Play on the street: children’s strategy to fulfill play needs

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Abstract

The UN predictions noted, it is estimated that half of the children who live in cities, are increasingly losing their playgrounds. Similarly, the city in Indonesia. This is reflected in the many children who play in places that were not proper playground. Most children play in places that are not supposed to eg: roads, sidewalk, railway. Children choice to play in places that are not supposed, is the last option for children, this is the impact of the policy which often ignores the availability of playgrounds that are friendly for children. This research carried out in Tangerang, as one protester city of Jakarta by using qualitative research methods. The reason of children playing on the street : Internal factors, physical condition of open space ; External factors, reluctance of children to play in open space because of the competition between the users of children by adults ; phisical accessibility, easily accessible, since the users are children, the safety factor in reaching the playground is an important factor ; visual accessibility can be reached easily by their parents or can be monitored by parents.

Keywords: play, children, behavior, street.

1. Introduction

As a result of uncontrolled urban development, often the changes that occur affect children's play activities, the lack of available land for play spaces is one policy of city government impartiality. Phenomenon that occurs for children who live in urban areas, they not only losing time for play but also losing a place to play. Currently, streets are being managed for vehicles instead of pedestrian and bicycles. Whereas, streets have potential issues as place, not just space, for children to learn and play [1]

However, play is something important in a child's development, but most children play in places that are not supposed to eg: street, sidewalk, railway. Otherwise, either function of open space in residential areas is for children's playground, but the fact that most children have left open space as a playground. A research in Perumnas II Depok and Perumnas Indraprasta II Bogor. At Perumnas II Depok, it was found that the majority (56%) of children did not use open space as a playground, generally they played on the streets in front of houses. Meanwhile in the Perumnas Indraprasta II Bogor, it was also found that 60% of children play in a place not open space [2]. These choices are very interesting to study more deeply, what things affect children in making choices where to play. A study conducted in Salatiga also showed the same phenomenon, 40% to 50% children playing on the road, 30% to 40% children play in the field and 10% to 20% in the yard / terrace of the house [3].

Play is especially important because this activity develops and trains children socially, emotionally, intellectually and motorically. It gives the child a chance to develop physically, emotionally, mentally, socially, and morally [4]; children learn many things through observing everything that is around their
environment and applying it to the game [5]; children learn, make friends and nurture their creativity through play [6], vehicle for skill development [7]; an intimate and integral part of childhood development [8]; the importance of play in promoting healthy child development and maintaining strong parent-child bonds. This was also conveyed by Montessori, an educational figure who emphasized that when children play, they will learn the environment. The environment or nature invites children to enjoy learning.

In urban areas today there has been a change in the playing environment. As a result of the lack of play space, currently children in urban areas tend to play in the house. TV, video gadgets and computer games have replaced other group games. The result of changing children's play environment in urban areas causes children to tend to be more selfish and individualistic. A psychologist, said that the game using technology has positive and negative impacts [9]. A very large negative impact among them is that children become less interested in activities that require more physical exercise and gross motor coordination. This can make the child lack good physical fitness and also affect posture, such as fatness, stooping. Etc. Besides that, if children used to play alone, children will lose the opportunity to develop and practice social skills with peers.

When associated with play facilities, which is one of the facilities that should be provided by the government or private (developer), currently there are symptoms that indicate the low quality and quantity of children's play environment [9]. It is feared to have long-term effects that may ultimately provide a negative influence on the growth of children. Therefore, aspects of social and physical growth of the city is an important milestone in the development and construction of the city in general and residential areas in particular, in order to attempt to improve the quality of children's play environment can be achieved. A psychologist, said that adults must be responsible for children and give them the best conditions possible to play, children need a safe, attractive playground and they also need materials to play [10]. Related to the street, urban streets in residential communities should be designed to provide a balance between the needs of children and the needs of motor vehicles. What is required is to organize residential streets so that all can use the available space effectively [11]. It concludes that planners and designers need to support the efforts of families to re-claim the street as an important area for urban liveability for children [12].

2. Research Problem and Methodology
Referring to existing regulations, developer is required to provide open space available to accommodate residents' activities, such as children's play activities. Phenomenon in the housing area, found that some children using the open space for their activity but some of them avoid to use the open space. As children choose the type of game, children also choose the place to play. Therefore, to find out things that affect children when determining the space to play in a residential area, the research questions are: 1. How is the children play behavior who live in housing in the suburbs? ; The purpose of this research is to: 1. Understanding things that affect children when they choosing streets as a playground.

Related to the purpose of this thesis to understand the behavior of a child's play and the things that affect the choice of where to play, so this research is more precise when using a qualitative approach. In qualitative research, the process of data analysis conducted in conjunction with data collection, data interpretation and writing the narrative report. Information obtained from the field, sorted into groups, making the information into a story or a picture and write a script qualitative. To sharpen the analysis, then held a triangulation of data, where the data from observation, to be in check cross with data from interviews and video / photographs. To obtain maximum results, the research done by involving children who do play activities in open spaces that already exist and are not conducting play in open space.
3. Literature Review

3.1. Play Indicators

a. Laugh, the expression that often seen when playing is laughing, there are so many trigger of laughter when playing, one of them is when one of the children made a mistake or something happened out of the habit. "...when playing sometimes we laugh...happy..." (Reza, boy, 12 years old). A theory reveals that laughter acts as a sign of play (James Sully, 1902 in Millar, 1977) [13]; b. Repeatedly, the phenomenon that also usually seen at the time of play is these activities often carried out repeatedly, especially in the use of play spatial. This repetitive behavior seems to arise because the children feel something fun on the playing space they use, so the space is considered as something that can provide a pleasant experience next time, which is why children tend to come and use the same play location repeatedly. This is similar to a theory which states, something fun potential to be repeated [14].

3.2. Playground Design

Elizabeth C and George I, urban planners who conducted research on the Outdoor Play in Housing Area] said that children's playgrounds had several requirements including: a. Accessibility: Physical Accessibility, children's playground must be safe from vehicle circulation; Visual Accessibility, the playground must be seen from the parents' house; Acoustic Accessibility, layground should be far from noise; b. The Avoidance of Conflict; The playground must minimize confusion with people and goods [15]. According to Saragih (2015) [16], found the indicator of new paradigm of playground who desired by children a. Freedom, it was found that there are factors that exist in spatial and environment that encourages children to limit their presence to use the spatial as play spatial. From the interviews, it appears that for children the limiting obstacles can be: spatial (physical), a rough surface that often causes them to get injured during the play; social, competition between age; rules, standard rules which was implemented by the local government; environment, like trees, electric wires, parked vehicles, etc; b. Excitement and Surprise, In addition to the factors mentioned above, informants in this research even have their own argument when they decided to use the unplanned play spatial (accidental playground), for children the available play spatial (planned and semi-planned) no longer has an interesting challenge. They did not find new things that appealing from the spatial; everything seemed familiar so it becomes less attractive to be selected as their play spatial. "... If children feel the playground does not meet their interest then they will go somewhere else to find the 'excitement as well as other challenges and often they find it in delinquent activities and anti-social..." [17]. Meanwhile unplanned playground, children feel something different, the spatial able to bring new challenges, both derived from the spatial itself or from non-spatial.

4. Research Result

4.1 Locus of Research

Perumnas Tangerang is one of the residential areas in the city of Tangerang, have a relatively broad area. This residential area is developed originated from efforts to provide shelter for the urban working around Tangerang, like Jakarta.

Table 1: Development Stages of Perumnas Tangerang

| No. | Phase     | working in Tangerang | working near by Tangerang |
|-----|-----------|---------------------|---------------------------|
| 1.  | Phase I   | 35 %                | 65 %                      |
| 2.  | Phase II  | 40 %                | 60 %                      |
| 3.  | Phase III | 60 %                | 40 %                      |
| 4.  | RSS (Simply Housing) | 95 %                | 5 %                       |

Location of this research is in the area of Cibodas District, is done in one region of the phase II Perumnas Tangerang, precisely in Community District (RW) 08 (Figure 1).
Figure 1: Area Map of Community District 08

When this research was conducted in 2004, the existing population data is reflected in the table below.

**Table 2:**
Total population in Community District (RW) 08

| No. | RT | Number of Population | Male | Female | Total |
|-----|----|----------------------|------|--------|-------|
| 1.  | 1  |                      | 76   | 71     | 147   |
| 2.  | 2  |                      | 86   | 86     | 172   |
| 3.  | 3  |                      | 93   | 73     | 166   |
| 4.  | 4  |                      | 121  | 122    | 243   |
| 5.  | 5  |                      | 83   | 92     | 175   |
|     |    | **Total**            | 903  |        |       |

**Table 3:**
Number of Children in District (RW) 08 by Age and Gender

| No. | Age     | Gender | Total |
|-----|---------|--------|-------|
| 1.  | 4-9 Years Old | Boys | 47    |
|     |          | Girls | 49    |
|     |          | **Total** | 96    |
| 2.  | 10-14 Years old | Boys | 40    |
|     |          | Girls | 47    |
|     |          | **Total** | 87    |
|     |          |        | 183   |

Source: Report of RW 08, Mei 2004

Referring to existing data, the majority of children living in RW 08 are in primary school education and although they are quite a lot and lived in a different neighborhood, most of them know each other. Based on data from the child’s age level, in the region dominated by the children who were in Grade 3 to Grade 6 in Primary School, this is also reflected in the majority of children interviewed generally be at that level.

"... The number of children not to count ..."
(Ana Maharani, grade 6)

4.2. Environmental Issues in Community District (RW) 08

a. Facilities
The lack of facilities causes some residents' activities to be constrained, including children's play activities, some children use the streets for play activities.

**Figure 2:** Drainage beside the street
b. Land Use Planning
Most of the houses have changed their shape and dimensions, the minimum land area per housing unit affected by the use of the street as a place for residents to do their activities.

Figure 3: Open space

4.3 Children's daily life
Undeniably, children's daily life in RW 08 which is generally dominated by primary school age, overall their activities control by their parents, morning till evening. The child's parents tend to perform their activities related to formal education. The phenomenon aligned with Hurlock (2000) [18]: parents tend to steer their children to learn to do things that will prepare him in real life, play time is limited only by the end of daily activities or during holiday.

"... wake up, take a shower, eat and then go to school ..."
(Septian Saputra, Grade 6)

"...Children only play on Sundays, there are no friends on school days. On Sundays they start playing from 8:00 a.m. until noon, after that they start playing again from 3:00 p.m. until late afternoon, when they return to the house...
" (Ibu Sri Edi, Indah Parent)

Child's daily life are dominated by activities related to things that can prepare for the future, such as tutoring. Children's play activities tend to be done in limited time, eventhough there is time to play, they only be done in front of the house.

"... the most often played hopscotch in front of our house..."
(Septian Saputra, Grade 6 and Ana Maharani, Grade 6)

Even though parents instructed their children to play on Sundays, but from observations it was found that some of the children were still found playing on the streets, generally they played in the afternoons after school activities. Generally, children who live in RW 08, arrived home from school around 03:00 PM, after lunch, some children take a nap, but some children are found doing their play activities. Some are playing in the house and there are activities to play around the house (on the streets). They do not play in open space because the condition of open space is still relatively exposed to the hot sun until 04:00 PM.

"...After coming home from school, lunch and going to play station, until 03:00 pm, when the sound of children out heriang, he came out to find his friend go to play together..."
(Wido Asih, Faraz's Parent, Grade 6)
4.4. Children Play On The Street : Fulfill Play Needs

Play as physical work dominate the study of psychology. In Javanese language, play is written dolan. Dolan means ngenggar-ati which means njenengke ati (pleasing to the heart), play is interpreted as something that is mental, and the mind is closely related to psychic than physical [19]. In his book The ambiguity of Play back to change the mindset of the idea of the play presented by his predecessor. Finally, Smith concluded that the best way to define play with rhetoric to play, namely play should be conceptualized as about Progress (largely meaning cognition); or about fate (games of chance); about power (sport contest); about identity (festivals); about self or narcissism (peak experience) [7]. From a number of interviews with children, it is implied that the majority of informants have experience negative emotions such as boredom and loneliness in their daily lives so that their main reason to play are to "... refreshing otak (refreshing the brain) ..." (Fadil, boy, 10 years) or “…nyegerin pikiran (refreshing mind) (Reza, boy,12 years). Some studies have revealed that for children, play is not anything to do with physical activity, things that are associated with comfort and joy dominate. For children to meet with and laugh with friends are a source of comfort and joy, and it became an important part of the procession playing[16].

"... Nice to play, because there are a lot of friends ...

(Ana Maharani, girls, Grade 6)

"... nice to play with friends, laugh together ...

(Septian Saputra, boy, Grade 6)

For children to play are: 1. Intrinsically Motivated, 2. Freely Chosen, 3. Pleasurable, 4. Nonliteral, 5. Actively Engaged [20]. So Hughes prefers to think that play is dominated by internal impulses that are influenced by the thinking power of actors, there is no outside influence. Play also comes with freedom of place and time, it is not bound by a certain place and time, as long as the goal of playing that is pleasurable is achieved then it can be classified as playing. ughes thought is very different from Smith's thought that sees play as something that is very structured, Hughes conveyed the values of freedom in children, freedom of type of play, freedom of play time and freedom of play space, accompanied by comfortable conditions and no element of seriousness in it . It is not enough to stop there, Hughes's thinking also has a contradiction with the thinking of psychologists, where play is seen as an activity that has a specific purpose, Hughes does not see it to be important, goals are not important, but the process of decision to play becomes important. One thing that is less than what is conveyed by Hughes and Smith is the joy or cheerfully factor of playing. From the deep interview, Septian Saputra (12 years) by his friends in the call 'Iyang' is a child who likes to play football, almost every day played football. Most children who live at RW 08, comes from the parents who have the economic level medium, it causes little possibility for them to live in luxury, when associated with the type of game, it is very rare that they play at the site of the game is paid (eg: Timezone). The thing that children do is play active games that are not paid for (football, bicycles, etc.).

"... every day playing marbles, mini football or bicycle ...

(Septian Saputra, Grade 6)

Based on observation, children are free to choose the type of game and playmates. as long as they feel pleasure in playing they can play activities across gender and age. if they play on the road, the options in the game that are active and do not require extensive space and does not require a large number of players. Of the several reasons for playing, the child's strategy in choosing are : 1. Does not need a special and spacious place : "... playing crank in front of the house, the open space is too wide ..." (Kartika Nur, girls, Grade 6) ; 2. Can be done in groups (small groups) "... playing with friends, it gets crowded ..."
(Ade Mahamuna, girls, Grade 6) ; 3. Can be done anytime : "... playing crank can be morning or afternoon ..." (Septian Saputra, boy, Grade 6).

Some of the facilities in RW 08 that have been built on the land are : RW Secretariat, Stage, Open space which functions as a Volleyball Field and Badminton Field. Most children were found to use the open space, but very often they tend to switch to another spaces that exist around them, as well as the streets. The shift of children playing on the open space caused by internal factors and external factors of open space. Internal factors: physical condition of open space using concrete layer that feels hot when exposed to the sun. While external factors, reluctance of children to play in open space because of the competition between the users of children by adults who also uses the open space.

"... in open space during the day, the floor feels hot ..."
(Septian Saputra, boy, grade 6)

"... if in open space, the floor is hot during the day and a lot of dust ..."
(Ana Maharani, girls, grade 6)

In addition, multi-function of the open space is also a concern of children, some children feel disturbed by the diversity of activities carried out in the open space. Based on observations at the location, some mothers used the open space to carry out activities by the body, in addition it was also found that adults used the open space to play volleyball.

... when I enjoy playing football in open space, being kicked out by mothers, the presence of mothers makes children's play schedules disrupted, resentful of the attitude of mothers ...
(Septian Saputra, boy, Grade 6)

"... we feel very disturbed, when playing, being disturbed by adults, when children are playing football in open space, driven out by them, resentful ...
(Septian Saputra, boy, Grade 6)

Therefore, in order to fulfill the desire to play, children looking for the alternative place to play, the choice tends to be done in the existing space around their house. Especially for girls or children with early age, they are more pleasure to play in front of the house, the competition in the race for space is often a reason for them to use the street as an alternative playground. Girls tend to play in front of their homes, referrals from parents to avoid harassment also be a reason for them to always play in front of the house.

"... playing with friends, more often in front of the house, because near the house ...
(Mayang, girl, Grade 5)

"... many friends play in front of the house, in open space, it is often found adults who play volleyball, scramble to use the space, more comfortable playing in front of the house..."
(Ana Maharani, girl, Grade 6)

Although in front of the house also got a challenge, because of the passing vehicles, but the children still choose to play in front of the house. For children, the passing vehicles are actually used as a playing instrument. Often found in children using the motif as an instrument of the game.
They prefer to play outside the house, children who live in RW 08, generally live in houses that have an area of 18 m² to 36 m². The fact shows, most of their homes have been renovated and leave only a little open space on the front side of the house, not infrequently even houses that have been renovated do not leave any open space, the reason is why they tend to do activities outside the home. Bierhoff and Afferman research found that the comfort of home determine the level of child's visit to the open space to play, the lower the level of comfort the more high-level visits to the open space and vice versa [17]. The children's play activities at RW 08 are generally carried out on the streets and in open spaces. Based on the above results revealed that children who live at RW 08, recognize the existence of group play, whether or not the dominant group. The group known as playmates. The fact that there turned playmates have a relationship with the option playground, playmates dominant group (adults) will dominate the strategic places, generally use the open space. While non-dominant groups generally use the alternative playground (streets, yards of houses). From interviews conducted with informants, both children and parents obtained an argument that the choice of children playing on the streets is: 1. easily accessible, since the users are children, the safety factor in reaching the playground is an important factor (physical accessibility). 2. can be reached easily by their parents or can be monitored by parents (visual accessibility). Children's playgrounds had several requirements including: physical accessibility, children's playground must be safe from vehicle circulation; visual accessibility, the playground must be seen from the parents' house; acoustic accessibility, playground should be far from noise [15]. The choice of children to play on the road, because they feel freedom, play activities without interference as they experience when they play in open space. If there are vehicles passing, is still relatively safe because of the way they used was the tertiary level is relatively low vehicle traffic. The presence of a vehicle is considered as part of the process of playing challenging. The findings of research conducted in harmony with Saragih (2015) [21], in terms of selecting a playground, children prefer the space free space, excited and surprise.

5. Conclusion
Dominant paradigm, the presence of children in a place focus in physical factors: shape, dimension, color and location, evidently this research found the rival paradigm, with qualitative-based metaphysical approach, the presence of children in a place because of ‘mind’ factors’. Very interesting, researchers learned that the convenience of their limitations, it turns out they also have a chance to choose the type of game and a place to play. Reason of children switching from open space: 1. **Physical factors** : Uncomfortable open space, generally use the concrete layer, the surface feels flaming when exposed to the sun during the afternoon; 2. **Social factors** : Competition users in open space, reluctance of children to play in open space because competition users between children and adults to use it. And, the rationale of children use street to fulfill they play needs 1. **Accessible** : physical accessibility, easily accessible from their house; visual accessibility can be reached easily by their parents or can be monitored by
parents. **2. Adjustable**: the child's strategy in choosing are: does not need a special and spacious place; can be done with neighbor; can be use anytime and can be play with any.

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