

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter discusses the conclusions of the study, implications of the research findings and recommendations.

#### **5.1. Conclusions**

The purpose of the study was to analyze the safety of a physical playground on primary education level. Based on the literature reviewed on several countries safety issues has become a major global concern so it was worthy to carry out the current study in Indonesia. The current study is done to provide insight depth information to teachers and educators on the necessity of safe play that promotes physical development in young children. Therefore based upon findings and discussion the study concluded in the following way:

1. Intrapersonal (Individual) Level: Some learners react positively while some react negatively when they are given the opportunity to play. Primary grade learners who reacted positively on the playground were generally excited however those who reacted negatively becomes bored and start taking risk due to lack of exciting facilities that are not age or level appropriate. This is influenced by their individual reactions, behavior, personalities, interests and background which also vary considerably by their family characteristics.
2. Interpersonal (Social) Level: learners interact with their peers and teachers exemplary well and positively. Significantly learners were socially active, cooperative and supportive to each other's on the playground. They live a social active lifestyle since they can interact with both their peers and teachers (following instructions). In addition they have a sense of caring and sharing.
3. Physical (Environment) Level: For safety features, generally the playgrounds do not have enough space and the surfacing used is not favorable for learners and it poses some safety concerns. This is because the surfacing found was hard at some

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playground and also slippery at another play space. However there's a need for protective equipment and attention need to be given to the structures to ensure a safe playground.

4. Policy/ Organizational Level: Learners are actively involved in different types of games however they are not accompanied by rules even the games that have rules in real life (soccer or basketball) instead teachers use word of mouth or oral instructions. There are basketball and soccer net and few other facilities but fairly maintained. This study also pointed out that designated play areas need to be considered and strengthen extra supervisions. Generally no playground rules or regulations in place that supposed to guide learners when playing. It has been noticed that there are standard guidelines or expectation for a primary level playground from a government documents even they are fairly followed. The time schedule and time allocation for learners on the playground need to be improved since it is very limited.

## **5.2. Implications**

The current study was important to analyses the safety of a physical playground. Implications of the study are that some teachers and some schools will benefit from the study by refreshing their importance of safe play on a physical playground. From this view, it can be said that the study was important in knowing how safety and play are indispensable to primary school in Indonesia. The study was also helpful in adding values and strengthens safety in playgrounds. This set a foundation for teachers and any other educators' stakeholders in rectifying needs of the playground to ensure learners' smooth shift in learning through play to promote physical development. This will in turn reduce chances of injuries which results from playground equipment the near and far future since safety is the gate keeper to health well-being. This study will serve as an eye-opener to schools to evaluate their playground.

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In addition, the current study serves as a guideline for other researchers in the field of primary education to elevate in high equipment or climbing equipment playground safety that can be further assessed by employing a study with multiple schools and using other research methods that include other designs like quasi- experimental; descriptive just to mention a few. The current study also helped the researcher improve in her expertise in carrying an educational research in primary education level and this is hoped to be continued after this research as action research in the researcher country of origin or elsewhere where the researcher shall be teaching. Generally, the current research opened up a communication and relations channel between the researcher, the subjects of research and school authorities to learn about primary education in Indonesia.

### **5.3. Recommendations**

Viewing from the current research process and results, the following recommendations are made:

1. On intrapersonal level since this research has revealed that some primary schools in Indonesia lack exciting play facilities on playground. It is therefore recommends that schools may consider proper planning on facilities availability before establishing a playground in the school.
2. Significantly, on the interpersonal level the study would like to recommend teachers to continue strengthening and promoting the social interaction between themselves and learners.
3. At physical playground environment level the study uncovered that the surfacing used for playground is not favorable or suitable for learners and the few play facilities available on the playground are poorly maintained. In addition some available playgrounds are not age appropriate or with suitable age play equipment and playground spaces are not enough for learners to play safely and freely. This study recommends that schools may try by all means to provide facilities that are age appropriate and maintain the broken ones to promote safe play and avoid

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learners' boredom on the playground. Schools may consider enough space allocations, protective equipment provisions when they are drawing up physical playground proposal.

4. In addition to physical environment level the study recommends that educators, stakeholders may need to engage, help and work together with the school to plant tree and help provide safe surfacing (synthetic grass) on the playground.
5. With policy organizational level since the study revealed that no playground rules and regulation to accompanied the games or physical activities that learners play, the current research recommends school managements and teachers to formulate or develop formal documents for playground rules and regulations for guiding and monitoring learners on the playground.
6. In addition teachers may work on improving time schedule and allow learners to use their playground time effectively instead of them bargain for time on the playground. Schools may put emphasize on following the primary level playground standard guidelines or expectation which are put in place by the government.

Generally, the finding revealed that parents are not part of playground supervision. Therefore this study recommends that there's a need for awareness campaign that targets to educate parents on important of monitoring and encouraging children on the playground for safe play. Further research on current topic on larger cases is recommended and with a variety of research method and different design since this one was a qualitative case study.