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Playful Learning: Developing Daily Life Skills in Early Childhood

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ABSTRACT

The purpose of this study was to find out that playing while learning can develop children's daily life skills. The research method used is a systematic literature review. Based on the results of research conducted, Playful-learning is a learning method that is appropriate to the characteristics of children and is able to develop children's life skills through fun activities so that learning will feel more meaningful. Playing together is a world that cannot be separated from early childhood life. So that learning activities often adopt learning methods that are closely related to playing methods. However, it is often found that learning and playing activities are two separate things. It seems as if children cannot develop aspects of their development through play activities alone. Therefore, to create a suitable learning environment for children, it is necessary to integrate the two through the Playful-Learning method. Learning for children is not only enough from an academic point of view, but also must pay attention to aspects of life skills to make it easier for them to live in the future.

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1. INTRODUCTION

In fact, a child is expected to have life skills on the basis of developing the ability to help himself for his survival. Life skills, also known as daily life skills, are essential skills that help children face the challenges of everyday life. Among the life skills that children must have are taking care of themselves (self-help), building a self-image (self-image), increasing self-knowledge (self-knowledge) and finally being able to help others (social-skill) (Adhani et al., 2017). Life skills play an important role in preparing children for life in the future.

Basically, the future is dynamic and of course there will be many changes. Therefore, it is important for children to be equipped with life skills values that can help them adapt in the future. The aim of life skills education is to prepare children academically, socially and emotionally to face life's difficulties and problems (Rakhman & Alam, 2020). In this way, it is hoped that children will be prepared to live their lives facing greater difficulties/problems in the future. Although the development process of each child does not occur at the same time, Bloom's theory states that 50% of human intelligence capability occurs when a child is 4 years old. Therefore, it is important for young children to learn through their natural activities, namely playing (Trenggonowati & Kulsum, 2018). So it is important for educators and parents to facilitate a child-friendly environment.

A child-friendly environment can be seen in terms of children's safety and comfort in activities, one of which is playing. "Seeing play as the highest form of learning", Vygotsky believes that play can be a way to integrate learning material/content and activities that are appropriate to the child's level of understanding. Play-based learning also provides opportunities for children to explore and make mistakes through the concept of trial and error. Play comes in various forms, namely play activities that are controlled by children and teachers (Pyle & Danniels, 2017). Playful Learning can be used when educators teach academic learning material or skills that would not occur naturally in an interesting and fun way (Taylor & Boyer, 2020). Through play, children can also have space to explore and develop their life skills.

However, playing and learning are often considered two different things. Even academic skills are considered more important to be taught in schools. As a result, life skills development is given less attention. Based on the results of observations and observations made by Safira and Hidayah at TKIT Taruna Teladan Delanggu, there are still 70% of children who are not yet able to take care of themselves well (Syafira & Hidayah, 2022). This condition is quite worrying because the majority of children are not even able to help themselves in carrying out daily activities such as putting on their own clothes, putting on their own shoes or socks.

The novelty of this research is to determine the effectiveness of integrating learning while playing through the playful learning method in developing daily life skills in early childhood. It is also hoped that this research will be able to determine the benefits of interesting, fun, active and meaningful learning activities to develop the life skills of early childhood.

2. METHODS

The approach used is qualitative through a systematic literature review method. This research method was chosen to identify, study and evaluate research that is relevant to a particular research topic (Fitriani & Putra, 2022). The stages of the systematic literature review method can be seen in **Figure 1**.

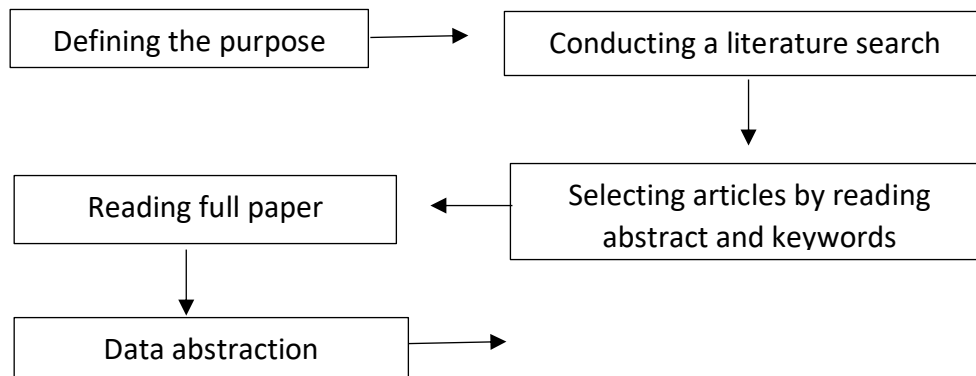


Figure 1. Stages of the systematic literature review method.

A search for literature studies was carried out using the Google Scholar search engine and the Publish or Perish application. The keywords used are "Play-based Learning", "Life Skills", "Early Childhood Life Skills", and "Playful-Learning" by limiting articles from 2015 to 2023. Then the literature sources are managed in the Zotero application.

The criteria used in searching for literature studies are topics related to creative and fun learning activities to develop daily life skills in early childhood through play activities from research results that have been published in journals, seminar proceedings, books and theses. Then an identification process is carried out to find a match between the variables and the content of the article. The data analysis technique used is qualitative thematic analysis of data. So researchers will be able to collect data based on the topic being researched.

3. RESULTS AND DISCUSSION

Play contributes to the development of thinking abilities based on its experimental and flexible nature. The benefit of this experimental nature in play is that it develops children's skills and responses through a flexible, effective and multiperspective approach. Playing can be a valuable moment for children to spend time, exploring the environment, natural objects and obtaining information; while teachers or adults act as facilitators and guides for children (Taylor & Boyer, 2020). There is also a need for mentors for children so that teachers or adults can always introduce the values of skills and noble character that are in accordance with local norms and culture so that children can learn to be good individuals.

Based on research conducted by Jenab and Inten, playing can be a means of stimulating aspects of children's development in order to develop their life skills. According to WHO (World Health Organization), life skills are the ability to adapt and behave positively which enables individuals to face the demands and challenges of daily life effectively. But for some people, life skills may not be easy to understand or observe. Some individuals may find it difficult to learn these skills or may feel as though no one is patient enough to guide them. To ensure that life skills are understood by and instilled in all children, educators can teach life skills in the classroom, and through that help prepare them for success in their daily lives.

Self-help skills or what are called daily life skills need to be developed from an early age in children so that they can prepare themselves for the next life and be more independent. Some of the life skills are self-awareness skills, which are also often called personal skills. Then rational thinking skills (thinking skills), social skills (social skills), academic skills

(academic skills), and vocational skills (vocational skills) (Mustofa, 2020). According to Racel and Rebecca, life skills are divided into several domains, namely self-control, self-perception, social skills, motivation and resilience (Cullinane & Montacute, 2017). Each life skills domain is actually related to each other and can be reflected in daily life behavior.

Tabel 1. Study of 10 journals.

Title	Writer	Method	Sample	Key Findings
The Effectiveness of a Life Skills Training Based on the Response to Intervention Model on Improving Disruptive Behavior of Preschool Children	Mourad Ali Eissa Saad (2018)	Quantitative with observation and checklists	37 students of Eyas Global Montessori School	This study shows the effectiveness of role playing in cultivating social skills in children. However, this research also shows the need for further research and broader observations to support younger children in adapting to the environment and to track how effectively children apply the skills they have acquired.
The Transformative Potential of Role-Playing Games—: From Play Skills to Human Skills	Stéphane Daniau (2016)	Literature review, action research, and data cross-analysis	-	TRPG (Transformative Role-Playing Game) is very effective for encouraging knowledge acquisition, developing role-playing skills, strengthening team building, encouraging collaborative creativity, and exploring one's personal development.
A new path to education reform: Playful learning promotes 21st-century skills in schools and beyond POLICY BIG IDEAS About the Authors	Kathy Hirsh-Pasek, Helen Shwe Hadani, Elias Blinkoff, Roberta M. Golinkoff (2020)	-	-	Playful Learning is a learning method that is suitable to be applied in the 21st century because it can facilitate children to develop their skills, especially summarized in the 6Cs, namely <i>Collaboration, communication, content, critical thinking, Creative Innovation, Confidence</i>
Making schools work: An equation for active playful learning	Kimberly T. Nesbitt, Elias Blinkoff, Roberta Michnick Golinkoff & Kathy HirshPasek (2023)	qualitative	-	Educators should strive to create learning and experiences that aim to support specific learning goals that are active, engaging, meaningful, social, repetitive, and enjoyable. We recommend that educators use cultural values, science about how children learn, and knowledge about what children need to learn to succeed in life when planning and facilitating instruction.
Playful Learning and Skills	Panagiota Andreopoulou &	Quantitative with	Elementary school	In line with existing literature which confirms the contribution

Improvement	Loukas Moustakas (2019)	questionnaires	teachers, secondary schools and adult educators	of play to improving skills and underlines the need for further research and sensitization of the educational community so that it becomes an integral part of the educational process, from formal education to adult education.
Playful Learning Landscapes: Creating skill-building experiences in community spaces	Molly A. Schlesinger & Kathy Hirsh-Pasek (2019)	-	-	The important role of Playful Learning Landscapes in children's play experiences in the community environment.
Leadership styles and skills developed through game-based learning	Maria José Sousa & Álvaro Rocha (2019)	Quantitative and qualitative	120 participants in the GBL (Game-Based Learning) class	The game-based learning approach is an effective approach for developing leadership skills and the main skills developed are: motivation, facilitation, coaching, mindset change, and communication.
The Effect of Drama Activities on the Life Skills of Five-Year-Old Children	Remziye CEYLAN ¹ & Feride GÖKÇOLAK ¹ (2019)	Experimental design	32 Kindergarten students in Istanbul aged 5 years	Role playing/drama contributes effectively to improving children's life skills. Therefore, researchers suggest including drama activities in daily plans including life skills by considering achievements and indicators in the program.
The effect of outdoor learning activities on the development of preschool children	Günseli Yıldırım and Güzin Özyılmaz Akamca (2017)	quasi-experimental design and one-group with a pre-test and a post-test model	35 kindergarten students in Izmir district, Türkiye	Learning activities contribute to the cognitive, linguistic, motor and social emotional development of preschool children. Teachers should be informed about the importance of <i>outdoor learning</i> through teacher training programs before and during their term of service, and <i>outdoor learning</i> should also be included in the education curriculum.
How playful learning can help leapfrog progress in education	Rebecca Winthrop (2019)	-	-	<i>playful-learning and student-centered</i> methods will foster students' natural curiosity and expose them to important topics

As a result of the journal search system, there were 10 articles that were considered to represent criteria related to the topic being researched. Journal articles and digital books (e-books) published starting in 2016 were searched using the keywords (Playful learning; Life

Skill; Early childhood. The ten articles can be seen in **Table 1**. Researchers have found that there are connections between various types of activities. Playing is related to children's development, whether from a social, emotional or academic perspective. Playing is present as a learning strategy that can train children's cognitive abilities through exploration and negotiation as well as self-control.

One method that integrates learning activities with play is Playful-learning. Playful-learning is a planned play activity where the play experience is tailored to the child's interests and abilities and is arranged to meet certain learning goals under the guidance of educators (Pyle & Danniels, 2017). Children will remain in full control of their learning along with the context provided by the teacher. So according to research conducted by Kathy and Helen, Playful-learning is the basis for free-play and guided play methods. Free-play is done so that children can build and create a game without clear learning objectives, whereas guided play designed to achieve certain learning outcomes.

Play activities guided by adults can optimize the learning context. Through this learning method, educators can assess the extent of children's development through assessments that have been prepared based on the relevant learning design. This can be done by taking advantage of children's enjoyment when playing to continue to support and realize the learning material in the curriculum. Danniels & Pyle (2022) play, children can be directed to the basics of life skills such as independence or the ability to help themselves without the help of others as well as practice carrying out activities or skills that can be applied in life including fine motor skills consisting of self-care, caring for the environment, and good manners (Jenab et al., 2021). Based on the results of previous research, daily living skills can be achieved through role playing activities. For example, children can act as chefs, there they can learn to recognize chef duties such as using cooking and eating utensils, tidying up equipment that has been used and improving social skills with friends. The mission of PLL (Playful Learning Landscape) is to reinvent everyday spaces and experiences as playful, intentional, evidence-based learning opportunities that are rapid, organic interactions that support children's literacy development (Todaro et al., 2022). So it is important for society to support the provision of a child-friendly environment.

In learning that refers to Playful learning, the teacher has an important role in implementing the playful learning-guided play learning method, namely deliberately arranging the learning environment and experience by providing instructions to ensure that children's exploration activities are focused on a topic that they want to achieve. Children still have control in making activities fun and interesting. Playful-learning takes advantage of children's desire to learn and explore naturally. Providing opportunities for children to understand their desires so as to produce actions that can increase understanding of learning (Ministry of Education, 2019). Both parties can discuss the learning goals they want to achieve and children are given confidence in monitoring the activities they like. Through this process children will be able to learn independently and reflect on their progress towards certain skills. Children can also see themselves as competent figures and confident learners.

4. CONCLUSION

Based on the results of this research, it was found that playful-learning can be an effective learning method for young children to gain knowledge and skills. Among the skills that can be developed are daily living skills where children have the ability to help themselves, have self-confidence and are able to make their own decisions. Among the

activities that can be used as a reference are role playing activities. The teacher plays a role in facilitating children to play while learning and providing options for types of playful learning that can be used according to needs, whether free-play or guided-play.

Creating a good learning environment is not only enough at school but also requires the help of the surrounding community so that children can learn to understand the community they are in so that they can be accepted and contribute in the future. The research limitation is the lack of references or sources in Indonesian that discuss Playful Learning and Daily Life skills simultaneously. Recommendations for further research are that the research time can be longer and the authors are expected to understand English better to make it easier to find information in international articles.

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