



Analysis of the Children's Playground with Blue Open Space Concept in Bajau Ethnic Settlement Rampa Lama Kotabaru

Analisis Ruang Bermain Anak dengan konsep Ruang Terbuka Biru di Permukiman Suku Bajau Rampa Lama Kotabaru

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Abstract

The Rampa Lama Village settlement is a settlement located in a coastal area at the ebb and flow of sea water. This settlement is in the province of South Kalimantan and is located to the north of Kotabaru Regency. The population of Rampa Lama Village is 6,000 people with children aged 6- 12 years old who received elementary school education totaled 364 children consisting of 181 boys and 183 girls. This has become a phenomenon regarding the limited children's playground space and its facilities that are safe, comfortable and have safety aspects for the users, in this case children when children play, the Rampa Lama Village settlement is a densely populated area with Public Open Space that can be used as a playground for children in the surrounding area. Public open space for the childrens Rampa Lama need open space blue concept because they are representing fisherman community. The purpose of this research is to analysis public open space for children in coastal areas by implementing a blue concept open space according to the child's character. A study uses a qualitative inductive method with a phenomenological approach. The results of the research were in the form of recommendations for the coastal area of Rampa Lama Village with the existing ethnic character of the Bajau tribe with observations that have been made where the character of the children's play space in the area is Blue Open playground and its application to Child Friendly Playground.

Keywords: children's playground, Rampa Lama, Bajau ethnic, blue open space, coastal area.

SDGs:



Abstrak

Permukiman Desa Rampa Lama merupakan permukiman yang terletak pada kawasan pesisir yang berada pada pasang surut air laut permukiman ini berada pada provinsi Kalimantan Selatan dan berada pada sebelah utara Kabupaten Kotabaru, jumlah penduduk pada Desa Rampa Lama berjumlah 6.000 Jiwa dengan jumlah anak-anak usia 6-12 tahun yang mengenyam Pendidikan sekolah dasar berjumlah 364 anak yang terdiri dari 181 anak laki-laki dan 183 anak perempuan, hal ini menjadi suatu fenomena mengenai terbatasnya tempat ruang bermain anak beserta fasilitasnya yang aman, nyaman dan memiliki aspek keselamatan bagi pemakainya dalam hal ini anak-anak ketika bermain. Permukiman Desa Rampa Lama merupakan suatu kawasan padat penduduk yang terdapat Ruang terbuka Publik yang dapat dijadikan ruang bermain bagi anak-anak di lingkungan sekitar. Ruang terbuka publik untuk anak-anak Rampa Lama membutuhkan konsep Ruang Terbuka Biru karena mewakili komunitas nelayan. Tujuan dari penelitian ini adalah untuk melakukan kajian Ruang Terbuka Publik bagi anak-anak di kawasan pesisir dengan implementasi konsep Ruang Terbuka Biru sesuai dengan karakter anak. Penelitian ini menggunakan metode induktif kualitatif secara terstruktur dengan pendekatan fenomenologi. Hasil penelitian berupa rekomendasi terhadap kawasan pesisir Desa Rampa Lama dengan karakter etnis suku Bajau yang ada dengan observasi yang telah dilakukan di mana karakter ruang bermain anak pada kawasan tersebut merupakan Ruang Bermain Terbuka Biru dan penerapannya terhadap Ruang Bermain Ramah Anak.

Kata Kunci: ruang bermain anak, Rampa Lama, suku Bajau, ruang terbuka biru, kawasan pesisir.

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1. INTRODUCTION

The Rampa Lama Village settlement in South Kalimantan, is a slum area with a dense population of 6.000 people, with 358 elementary school age children consisting of 177 boys and 181 girls (Pusdatin, 2024). Phenomenon in Rampa lama Village, with quite a large number of settlers are the majority of people from the Bajau tribe and their daily activities are as fisherman. Ridwan and Giyarsih, seeing the population density and the number of children in the area, a play space is needed for children in the area (Ridwan and Giyarsih, 2012). There is a need for a playground for children in that area, where the playground can provide education and enable children to interact with an environment that has local culture in a safe and comfortable manner. This process will provide improvement and growth and development of children in early childhood, providing development in a positive, systematic and progressive and sustainable direction both socially, physically, emotionally, intellectually and linguistically (Hayati and Putro, 2021). The children's playground should be a place for active activities. Safe so that it should meet existing standards (Baskara, 2011), where all play equipment is without danger to the children who use it which could possibly cause injuries to children including the environment around the place or play space to be a child-friendly place, so that the play area and various equipment can provide education without limiting it from their environment.

According to Indonesian National Standard ISO 8124-4, safe outdoor playing equipment such as swing, slides, and similar rides, must be tested before being utilized. This standard applies to children under 14 years old.

The settlement of Rampa Lama Village where the Bajau ethnic resides is characterized by a fishing community, hence the nickname "Manusia Laut" (Man of The Sea) (Ancung and Sutisna, 2021). This is due to their nomade life on boats (GNFI, 2020).

In the fisherman's quarter of Rampa Lama village Kotabaru, which is geographically a coastal area and is a place situated on the tides, it is necessary to study how their children's

playground complies with the environmental and geographical characteristics of the settlement in Rampa Lama village, which is identical to those mostly inhabited by the Bajau ethnic. Children go to several location with certain potensial as their playground. For instance, they play on the roadside, at the beach, at the sea, in the schoolyard, or at tourist facilities close to the settlement. At Rampa Berkah, one of the frequently referred spots for children to play, it is necessary to study whether supporting facilities for children are available. Tourist attractions as a spatial concept that is regulated as a buffer zone for residential areas as area mitigation, and disaster-prone zoning so that residential areas do not protrude further towards the sea and as tourist attractions wisata (Agusintadewi, 2004), can also accommodate the needs of children in the area. This tourist attraction is considered necessary for children in densely populated residential areas with slum conditions and a play space (Wardianto, Hidayatullah and Sabarini, 2023). A specific playground is required for children aged 6 - 14 years to complay with the environmental and cultural characteristics. Therefore, the playground can be an educational location for children in the neighborhood.

Playing is an activity involving spontaneity that potentially affects a child's personality when there is interaction with playmates and surrounding objects and is performed enthusiastically in a fun and joyful atmosphere. In addition, playing should be about a child's ideas, creativity, and imagination that synergize the five senses and all the functions of the interrelated limbs with the mind of a child (Putro, 2016). For some people, water activities involve dangerous situations and conditions.

A child's playground must complay with safety measures for children, based on the National Standard ISO 8124-4 concerning safety requirements for outdoor playing equipment. Playing in open spaces will support the growth and development of motor and cognitive sensors, develop children's self-confidence, creativity and morals so it needs to be supported by existing safety standards (Maharani, Harmunisa and Elviana, 2023).

Typologically, a child-friendly playground (RBRA) consists of indoor and outdoor playgrounds. The playground is categorized into green open space (RTH) non-green open space (RTNH), such as shopping centers, museums, education centers, etc., and blue open space (RTB), such as lakes and seas (Erni, 2021). Based on this typology, a playground must be child-friendly, as required by the standard of a child-friendly playground, that shapes and influences children's psychology (Erni, 2021). This is an important part not only related to the child's development (Zaini, 2019). The Child's also to the environment as that bridges children's growth (Dzilhaq, 2020). In general, parents educate their children where the education itself contains cultural values. This is the characteristic of parental education that shapes a child's personality (Yudhoyono, 2014). Likewise, the Bajau parents educate their children in a similar way. The differences in parenting, however, lie in two aspects, namely in terms of character and residential area. Several psychological theories argue that the environment in which one lives plays a major role in human's way of thinking and behavior that leads to the formation of their character (Bajau, 2020). Child education at school age plays a significant role in educating children when playing means the whole world to them (Hidayat, Habibie and Afianto, 2022). The increasing school age and level of education of Bajau children is causing changes in the character and culture of Bajau children (Haerulloh et al., 2021).

2. METHODOLOGY

This research is conducted using a qualitative method with an inductive mindset (Creswell and Poth, 2017). The approach is carried out phenomenologically and during the initial observations and interviews, a phenomenon of children playing in the sea with a depth of 3 meters is found (Agustianti et al., 2022). Thus, the research is deemed necessary for the following rationale; how to provide recommendations for a specific playground for children in Rampa Lama Village, namely as a typology of the blue open space (RTB: blue open

space) which is an important part in supporting the formation of urban areas (Astuti, Sariffuddin and Pangi, 2020), and whether it complies with the needs of a safe, blue, open playing area for children in Rampa Lama village, considering that they are the children of the Bajau ethnic group who primarily interact with coastal and marine environment, as well as the surface world (Ridwan and Giyarsih, 2012).

2.1. Case Study

2.1.1. Research Location

The Research is conducted in Rampa lama Village North Pulau Laut District (see Figure 1), Kotabaru Regency, South Kalimantan Province, which is geographically situated at the following coordinates: -3.239848° , -116.222579° by Google Earth, accessed on October 20, 2023; 14:23 pm, at coordinate system UTM-WGS 1984 datum, zone 50 south, meters; Cent Meridian 117d E (Sulistyo, 2008).

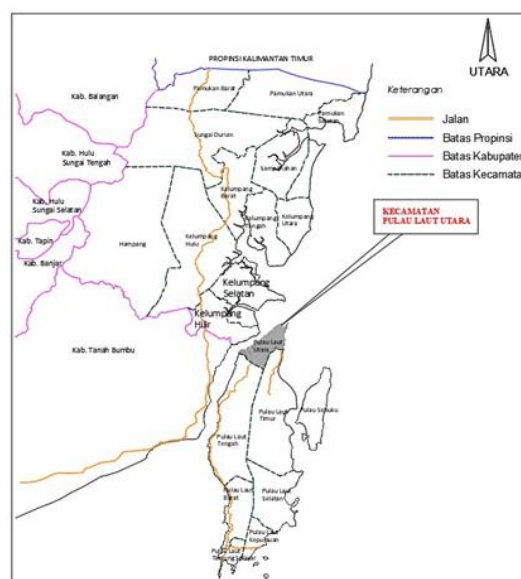


Figure 1. The administrative boundaries of Rampa Lama village (PUPR, 2021).

The area of Rampa Lama is 8.32 ha and a severe slum area (Figure 2) with a building density of 205 units/ha (PUPR, 2020). The administrative borders of Rampa Lama Village are the Kalimantan Island strait to the north, Jl. Wiramartas to the south, Jl. Suryagandamana to the east, and the Kalimantan Island strait to the west (see Figure 3).

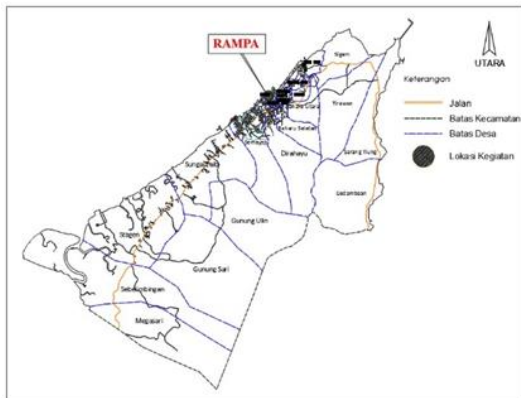


Figure 2. The administrative boundaries of Rampa Lama village (PUPR, 2021).



Figure 3. The situation of the administrative borders of Rampa Lama village.



Figure 4. The boundaries of Rampa Lama village and drone, as well as the design layout of the blue open space, plaza, and concrete roads.

At the research location, there are public open spaces, buildings, and plazas interconnected with concrete roads north of Rampa Lama Village situated on the coast. These facilities are constructed as an improvement of the slum district to keep the settlement from growing seaward. Simultaneously, such facilities serve as tourist destinations and function for docking, as well as fish processing and drying (see Figure 4)

since most people within the community are fishermen.

2.1.2. Research Period and Location

The research period begins in September 2023 and ends in November 2023. Observations are made from 08:00 AM to 05:00 PM in Rampa Lama Village by conducting interviews with the local community. Meanwhile, interviews with the chief of the village, as well as his predecessors as informants, who also lead several fishermen's non-government organizations in Rampa Lama Village, are conducted at the predetermined time. Furthermore, interviews are conducted with school-age children. The focus of the research location is on the existing open public space where the phenomenon is found.

2.1.3. Research Stages

The research stage begins by conducting an initial survey to identify a phenomenon related to the requirement of a blue open space in Rampa Lama Village. Subsequently, interviews with the community are conducted, as well as field observations to see the extent of the playing children's activities. Afterward, the data is collected and processed through an analysis before proceeding to the presentation of the research findings and conclusion.

3. RESULTS AND DISCUSSION

Bajau children have strong characteristics, they are formed from the character of a harsh environment. The environment requires every Bajau tribe to survive until their parents teach them how to survive against nature, in this case the marine landscape and water ecosystem. Having a life on the water in a boat is not easy. This form of way of life is a custom and culture and is taught to the children of the Bajau tribe. It is not uncommon for Bajau children from elementary school age to be good at swimming and diving, they play on the coast or in the sea, bathe and swim in the sea (see Figure 5). The tribal community in Rampa is quite large in number and it is a slum settlement. They live in the center of the city and are now able to mingle with people from other ethnicities and the Bajau ethnic people here live a more modern life.



Figure 5. The Ethnic Bajau children playing in the sea.

The residential area of the Bajau ethnic group is categorized into three, based on the way they reside (Bajau, 2020): 1). Bajau Laut (Sea Bajau); 2). Bajau pantai (Coastal Bajau); (3). Bajau darat (Land Bajau).

The Bajau community's way of life socially influences their daily life (see Table 1). The way they educate their children is also influenced by the development of social life, psychology and the way children interact with their environment and culture, including the environment where children play (Ikhsan, Hasriyanti and Syarif, 2020). A playground is a room for children to play, whereas a room means a space that is classifiable based on its location, such as land, sea, and air. These are aspects of the natural landscape that exists in the living space on Earth as the territorial unity of one country (Paat et al., 2022). Therefore, a room is interpreted as a place that covers material activities and a room becomes a medium of activities by providing structures, boundaries, walls, and signs where the activities take place in past, present, and future (TARU, 2021).

Table 1. The characteristics of the Bajau ethnic (Bajau, 2020).

No	The Bajau Ethnic Characteristic	
	Community Characteristics	Behavioral Patterns
1.	Primitive Bajau	<ul style="list-style-type: none"> • Living on the surface is much preferred • Self-restriction toward changes • Self-restriction toward other people • Strong belief in myth. • Strongly respect and closely hold ancestral traditions • As they live primarily on the surface, the community defines success by the amount of sea catches.
2.	Bajau Tradisional	<ul style="list-style-type: none"> • Staying at home longer than being on a boat at sea • Accepts modern cultural changes • Some of the people still believe in the myth • Ancestral traditions in some Bajau ethnic communities remain unchanged • More open to socializing with visitors • Defining success by the good quality of fishing equipment
3.	Bajau Modern	<ul style="list-style-type: none"> • Has a more updated mindset and a broader view • Life achievements become the benchmark for the modern Bajau society • In this society, people no longer believe in myth • The use of the Bajau language is not emphasized when communicating with children.

In legend the Bajau ethnic group believes that their parents come from water and are capable of mystically transforming themselves into water. Thus, the Bajau and their descendants always live close to water, which is a synonym for being close to their parents. This has been the characteristic of the Bajau ethnic

group. In the case of modern Bajau, who have been able to adapt and interact with the surrounding environment and technological advancement differently (Mahali *et al.*, 2016), their children are inseparable from the culture of an ethnic group whose life is close to water. They play on boats, swim in the deep sea, play ball in the sea, jump from highlands into the sea, and play games in the sea, which no other children can do.

Looking at the vicinity where the Bajau children play, the only place that allows them to play within the area is Rampa Berkah, which is a tourist destination that provides a large public open space (RTP) and a plaza. However, this location cannot accommodate the need for a blue open space. The plaza is yet to provide the facility as a child playground.

Table 2. Preferred games by children in Rampa Lama village.

Preferred games by children in Rampa Lama Village		
Playground	Type of Games	Percentage (%)
Open Space	Football	90
	Swimming	85
	Ball Bath	96
	Slides	92
	Rope walking	45
	Jumping into the sea	87
	Water cycling	83
	Fying kites	92
	Marbles	92
	Playing ball in the sea	87
	Diving	87
	Water tunel	66
	Rowing	

This research results in identifying the necessity of a child playground in Rampa Lama Village with identical characteristics of the Bajau children - fishermen's children, who required a playground that matches their character, the blue open space (see Table 2).

By looking at the existing phenomenon (see Figure 6), where the children's presence and the

culture of the Bajau ethnic group closely relate, it is expected that the playground can provide educational values to the children regarding the culture and surrounding environment of the Bajau ethnic group itself. Therefore, the playground in Rampa Lama village has specified characteristics of the local culture as shown in Figure 7, Figure 8 and Figure 9.

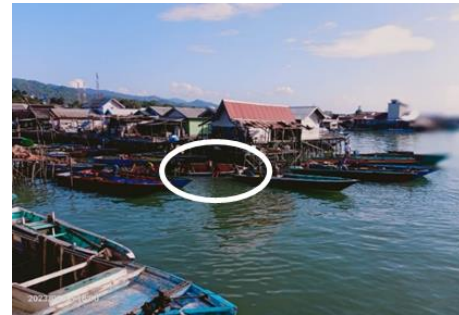


Figure 6. The Bajau children's Behavior when playing in the sea by utilizing a boat.

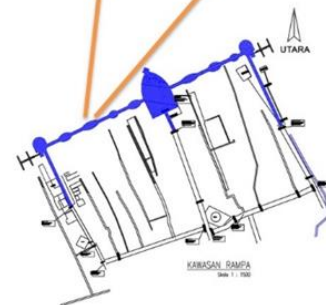
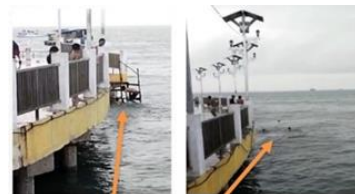


Figure 7. The Bajau children's behaviour when playing in the sea.

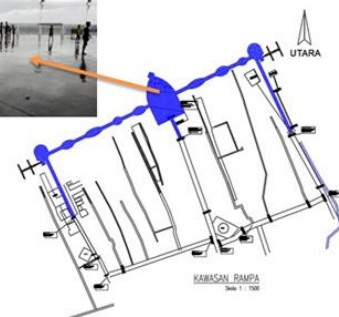


Figure 8. The Bajau children's behaviour when playing football at the plaza.

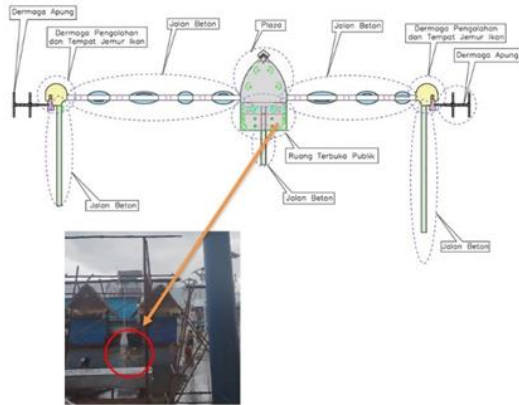


Figure 9. The Bajau children behavior when sliding on the floor of the public open space in the rain.



Figure 10. Safeguarding and defining an area or region to establish a safe zone (GCT, 2020).



Figure 11. One of the safety buoys sinks in the blue open space playground area (Hardwarepasal, 2024).



Figure 12. An example of a sea playground.

A child-friendly playground must be at least budget-friendly, harmless to children, regardless of their ethnicity, religion, race, and inter-group relationship, and prioritize safety by establishing a designated area for the playground. For instance, by defining zones (see Figure 10) and

protecting (see Figure 11) child for the sake of children's education.

A child playground is expected to attract and lead children toward the spot. Therefore, it encourages children to play within the area. This can be done, for example, by adding a launch board, a swing (Figure 12), and a slide that goes directly into the water, which provides education for children.

4. CONCLUSION

The playground in Rampa Lama village - a village in a coastal area, close to the sea, and above sea level, along with the Bajau ethnic community settlement, must take the form of a child-friendly blue open space (RTB). The activities must involve water, such as swimming in the sea and ropewalking above water which complies with the traditional games of the Bajau community. Such games must be presented as cultural activities that need preserving. Furthermore, children can play water ball or water polo and embark on some adventure games in the water tunnels equipped with transparent windows in several parts, so that the outside environment, including the tides, is visible from inside the tunnel. Additionally, they can launch themselves from the edge of the public open space directly into the water, with access to a ladder to climb back up and repeat the action. Boats are ready for the children to row with their dimensions and capacity are adjusted to the child's anatomy.

Playing in the sea carries a high risk of drowning, being swept away by sea currents, and being exposed to harmful marine animals. Consequently, precautions should be made in the form of safety nets, playground dividers, and protection against the threat of drowning, such as ready-use life buoys and lifebelts, warning signs, and officers who supervise the children. In addition, playtime must be regulated to further ensure child safety.

Supporting facilities, such as washrooms, are required. For instance, one can be prepared with a shower outside or in a closed room or semi-closed room with an open roof.

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