



## Exploring Playdate Practices In Indonesia: Trends in Play And Learning Activities For Early Childhood at Familia Kreativa Playdate

**Maryam Nibrosurrahman**

Univeristas Pendidikan Indonesia, Indonesia  
email: [maryamnib11@upi.edu](mailto:maryamnib11@upi.edu)

**Euis Kurniati**

Univeristas Pendidikan Indonesia, Indonesia  
email: [euiskurniati@upi.edu](mailto:euiskurniati@upi.edu)

**Mubiar Agustin**

Univeristas Pendidikan Indonesia, Indonesia  
email: [mubiar@upi.edu](mailto:mubiar@upi.edu)

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### Abstract

**Keywords:**  
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Play is a way for early childhood to learn. Currently, there are many play trends that are developing, one of them is playdate which is quite popular among urban parents. However, research related to the concept of playdate in Indonesia is still quite limited. Using the case study method, this research explores one of the playdate activities organized by playdate familia kreativa. The data collection techniques used are interviews, observation and documentation studies. The interview participants consisted of 3 familia kreativa playdate facilitators. The results of the study suggest that playdate familia kreativa is a community-based playdate that allows preschool children to carry out play activities while learning, as well as providing space for parents to be able to actualize themselves. Playdate Familia Kreativa also strives to bring back the fitrah of parents as the first place of education for their children, with a vision to become a reference for learning, working, and creating for families around the world with the principle of rahmatan lil'alamin.

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### Abstrak

**Kata Kunci:**  
Playdate;  
Bermain;  
Komunitas  
Bermain

Bermain merupakan sarana bagi anak usia dini untuk belajar. Saat ini, cukup banyak tren bermain yang tengah berkembang, salah satunya adalah playdate yang populer di kalangan orang tua perkotaan. Namun, penelitian terkait dengan konsep playdate di Indonesia saat ini masih cukup terbatas. Dengan menggunakan metode studi kasus, penelitian ini akan mengeksplorasi salah satu kegiatan playdate yang diselenggarakan oleh playdate familia kreativa. Teknik pengambilan data yang digunakan adalah wawancara, observasi dan studi dokumentasi. Partisipan

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wawancara terdiri dari 3 fasilitator playdate familia kreativa. Hasil penelitian mengemukakan bahwa playdate familia kreativa merupakan playdate berbasis komunitas yang memungkinkan anak-anak prasekolah untuk melakukan kegiatan bermain sambil belajar, sekaligus memberikan ruang kepada para orang tua untuk dapat mengaktualisasikan dirinya. Playdate Familia Kreativa juga berusaha untuk mengembalikan fitrah para orang tua sebagai tempat pendidikan pertama bagi anak-anaknya, dengan visi menjadi referensi belajar, berkarya, dan berkreasi untuk keluarga sedunia dengan prinsip rahmatan lil'alam.

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## 1. Introduction

Early childhood education (PAUD – in Indonesia) is a development effort aimed at children from birth to six years of age through providing educational stimuli to shape physical and spiritual growth and development so that children have readiness to enter further education (Law of the Republic of Indonesia No. 20/2003 on the National Education System, 2003). Currently, PAUD has experienced significant developments in recent years. Some of the main trends and changes in PAUD involve learning approaches, technology, improving the quality of teaching and efforts to increase children's participation in pre-school education (Haslip & Gullo, 2018). These developments encourage the emergence of new forms of learning activities in the world of PAUD, along with various innovations in the scope of formal, non-formal and informal education. In Indonesia, this is also encouraged by the government which provides the widest possible opportunity for the community to participate in PAUD activities, with the hope that early childhood in Indonesia has good and optimal growth and development (Aziz, 2017).

Early childhood education itself can actually be achieved by playing, because the world of children is play (Iskandar et al., 2022). There is also a lot of literature that explains that the main approach in the learning process in PAUD is play (Nurmadiyah, 2015; Parker et al., 2022; Pratiwi, 2017). Play in early childhood is not only fun, but also aims to optimize the development of every aspect of child development (Pratiwi, 2017). Play is seen as a driving tool for learning, where children's participation in the play and learning process will influence the role of adults and the play opportunities children encounter (Westbrook & Hunkin, 2020). Furthermore, Wenz-Gross et al. (2018) explained, play activities while learning in the pre-school period can be a provision for children before entering formal school institutions. Therefore, play for early childhood is very important, both in the school environment and in the surrounding environment. In practice, play is a very complex and diverse activity. One of them is peer play, which

can encourage children to practice their social interaction skills and emotional regulation. In interactions with peers, children learn about sharing, taking turns, negotiating and understanding others' perspectives, which are important social skills for everyday life. In addition, peer play also helps children manage emotions, such as coping with frustration in the face of conflict or learning to calm down after experiencing disappointment (Harris, 2015; Sari et al., 2020). This is necessary for children in the transition to formal school, where the child will face a new environment with more structured rules and more complex social interactions (Chambers & Horn, 2010; Mathieson & Banerjee, 2010; Zhao, 2017).

Playdate are also one of the most popular trends in play-learning activities for parents with middle to upper economic backgrounds since the 21st century (Asa, 2023). Playdate are analogous to social peer play, which is an important and unique environment for developing children's social and emotional skills, especially in the first year of school (Lacey et al., 2023). Through playdate, children can have social interactions and control their feelings, and can help build and maintain friendships (Frankel & Mintz, 2011; Harris, 2015). Essentially, playdate are a common activity in social life, a planned play activity conducted by two or more children (Mose, 2016). In particular, Adams (2016) mentions that playdate are common among expatriate children to gain positive interactions in their new environment.

Referring to the constructivism theory proposed by Lev Vygotsky, the process of social interaction is very important for children's cognitive development. Children will learn and internalize information through their participation in activities with others who have higher knowledge such as teachers and peers (Habsy et al., 2023). In addition, playing with peers can also allow children to internalize and practice higher cognitive and social skills beyond their age ability. As Vygotsky said, "playing a head taller than themselves". Children can also learn to negotiate, cooperate and manage conflict as part of the essential components of self-regulation (Bordova et al., 2013; Frankel & Mintz, 2011). These skills that children gain from peer interactions are critical to establishing positive relationships for children to function effectively in their social environment (Tejada et al., 2022). Thus, peer play – or playdate is an important platform for children's social interaction, emotional growth and cognitive development, which will significantly influence their future well-being and success.

In Indonesia, the term playdate is currently used to refer to non-formal learning services or systems for early childhood organized by institutions and the community. This learning system gives children the opportunity to attend classes in the way they like and at the time they want (Mutiara, 2021). In practice, there are already many communities and institutions that organize playdate, and it is not uncommon to adopt playdate as an institutional 'brand' with various programs and their respective characteristics. According to Mose (2016), this happens because playdate nowadays can be a business opportunity, a

strategy to attract customers to certain places such as recreation centers, laboratories, and restaurants.

However, the literature about playdate itself currently tends to come from western countries such as America and the UK (Chambers & Horn, 2010; Frankel & Mintz, 2011; Jull & Mirenda, 2011; Lacey et al., 2023; Mose, 2016; Raulston et al., 2020). In Indonesia, only 2 studies have been found that discuss playdate practices in Indonesia. First, research conducted by Purwani et al., (2022) related to playdate activities carried out at Ceria Playdate School; and second, Mutiara's research (2021) which provides an overview of parental satisfaction with playdate services implemented by OBO Studio 'n Play. In western countries, research that explores playdate itself has been conducted by Lacey et al. (2023) and Mose (2016). Mose (2016) in his research exploits playdate in New York, which indicates playdate as one of the agents of social class reproduction in New York. This is caused by the fact that playdate can only be accessed by certain groups of people. Meanwhile, Lacey et al. (2023) in his research explores playdate from the perspective of parents, to assess the effectiveness of playdate activities, what they do and what playdate contributes to child development. However, both studies examined playdate in the context of playdate appointments planned by parents, rather than playdate organized by a particular third stakeholder (community or institution). Although (Mose, 2016) in his research revealed the development of playdate which was eventually adopted by various cafés or other recreational areas to attract customers. In Indonesia itself, there has been a lack of research that further discusses the practice of playdate, especially playdate organized by the community. In fact, in Indonesia today institutions and communities that organize playdate for early childhood are increasing. Therefore, this research will contribute to adding literature related to the variety of playdate practices conducted in Indonesia, in particular playdate organized by the Familia Kreativa community.

Familia Kreativa is a community engaged in creative extracurricular education for early childhood that has been established for approximately 15 years. This community organizes various activities for children and families such as amengan, gagasan karya and other temporary activities including playdate. This community has a vision to become a reference for learning, working and creating for families around the world with the principle of rahmatan lil'alam. Starting with only 3 participants, playdate at Familia Kreativa have been held since November 2017. Currently, there are more than 200 people who are members of this community. Every meeting, playdate activities at Familia Kreativa bring up various very interesting themes, with some special times presenting various professions such as dentists, arrow experts, linguists and so on. The interesting and varied themes are one of the attractions of this playdate community.

Based on the explanation above, playdate Familia Kreativa was also chosen by researchers because this playdate has other characteristics, such as the involvement of parents during playdate activities. Playdate Familia Kreativa deliberately designs an activity

that can encourage parental involvement. This can indirectly increase the bonding between parents and children. In addition, parents can also get to know and interact with other parents during playdate activities. The initiator of this community stated that apart from being a means of playing for children, Familia Kreativa playdate can also be a means for parents to actualize themselves, vent their emotional and communication needs, and encourage parents to also create a community that has the same vision and mission as themselves. This means that the playdate also have expanded benefits for parents.

## 2. Methods

This research uses a qualitative approach with a case study method. Case study qualitative research is used to understand certain phenomena in an in-depth and comprehensive context (Saracho, 2015). In this study, researchers chose the Familia Kreativa playdate community as a representative case to be analyzed in depth, with the aim of obtaining a deep understanding of the context, processes and experiences involved in organizing playdate. Data collection in this study used interview techniques, observation and documentation studies, with interview participants consisting of 3 Familia Kreativa playdate facilitators. In qualitative research, the main research tool is the researcher themselves. However, after the focus of the research becomes clear, simple research instruments can be made to complement and compare data collected through interviews and observations (Hardani et al., 2020). Here are the research instrument lattice used in this study.

**Table 1. Lattice of Instruments for Learning Practices While Playing**

<b>Sub Variable / Aspect</b>	<b>Indicator</b>
Familia Kreativa Playdate Concept	1. Playdate Concept 2. The beginning of the playdate Establishment 3. Purpose of playdate 4. Principles of playdate
Familia Kreativa's Playdate Activity	1. Characteristics of playdate 2. Time of the playdate 3. Strategies and methods used 4. The content of the material presented

*Source: Primer Data (2024)*

## 3. Result and Discussion

### **Familia Kreativa Playdate: From One Family To A Community**

Familia Kreativa is a community engaged in creative extracurricular education for early childhood that has been established for approximately 15 years, and playdate is one of the activities initiated by this community since 2017. Familia Kreativa's playdate started from a very small scope, namely the children of Bunda Devi as the owner of Familia Kreativa who attended home schooling, so they needed

playmates in their home environment. Therefore, it is actualized by inviting children around her house to play together. So, in essence, playdate is a small circle around the child. The concept is as simple as the meaning of the word 'date', which means dating; appointment; playing together.

*"Playdate familia kreativa starts with a small class. The smallest class is my children. Due to home schooling, my children don't have playmates. So we invite people. But only people who are known". (Interview, May 17, 2024)*

In accordance with Frankel & Mintz (2011); Lacey et al. (2023); Mose (2016), playdate are joint play activities carried out by 2 or more people in a family environment at a pre-planned time. Children are given a variety of toys and given the freedom to play together, or are allowed to engage in an activity called 'pretend play'. Pretend play is a type of play activity where children can think creatively and engage in peer culture, learning from the adult world (Breathnach et al., 2018). Pretend play can also help children to form very high levels of abstract thinking and self-regulation (Smolucha & Smolucha, 2021). Thus, there is no fixed concept or goal of what the child is doing.

As time goes by, familia kreativa playdate continue to evolve to meet the needs and demands of the times. In 2023, concepts began to be made and a competent team was formed to plan playdate activities. This is consistent with Chambers & Horn (2010), where to increase the success of playdate activities, parents are advised to partner with teachers or professionals. Playdate are no longer held at home, but in a large building that is rented for playdate activities. With a broader concept and environment, familia kreativa playdate have also started using social media to attract the masses. More and more children are joining the playdate, forming a wider community. Even during the Covid-19 pandemic, familia kreativa playdate held online playdate, and from there a familia kreativa fanbase was formed on various social media platforms with thousands of followers. Currently, familia kreativa playdate are regularly held at the Kinagara Regency GSG (Multipurpose Building) which is located in Lengkong, Bojongsoang District, Bandung Regency.

*"It started out as a kreativa corner, and now it's familia kreativa. It started with families playing together and eventually formed a large community. Combined with the existence of social media, it can make it easier to attract the masses". (Interview, May 17, 2024).*

Based on the above, playdate can potentially be built into a business. In fact, Mose (2016) explains that nowadays the term 'playdate' is not uncommonly used to refer to paid facilities that serve as a place for children to play in certain places, and are used as a strategy to attract customers such as cafes. For example, many cafes in Brooklyn, New York, currently offer a dedicated corner with books, games and toys for children, which can be used by parents and caregivers to gather or even form a community between mothers and their children. Undoubtedly, these playdate are seen as a business

opportunity for entrepreneurs. This is also in line with what the participants said.

*"But as time goes by, playdate are not only happening within the immediate scope, and can start to be built into a business. So, currently there are playdate that are in business, and there are also playdate that come from small families who get together, so that in the end they form a community".* (Interview, May 17, 2024)

However, as it was originally formed, the familia kreativa playdate is a 'community playdate', so it is non-profit. Playdate are held once a week at a very affordable cost. The costs are distributed for learning media and playdate facilitators.

*"Playdate Familia kreativa has only been conceptualized in the past year. So far, it is not that the previous one was not conceptualized, but it was not paid. So we do everything for free, but the children still get the same facilities. Actually, the equipment, the area and everything is from me, because the intention is to give alms. But here and there there are more and more demands, so it requires concepts and operational costs to support it".* (Interview, May 17, 2024)

### **Playdate: A Platform For Parents' Self-Actualization, Not A Platform To Create An Elite Class**

The involvement of parents during playdate is one of the characteristics of familia kreativa playdate. Playdate for familia kreativa is a platform for parents, especially mothers, to actualize themselves. Especially for new moms who just have preschool-age children, this playdate can be used as a place to share and interact between fellow mothers, so that it can be a cure for new mothers not to feel alone. Parents are required to accompany their children from the beginning to the end of the playdate activities. Playdate Familia Kreativa also upholds the principle that parents, especially mothers, are the first school for their children. Therefore, every activity is directed to provide an understanding that parents can educate and provide education to their own children. In other terms, this playdate seeks to bring back the fitrah of parents as the first school for their children.

Something unique was found from the above statement. Contrary to previous research, such as research by Lacey et al. (2023) which explains how playdate activities are assessed from the perspective of parents, the results of their research found that playdate can cause anxiety for parents. This is because playdate is an exclusive activity with invitations made and accepted based on perceived social class, so it can indirectly limit access for some family groups. Similar to the opinion of Mose (2016) who provides a small overview of the world of play and looks at play activities from a sociological point of view. The results of his research came to the conclusion that playdate can indirectly help reproduce a social class, namely an exclusive elite class. This is because in reality, parents sometimes take advantage of other parents to get access to their desired network - in this case social class, for their own professional benefits.

Basically, various kinds of intentionally or unintentionally formed associations can be a way for social classes to emerge. As Mose (2016)

explains, something as simple as creating a children's playgroup or playdate. Playdate indirectly socialize children among other children who are 'like' them, thus recreating an exclusive elite class despite economic, racial and ethnic diversity. Mukmin (2018) also argues that education does have a strategic role in creating social classes. Education plays a very important role in the growth and formation of a person, and a person's level of education is closely related to his or her social standing.

This phenomenon does not seem to appear in the familia kreativa playdate community. As the result of an interview with one of the participants.

*"In my opinion, that means there is a vision that characterizes familia kreativa itself. Because, cases such as giving rise to social classes and causing stress to parents, based on information, have occurred in other communities. In this community, it is not tapered, because we are positioned between the middle class and the lower class, but not a few upper classes also participate, with consideration of the vision we have".* (Interview, May 21, 2024).

If traced personally, the negative values of this playdate activity may appear as in the previous research. However, with the vision of "becoming a reference for learning, working and creating for families around the world with the principle of rahmatan lil 'alamin'", playdate familia kreativa can minimize the chances of this phenomenon occurring. This is also encouraged by the very affordable cost of playdate so that it can be easily accessed by various groups. Although the cost is very affordable, children still get playdate facilities like playdate in general, which are drawing journals, child development reports given every semester (for those who join the member program), and crafting kits every meeting. The first intention to "do charity" is also a factor that encourages the phenomenon not to taper off at familia kreativa playdate.

### **Parental Involvement And Feeling Validation: The Important Thing At Playdate Familia Kreativa**

Playdate Familia kreativa organizes playdate once a week with a duration of 90 minutes per meeting. The playdate activity begins with feeling validation, where children are asked to express their feelings through a board that has been provided before entering the playdate area.



**Fig. 1**  
**Feeling Validation Board**  
**Source: Primer Data (2024)**



*"One of the characteristics of the familia kreativa playdate is the validation of feelings, which is held when the child arrives and returns home. Because it is often forgotten, that children must be touched by their affection or feelings". (Interview, May 17, 2024)*

Feeling or emotional validation can be defined as the acceptance of emotions without judgment (Jeon & Park, 2024). Validating a child's feelings through a 'label' can help them to communicate the emotions they feel to their parents and surroundings. This can also affect the development of children's conceptualization. In preschool age, emotion labels are stronger cues to describe the cause of emotions than facial expressions or behavioral consequences (Erlita & Abidin, 2021). Feeling validation conducted before and after playdate activities can help facilitators to understand children's feelings, as well as determine children's readiness to participate in playdate.

*"Feeling validation' is one of the indicators for teachers and children's development. Because one of our visions is also to have play that nurtures children, children are not forced to follow the activities that have been determined". (Interview, May 21, 2024)*

Feel validation also aims to determine the emotional changes experienced by children during playdate activities. It cannot be denied that sometimes the various activities that children do tend to be the wishes of parents, not the wishes of children personally. As Mose (2016) voiced in his book, it is necessary to realize that playdate are the wishes of parents or teachers, not purely the wishes of children as social beings. Feeling validation will help identify the child's emotional state, whether they ultimately enjoy the playdate or not.

*"...Because children's world cannot be judged by an adult's point of view". (Interview, May 21, 2024)*

Furthermore, Jeon & Park (2024) in their research showed that feeling validation or in their research called emotional validation has a very important role in fostering perseverance in children. Feeling validation can be an interesting strategy to empower children.

After feeling validation, children perform physical or athletic activities such as walking, tiptoeing and jumping. Crumbley et al. (2020) explain that physical activity during childhood can help develop social skills, motor skills and cognitive skills that can also be associated with academic achievement at school. Playdate familia begins with physical activities to prepare children for activities that will be more cognitive in nature.

*"We facilitate athletics first, then circle time, so that they are ready to do a meaningful play activity. Because when children have fulfilled their desire to explore, they will be more ready to learn". (Interview, May 21, 2024)*

Activities that involve physical activity can also facilitate children's motor development, coordination and overall physical fitness (Bernardino & Santos, 2020). Piaget (in Wortham, 2006) also explained

that play activities involving physical movement are important to help children understand the world around them, and can help children to develop logical thinking skills. So, by giving children the freedom of space to move, they not only gain physical, but also emotional and cognitive benefits that all contribute to their overall development.

The drawing journal is a safety activity done by the child while waiting for other friends to gather. After that, the playdate opens with circle time, followed by recitation or asmaul husna, storytelling, games and activities with parents such as crafting. Activities with parents are the core of playdate activities, and it is important for parents to be involved during the playdate. As according to Harris (2015), parents should be involved in playdate activities to help children interact with their peers, and control children's interactions so that they do not turn to isolated play or engage in negative interactions.

*"Familia Kreativa's playdate have a parenting side too. Parents are required to accompany during the activities. In addition, here is also a round-up, all aspects of child development are touched".*  
(Interview, May 17, 2024)



**Fig. 2**  
**Crafting Activity with Parents**  
**Source: Primer Data (2024)**

Playdate familia kreativa facilitates all aspects of child development consisting of aspects of moral and religious values development, physical-motor, social-emotional, cognitive and language, to art. Children not only get stimulation of social aspects, as expressed by (Harris 2015), where playdate provide enormous benefits for children's social development because they provide opportunities to be able to practice prosocial skills with their peers. More than that, familia kreativa playdate provide benefits for all aspects of child development because they are facilitated with activities that support this. Finally, the activity is closed by reading prayers together and validating feelings before the children leave the playdate area.

In the learning process, the familia kreativa playdate uses a multiple ages model, where the playdate class is attended by children in the age range of 2.5 to 5 years. Through this model, children can learn to socialize, learn to conflict and learn about various situations. However, the learning process still pays attention to the stages of child development. As in writing activities, the learning stages start from paper crumpling, paper folding, cutting, until finally learning to write using a pencil. This model can have positive results for children's achievement, especially when the teaching strategies used are also in accordance with children's developmental stages (Wortham, 2006).

Every month, familia kreativa playdate also offer a variety of interesting themes that are tailored to the needs of children. Such as sports themes, fruits, work, and so on.

*"So here there is a team, there is a curriculum. Each series of activities has been previously designed into a theme. From the theme, it is then packaged into an activity consisting of crafting, gross motor and fine motor". (Interview, May 17, 2024).*

Playdate activities are also non-binding. This means that children can participate in playdate according to their interests and desires, so there is no obligation to participate in playdate within a certain period of time. However, familia kreativa playdate also provide a 'member' program for those who are interested in attending playdate regularly. This program requires children to come within a certain period of time.

### **Playdate And PAUD**

In essence, playdate familia kreativa is a semi-pre-school activity, because it contains various developmental stimulation activities for early childhood, especially for children aged 2.5 - 5 years. Although the implementation is only once a week, playdate familia kreativa already has a planned concept, which is poured into themes as pre-school institutions in general. The concept of play, developmental stimulation and playdate learning activities are similar to activities carried out by PAUD unit institutions in general. Even in terms of evaluation, playdate - especially familia kreativa playdate has implemented an evaluation system such as a report card that will be given every semester, but specifically for member programs. This allows parents to be able to know the child's development while participating in playdate activities.

*"Currently, familia kreativa playdate are already semi-school, or semi-pre-school. Although the implementation is once a week, if the pre-school is once a week 2-3 times, the playdate here is conceptualized. There is a team, there is a curriculum, and the activities touch on all aspects of child development". (Interview, May 17, 2024)*

Therefore, the current 'community playdate' can be categorized into a form of early childhood education that is on a non-formal pathway. Where education is organized outside the formal school system, but has certain learning objectives. According to its function, this non-formal education can be a substitute, supplement or complement to formal

education in order to support lifelong education (Wahyudin in Suswandari, 2016). Shim & Lim (2022) and Wenz-Gross et al. (2018) also explained that playdate are often used by parents as an option to train children to interact with the surrounding environment before entering formal preschool institutions.

In addition, in the process of developing children's knowledge, similar to PAUD, playdate can touch on broad aspects, even broader. This is because in its implementation, playdate are not bound by certain achievements or rules, so that children can freely explore and playdate themselves can determine activities that suit children's interests and needs. Therefore, in general, playdate activities are similar to activities in PAUD institutions in general, but in terms of formal education, playdate cannot replace PAUD because it is not under the auspices of the government. It also depends on the perception and orientation expected by each parent.

*"Because the purpose of this familia kreativa playdate is to restore the nature of parents as the first school for children, we, especially me as the owner who is also a homeschooling practitioner, think that the concept of playing and learning can replace PAUD. But it goes back to the parents. If the orientation is for formal education, it can't be. PAUD must still be taken, because this playdate has no legality, because it is a community. So, in terms of taste and knowledge, children can be replaced. But the flow of education cannot". (Interview, May 17, 2024)*

Moving on from the above statement, the community-based approach initiated by Familia Kreativa essentially offers a flexible and family-centered learning environment. This can be an inspiration for other communities in developing early childhood education models. As conducted by Mustakim (2021), where the assistance of migrant industrial worker communities in early childhood care can increase parental involvement in early childhood education. Although playdates do not have the legality of a formal education institution, this approach can complement the formal education system by providing a more personalized and community-centric alternative.

### **3 Conclusion**

Currently, playdate are developing to form 2 different bases, which are playdate based on 'community' and playdate based on 'business'. Playdate familia kreativa is a community playdate that facilitates play and learning activities for pre-school children, as well as facilitating parents to self-actualize. The feeling validation and involvement of parents during the playdate is the characteristic of this playdate. Every week, familia kreativa playdate come with a variety of interesting and fun themes. By applying a multi-age model in the learning process, playdate familia kreativa can facilitate children to learn and interact with various ages. Through the vision of being a reference for learning, working and creating for families around the

world with the principle of rahmatan lil'alamin, playdate familia kreativa also strives to bring back the fitrah of parents as the first place of education for their children.

This research is still very limited in several aspects that can affect the generalization of the results. This research cannot reflect a description of the playdate phenomenon in general because it only focuses on one playdate, which is playdate based on the community. Therefore, the researcher recommends further research to explore other playdate in order to obtain an overview of the advantages and disadvantages of each playdate model. In addition, the researcher also recommends that future researchers use a quantitative approach. This is intended to measure the effectiveness of this playdate program more objectively.

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