Through physical activity the child will acquire a wide range of valuable experience to increasing the quality of life.

Williams in Arma and Agus Manadji Abdullah (1994:3) states that physical education is all kinds of human activity selected and implemented in accordance with the objectives to be achieved. The selected physical activity means that are tailored to children's abilities, environment, and infrastructure in schools. Bucher in Sukintaka (2001:2) states that physical education is an integral part of the whole process of education that aims to develop physical fitness, mental, emotional, and social development through physical activity. Moderate Sukintaka (2001:5) indicated that physical education is a process of educational interaction between students with the environment through physical activity systematically arranged for humans to berate educative interaction in whole. Reciprocal relationship between the learner with the environment include teachers, materials, goals, methods, media and facilities in order to influence potential learners through physical activity in the form of sports or non sports such as playing to become a whole human being in terms of personality and character. Based on the SK

Mendikbud 413/U/1987 number mentioned that physical education is an integral part of education through physical activities aimed at improving individual organically, neuromuscular, intellectual, and emotional.

Of the various opinions before it is clear that physical education is an integral part of education in general through physical activity. Through this physical activity students get a variety of real life experience that really brought the child towards a good attitude and behavior.

Objectives of Physical Education

Based on an understanding of the nature of the objectives of physical education physical education with the purpose of education in general, because physical education is an integral part of education in general through physical activity. Physical activity that includes a variety of physical and sports activities only as tools or means to achieve the goal of education in general. In general education are classified the educational objectives into three domains / domains namely: cognitive, affective, and psychomotor. Cognitive goal with regard to intelligence, knowledge, understanding, concepts, thinking skills, analysis, and evaluation. Affective realm includes a sense of purpose with respect to the value, attitudes, appreciation, social values. Psychomotor domains include objectives relating to motor skills, posture, physical fitness, and physical condition. In detail the purpose of education in Indonesia contained in the Law of the Republic of Indonesia Number 20 Year 2003 regarding National Education System in Chapter II, article 3 that the national education goals aimed at developing the potential of learners in order to be a man who is faithful and devoted to God the Almighty, a certain character noble, health, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. In the physical education curriculum at the school mentioned that the purpose of physical education and sport so that learners have the ability to:

1. Develop self-management skills in the development and maintenance of physical fitness and healthy lifestyles through physical activity and sport selected.
2. Enhance physical growth and mental development better.
3. Enhance the ability and basic motor skills.
4. Laying a strong foundation of moral character through the internalization of the values embodied in sport physical education and health.
5. Develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democratic.
6. Develop the skills to maintain the safety of themselves, others and the environment.

7. Understand the concept of physical activity and exercise in a clean environment as information to achieve perfect physical growth, healthy lifestyles and fitness, skilled and have a positive attitude.

Play

Restrictions on playing a very broad and difficult to find the sense of playing a real and proper in the sense of the limitations may include the whole notion of playing. But there are some limitations to play according to the experts as follows: James Sully in Tedjasaputra (2001:15) states that an important and necessary in the sense of fun play activities are marked by laughter. Soemitro (1991:3) states that play is learning to adjust the self to circumstances. Through play children will try to adapt to certain situations and environmental conditions in terms of shape, weight, content, nature, distance, time, language, and so on. Moderate Smith (Soemitro, 1991: 3) states that the play is a direct impulse from within each individual, which for kids is a job, being an adult is seen as a hobby. Sukintaka (1998:5) states play is physical activity undertaken voluntarily and earnestly to gain pleasure from doing the activity. Physical activity is a human motion itself, which means one sign of the play is the movement / physical activity such as: roads, running, throwing, jumping, rolling, climbing, crawling, kicking, hitting, and others. Children can certainly have been through in physical activity it can be said that they had already done spiritual activity. Voluntary means that in conducting its activities with the children playing follow the rules without any coercion from anyone, because the rules they use in their play is an agreement together. Who's really meaningful in the child's play activities using all abilities (physical, technical, tactical, psychological) to overcome all challenges and obstacles in the play situation. Happy is the main purpose of a play activity. Hurlock (1978:320) states that the play is any activity undertaken for the pleasure of it, without considering the final result. Play and voluntary and no coercion or pressure from outside or obligation.

Drijarkara in Sukintaka (1998:20) states that the play is a human phenomenon which is a dynamic activity of a civilized human being. Olympic is one of the example of a civilized human symptoms. Furthermore Drijarkara stated that the play is not just a physical activity but also involves fantasy, logic, and language. So that the required alignment between the physical play in this activity the physical and psychic logic, perception, assumption, emotion, courage, intelligence and others. According Drijarkara in play there should be two character of *eros* and *agon*. *Eros* in the sense that the play should be a foundation of love / love for the components in the play itself as a friend to play, play facilities, play time, play situations and so on. Furthermore, *agon* means struggle to overcome all the challenges / difficulties / obstacles or

problems in play. Children in the play inevitably face many challenges both from within ourselves and from outside himself. The challenge in such a state of physical or psychic, medium from the outside can come from friends and co-star, the situation is, of infrastructure play, spectators and others. This challenge can be overcome by a child should be sincerely and desperately through the physical and psychological. Two of this nature must be carried by children during play.

The Aims of Play in Physical Education

Play an important role in human life which can be seen from the aspect of psychological, physical, and social. Some aspects of the psychic component will develop through play, among others, in terms of intelligence, motivation, emotional, mental, self-confidence, interest, willingness, anxiety, aggressiveness, attention, concentration, and so on. Suppose factor due to intelligence develops through play that through play children will encounter various problems that arise in the game and should be resolved / decided on the spot quickly and precisely, or motivational factors through play children will show what they have to really truly and passionately because the play is exciting and fun atmosphere so that free move vigorously in accordance with its capabilities. Through play children will be familiar with the pressures either from himself or from the outside so it will be able to manage emotions, anxiety and self-confidence as well. Through play children will be able to develop, maintain, and control aspects of the psyche.

The physical aspect will also be developed through play activities include the growth and physical development, physical fitness, physical health, basic motor skills, physical elements that exist. Growth factors and physical development of your child will develop through play activities. Physical growth with respect to body size markedly increases that can be measured with certainty, such as increased height, weight, and large or in quantitative. Moderate physical development is increasingly quality ability of the body or group of muscles in the move / motion. For example the ability of throwing a small ball farther from the results before making a play activity, although the number of muscle fibers are relatively equal. Through the play also gives children the opportunity to practice basic motor skills such as movement of locomotor, non locomotor, and manipulative. Basic motor skills and the quality is getting better. Through the activity of playing the physical abilities of children will develop optimally.

The social aspect will also be developed through the activity of this play in terms of cooperation, communication, mutual trust, respect, built community tolerance, togetherness and so on. Through play children are able to create a form of cooperation to achieve common goals, in

cooperation ensured there is communication between team members, and in co-operation there is also a sense of mutual trust and mutual respect between members to achieve common goals desired. It was agreed by Cowel and Hazelton in Sukintaka (1998:9) who states that the play will be a positive change in terms of physical, social, mental, and moral.

Furthermore Hurlock (1978:323) states about the impact of play in the world of children that play in child development have an influence, such influence among others relate to: physical development, communication impulse, channeling the pent-up emotional energy, learning resources, stimulate creativity, development self-insight, learn social, moral standards, the development of desirable personality traits.

Conducting Emotional Energy for an Unexpressed

Playing is a medium channeling the tensions or potential energy caused by environmental restrictions on the behavior of their lives. Through playing the stored energy or emotion the child will be issued with a lancer without any hindrance, the child in play will issue what is the pressure / barrier freely are like screaming out loud in the field, kicking the ball hard, or hit the ball as hard as her lungs, making it easier to make the psychic balance which can restore a normal child behaving again. Also through the play activities with children are able to train and manage the emotions that must have emerged in play activities.

Conduction of Need and Desire

The needs and wishes of children who are not be met by other means can often be met through play activities. Needs and wants, among other things: the needs of friends, the need for self recognition / status, recognition, need to talk, to communicate, the need for security, comfort, exemplary, honesty, discipline, community and others. Through play activities of children's needs or desires will be fulfilled in accordance with the wishes of children. Children who are not able to achieve a leading role in real life will be fulfilling the needs or desires to obtain leadership in dramatic play / role by acting class president, village heads, district heads, presidents or captains in the game of football teams.

Learning Resources

Provide an opportunity to play extensively in children to learn the various fields that are not acquired through learning in schools, families and communities. Through play children will gain direct experience of various fields in terms of cognitive, affective, and psychomotor. Direct experience in the cognitive domain through guesswork play, puzzles, video games / play

station, snake ladder, a game with simple rules and standards. Through play the children will increase knowledge and understanding of an object and making decisions quickly and precisely in the sense of practical intelligence. Direct experience in the affective domain in the activity of play is when children are able to comply / implement rules that they agree or regulation game with a voluntary standard, to be honest in acting, *fair play*, able to work together, and behave properly. Moderate direct experience in the psychomotor domain when children actively in play activities such as running, throwing, catching, kicking, punching, rolling, jumping, crawling, twisting, dive, float, swim, swing, push, pull , clapping, and so on with a variety of motion.

Development of Self Insight

Play is mirrored in the lives of children. Through play children are able to see itself as existing benchmarks or comparison of a friend or foe to play, so they know the advantages and disadvantages in various fields such as physical, psychological, and social. Through play children know their ability level. This will allows children to develop self-concept with the more definite and real.

Learning Community

Play can also be defined center "community" for the children. In life there are certain community communication, social relationships, the value of cooperation, mutual help, there are rules that must be adhered to, there are common goals to be achieved, mutual respect, mutual trust, there is joy, love, togetherness, harmony, and peace. Through this activity children will learn social play by communicating with others, learn to respect, trust, learning to obey rules, togetherness and cooperation. If children are accustomed to obeying the rules, cooperation, mutual help and communicate with others at every opportunity it can be expected to play this habit will be taken in the life to exceed in which are real life can be realized.

Moral Standards

Can also play as a moral standard which means play can be seen through the good and bad attitudes or behavior of children at play. In the play activities of children of all abilities are free to express freely in terms of its attitude, behavior and language, so that children who have behaved well or bad habits will appear in the play activities. In addition children must have learned in the family and at school about good and bad things as well as its application, but the implementation of the most steadfast moral standards are in play activities.

Personality Development of Desired Characteristics

Through play activities the children will be used to establish a close relationship, learn to cooperate, communicate, honesty, sportsmanship, self-sacrifice, discipline, generous, patient, and compassionate, forming a child who has a good personality.

Bredenkamp in Montolalu, et al (2007:1.13) states that the play had the following benefits: enabling children to explore their world, develop social and cultural understanding, helping children express their thoughts and feelings, providing an opportunity to experience and solve problems, develop language skills and literacy, and to develop understanding and concepts.

Play Functions in Physical Education

It has long been that it has played an important function in the world of education in general. Play capable of carrying a child towards the development of personality it deserves. By playing all the potential that owned the child will develop well. All children have the innate potential, good potential towards positive or negative potential direction. The potential is there it will grow or not depends on the environment that influence on it. Play as one of the environment that is able to influence and develop the positive potential that is owned by the child's physical, psychological, and social. Including environmental education is purposely designed to influence or stimulate the potential that exists in students in order to develop properly. It is therefore no exaggeration that the play was part of his education, because the play capable of influencing the potential of the students in a positive way. This is in line with Colloza (Sukintaka, 1998:6) states that the play really part of education.

Moderate kindergarten in Sukintaka (1998) states that the play is a living organ / element of life and has always served as an educational vehicle. Play is an element of life means every life there are always accompanies play activities. Through play children will find his personality. Kindergarten emphasis on imaginative play, any object may be used as a plaything by any child's imagination. In this case the child is completely free imagination so as to develop her potential. Therefore it is no exaggeration to say that playing as a suggestion in the sense of self-development education toward positive behavior. Respect to the opinion that the play is free to imagine kindergarten, another case with Montessori stated that play as a means to study the function, in this play should encourage children to learn something according to function. Moreover, Huizinga argues that play is meaningful practical education (Sukintaka, 1998:7). Formal education in acquiring knowledge, attitudes, and skills through a systematic learning planned in accordance with the curriculum, time, place, and teachers. Being through play

children will gain increased knowledge, experience, attitude and skills without being bound by time, place, curriculum, or teacher. Playing can be done anytime (morning, noon, afternoon, or evening), anywhere (at home, school, in class, outside class, courtyard, gardens, fields, rivers, etc.), by anyone (kids until adults), and through play children will obtain a wide range of learning experiences both cognitive, affective, and psychomotor. So whenever, wherever and by whoever play activities take place there also educational activities carried out, this is the meaning of play as a practical education. Furthermore Soekarno Hadi stated that the Park Students have confidence that the games of childhood as a means of education that can guide the child towards the perfection of a pure national life (Sukintaka, 1998:8).

From the opinion of the experts can be concluded that the play has a noble function that is able to bring a child into a good personal direction indicated by changes in cognitive, affective, and psychomotor domains in accordance with changes in education were even able to bring a son to the perfection of life. This suggests that the play really is a culture of the early formation of good character kids.

CONCLUSIONS

Play is a way of physical activity undertaken in earnest and the voluntary and fun that is often done by most children. In physical education learning through play is able to bring learners to develop and enhance the ability or potential of the positive direction in terms of cognitive, affective, physical, and psychomotor develop properly, this means that through the play can be as early culture of good character formation of children.

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