

A CONCEPTUAL PAPER ON KIDS DAILY PLANNER AS A TOOL IN MANAGING CHILDREN'S DAILY ACTIVITY

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Abstract: *Kids daily planner includes activities throughout the day that can be a guide for children. Among them are daily activities from morning to noon, from noon to evening and evening to at night. Therefore, this planner is divided into several sections according to daily activities at a predetermined time. For example, the planner for the activities from evening to night during weekdays will start with sport activity, taking bath, prayer, dinner, doing schoolwork, packing the school bag, brushing teeth and going to bed. By looking at this planner, children will do their activities as directed in the planner without supervision by their parents. Indirectly, the Kids daily planner acts as a guide for children to become independent and self-confident. Besides that, children will become more disciplined and organized in managing daily activities without parental guidance. For busy parents, the Kids daily planner will be a useful resource in educating their children to manage time with beneficial activities. In addition, with the Kids daily planner, parents do not have to worry about directing their children's activities all the time because their children can follow the instructed picture planner by themselves. This study also discusses on Theory Planned Behaviour and how TPB can influence the parents to utilize this Kids daily planner.*

Keywords: *Children Planner, Time Management, Theory of Planned Behaviour, Picture Activity Planner*

Introduction

Kids daily planner is innovated and designed specifically for children of six (6) and above. This planner in the form of a children's picture activity schedule contains several activities in a day, where a child may refer to it as a guide in doing their routine activities without being directed by their parents. The planner is useful to both children and parents. Parents can do their household activities without being worried about looking after their children, and at the same time, their children also can do the routine activities referred to as the planner's activity.

In addition, parents can choose which activities they think are appropriate to be done by their children on that day. During school holidays, parents can use this planner as their child's planner and at least the school holidays are spent with fun and beneficial activities. Oliverio, Pasewark and White (2019) agreed that, by having this planner, a child would be able to learn how to prioritize the activities by ranking the activity accordingly that should be completed first. Many children need a schedule in place, so they have a clear understanding of the beginning and end of the task at hand. The use of visual schedules gives the child a sense of time as well as predictability (Breitfelder, 2008). To ensure that this learning process could be done successfully, parents must explain and discuss thoroughly with their children on setting the priorities and to finish the task in their priority order. Meanwhile, Averill, Metson, and Bailey (2016) agreed that parents' and families' involvement in children's learning positively will impact on children's accomplishments.

In the digital era and coupled with the pandemic that has hit the world, managing children's activities is very important because at this point, most of the children's activities are carried out at home. Javier, Luisa, Victor, Alberto and Gabriel (2021) mentioned that parents play an important role in the management and development of their children, especially the activities done at home, which should be filled with beneficial and quality activities. During a pandemic, parents are with their children at home, and most of their daily activities can be done together (Stienwandt, Cameron, Soderstrom, Casar, Le & Roos, 2022)

However, after the pandemic, things are starting to change to new norms and parents still need to monitor their children's activities at home after returning from school. At home, children need to be taught and trained to carry out daily activities by them, so that parents do not need to remind them at all times. Christensen (2002) agreed that for working parents, they need to work in the office like usual and their time at home becomes shorter and daily activities with their children become less. Therefore, with a planner, at least, children are able to manage their own activities and become independent in carrying out tasks as instructed in the planner that was provided or chosen by their parents.

According to Stienwandt et al. (2022), there are two categories of child activities during the pandemic of Covid19. There are hands-on play and screen time. The example of Hands-on activities is dancing or music activities, making meals or snacks together, arts and crafts, and playing toys meanwhile screen time activities included watching television or movies together, connecting with family or friends over the phone or video chat, and playing games on a tablet/phone/computer. These two types of activities are not balanced where children are spending more of their time on screen time especially playing games on their tablet, phone or computer. This study was supported by Hinkley and McCann (2018) where many parents (79%) identified several potential risks of screen time while several parents (32%) were concerned about the risk involved in screen time becoming a habitual behaviour. Non-educational screen time was presumed to be less developmentally supportive due to research demonstrating higher

screen time's association with reduced parent-child engagement, creative play, more behavioural problems, poorer vocabulary, and delayed achievement of developmental milestones (McArthur et al., 2021; Vandewater et al., 2006).

This problem seems to be continuing when children have their own smartphone provided by their parents. Children have misused the smartphone where activities are more on surfing the Internet and social media. According to Satici and Uysal (2015) there is a possibility of Internet addiction, excessive gaming or problematic social media use which has been related to low well-being. Twenge et al., (2017) also describe the screen time may give an impact on sleep, as smartphones may be brought into the bedroom with negative impacts on sleep duration and sleep quality among the children. In addition, Duch et al. (2013) explained that increased screen time among the children is linked to negative health outcomes such as increased BMI, decreased cognitive skill and poor language development as well as reduced academic success. To make the hand-on play and screen time activity to be balanced, this study will be carried out to identify the perception of parents toward the kid's daily flipped planner as a time management tool in managing their daily activities.

Literature Review

There are four (4) points will be discussed in literature review: children time management, benefits to mankind, theory planned behaviour and kids' daily planner features.

Children's Time Management

Time management is the process of organizing and planning how to divide your time between different activities. According to Oliverio, Pasewark and White (2019) time management is the process of planning activities to gain better control over how you spend your time. Time management is a skill that an individual must comply with whether it is an adult or a child. Time management needs to be practiced from a young age so that the children can manage their time independently without being told by their parents. This practice will continue from a young age until they are becoming a working adult, where time management in the workplace is also considered important.

Time management for children is very important because children's time at home after the school session can be filled with valuable activities and help to manage the housework as done by the parents. Indirectly, it also helps to reduce the burden of housework for the parents, especially working parents who do not have much time. Christensen (2002) stated that Children's time at home was shaped by everyday family routines, household chores and the parents' work patterns. Moreover, children also contributed to domestic work through regularly doing household jobs. These included making tea and coffee, setting the table, clearing up, washing up, hovering, running errands and walking their pet. They were also expected to keep their own rooms tidy. To ensure that time management for children can be implemented perfectly, Kids daily planner was created. Kids daily planner is an innovative material that is made from a used calendar that is beneficial for children as it becomes a guidance or reference material for them when their parents are busy doing work. In addition, with this kid's daily flip planner, children will become more independent, disciplined and organized in managing themselves without being directed by their parents all the time.

By having a Kids daily planner, it helps parents in managing children's activities, especially on the last day of school, during weekends and during the school holidays. Lase, Zega, Daeli and Zaluchu (2022) agreed that parents should engage children in other activities such as discussion,

writing, drawing, dancing, and listening to excellent music to enhance their creativity, empathy, and language skills. Lase et al. (2022) added that parents need to make time for children to play or exercise and do not need to limit the place of children's learning at home; as far as possible, they can study anywhere at home.

Benefit to Mankind

For working parents, Kids daily planner may help them to control their children's activities when they are out for work. Meanwhile, parents who are with their children at home; it will be a useful tool to monitor their children. Among the advantages of this planner, indirectly, the good relationship between children and parents will be better and acquainted because the communication between them may occur as the child reports the activities they have completed. Moreover, according to Lase et al. (2022) building continuous communication between parents and children will significantly help children's intrinsic motivation to grow and be maintained.

This planner is not only specifically for a normal child, it also can be used by special children such as children with autism. Like normal children, autistic children are also able to manage themselves if they are taught and trained to use this planner. According to Sibley et al., (2015) the strategies under Organization, Time Management, and Planning (OTP) in managing children with Attention Deficit/Hyperactivity Disorder (ADHD) had mentioning the activities such as writing down assignments in a daily planner and establishing of daily routine can reduce academic impairment in children with ADHD when monitored and reinforced by the parents. With a planner like this, it helps children become more disciplined and organized in managing daily activities without parental guidance. With this planner, the use of gadgets such as mobile phones and notebooks can be reduced and children's activities are not only limited to one thing at a time. For parents, with this planner, taking care of children will be easier and more organized. Parents do not need to worry about monitoring their children's daily activities when they are busy managing other things at home or at work.

Theory of Planned Behavior

Originally, the Theory of Planned Behaviour (TPB) can be influenced by attitudes, subjective norms, and perceived behavioural control. The statement is supported by Fishbein (2002), that the factors that directly influence intentions to engage in a health behaviour include the person's attitudes toward the behaviour, the person's perception of subjective group norms concerning the behaviour, and the extent to which the person perceives him- or herself to have control concerning the behaviour. Hence, behavioural intention represents an individual's commitment to act and is itself the outcome of a combination of several variables Therefore, Belanger-Gravel and Godin (2010) stated TPB can be categorised into three categories:

Attitude: represents the individual's favourable position towards adapting specific behaviour.

Subjective Norms: represent the person's perception of the approval from significant others.

Perceived Behavioural Control: represents the degree of ease or difficulty with which behaviour can be adopted.

Discussion on Theory Planned Behaviour and Use of Kids' Planner

This section will explain the relationship between the Theory of Planned Behaviour and the use of Kids Planner. The Theory of Planned Behaviour (TPB) can be applied to the use of a kids' planner to understand and influence how parents and children utilize the planner in the children's daily tasks. TPB suggests that behaviour is influenced by three key categories which are attitude, subjective norms, and perceived behavioural control. Wang & Wang (2015) stated TPB is the best model that has been proven to be effective and useful for examining the antecedents of behaviour among children and youngsters.

Agus, Pamungkasari, & Soemanto (2019) stated a good attitude towards something can be triggered by positive trust and personal experience. Hence, the use of Kids Planner can create a positive attitude when the parents look at the benefits of this planner and how it can influence the time management of the children. Next, subjective norms will influence whether the parents want to use the Kids Planner or not. Promoting the Kids Planner through social groups or community events will encourage other parents to use it and normalise it in daily life. This is also supported by Agus et. al (2019), subjective norms have a function of belief that someone agrees or disagrees to show behaviour.

Lastly, enhancing the perceived behavioural control such as ensuring that the kids' planner is user-friendly and offers any guidance or tutorial to use it will have a positive impact on the users, especially the parents. Thus, by focusing on these three factors; attitude, subjective norms and perceived behavioural control, a kids' planner can be effectively promoted to enhance its adoption and use.

Kids Daily Planner Features

Kids daily planner is designed with simple language of English with translation of Bahasa Melayu. The planner could stand by its own and be flipped for more choices of daily activities. One erasable marker pen is provided with the planner, where it allows children to write or tick on the activity that has already completed. In addition, physically the size of this planner was easy to carry anywhere at any time. There are attractive pictures or images of activity schedules where children may find it easy to read and understand. A picture activity schedule is a type of visual support that combines photographs, images, or drawings in a sequential format to represent a targeted sequence of the children's day (Banda, Grimmert, & Hart, 2009). It also provides numerous commands using real images of activity and it is believed that by using these images or picture activity it will help to improve memory and speed up the process of understanding the activities that should take place. Duttlinger et al. (2013), in their finding of using Picture Activity Schedule (PAS) among children stated there is greater flexibility in the manner in which parents or teachers can assign tasks, select task symbols and create a reminder system for the tasks assigned in a particular session. At the same time, using the PAS as a strategy for following multitasking verbal directions has implications in the home, school, and vocational settings. Individuals with intellectual disability can use picture symbols to create a "to do" list even if they have limited or no writing skills. This in turn promotes learning of self-management and independence.

Kids daily planner has various activities throughout the day that can be a guide for the children. Among them are daily activities from morning to noon, from noon to evening and evening to at night. Therefore, this planner is divided into several sections according to daily activities at a predetermined time. For example, the planner for the activities from evening to night during weekdays will start with sport activity, taking bath, prayer, dinner, doing school work, packing

the school bag, brushing teeth and going to bed. By looking at this planner, children will do their activities as directed in the planner without supervision by their parents.

In addition, Kids daily planner is an educational material in time management and self-management for children. Kids daily planner can be used in kindergartens and nurseries to train children to learn to be independent in self-care and manage free time after school hours or during school holidays. It can be marketed because it is one of the needs for parents or guardians in managing the daily activities of children when they are busy working at home or in the office. In addition, Kids daily planner could be used as a teaching and learning material in nursery or kindergarten schools.



Figure 1: Kids Daily Flipped Planner

KIDS DAILY FLIP PLANNER					
WEEKEND ACTIVITIES / AKTIVITI Hujung Minggu (for 6 years old and above/untuk 6 tahun ke atas)					
MORNING / PAGI					
6:30 - 7:30 A.M.	7:30 - 8:30 A.M.	8:30 - 9:30 A.M.	9:30 - 10:30 A.M.	10:30 - 11:30 A.M.	
					
					
Subuh prayer/ Solat subuh	Breakfast / Sarapan pagi	Washing school shoes / Basuh kasut sekolah	Tuition/ Kelas tambahan	Family activities/ Aktiviti keluarga	
Tidy the bedroom/ Kemas bilik tidur	Helping mom & dad/ Membantu ibu & ayah	Watching television / Menonton televisyen	Drawing/ Melukis	Shopping/ Membeli-belah	
Taking bath/ Mandi			Skills class/ Kelas kemahiran		

Figure 2: Planner For Morning Activity



Figure 3: Planner For Afternoon Activity



Figure 4: Planner For Evening/Night Activity

Research Methodology

This section will be explained the methods used in conducting this study which are research design, population, and sampling technique.

Research design for this paper is descriptive. The population will be selected from kindergaden in Alor Gajah area of Melaka which involve 30 parents (respondents). The questionnaire will be used as an instrument for this study and will be randomly distributed to those 30 respondents. The data will be analysed using Statistical Packages for the Social Sciences (SPSS).

Conclusion

It can be concluded that Kids daily planner is an innovative product that can be useful for parents and children in managing time and daily activity. Children can use this planner as their guidelines in always carrying out daily activities without parental supervision. With this planner, children can do various activities that will educate them to be disciplined, independent and good time management, in managing themselves when their parents are busy working. Daily activities will be more beneficial and filled with quality activity. Parents are no longer worried about managing their children's daily activities because with this planner, parents believe that children will carry out daily tasks happily, enjoy and learn various things on their own. Therefore, to ensure that Kid's daily flip planner is effective and helpful, a study will be

conducted to identify the perception of parents toward the kid's daily flip planner as a time management tool in managing children's daily activities.

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