

The Concept of a Cultural Playground for Implementing Patriotism in Early Childhood

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ABSTRACT

The development of playgrounds for early childhood continues to progress on a regular basis. Various playground models have been developed to stimulate early childhood growth and development. Unfortunately, no playgrounds exist that specifically introduce Indonesian culture. Whereas the introduction of culture is critical in instilling patriotism in early childhood. As a result, the purpose of this study was to describe the concept of a cultural playground as a medium for instilling patriotism in early childhood. The qualitative method was used in this study, along with a literature review approach. Data were gathered from books and scientific articles about playgrounds and Indonesian culture. The findings revealed that the cultural playground is a children's playground concept that has been designed and modified to introduce Indonesian culture to young children. Traditional houses, traditional clothes, and local arts are three Indonesian cultures that can be included in the cultural playground. It is hoped that this cultural playground will foster patriotism in early childhood.

Keywords: *cultural playground, patriotism, Early Childhood.*

1. INTRODUCTION

Every Indonesian citizen must be patriotic [1]. Patriotism must be instilled in light of the times' increasingly advanced developments toward modernization, and the onslaught of foreign cultures entering Indonesia, so that many teenagers forget their own culture and prefer foreign cultures [2]. To avoid this, a child must be able to learn about his/her own culture [3]. Cultural introductions must begin at a young age in order for children to become firmly ingrained as adults. Culture must be introduced to young children through engaging and enjoyable activities. One of them is through play activities. According to Parten, playing is a socializing activity that allows children to explore, discover, express feelings, create, and learn in a fun way [4]. Early childhood, on the other hand, is a time for children to play.

Educational games can be used to introduce and cultivate the patriotism character in young children. According to Fadlillah [4], educational games are the most appropriate and effective way to instill character values in young children. Young children can learn a lot by playing, including Indonesian culture. As a result, the development of games containing cultural materials must

continue so that they can be used to instill patriotism in young children.

A playground is a location and set of facilities for early childhood play that must be constantly improved. The playground is a representative playground that can be used as an early childhood learning tool. As a result, the provision of an early childhood playground is a priority that must be prioritized. Early childhood playgrounds are designed to encourage children to move and play actively [5]. It is well known that playing on the playground has many benefits for children's development, including introducing culture and instilling a sense of patriotism at a young age.

Early childhood playgrounds continue to evolve in response to changing needs and circumstances [6]. A playground for early childhood must consider both physical and non-physical aspects [7]. Material completeness, size, area, weight, direction, and so on are physical aspects, whereas non-physical aspects include security, children's interests and curiosity, freedom of expression, self-confidence, self-actualization, emotions, and a sense of joy [7]. Early childhood playgrounds must consider aspects of the play equipment in order to meet the needs of children, caregivers, and teachers [8]. So far,

many early childhood playgrounds have been developed, but the majority of them have focused on the safety factor, with few focusing on the developmental benefits that children will gain [9]. Furthermore, the development of a playground centered on children's benefits is still limited [7].

Based on these issues, it is necessary to create a cultural playground in order to introduce and instill patriotism in young children as early as possible. As a result, this research aimed to discuss the concept of a cultural playground for instilling patriotism in young children. The main question of this research is how the concept of a cultural playground is used to instill patriotism in early childhood.

2. METHODS

This is a qualitative study research based on a literature review. The purpose of this study was to identify and describe the concept of a cultural playground in order to instill patriotism in early childhood. A literature review is the activity of reviewing and analyzing various library materials related to the topic to be studied that have been published by academics or researchers. Among the steps taken in this research were the following: first, collecting various types of information from books, journal articles, or other sources relevant to the research topic; second, analyzing and evaluating knowledge and ideas about cultural playgrounds; third, clarifying the information gathered from various forms of literature in order to find information that is relevant to the needs; and fourth, developing the concept of a cultural playground based on expert ideas as well as research from various sources.

3. RESULTS AND DISCUSSION

The main question of this research is how the concept of the cultural playground is used to instill patriotism in early childhood. Two discussion themes emerged from various studies of relevant literature: the concept of cultural playgrounds and the role of cultural playgrounds in instilling patriotism in early childhood. The following are the two main themes:

3.1. The Concept a Cultural Playground in Early Childhood

The development of a playground or playground for early childhood in general is referred to as cultural playground. The cultural playground combines two elements: the element of a playground as an early childhood playground and the element of culture in

Indonesia. The goal is to instill patriotism in early childhood. The playground can be interpreted as a place to play and learn for early childhood that can be both indoor and outdoor in order to develop all aspects of early childhood development that differ from adult learning environments [10]. Playgrounds can provide a unique opportunity for children to play, learn, and interact socially with their surroundings [11].

The term playground is derived from the English word "playground," which means "a playing field or a place to play." This definition is derived from two words: play and ground. The term culture can refer to customs or something that is difficult to change. As a result, culture can be understood as the result of human mind (mind) activities and creations such as beliefs, arts, and customs.

The cultural playground concept combines a children's playground with various Indonesian cultures. The playground incorporates regional cultural nuances that reflect Indonesia's uniqueness, such as traditional houses, arts, clothing, and regional dances. The cultural playground is an outdoor play concept in which children's play facilities place a greater emphasis on gross motor skills. This cultural playground concept aims to instill patriotism in young children through play.

The development of cultural playgrounds is planned with the needs and characteristics of children in mind. The principles of safety and comfort take precedence. According to Mariyana et al. [7], there are four principles to consider when designing a playground: safety, the ability to protect children, the needs of children, and the enjoyment of children. In addition to comfort and safety, the concept of this cultural playground is attractive and includes a representative space for early childhood play. So far, there have been a number of issues with the playground's development. According to Aziz and Said [12] research, the most difficult problems with playground design are the inappropriate scale in designing the space, structuring the curb and entrance, providing socialization space for group games, providing a sense of security, and providing a waiting room for parents, as well as flexible space for children to play. The concept of this cultural playground will be designed in accordance with the needs and characteristics of early childhood, in addition to highlighting the cultural elements of the Indonesian nation, based on the findings of these studies and research.

3.2. The Importance of Cultural Playgrounds in Instilling Patriotism in Early Childhood

Early childhood is the ideal time to provide children with stimulation from various aspects of their existing development. Six aspects of development must be developed in early childhood: cognitive, social-emotional, language, physical motor, art, and moral religious values. Early childhood stimulation can be achieved by providing appropriate early childhood education. According to Article 1 paragraph 14 of the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, early childhood education is a coaching effort aimed at children from birth (0 years) to the age of 6 years that is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children are ready to take further education.

Cultural playgrounds play an important role in early childhood education. Various games in the cultural playground can specifically cultivate patriotism's character. According to Fadlillah [4], educational game tools can be used to instill character values in early childhood, including patriotism. Cultural playgrounds, in general, have the same benefits as other playgrounds in that they can stimulate children's growth and development. According to Diningrat [13], playgrounds have a significant impact on children's growth and development. This demonstrates that playgrounds are extremely effective at stimulating various aspects of early childhood development.

Several studies have shown that using the right playground can provide good and interesting learning experiences and outcomes for children in their early childhood [14]. Torkar and Rejc supported this claim, explaining that natural playgrounds and various types of play opportunities for children can increase children's participation in playground play, which can then stimulate various aspects of their development [15]. In accordance with the preceding viewpoint, Coe et al. (2014) explained that the use of natural playgrounds can be a means of stimulating children's development. In a slightly different vein, Olsen and Smith [16] claimed that the playground provides numerous opportunities to support children's developmental characteristics. Ernst [14] explained that, while cultural playgrounds are closely related to physical activity, they are also effective in improving all aspects of early childhood development. Cognitive, social/emotional aspects, language [17], and multiple intelligences are examples [7].

The role of cultural playgrounds in instilling patriotism in early childhood is to provide children with an engaging and enjoyable learning environment. Children can have fun while learning about Indonesian culture by using the cultural playground. Early childhood patriotism can be indirectly fostered by participating in activities on this cultural playground. When children become accustomed to learning about their own culture, they will develop a stronger sense of patriotism. According to the Council for Curriculum, Examinations, and Assessment (CCEA), the importance of such a playground is that it allows and encourages children to enliven their experiences through their most natural way – movement, where movement is one of the four vehicles through which children can learn, providing access to space to nurture mind-body growth. Physical development is required for children to grow.

Every individual must be instilled with a sense of patriotism from a young age [18]. In accordance with the preceding statement, it is explained that instilling a patriotism attitude should begin at a young age [19]. According to Sulton, Wulansari, and Utami [20] patriotism must be instilled in the younger generation, even in early childhood, which is a golden period. Patriotism must be instilled in children from an early age so that they can respect their nation and country [21]. In accordance with the preceding viewpoint, patriotism values must be instilled at a young age so that the nation's successor can realize attitudes and behaviors that are beneficial to the community's interests [22].

Patriotism can be defined as affection and love for one's birthplace or homeland [19]. Patriotism is a sense of pride, belonging, respect, and loyalty that every individual in the country where he lives has, which is reflected in his/her behavior of defending, protecting, and self-sacrificing. Similar to the preceding viewpoint, patriotism can be defined as an attitude of loving the nation and the country while ignoring regional fanaticism and feelings of love for the environment in which he/she was born, until finally loving the country in which he/she earns a living and lives his/her life until the end of his/her life. Instilling patriotism can begin with simple things such as knowing, understanding, and appreciating the local culture around them [23].

4. CONCLUSION

The development of media to instill love for the homeland in early childhood must continue. Through the right media children can learn easily. Cultural playground is a concept of children's learning media developed in order to introduce various Indonesian

cultures through play activities. Through this cultural playground, it is hoped that it can foster love for the homeland from an early age. Thus, Indonesian culture will remain sustainable.

ACKNOWLEDGMENT

The Directorate of Research and Community Service (DRPM) of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia funded this research entirely through the Higher Education Leading Applied Research grant program (PTUPT) with contract number 97/VI.4/PN/2021. Thank you also to Universitas Muhammadiyah Ponorogo for assisting with the implementation of this research.

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