

**UNIVERSITI TEKNOLOGI MARA**

**PLAYGROUND EQUIPMENT  
DESIGN AS THE ENHANCEMENT  
TOOL FOR THE PERCEPTUAL  
SKILL OF SLOW LEARNER  
CHILDREN IN MALAYSIA**

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## ABSTRACT

In many schools around the country, there will be a few students that facing a problem in the learning process. They are much backward compared to the peers in terms of academic and non-academic performance. These types of children are commonly being called as slow learner students. 'Play' has long been known to contribute to the cognitive, social, and emotional development of all children. Play is a key element of learning. However, these situations (borderline intelligence) are considered by most people especially researcher and clinicians as a normal variant of intelligence worth little effort. This research indirectly will help the slow learners to enhance their learning process. It also benefits the learning educational system in setting guideline and requirements to best suit the development of children. The new knowledge gained will benefit the Malaysia design industry such as the data could be used as a guideline in designing playground equipment to pull the niche market which will encourage design economic. The majority of existing literature focuses on improving the physical space by the design or equipment of the playground for children with disabilities. However, there lack of research combining two aspects in one framework. The phenomenological research methodology or the qualitative form of research is found to be suitable for this study. In this view, every event is conditioned by variables such as time, location and culture, which are interactive, and, therefore, no situations, by definition, can be identical and cannot be the basis for generalization. In order to answer the research objectives, field ethnography method will be used which the sampling in this study will be observed by a researcher while they go about playing on the playground.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 RESEARCH OVERVIEW

In most of the schools around the country, there will be a few students that facing a problem in learning process. They are much backward compared to the peers in terms of academic and non-academic performance. These types of children are commonly being called as slow learner students or borderline intelligence. Evidence shows that not only does the school and home influence a child's development, but his or her "play life" also has a major role. It is important to be able to evaluate the type of play a child is engaging in so that the "perfect" play experience can be developed.

'Play' has long been known to contribute to the children's cognitive, social, and emotional development (Bundy, 2008). Play is a key element of learning. Children learn social norms and values through play with other children. Development of many skills is completed by means of play during childhood period. The research that had been conducted by Frost (1997) discussed the importance of play in child development and aspects which play promotes. According to Frost (1997), children learn through play by interaction with objects and socialization with peers, especially with more mature peers, and with supportive adults. Due to the theories from Bateson (1955) theory; he cited that play is a key element of learning and been added by Freud in 1961, he explained that the role of play is a cognitive process and voluntary activity that contributes to cognitive development such as problem-solving and creative thinking.

Slow learner children are commonly lack of cognitive development in order to establish in their educational curriculum. Besides motor skill development, a cognitive aspect is highly considered to make the life of the slow learner children brighter in the future. There are several approaches that could make it happen in term of the cognitive enhancement and development. The certain characteristic of the slow learner children could be identify in early of their primary school level. One of the main characteristics of the slow learner student is the difficulties to store the memory or knowledge more much longer compared to the normal children. Thus, they commonly