PLAY MODELS IN PRIMARY SCHOOL BASED ON DAP (DEVELOPMENTALLY APPROPRIATE PRACTICE) APPROACH

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Abstract

The research conducted in order to construct Play Model in Primary school which enables to be integrated with other subject in low class (third grade) of primary school. The playing model is needed to study based on the objective condition at practice, about plays in primary school of how it have not merit proper attention and teacher's lack comprehension about its kind, benefit, technique or procedure. In order to answer questions above the researcher applied "research and development" research method, it is a study which employs a process to develop educational product validity. The result from this study is play modes in primary school based on DAP. The subjects of this study are student of third grade Gudang Kahuripan I and II Primary School (public school), overall 62 students. The research procedures: preliminary research (study of literature, research of previous study, field study); model planning (goal, construction of model planning, constructing field evaluation planning); evaluation model (goal, implementation model, evaluation, revision); model validation throughout discussion with teacher of the primary school and undergraduate and diploma students of Primary School Teacher Education Department of Universitas Pendidikan Indonesia.

The result of the study is play model for primary school which consists of 6 kinds of plays, i.e. exploratory play, energetic play, skillful play, social play, imaginative play, and puzzle play. The six plays were composed and implemented based on DAP approach (Developmentally Appropriate Practice) and *PAKEM (Pembelajaran Aktif Kreatif Efektif dan Menyenangkan*/Active Creative Effective and Fun Learning). The evaluation applied using Metzger & Shlanck and Yusoff's observation evaluation guidelines. The observation analysis concluded that the six play enable to develop cognitive, affective (socio-emotion), and psychomotor aspects.

Key words: Exploratory play, skillful play, energetic play, social play, imaginative play, puzzle play, DAP approach, *PAKEM* approach.

Foreword

Basically, children loves to play, mobile, sing and dance, whether solitary or in group. Playing is naturally an activity of having fun. Children does not feel forced to play, however, they earn excitement, pleasure, information, knowledge, imagination, and motivation to socialize.

Play has broad function, such as for children, teacher, parent and the other function. As for children, Play is able to develop their physics, motor, social, emotion, cognitive, creativity, language, behavior, sight sharpness, stress release, and therapy for physics, mental or other developmental disorder.

As for teacher and parent, play enable to understand the children character, way of thinking, and enable to intervene, collaborate and communicate with children. The other function is recreation, energy transferring, living preparation and integration mechanism (unity) with surrounding nature.

According to NAEYC (National Association for The Education of Young Children, 1997), play is a prior tool for children education. Indeed Indonesian government has encouraged principal "Playing as well as studying". Play in this occasion indicates these characteristics: creates fun, spontaneity, and children self motivation and rules established by the children them self.

The problem until presently, schools particularly in primary schools, playing activities is not considered essential, so there is not planned and structured program. Thematic learning integrate couple of subjects at low class is not include play, occasionally; play is included on physics subject. Physics is an integrated part of educational system generally. Physics apply in order to encourage motor ability, physical, logic and value (mental, emotion, spiritual, and social) and healthy life habit. Physic as subject which oriented to student motor need may also integrate with other subject as math, science, social, and religion. Although, in reality physics learning at school is not effective enough, even though some effort in revising the curriculum and teacher training has been conducted (Satya, 2006). Beside, teacher is founding difficulty to get representative and accommodative references and also the lack of understanding from the people about the importance of physic study as device to have an entirely healthy life (physically, emotion, and social intelligence). The research is expected to enrich the appropriate plays to implement in primary school and the implementation can be integrated with the other subject.

Study of Literature

Play Definition

The definition of play is unique and descriptive. There are some views and definition given by scholar or non scholar broadly and various, from classic theory which associated with "energy surplus" and animal. The theory states the higher the species the more time spent for play where area the lower is a species the energy it is use only to fulfill it primer need. Among 50's and 70's play theory was established. There is a play theory associated with to organism support and the basic need. There also theory which stated play as communication, play as chance to explore new behavior, even Heron (1971) point out that play is a learning process which involved though, perception, and concept, social and physical skill. Play also associated with intrinsic compensation and fun. Therefore, play is a natural activity for children who give them opportunity to create, explore and understand their own world.

According to figures of children education, such as: Plato, Aristotle, Froble, Hurlock and Spencer (in Satya, 2006), play is an efforts to earn satisfaction, escape to fantasy world by releasing deliverance wish. Such as: the wish of becoming a king, queen, etc. play as an activity has practical value. It means play is used as media to develop particular skill and ability of children. Meanwhile play is any kind of activity which is conducted in order to get happiness. Play for children is an effort to transfer the over produced energy and to avoid negative activity caused by inflated energy, the example of this case is the fight among students.

According to Rebecca Isbell in her book *The Complete Learning Center Book,* "*Play is Children's Work and Children Want to Play",* in playing, children develop problem solving skill by employing many ways to do and decide the best approach. In play children use language in their activity, advance, and revise their language as their talking with the other kids. When playing they learn about the other people beside them selves and they try roles and adapt as they cooperate with other. Play form the whole aspects of children development: intellectual, social, emotion, and physics (Isbell in Satya, 2006).

Play is children's work and children love to play. While playing children develop problem solving skill by employ various kinds of way and deciding the most appropriate ways. Children use language as media in playing, advance and sort their language as they talk and listen to one and other. While playing, they learn to understand other people by agreeing the commitment they have created together

based on rule and value of work. Play forms children development in any aspects of intellectual, social-emotion, and physics.

Play for children are what they are doing the whole day, play is their life, and their life is playing. Children do not differ playing, studying, and working. Children are natural player, they enjoy and able to concentrate for a long period of skill. Play is intrinsic motivation for children and nobody can tell what to do and how to do it.

In playing children develop mental, abilities to solve problem in their live and increasing the health of their motor components. There is not any definition can tell the actual meaning of play (Mary Mayesky, 1990; in Satya; 2006).

Play is base media and indicator of mental development. Play enable children to advance their development, such as, motor sensory, baby's intelligence, from the operational to the concrete operational, as for preschool children to build their cognitive, physic and socio-economy development (George W. Maxim, 1992, in Satya 2006).

Playing is a children prior requirement in their life, through play, they learn skill to survive and found pattern in the world full of confusion (Lee, 1997).

Play is the basic goal of learning in child period…children is gradually develop concept of natural relationship, the ability to distinguished, to evaluate, to analyze and to extract, to imagine and formulate.

DAP Approach Value

Developmentally Appropriate Practice (DAP) is constructive guideline; a philosophy or an approach about how to interact and working together with children (student). DAP approach applied based on data accumulation or fact and study result which describe about thing that student like. According to the concept, knowledge description of student development or the other aspects associate to primary school student of every practical implementation of learning development is inevitable.

In every teaching practice, teacher were always demanded to be to decide. The decision will establish whether the program taken by teacher has yet considered knowledge about the student or not. When the decision is actually accommodate "who is actually primary school student ", then decision can be say it is already based on DAP approach. Although the content of curricula influenced by many factors as the custom study stated by GBHN, social value or culture, school leadership, and parent's expectation, teaching content and strategy based on DAP must be more socialized.

Overlook Bredekamp view (1987) about "Developmental Appropriateness" concept indicate that teaching approach which oriented to children development has two dimension of comprehension. First, age appropriate and second is individually appropriate.

Research Method

The research employs "Research Development" method, as described by Brong and Gall (1979); Educational research and development is a process used to develop and validate educational product. The product developed by this method is not only considering material, such as: figures, book, film, slide, etc, but also method, learning program mode which consists of procedures, learning process and evaluation. In order to give illustration and job description the researcher develop "Design Research Development" as below: a preliminary research in order to acquire secondary data about the current learning process at the targeted primary school, afterward, continued by literature study and study of the previous research findings. The next step is constructing learning model according to targeted class, kinds of play (6 kinds) and DAP and PAKEM approach (Active Creative, Affective and Fun). The sixth mode is then tried out and revised over and over. Last step is model validation and finalization.

Data Analysis and implementation

In this research, there are data or information collected particularly associated with:

a. The actual condition of play at primary school and aspects which influence it, which includes the amount of the student, learning facility, the number and qualification of teaching staff, learning society.

b. Data about teacher competencies in designing teaching program based on thematic approach DAP approach and the teacher competencies in implementing learning with planned and constructed play technique.

c. Data of model implementation based on DAP approach which include students learning activity, class organization, the applied method, facility or devices used, and evaluation.

d. Data about the play influence based on DAP approach toward learning process.

Based on the study approach, the research applied qualitative research, the data collection techniques are observation, interview, and literature study. The observation employed was participative observation as describes by Goodman (1990); in participant observation, the researcher participate directly with the people he or she is studying in the activities in which they are engaged.

Researcher in this occasion is directly participating with people when they were conducting the activity. Researcher is not only participate in designing, they were implement the program as far as it is not nuisance the teacher tasks. By participating, the researchers enable to observe and record clearly about things occurs during implementation. In order to enrich data, interviews were also conducted toward teachers, school head, parents, and students.

The observation device is *Penilaian Bermain* (Play Evaluation) adapted from Metger and Shlanck (1997). The data analysis employed based on the types of data acquired during the study. As for qualitative data, data analysis conducted on every formulated observation items. The result of tryouts data were re check, analyzed and interpreted.

Findings and Discussion

1. The research has succeeded constructing and practicing the six plays, each plays consists of two kinds of play. Eksploritary play consist of two play (a) *Permainan Memelihara Daun dan Bunga* (The Leaf and Flower Maintenance Play), (b) *Permainan Membuat Laporan dan Denah* (Reporting and Mapping Play). Energetic play consists of two play; (a) *Kuda Bisik* (Wishpering Horse) and (b) *Permainan Recik/Galah* (Stack Play). Skillful play consists of two play; (a) *Permainan Mari Melempar* (Let's Throw Play) and (b) *Permainan Bola Hadang* (Ball Hinder Play). Social Play consists of two plays; (a) *Drama Timun Mas* (Timun Mas Role Play) and (b) Permainan Tanda Tangan (Sign Play). Imaginative play consists of two play; (a) *Permainan Bahasa* Robot (Speak Robot Play) and (b) *Menangkan Pengutil* (Fetch the Thief Play). Puzzle It out Play consists of two play; (a) Animal Puzzle and (b) Sudoku Puzzle. Based on evaluation during playing activities through observation sheet adapted from Metzger & Shlanck (1997), Yusoff (2000), both individually or group observation, the six plays increase 3 children's development fields; cognitive, affective (socio-emotion) and psychomotor development. Each play has it own excellence, such as imaginative play

exceeded in socio-emotion development (for example "Fetch the Thief"), meanwhile skillful and energetic play exceeded in psychomotor development.

2. The play enable to be integrated with thematic learning model by include it in to *Rencana Pelaksanaan Pembelajaran* (Learning Implementation Planning) by determining the appropriate theme (see RPP enclosure).

3. The six plays apply scenario below, and the primary teacher enable to compose the six plays according to the student's characteristic and development.

Type of Play…………………	
1. Play	:
2. Objective	:
3. Location	:
4. Period	:
5. Tools/Devices	:
6. Procedure	:

Conclusion

There are six plays which based on studies of plays theories applicable for the development of primary school student or relevant with DAP approach. They are exploratory play, energetic play, skillful play, social play, imaginative play, and puzzle it out play.

Suggestion

As for primary school teacher who is about to apply these plays, it is best if they learn the game properly to adjusted with the students characteristic and development.

The plays enable to be adapted into the school curricula hence the play can be included in to Learning Implementation Planning after the teacher compose the syllabus.

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