

Parent's Involvement Through Play Materials Selection for Toddlers in Family Setting

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Parent's Involvement Through Play Materials Selection for Toddlers in Family Setting

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ABSTRACT

The objectives of the research is study parents' involvement through children's play materials in family setting. The qualitative research was carried out at "JABODETABEK" with a respondents 106 parents. The research conclude that (1) most play materials used by toddlers are machine made with 41 % functioned locomotor and 59% functioned nonlocomotory and manipulatives, (2) developmental aspects stimulated mostly gross motor play exploration and mastery play rather than social and fantasy play or Music, Art, and (3) the reason of parents to select play material are its safety, prices, variation of play. The research imply that it needs for caregiver to optimize the use of material around them to for play materials; (2) it needs to select play material based on its usage for developmental aspects; (3) amount of times used by parents around toddler do not necessarily increase their quality interaction.

Keywords: *toddler, play materials, developmental aspects*

1. INTRODUCTION

1.1 Background

Formal verification can reveal the unexposed defects in a In any occasion, the success of early childhood education are always related to parents or family even though the children has been sent to school. The school need information about parents or family and sociocultural background of the children. Information needed from parents or family regarding how they growth and development in family setting. These information is used to develop curriculum or activities so activities at home to be aligned with curriculum at school.

A prerequisite to integrating families into vital daily life of schools, it is important to fully understand how parents impact their children learning when they are fully engaged and how they often fail to have much effect when they are not [1]. If parents or family members are actively engaged in and committed to their children's school are better places and students perform better academically. It also means that parents involvement need to learn earlier, not only while their children at school but also while the children at home or before sending their children to school. The importance of informal education before children entering early childhood education institution in order to bridge fundamental family values within school values [2].

When we look at the gross participation of early childhood education in Indonesia is 70 %. Where gross participation in early childhood education in DKI Jakarta, 60.37%, In West Java Province 62.71% and Banten Province around 56.94%, where most of them dominated by age 4 through 6

years. The data implied that only few children at the age of toddler attend play group or childcare. Most of them are at home with their parents or extended family who taking care of them. Our question is, what kind of experience in nurturing or informal education within family setting can be to contribute learning experience at school.

The age of toddler is very strategic to prepare children before entering kindergarten in family setting because toddlerhood is the most critical period in the development of the children. Any discussion of limits, guidance, and disciplines in toddlers quickly brings forth of discussion of what to do about such behavior as biting, hitting, throwing things and negativism. It is proved that it is not easy to take care of toddlers. The difficulties of taking care of toddler will be double whenever caregiver doesn't know the need of toddlers while doing daily activities [3]. Toddler are 15 to 18 months through 30 to 35 months. Milestones of physical development, especially small motor development are (1) pick up small items and drops into container, (2) use hands to scribble and turn pages of a book, (3) hand preference emerges but is not stable, (4) by 18 months stacks two or three items, and (4) by 24 months stacks six or more items. Toddlerhood has many limitation doing activities on their own abilities.

Meanwhile toddlers need more activities to exercise their body through hands-on experience. Hands-on experience meaning that children use their hands, arms, legs, feet, and bodies rather than just listening and observing. It means that the children need concrete things/real material and to actively participate in any activities that involved them. Adult people or caregiver must at various times leaves toddler to their own devices, with the expectation that learning will occur. What adult should do, however, is provide all children with general and developmental

environment that are conducive to learning. Consequently, toddlers' learning depends on the developmental environment provided to them.

As we all realize that learning through play is not easy to be implemented in early formal early childhood education. The difficulties to implement learning through play not only coming from teacher but also confronting by the parents. The earlier the children comes to formal ECE the earlier the children the lost their time to play and the earlier they are introduced to reading, writing and counting where are taught them its symbols. Teaching symbols meaning that activities are abstract not in concrete way. Actually Circular letter of Directorate General of Primary and High School of Ministry of Education number 1839/C.C2/TU/2009 has warned that principle teaching and learning in kindergarten is learning through play, and to introduce reading, writing and counting is developmentally appropriate practice and no ways to teach them as a subject matter. But its just like satanic circle where early childhood educators and primary teacher to be blamed unto each others as a source of problematic situation especially on how actually children learns through play.

Based on the problematic situation above, the research under the title Parent's Involvement through Play: Qualitative Study about selecting Play Materials for Toddlers in Family Setting need to be investigate are hoped to contribute to early childhood education especially in informal education.

1.2. Research Objectives

Based on the background above, the objective of the research are as follows:

- (1) To know what kinds of play materials the toddlers used within toddlers' family.
- (2) To know developmental aspects stimulated within toddlers' family.
- (3) To know parents' reason to select play material for toddlers.

1.3. Formulation of the problem

With respect to the limitation of the research issues above, the formulation of the problem can be expressed as follows:

- (1) What kinds play materials the toddlers used within toddlers' family?
- (2) What developmental aspects are stimulated within toddlers' family?
- (3) What do parents' reason to select play materials for toddlers?

1.4. Significancy of the Problems

Most of toddler are not yet go to play group or child care center for some reason. The reasons might be it is not affordable, very young children are better stay at home, or mother are housewives so it is beneficial for their children to take care of themselves. It means that from infant through

toddler are possible to educate or to nurture children in family setting. On the other hand, the facts that whenever the children sent to school earlier made them lost their change to play naturally in daily environment because of school orientated toward reading, writing and counting. These orientation forced by the need for entering elementary school. And most of communities values children regarding their mastery in writing, reading and counting. In short, the earlier the children can write, read and counting the cleverer they are!

Actually family setting for toddler are to prepare parents or family to nurture the children through play where it is hard to find in nonformal or formal education. At least educational play material in family setting give children to develop another aspect of development instead of language and math. Developmental aspect such moral and religious, motor exercises, social emotional and creative art should give more attention. The questioned is how their parents contribute to developmental environment for the children in family setting, especially in selecting play material or toys for children in doing activities?

2. REVIEW OF RELATED LITERATURE

2.1. Parents Involvement in Family Setting

In many if not any of early childhood education books about early childhood or in early childhood curriculum always include parents or family as an important part or at least one of its chapter. It consider that parents or families must be as a partner in designing curriculum or what ever concerning development of the children. It shows that even the children has sent to school, the school need information about home environment, children learning style, children's health, habituation and so on.

The family as primary educators of their children during the first three years of life through family development. Family development, including parenting and relationship with children, home environment and healthy family functioning, parent involvement and economic sufficiency.ⁱ The characteristic of functional family are family pride, family support, cohesion, adaptivity, communication, social support values, and joy. Family support, family spend time together and provide love and support to member for a growth-producing environment.ⁱⁱ The family performs certain basic functions generation, enabling it to survive and adapt. The following basic functions may vary by culture and may be impacted by economic, health or social stress: (1) reproduction, (2) socialization/education, (3) assignment of social roles, (4) economic support, and (5) nurturance /emotional support.ⁱⁱⁱ Dealing with parents' involvement in education and optional support through family basic functions: firstly socialization/education where the family ensures that the society's values, beliefs, attitudes, knowledge, and technique be transmitted to the young; and second, nurturance/emotional support where family provides the child's first experience in social interaction. This interaction is intimate, nurturing, and enduring, thus providing

emotional security for the child. The family cares for its members when they are ill, hurt, or aging.

Toddlerhood who lives at home with their parents, the parents involvement is the essence of child's learning through their environment. The important things in developing mental, physic, and social of children is caregiver involvement in play or activities with the children. The children can not stand play in a long time without assisting by adult people²³ cause they can not play alone.^v The term of parent involvement is used, different individuals may think of very different activities and characteristic that define the involvement of families in school. The various motivation that impel school to bring families into educational process for their children.^v To day we know that parent involvement is d³ensible ingredient in the menu of students success. If family members are actively engaged in and committed to their children's school, the school are better places and the ³udents perform better academically. Taken from the US Department of Edu³tion and the North Central Regional laboratory that the research has establish a strong correlation between parent engagement ³nd school quality. Some of these effect are, firstly student appear to develop higher aspiration for their schoolwork, and secondly, parents develop deeper understanding of what their children are being taught.^{vi} Parent involvement in daily activities at the family setting may be worthy for toddler and parents to practic²⁰fore their children come to school. we can conclude that a strong connection between home and the early learning environment make the transition between these two setting (home and school) less stressful. The role of the parents and family how parents dan family get involved in preparing activities regarding play material or aids in family setting align with further child education.

2.2. Toddler's Education and Care⁸

The concept of the whole child, alth¹⁹h we look at child as individual, each child develops as a whole person. Reference to the concept of the whole child by educators and caregivers indicates that there is interest in supporting development of the child in all areas of growth. There are various ways to divide these areas of growth in order to examine the outcome of research studies related to the particular aspect of development. They are physical, ⁷ffective and aesthetic, and cognitive and language.

Three ways caregivers create curriculum out of play : (1) by giving children freedom, (2) by helping them pursue their special interest, and (3) by providing reso¹²es. He also emphasize relationship between caregiver and very young children don't just bring into being-they growth. Children grow from a number of interaction. The interaction not just any kind interactions, but those that are respectful, responsive, and reciprocal.^{vii}

The age appropriate, attention span, and the level of development should be considered in selecting activities. Toddlers should have active and passive activities in daily routines whether indoor or outside the house. A messy activities such as water play, sand, muddy play, playdough, cooking, painting, cooking is important for the children.

Those plays use all sensory, eyes, ears, taste. The children also need to explore and to experiment within varies in materials.^{viii} To provide a background for considering appropriate play materials for toddlers, an overview of typical abilities and lay interest of children in motor, perceptual-cognitive, and social linguistic domain. The ⁴erview of play material for older toddlers such as: (1) social and fantasy play materials, (2) exploration and mastery play materials, (3) music, art and movement play materials, and (4) gross motor and play materials.^{ix} Social and fantasy play materials can support the increasingly complex repertoire²⁴ pretend play that the older toddler are developing. Appropriate materials for social and fantasy are: mirror, dolls, role-play materials, puppets, stuffed toys/play animals, play scenes and transportation toys.^x The development of symbolic play begins around the age of two. The child begins to express his or her ideas in symbolic with toys and objects for the three years old , symbolic play is generally seen in the form parallel play and sometimes in a simple dramatic play. At the age 2,5 to 3 years the child can use any object, regardless of the shape or purpose, to substitute for the real object.^{xi} The age of 16 through 36 months full of exploration, asking question, trying to find the meaning of evens, objects and words. Environmental design fitted to toddler, can be controlled, fantasy play, independent activities which help the children has sense of self.

⁹ploration and mastery play materials, the older toddler explore a wide variety of materials, do simple mastery activities, and begin to make constructions. For appropriate materials for expl²⁴ation and mastery play materials are: sand and water play materials, construction materials, puzzles, pattern making materials, dressing, lacing, stringing ⁶aterials, specific skill materials, games and books .^{xii}

Young children strive to understand the world in which they live. They try to understand the visual images and concrete objects in the environment. Though unique and concrete experience that children have as they interact with the environment, they learn how the world works. The environment in which this learning takes place can enrich and expand the quality of children experiences.^{xiii} Therefore, children, teacher and parents must work together and use their resources in the most effective way. ⁹

Music, art and movement play materials, toddler enjoy using simple arts materials and participate eagerly in simple rhythm, sing²⁴g, and movement activities. Appropriate materials for music, art, and movement materials are: art and craft materials, music instrument, and audio visual materials.^{xiv} ⁹

Gross motor and play materials, toddler's great interest in gross motor activities can be supported by safe and appropriate play materials. A¹¹ppropriate materials for gross motor and play materials are: push and pull toys, balls and sport equipment, ride on equipment, outdoor and ¹⁵equipment.^{xv} Activities is the core of curriculum. The outcome of thoughtful curriculum planning is a program for young children that provides enriching and appropriate experience. The experience offered in early childcare setting are commonly referred to as acti¹⁵es. Those activities in which children actively engage in some way. "hands-on"

mean that the children use their hands, arms, legs, feet and bodies rather than just listening and observing. You will also hear the word of concrete describing activities that allow children to use real materials and to actively participate. To improve fine motor coordination and cognitive abilities, toddlers start to enjoy simple puzzles, boxes, with shape to sort and fit, stacking toys (such as the graduated rings that fit over a post), small blocks, and crayons and paper (under supervision, of course). Dolls and stuffed animals give children something soft to hug and objects with which to pretend play when this ability emerges during the second year of life. Old hats, purses, shoes (to prevent tripping, about those with raised heels). And clothes suggest roles to older toddlers. Play dishes, pots and pans, vehicle, and small figures of people and animals will also be used by toddlers.^{xvi} Societal concern for physical fitness validates your planning movement and perceptual motor development activities on the daily basis. Caregivers need to encourage confidence and competence of children, rather than to structure their participation in games. A child changes his places of location and body position in distinctive ways. The categorization of motion behavior, into three types of basic movement: locomotor, non locomotor and manipulative. Locomotor, body moves to another place. Non locomotor, body moves while remaining in the same place. Manipulative, hands and feet move to operate and control object.²¹

It concludes that to develop toddlers need adult assistance and guidance to interact with. The interactive activities may help children to fulfill children's need to optimize child's development through play.

2.3. The Need Developmental Environment for Toddlerhood

The first step in creating an appropriate environment for toddlers to examine how children develop. Each age unique characteristic that corresponds to a particular stage development, which varies by individual. How children interact with their environment and each other should influence the room arrangement, available materials, and what happened within the space.^{xvii}

Environment divided into two kinds of environment, they are general environment and developmental environment. The general environment is relatively fixed and constant, it's made up of the physical equipment and materials, together with their spatial arrangements and location. Besides, the developmental environment exists with in general environment and is environment in action. The developmental environment, however, dynamic and constantly changing. For example in objective sense, wooden blocks are what they are; in subjective sense, they are whatever children want them to be. The developmental environment is highly subjective.^{xviii}

In general the age of the children gives information about children characteristic to consider early childhood and care. Children at different ages have different characteristic studies of development have identified typical behaviors and characteristics of children at each age. It is found that it most helpful in working with the children to think of for

distinction periods of early childhood: (1) infant range in age from birth through 15 to 18 months, (2) toddler are 15 to 18 months through 30 to 35 months, (3) preschool/kindergartners range from 30 to 36 months to 6 years, and (4) school age children are those whose ages are between 6 and 8.

What you need to know to meet children's needs, children of all ages move and behave uniquely. The observer recorded different levels of activity, different language expression, and different physical behavior. As a teacher of young children, you will marvel at each child as individual. You will appreciate that each child's development-the sequence of changes and pattern of his growth-is his own. Temperament, reaction, and level of curiosity all contribute to the child's own way of participating.^{xx} Toddlers at the age of 18 through 36 months is small inventor, are eager to know what can be made and how it can be worked. Toddler try collect many toys or others materials that interest them, but what they are doing has its purposes.^{xxi}

The infant and toddlers years between birth and age three are full of developmental milestones and significant events. Infancy, life's first year, include the first breath, the first smile, first thought, first words, and first step. Significant development continues during toddlerhood, the period between one and three years are walking and rapid language development. Mobility and language are the cornerstone of autonomy that enable toddlers to become independent. The unique development events are significant for children as well as those who care for and teach them. How you and other early childhood professionals and primary caregivers response infant's first accomplishments and toddler's quest for autonomy help determine how they will develop and master life events.^{xxii}

Toddlerhood consist of the period from one to three years of age. The transition from infancy to toddlerhood is almost a quantum leap and, though it doesn't happen overnight, some changes are rapid enough to be noticeable over the course of several weeks. The list several toddler needs, where some of them are: (1) child protection from danger, adequate nutrition, and health care, (2) opportunity to acquire motor, language and cognitive skill, (3) to develop independence, (4) to learn self control, (5) opportunities for exploration and play, (6) opportunities to play with other children, (7) acceptance for whom he or she is, (8) help to achieve a sense of individuality, (9) safety but without unnecessary restrictions that frustrate him.^{xxiii} The acceptance of the toddler implies adults' willingness to allow her to do the things she needs to do when she needs to do them. The ability to speak and to walk paves the way for many social interactions that are difficult or impossible for the prelinguistic, nonmobile child, speaking and understanding language lead to understanding and expressing increasingly complex ideas essential for proper intellectual development and formal education.

2.4. Children Activities and Toddler's Play materials

The main ingredient of any toddler program should be play. Early childhood educators have long recognized play as vital

to growth and learning. It is natural to young children and should be regarded as an important use of their time, not as something secondary or optional. The benefit of play are enormous and go beyond the kinds of things we talk about so easily, like developing skills and learning concepts. Play can be avenue to early literacy skills, for one thing. According to one study, play is where many path to literacy come together and "emerging understandings are integrated, practiced, and tested in a safe environment. Play offers children opportunities that come from nowhere else. Through play, children can get involved in open ended exploration. They are not confined by rules, procedures, or outcomes. Children at play have self-direction. They have power. Through total association during play, they make discoveries they make otherwise never make, they work on problems, they make choices, and they find out what interest them.^{xxi} 21

Play is an activity engaged in for the purpose of enjoyment. The play of children helps them to understand and master their feelings and to practice and master new intellectual, social and physical.^{xxv} One of important ways to train competence is through play. Play not only stimulate mental. Physic, and social but also increasing competence in observation and concentration. More over, play replace aggressive improving independence, and release children stress through dramatic play.^{xxvi}

Discussing six principle of teaching toddler that contribu²⁷ to child developmentally appropriate practice. They are (1) environment is everything, (2) curriculum is material, (3) toddler initiate, (4) adults observe, (5) adults scaffold, and adults pla¹⁶ a partner.^{xxvii} The adult role in toddler play as follows: (1) encouraging interaction and stepping back, (2) practicing selective intervention, (3) providing time, space and material, (4) remaining available but not interrupting, (5) providing safety, (6) supporting problem solving, (7) providing scaffolding, and (8) observing.^{xxviii}

When you apply these development principles and principles of child appropriate practice, you lay the foundation for an effective early childhood program. Three kinds of appropriateness, they are age appropriateness, individually appropriateness, socially/ culturally appropriate. Firstly, Age appropriateness refers to a child's level or stage of development. Age appropriateness is based on principles of development that apply to all children from all social and cultural backgrounds. Don't assume that chronological age explain all behavior and abilities. The age appropriateness is a reasonable predictor of his needs, abilities, and overall level of development, but his age does not fully explain everything. Secondly, individual appropriateness, refers to those characteristics that are unique to each child. An individually appropriate developmental environment consider each child's needs, experiences, interest, temperament, personality, developmental level, and anything else that distinguishes her from every one else. Thirdly, social/cultural appropriateness considers the child's social, cultural, and family background. Development always takes place within the context family, culture and social class.

Related to the uniqueness of each child, is to assist in the selection of play material for one of the six age ranges. For

each ranges this information includes the following: (1) abilities and play interest, (2) initial appropriateness consideration, suggestion for appropriate materials 17, (4) priorities and special considerations. He stated that to help people providing education and care for young children to select play material that are safe, appropriate, and supportive of play and development. Included one suggestion for play material for different age ranges in early childhood.^{xxix} To select best toys not only considered the age of the children and their competence but also toys can be play in many ways. Children also need variation in play whether fabricant toys or toys made by ourselves.^{xxx} Furthermore the amount of play and variation play in a certain time should also be limited. If there are many choices of play, children can be easily change his mind, and trying to trial one play to another which may distract their attention and not focus 2

The accident may be avoided if toys a² examined for appropriateness for children playing them. Separate toys by age group so that younger children are exposed to toys that that may endanger their safety, and inspect them for any small parts, broken pieces, or sharp surfaces. They should also check for the cords or strings that could cause strangulation or entanglement. Projectile toys should be eliminated from early childhood education program if the pose risk for eye injuries. It is very important that all toys be carefully checked for hazards before used, especially toys mad in other countries since they may not have standards for toys manufactures.^{xxxi}

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3. RESEARCH METHODOLOGY

The research is descriptive study using a qualitative approach. The data collected by using questionnaire, interview and observation. The respondents of the research are 106 parents who live around Jakarta, Bogor Tangerang and Bekasi (JABODETABEK), where data collected by 53 ECE students Al Azhar University from March 2017 through November 2018. The 53 ECE students distribute the questionnaire to caregiver and at the same time interviewed them regarding the reason of the use of play material for the toddler. The interviewed used to have deeply information about play material. Besides, they also observed the toddler in play setting around the toddler house to gain more information in toddler's daily activities.

4. RESEARCH FINDINGS

Research findings are divided to two categories, they are general finding and specific findings.

4.1 General Findings

The toddlerhood in the research divided into two groups, first group is 27 children at the age of 16 through 26 months, where 27 (25.47%) male and 31 (29.24%) female. The second group is at the age of 27 through 36 months, where 23 (21.70%) male and 25 (23.59%) female. Data shows that

the amount of male and female within two group of age are relatively the same. Those two groups and gender may gives information balanced in selecting play material and play aids belong to the two group and genders. It can be shows at the diagram 1 below:

Table 1 The Age of Toddlers

No	The Age of Toddlers		
	Toddlers' Age	Male	Female
1	16-26 Months	27	31
2	27-36 Months	23	25
	Total	50	56

The age of the parents' of the children varies within the productive age, where the age of child's father around 34.11 years and the age of child's mother around 30.74 years. By comparing the age of child's father and child's mother more less four years is relatively called at the same age. The average of parents plus and minus 4 years, it can be assume they lives relatively in the same era. The parents who lives in the same era could be having the relatively experience play the same and tend to choose play material the relatively the same.

When we take a look at parents' occupation, the data at the table 1 below shows that:

Table 2 Parents' Occupation

No.	Parents' Occupation		
	Occupation	Father	Mother
1	Entrepreneur	42	11
2	Official employee	37	5
3	Civil servant	12	3
4	Laborer	8	0
5	Teacher	1	7
6	Housewife	0	66
7	Others	6	7
	Total	106	106

The data above describes that mother mostly at home in daily activities as housewives. Meaning that most of the children times are under mother's care giving.

The property ownership to live among toddlers might also influence the interaction within extended family. It is believed that the child who live in extended family will influence communication with children and type of caregiving to the children. Data collected shows that firstly, 70 (66.04 %) family live in nuclear family. It is assume that toddlers live in nuclear family mostly communicate with caregiver, especially main caregiver more intensively. Secondly, toddlers' family who live with mothers' parents or fathers' parents 36 (33.96%), meaning that grandma, grandpa, or any relatives who live at the same houses could be interact with toddlers. It also mean that the toddler lives in the big family or extended family. Interaction among the

big families which may coming from different background such as ethnic, religion or different part of Indonesia may color children's live. Then, the attachment among the person in the families toward toddler may influence child interaction with the environment. The description of place of living could be describe at the chart below:

Table 3 Property Ownership

No.	Property Ownership		
	Occupation		Percentage
1	Private	62	58
2	Fathers' parents	13	12
3	Mothers' parents	23	22
4	Relatives	0	0
5	Rent house	8	8
	Total	106	100

In respect to attachment in toddler caregiving explained above the quantity of adult with toddler might cause attachment with toddlers. The data of the research shows that the main caregiver and the attachment is mother (84/77), father (30/77) but the attachment of father with toddler is the same. It means the quantity of interaction during caregiving among parents no significantly influence the quality of attachment among parents. Besides, grandma/grandpa as main caregiver (18/26), aunt/uncle as main caregiver (7/9) and domestic help (12/2) indicate varies in attachment among them.

The data described above, it is not linear between main caregiver and the attachment among caregiver and children. Especially the attachment of domestic help only 2 whether their function as main caregiver 12. It is assume that many domestic help only taking care of the toddler during the day time, and the evening time domestic help back to her house. It seems that extended family grandma/pa or aunt/uncle closed to toddlers and make more attachment between them. To make it clearer you can see the chart below:

Table 4 Main Caregiver vs Attachment

No.	Main Caregiver vs Attachment		
	Caregiver	Main Caregiver	Attachment
1	Mother	84	77
2	Father	30	77
3	Grandma/pa	18	26
4	Uncle/aunt	7	19
5	Domestic Help	12	2

If we compare between 106 respondents and around 151 main caregiver and the attachment of the toddler with adult people around 201. Meaning that toddlers are usually take care by some caregiver and affect the attachment as consequences high intensity of caregiving. It also found that sense of big family may gives more attachment among

extended family, whereas 33.96% of toddlers lives in big family.

4.2. Specific Findings

4.2.1 Types of Material the Toddler used to Play

Availability types of play material that shows intensity or interaction in using play material, play variation and creativities of playing.

Availabilities types of play material machine made 102 (96.23%); play material parent’s made 29 (27.36%); Toddler chance to select play material himself 97 (91.50%); knockdown play materials 93 (87.73%); play material played in several ways 88 (83.02%); a locomotor play material 90 (84.90%); a nonlocomotory play material 88 (83.02%); manipulative play material 76 (71.69%); restriction sum and variation of play in play times 49 (44.23%).

Table 5 Play Materials

No	Play Materials		
	Play materials	Sum	Percentage
1	Machine made	102	96,23
2	Caregivers’ made	29	27,36
3	chance to select play material himself	97	91,50
4	knockdown	93	87,73
5	played in several ways	88	83,02
6	a locomotor	90	84,90
7	a non locomotor	88	83,02
8	manipulative	76	71,69
9	restriction sum and variation of play in play times	49	44,23

Most of toddler possess machine made play materials and only few of caregiver made play material. The amount of machine made play material give chances to toddler to choose which is interested to them. Types of machine made material function locomotor (41%), where as nonlocomotory and manipulatives (59%). The machine play materials is as follows:

Table 6 Types of Machine Made Play Material

No.	Play Materials	Sum	Percentage
1.	Transportation toys	36	36 %
2	Dolls	18	18 %
3	Cooking material	16	16 %
4	Lego	7	7 %
5	Robot	5	5 %
6	Puzzle	5	5 %
7	Others	13	13 %
	Total	100	100%

Machine made play materials can be operate in some way so the toddler can enhance toddler creativities. The machine made play material can be played many ways such as puzzle, lego, robot (plane, houses), ball, blocks, vehicles, doll, cooking, playdough . Furthermore the design of machine made play material, its color interest the children to use it.

On the other hand traditional play material not only its design, but also the color and material make children uninterested in them. May be one day or one in your life on the way home you ever find traditional play material/toys trader come door to door to offer traditional play but only few people buy it. Traditional play material/toys found are small wagon, rubber ban, drums, mini *gamelan*, rubber ball, play gun made of wood, music instrument made of bamboo. In general, proportion of using locomotor comparing to nonlocomotory and manipulatives is understandable because toddler still need guidance while doing activities. Types of machine made material function locomotor 41 percent, where as nonlocomotory and manipulatives 59 percent. Meaning that almost 50 percent toddler activities are locomotor activities where it is possible for children to exercises their body and to do hands-on experiences. How caregiver explore material available around their environment so caregiver create play material or toys himself. The creative activities in making use of play material or making toys are important to stimulate children especially play material or toys based on their culture or tradition. Now a days our children are rarely to introduce to their tradition or it own cultures

4.2.2 Developmental Aspects Stimulated within Toddlers’ Family

Before exploring developmental aspects stimulated in toddlers’ family, we look at learning environment. Learning environment whether physical environment or psycho-social environment influences the interaction of the children. Play environment is the environment that make possible for children to interact with adult or peer in daily activities. The data about play environment in relation with adult people shows that: (1) to ease caregiving and controlling toddler by caregiver (98.11%); (2) possibilities

to enhance toddler's self-esteem by caregiver (87.73%); (3) to facilitate independent activities for toddler by caregiver (85.85); (4) to facilitate cooperation for toddler by caregiver (84.90%); and (5) to facilitate fantasy play for toddler by caregiver (79.25%). To make it clear you can see table 7 on the next page.

From the data above, the environment is conducive for parents or caregiver to interact with toddlers because more than 80s percent, except in facilitating fantasy play. The situation of reciprocal the interaction between toddler and caregiver is lower than it should be. Actually parents or caregiver has a lot of time to interact with the toddler. Toddlers' chance to play fantasy is low where it is shown by rate of finding meaning about events they are 2,99. These fact are contrary to parents or caregivers' time in daily routines are high.

Table 7 Play Environment

No.	Play Environment	Percentage
1.	to ease caregiving and controlling	98,11 %
2	possibilities to enhance self-esteem	87, 73 %
3	to facilitate independent activities	85,85 %
4	facilitate cooperation	84,90 %
5	facilitate fantasy play	79,25%

The developmental aspect simulated with in toddler's family will be discuss (1) social and fantasy play, (2) exploration and mastery play, (3) Music, Art, and Movement play, and (4) gross motor play.

First, social fantasy play can support increasingly complex repertoires of pretend play. Social and fantasy material such as mirror, dolls, role play materials, puppet, stuffed toys/play animal, play scenes, and transportation toys.

Indoor activities for social and fantasy play materials: (2) using dolls or stuffed animal to feel soft while hugging it, (3,42); (4) using objects to make-believe (3,3); (8) using hats, wallet, old shoes, old shirt to play drama (2.6). Data shows that caregiver are not optimize the use of hat, wallet, old shoes where every body should have in their house. But dolls which is used to buy by most parents to play with. Outdoor play material for Social and fantasy play material. outdoor exploration and play material to play with sand, water, clay or playdough to make something creatives (98,11%). Data play with sand, water or playdough or to make something creatives play a lot by toddler. It impress that play might mean for caregiver for something which is not routines such as put on dresses, put on hat should have been done in caregiving. During the second years, social and fantasy play material can support the development of simple pretend activities and interaction with peers. The social fantasy at the table 8 show us as follows:

Table 8 Social Fantasy Play

No.	Play Materials	Range
1.	using dolls or stuffed animal to feel soft while hugging it	3,42
2	using objects to make-believe	3,3
3	using hats, wallet, old shoes, old shirt to play drama	2,6

*) the range of the answer from 1 to 5

Actually many of social and fantasy play materials that are appropriate for younger toddlers are still appropriate for older toddler

Second, exploration and mastery play, become increasingly capable of exploring the environment, material for exploration and experimentation can support and nourish their developing interest and skill.

Exploration and mastery play materials such as sand and water play materials, construction materials, puzzles, pattern making material, dressing, lacing, and stringing materials, specific skill-development material, games and books.

Exploration and mastery material in indoor activities (1) using hands and finger to make rough sketches (3.62) (2) to observe books and printed materials (3.39); (3) construction play or box that available around toddler (3.08); (4) play with hand and finger by using empty box (2.95); (5) toddler play simple puzzle (2.94); and (6) play make a tassel (2.12).

Table 9 Exploration and Mastery Play

No.	Play Material	Percentage
1.	using hands and finger to make rough sketches	3.62
2	to observe books and printed materials	3.39
3	construction play or box that available around toddler	3.08
4	play with hand and finger by using empty box	2.95
5	toddler play simple puzzle	2.94
6	play make a tassel	2.12

*) the range of the answer from 1 to 5

From the data of exploration and mastery play indicate that the caregiver with little involvement play a lot by toddler (see number 1-3) but play with a lot of parents involvement less play buy the toddler (see number 4-6), especially play to making a tassel. The material to make a tassel are available around family setting.

Exploration and mastery play in outdoor play are: To play with sand, water, clay or playdough to make something

creatives (98,115); a place for water play with small material in it (75, 50). Outdoor for exploration play material (9) place to play with sand and soil with small things on it (53.77 %) (4) a place for water play with small material in it (78.30 %);

The data about toddlers' activities (1) daily interaction with adult people (3.81); (2) daily exploration (3.42), (3) toddler are active to question in daily activities (3.28) ; (4) interact or play with peer in daily activities (3.19); (5) trying to find meaning about the object (3.25); (6) trying to find meaning of words they heard (3.17); (7) trying to find meaning about events (2.99).

The data daily activities of the toddlers again indicate that whenever plays need parents involvement or assistance the frequency of play lower (see number 5-7 above) than play that can play by toddler him/her selves (see number 1-4). Whenever the toddler need to find meaning about words, objects, or events, it will need parents' explanation. Sometimes parents labeling children "talkative" when asking too much, some parents don't realize it is useful for toddler to interact with them. So it is also indicate that even though the toddler taking 25% by their parent, it doesn't guarantee that parent has a lot of time to interact with their children. Meaning that quantity of time not necessarily quality interaction between parents and toddler are better than less quantity in daily routines.

Table 10 Exploration and Mastery Play

No.	Play Materials	Percentage
1.	to play with sand, water, clay or playdough to make something creatives	(98,115);
2	a place for water play with small material in it	(75, 50)
3	place to play with sand and soil with small things on it	(53.77 %)
4	a place for water play with small material in it	(78.30 %);

Only 25 (25%) caregiver from totally respondent ever made play material/toys. Using home made , recycled and natural material for play may have positive effect beyond reducing costs. Hence, It may increase children attention to the natural world around them, help them think flexibility and creatively about materials, increase their respect and care for play materials prepared by the parents for their use.

When we observe types of play made by caregiver are non locomotor play material where while using them the toddler sit still in his place and less movement. Again, it is prove that activities of the children whether use all senses or not can determined by types of play material used by them. Lack of outdoor play material decrease toddlers' bodies exercises and use all their senses. Further more, hand phone technology with interesting program may dominate nonlocomotory activities that may affect their health.

Third, Music, Art and Movement, based on theory toddlers show an increasingly active in and response to simple art, music, and movement activities. Music and art are dominated by Gadget , hafidz doll , piano , vide 11 and television which is specialized for children. Besides Music, art and movement material such as art and craft material, musical instrument, and audio visual materials are not so much involved in toddler activities. It show us that music art and movement especially for toddler not yet introduced before they go to early non formal or formal early childhood education. Parents don't seems interested in introducing music, art or movement for toddler.

Fourth, Gross Motor Play, increasing mobility and developing gross motor skills make appropriate gross motor play material interest 11 to toddlers and useful for practicing their skills. Gross motor materials such as push and pull toys, ball and sport equipment, ride on equipment, outdoor and gym equipment.

The data shows that outdoor gross motor play Material (1) play material with wheels or roller that can be push and sit on or push and pull toys (97.17 %); (2) Materials that can help to stand up and to push while standing up (83.96 %); (3) play material that can be sit in inside (75%); (4) place or material for crawling and climb (66.98 %); (5) play for swing (63.20 %); (6) a place to sit at different level (56.60 %);

From the data above, only play material can be push, pull and stand up (see number 1 and 2) dominated by toddler activities through play. It is assume that the public facilities need to facilitate activities for (see number 3-6). The low percentage are caused by the lack of public facilities to play for children. To make it clear let us see the table 11 below:

Table 11 Gross motor Play

No.	Play Materials	Percentage
1.	play material with wheels or roller that can be push and sit on or push and pull toys.	97.17
2	Materials that can help to stand up and to push while standing up.	83,96
3	play material that can be sit in inside	75%
4	place or material for crawling and climb	66.98
5	play for swing	63.20
6	a place to sit at different level	56.60

To solve the problem of public facilities, now around Jakarta has build many Friendly Child Integrated Public Space called RPETRA (*Ruang Publik Terpadu Ramah Anak*). It need to increase public space where the children can do outdoor activities with their families. As we look at RPETRA, especially in a holiday or in the afternoon many children have leisure with their parents. Besides many early childhood institution which is not has enough space to play,

at least once in a week goes to *RPETRA* to do outdoor activities.

4.2.3 Parents' Reason to Select Play Materials

Every caregiver of course has its considerations to select play material for the children. These consideration are important in order to find the reason so we will know what made caregiver to select and to buy play materials. Even though to buy and to select play materials are different but initiation to buy play materials whether the reasons are objectives or subjective to the need of toddlers. What we need to know are whether caregiver considered age appropriateness, individual appropriateness, and socio/culture appropriateness.

In general it is found that caregiver do not realize whether they choose play material caused by the age of children but it is based on whether play material interest children. Some play materials are ex play material played by her/his older brother. The more realistic reason in selecting material based on children's hobbies, it facts are more play material found the same with more variations such as transportation toys, dolls etc.

When we look at the who initiate to buy play materials are as follows: (1) mothers (92,45%), (2) fathers (64,15%), (3) grandma/pa (28,30%), (4) aunt/uncle (10,37%), and (5) domestic help (5,66%). The data shows that the core family are to initiate to buy play materials. Besides, big family such as grand mother and grand father, and aunt and uncle get involved to buy play materials or toys. On the other hand, to select play material shows that children (74,52%), mothers (77,36%), fathers (50,94), grandma/pa and aunt/uncle (12,26%), and a last domestic help (0,94%). From the list of adult people to select play material implied that closeness and the attachment adult people with toddlers are frequently interaction in daily lives. Data in chart below shows that:

Table 12 To Buy and Choose Play Material

Caregiving	To buy Play Material (%)	To choose play material (%)
Toddlers	0	74,52
Mother	92,45	77,36
Father	64,15	50,94
Grandma/pa	28,3	26,00%
Aunt/uncle	10,37	6,6
Domestic help	5,66	0,94

The reason of caregiver or adult people to select play material dominated by function and safety of toys or material, the price, to have as collection, and because the children like it. It is possible for caregiver to buy play material consider its function rather than children like if adult people buy it by himself/herself without accompanied by toddlers. Adult reason to choose play material is important for the sake of children development such as language, movement, imagination, problem solving skill, and art.

Table 13 The Caregiver Reasoning to Select Play Material

NO	Caregiver Reasoning	sum
1	function	81 (76,41%)
2	safety	14 (13,21)
3	Cheap	5 (4,71%)
4	Collection	3 (2,83%)
5	Toddler's like it	1 (0,94)

It is contrary to adult people reasoning where the reason of toddler to use play materials are interesting to them 37 (34,90%), it can be moving 9 (8,49 %), they wanted to be somebody 8 (7,54%) such as cheft, artist, football player, racer etc., its sounds 7 (6,60%); to make happy (6,60%), and play variation 4 (3,77%). From the facts above, it is important for caregiver to match children reasoning especially his happiness to have toys and its functions to enhance child developmental aspect.

Lack of parents or caregiver regarding socio/cultural appropriateness in selecting play material. These might cause of most play material is machine made. Only few of play material made by parents or caregiver.

If we look at play material plays in gender perspectives, most of male plays are transportation toys and balls or physic activities. On the other hand female plays mostly do dolls, cooking activities.

4. CONCLUSION and SUGGESTION

Based on the research findings, it can be concluded that types of play materials the toddlers used within toddlers' family are machine made material which is functioned locomotor (41%) and functioned nonlocomotory or manipulatives (59%). So the toddler are possible to practice hands-on experiences in daily lives. By using mostly machine made play material caused caregiver less creativities to optimize the use of material around them to create play materials.

The usage of machine play materials bought by caregiver indirectly influenced developmental aspects stimulated within toddlers' family. Where bought machine play materials mostly stimulate gross motor play exploration and

mastery play rather than social and fantasy play or Music, Art, and Movement play. Based on research findings that play material need caregiver assistance to play and it is urgent to select play material based on its usage for developmental aspects. Especially play material consider toddler socio cultural appropriateness. It won't be realize whenever most of play material are machined made.

Parents' reason to select play material are its safety, prices, variation of play by considering child interest. Only few of them considers traditional play based on their culture. It is also indicate that even though the toddler tak²⁵ care by their parent, it doesn't guarantee that parent has a lot of time to interact with their children. Meaning that quantity of time

not necessarily quality interaction between parents and toddler are better.

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