

EDUCATIONAL TOUR IN DENPASAR TRAFFIC PARK FOR EARLY CHILDHOOD

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ABSTRACT

Early childhood education activities developed in the learning system must be well planned in accordance with the level of achievement of children. This is supported by the early childhood learning environment, namely the availability of children's playing facilities that enable the children to move freely, create, explore, and do various manipulation activities so that they can get new experiences from their activities. One of the learning environments for early childhood is the Child Friendly Integrated Public Space (CFIPS), which is a public space that has the characteristics of a public open garden, as a safe place for children to play and growth. The CFIPS in Denpasar City that is often visited by early childhood (PAUD) schools is the Traffic Park. This paper discusses the descriptive research on the educational tour element of Denpasar Traffic Park. The findings of this study suggest that the Denpasar Traffic Park is mainly used for outing class activities, educating students regarding traffic safety and order. It serves as an opportunity for learning outside the classroom, which provides experience and knowledge to the children.

Keywords: Traffic Park, Early childhood, education, CFIPS

INTRODUCTION

The goal of nation building in Indonesia is to realize a just and prosperous society based on the philosophy of Pancasila. Education is an effort to prepare the next generation in facing the era of globalization that is full of challenges. An important component of Indonesian society is children because children are the present and future stakeholders of the nation. To that end, the development of early childhood is necessary in terms of health, education, and well-being [1].

Early Childhood Education is an education level intended for children from birth to 6 years of age, which is carried out through educational stimulus assistance to assist in the growth and physical development and children, to prepare them for their next stages of formal, non-formal and informal education [2]. All forms of early childhood education developed in the learning system must be well planned according to the children's achievement levels. Early childhood education is intended to facilitate the development of healthy and optimal children with the values, norms, and expectations of the community. Early childhood education is done through providing experience, maximum stimulation, and providing a conducive environment [1].

Early childhood learning environment should provide children with playing facilities that enable them to move freely, be creative, to explore, and to do various manipulations so that children get some new behaviors from their activities. The learning environment in the room will be used as a learning place for children to hone their various potentials. Activities in outdoor learning environments where children play (outdoor playgrounds) are an integral part of children's development and learning programs. The outdoor learning environment is beneficial and effective in fostering the development of children with multiple intelligences, so the outdoor playground learning environment must be organized properly and seriously [3]. The learning environment is one of the key success factors in building children's abilities and behavior and developing children's intelligence potential. The implication is that the environment for children must be given priority, especially if the environment is a learning environment. One of the learning

environments for young children is the Child Friendly Integrated Public Space (CFIPS). It is a public space that has characteristics as a public open park, a vehicle for development and child development, part of child-friendly urban infrastructure and facilities, green open space, and facilities for activities social which is equipped with various interesting games, CCTV surveillance, library room, PKK Mart, lactation room, and others [4]. The CFIPS aims to provide a venue for various activities and functions of integrated public spaces, such as play and learning for children, a place for social interaction for citizens, a place for consultation and information space and education for residents.

METHODS

This research is a descriptive study that aims to describe a phenomenon systematically according to what it is. Descriptive research is carried out with the main objective of systematically describing facts and characteristics of the object or subject being studied appropriately. The location of this research was conducted in the Child Friendly Integrated Public Space (CFIPS) of Denpasar City, namely the Traffic Park. The choice of location is based on the phenomenon of the place being used by early childhood (PAUD) schools as learning activities outside the classroom. The existence of Child Friendly Integrated Public Space (CFIPS) is a realization of Denpasar's objective to become a Child-Friendly City. The main data types in qualitative research are descriptions that are directly or indirectly related to the research topic. Primary data sources were obtained directly from the results of interviews with the principal, while secondary data sources include research results, scientific journals, magazines, books, and child-friendly integrated public space management documents. Data collection techniques employed are: observation techniques, interview techniques, and document study techniques or literature study). Data Analysis method used to descriptive qualitative analysis method. This analysis aims to make a systematic, factual, and accurate description of the facts of an area, in this case the CFIPS of Traffic Park. The analysis is descriptive in which the data collected in this study is in the form of words or images. This data analysis is done after all data has been collected completely, then arranged according to the desired pattern.

FINDINGS AND DISCUSSIONS

The park was established on February 25, 2013, which was initiated by the Denpasar City Transportation Agency, Jasa Raharja, and Denpasar Police. The Traffic Park is located on Jalan Gatot Subroto Tengah, south of Lumintang City Park. The purpose of establishing the Traffic Park is to educate, ethics, morals and cultivate orderly traffic. The Traffic Park becomes a miniature of facilities and infrastructure aspects of traffic safety. The Traffic Park is functioned as an educational event for the community related to traffic safety and order, especially educational facilities for children of early childhood education to senior high school. The Traffic Park is equipped with facilities that can support educational programs. Existing facilities in the Traffic Park include: signs, road markings, the School Safety Zone ("ZoSS"), traffic light, bus stops, sidewalks, and bicycle storage. Based on the interview with the Head of Traffic of the Department of Transportation, Mr. Ketut Darsana, S.H, the Traffic Park can be utilized by schools to educate students, especially in the order of traffic:

"... the transportation agency has prepared a Traffic Park so the school can use it to educate its students. When going to do activities in the Traffic Park, the school can write to us, free of charge. Besides schools, the community can use this public facility for recreation ... "(Personal interview, 19 August 2019)

Furthermore, Darsana conveyed the excellence of the Traffic Park is one of the benchmarks of people who master, understand, and cultivate orderly traffic on the highway. Another advantage is the Traffic Park changes the mindset of the community to know that caution, empathy, and safety are number one on the highway.



Figure 1. Denpasar Traffic Park

The availability of Traffic Park is used by PAUD schools to educate students to practice discipline. The benefits obtained from learning activities outside the classroom at the Traffic Park include training students about discipline, and raising awareness regarding traffic rules and regulations. Ms. Nonik Ariyanti, S.E., S.Pd, the principal of Gita Sapta Kumara Kindergarten explained:

"... the Traffic Park provides many benefits for our school, students can learn about orderly traffic. In addition, students learn to be disciplined, social and independent. Learning outside the classroom provides deeper knowledge for students
"(Personal interview, 19 July 2019)

Ms. Ariyani stated that after taking her students to play while learning in the Traffic Park, Gita Sapta Kumara Kindergarten students can apply discipline especially when on the road. Children who initially did not wear helmets to school asked their parents to buy a helmet. There are even children who reminded their parents when parents violated traffic signs. A similar sentiment was also conveyed by Mrs. Wijayanti, S.Pd, Principal of the Tunas Mekar Kindergarten, explaining:

"... our school has visited the park a number of times. We feel the benefits of the park. Children are very happy when playing while studying there. Children learn discipline. Even after the activities there, children are able to implement orderly on the highway ... "(Personal interview, 13 August 2019)

Aspects of early childhood development include cognitive development, language, motor skills, social emotional, religious and moral values, and art. The six aspects of development are given in the learning process. Outside learning activities are part of children's development which involves multi-aspects of child development. Activity in the room plays a role in integrating sensory and various potentials of children. The multiple aspects of development that can be enhanced include physical development, socio-cultural development, emotional and intellectual development. Outdoor learning activities stimulate physical development and growth [5].

According to Johnson, there are four types of play experience, namely: 1) games or functional exercises that involve practice and repetition of gross motor activity; 2) constructive play which involves the use of materials such as paint or sand to be created / formed; 3) plays or pretense games that are often performed in a closed place; 4) group games or games involving more than one child (for example seesaw, game with rules, and drama) [5].

The main educational value obtained at the Traffic Park is the value of cognitive development. In the Traffic Park, children can learn about orderly traffic, children know the meaning of traffic signs, know how to cross the road. In addition, in the Traffic Park children can also learn colors, geometric shapes. According to Wijayanti, S.Pd:

"... children can learn orderly traffic. Children can learn how to cross the road. When going to hold an outing activity, ask permission from the Bali Police to be prepared by police officers. Besides that, a bicycle is prepared that can be used by children to learn orderly on the road. Children also learn to recognize colors and geometric shapes. There are signs in the form of circles, triangles, squares ... "(Personal interview, 13 August 2019)

Children's development achievements are regulated by the Minister of Education and Culture Regulation No. 137 of 2014, namely for children aged 4-6 years the stages of cognitive development that can be achieved are learning and problem solving, logical thinking, and symbolic thinking. Aspects of learning and problem solving include: exploratory and probing activities; solving simple problems in life; applying experience in new contexts; and show creative attitude in solving problems. Vygotsky in the theory of cognitive development revealed the cognitive development of children is strongly influenced by social interactions between children against their environment. The zone of proximal development is the concept of social constructivism where children develop new ways of thinking and solving problems by working with others [6].



Figure 2. Aspects of Cognitive Development in Traffic Parks

A free and open environment gives children a natural opportunity to run, jump and move their entire body. Playing in an open environment encourages children to interact among their children, social skills, the ability to negotiate, and work together. Children learn to compromise and practice patience while waiting their turn.

CONCLUSION

Child Friendly Integrated Public Space in the City of Denpasar, namely the Traffic Park is one of the learning environments in the City of Denpasar. The construction of the Traffic Park is intended to provide a place to play while learning (edu-recreation) that is used by community members, including early childhood. The value of education in the Traffic Park that can be improved include cognitive development, physical development, socio-cultural development, emotional and intellectual development.

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