

# Implementation Of Physical Education And Early Childhood Sports

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### Abstract.

*Implementation of physical education and early childhood sports is an integral part of overall education that contributes to individual development through physical activity of natural human movement. Physical education is a planned and designed sequence of learning experiences to meet the developmental and growth, and behavioral needs of each child. Physical education starts from an early age to stimulate growth. The purpose of this study was to find out the implementation of physical education and sports for early childhood in PAUD schools in the city of Palopo in 2022. This study used a survey method with a qualitative descriptive analysis approach. The sample is PAUD teachers in the city of Palopo with a total of 60 people taken by random sampling. Data collection using a questionnaire. Based on the results of data analysis, it can be concluded that the implementation of physical education and sports for early childhood at PAUD schools in Palopo City has been carried out properly.*



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## A. INTRODUCTION

Early childhood is a child who is in the age range 0-6 years. At that age development occurs very rapidly (Khaironi, 2018). Based on research results, about 40% of human development occurs at an early age. Therefore, early age is seen as very important so that it is termed the golden age. Every individual experiences an early age, it's just that this early age only occurs once in the life phase of every human being, so the existence of an early age should not be wasted. Early age is the most appropriate period to stimulate individual development. Therefore, because of the importance of stimulation for the growth and development of children, teachers and parents

are required to do various ways to stimulate it because it is a determining factor for children's growth and development. (Rusmin Husain, 2021). Stimulation itself is a process or activity that is given to children as an aid and a necessity to optimize children's growth and development (Mufarizuddin, 2017). In order to be able to provide various development efforts that occur in early childhood. One of the important developments is improving the physical fitness of early childhood (Hakim et al., 2022).

Physical education is an integral part of education through movement experiences that encourage physical abilities, motor skills, cognitive development, social-emotional

development, and spiritual (Nugraha, 2015). The general standard of learning physical education is designed to develop a physically active educational lifestyle that aims to develop maximally physical, mental, social integration and individual abilities through physical activity and sport (Karimun, 2020).

Through physical education in schools that involve physical activity, it can help the growth and development of motor skills, physical abilities and the formation of the character of students. This is in line with opinion (Goddess, 2022) Physical education has a very important role in shaping character. The implementation of physical education learning at an early age itself consists of various materials, one of the materials in the physical education learning curriculum at an early age is gymnastics. In practice, the orientation of learning gymnastics in early childhood does not necessarily emphasize gymnastic technical abilities, but rather locomotor, non-locomotor, and manipulative basic movement abilities. Improvements in sports (football, basketball, gymnastics, athletics), including locomotor abilities. This maximum result is developed using the physical education program in elementary school (Rama Adha Septiana, Agus Santoso, 2021).

Rhythmic gymnastics can be interpreted as one of the exercises performed by following the rhythm of music or singing which then forms a coordination of motion between the movements of the limbs and the rhythmic strains (Burhaein, 2017). The need for physical

education, especially learning rhythmic gymnastics is to help children fulfill their desire to move, then as a vehicle for developing children's physical fitness, besides that it can also be used to develop various types of process-oriented basic movement skills, and as enrichment of various kinds of basic movement skills. (Ulfah & Putra, 2021)

In addition to physical education gymnastics for children early age can also apply the outbound game method. According to (Pelima, 2014) Outbound is a combination of simple games, agility games and sports and is filled with adventures which in turn form elements of dexterity and togetherness as well as courage in solving problems. Thus this outdoor learning can be implemented through several appropriate material concepts (Artobatama, 2018). Basically the learning done in early childhood education programs is playing while learning. The outbound game method is very suitable to be applied in early childhood learning, because outbound is an activity or children's play activity in the open that is very effective in building understanding of a concept and building behavior in a recreational atmosphere so that children are closer to nature and become knowledge for them. Child (sri nurlaily, 2019). Developing creativity through exploration can be done through outbound training games where outbound training is able to develop children's creative potentials from an early age and, children can learn through direct experience to discover new things (Sobah & Setiawan, 2022).

Based on the description above, physical education and sports are very important for children's development early age. Physical education and sports developed for kindergarten children are known as physical motor development, physical motor development for children is more emphasized on physical activities which include gymnastics, walking, jumping, throwing, and others. Given the importance of this, researchers want to know the implementation of early childhood physical education and sports at PAUD schools in the city of Palopo in 2022.

## B. RESEARCH METHODS

This study uses a quantitative approach with a descriptive survey format. The research location was carried out in each sub-district in the city of Palopo. The sampling method used is random sampling or random sampling/probability sampling, with a systematic sampling technique. The sample in this study were PAUD teachers in the city of Palopo.

Data collection techniques used by researchers are primary data (questionnaires and "probing" techniques), secondary (data obtained from related institutions), literature studies, and observation. The function of the questionnaire in this study is very important, namely as primary data, clear references are needed as the basis for statements and questions in the questionnaire section. Measurements made on this questionnaire must be carried out with clear references so as

not to produce an erroneous analysis. All primary data collected in this study were computerized, using SPSS 16.0 for descriptive statistics.

## C. RESULTS AND DISCUSSION

Based on the results of a survey conducted in Palopo City regarding the implementation of physical education and sports in PAUD units from 127 PAUD units consisting of public and private schools, which are spread over 9 sub-districts as shown in the table below. Respondents totaled 60 PAUD teachers who were taken randomly but represented PAUD in each sub-district in Palopo City.

NO	SUBDISTRICT	PAUD/RA		
		N	S	JI
1	South Wara District	0	9	9
2	East wara district	0	24	24
3	Bara District	0	27	27
4	Sendana District	0	4	4
5	Mungkajang District	0	8	8
6	telluwanua district	1	7	8
7	Wara District	2	28	30
8	North Wara District	0	12	12
9	Wara Barat District	0	5	5
TOTAL		3	124	127

Table of the number of PAUD in Palopo City

Based on the data collected from 60 respondents, the data was then analyzed and it was found that (100%) the PAUD schools in the survey carried out physical or sports activities. The implementation of physical education and sports in PAUD units in Palopo City is spread over various activities, namely gymnastics, outside class activities and outbound. For more details will be described as follows.

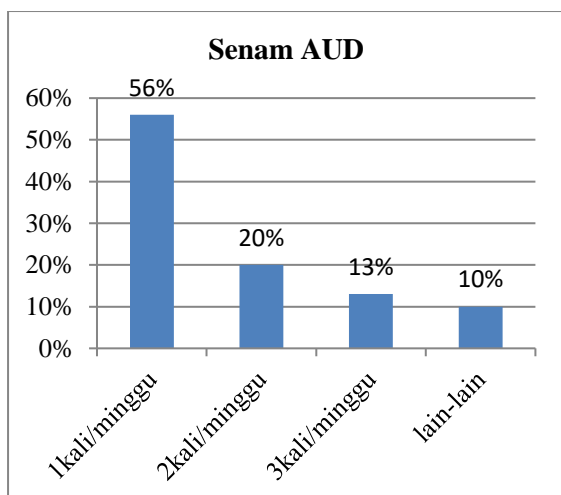


Figure 1. AUD Gymnastic Bar Chart

From the diagram above, it can be described the implementation of AUD gymnastics in PAUD schools obtained from 60 respondents, stating, 34 respondents (57%) did AUD gymnastics once a week, 12 respondents (20%) did AUD gymnastics twice a week, 8 respondents (13%) did AUD exercises three times a week, and 6 respondents (10%) answered other things. Based on the results of the survey, it can be said that teachers have carried out and understood the importance of gymnastics for early childhood. The results of this study are in line with expert opinion that gymnastics performed by early childhood is a physical activity that can help optimize children's motor development, cause children to be able to adapt to the surrounding environment, and will increase self-confidence.(Siti Badriah, Ine Nirmala, 2022). As previous research(Sutapa, 2022)put forward gymnastic activities which contain simple body movements and are packaged in an interesting way through unique movements which are basically a combination of many movements accompanied by a passionate

musical rhythm, so that it attracts the attention of students to follow the rhythm.

In addition, based on the results of the survey, it was obtained an illustration that the teacher had understood that early stimulation in children must be in accordance with the current stage or phase of the child, namely actively following the rhythm and making movements.(Maghfiroh, 2020)states that rhythmic gymnastics is a combination of forms of movement with accompanying rhythms so that body movements will be trained expressively and will provide significant changes to children. This statement is in line with the expert's view(Baiti & Rahman, 2022)because in gymnastics involves all members of the body to move and improve gross motor skills in children.

The 60 respondents stated that apart from AUD gymnastics, there were other physical activities or sports, such as healthy walks, running (jogging), jumping rope., and football. This is done to avoid boredom in students. The distribution of activities outside the classroom can be seen in the diagram below:

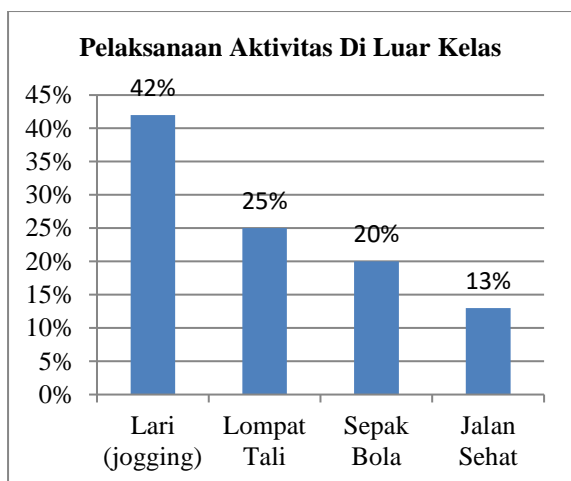


Figure 2. Bar Chart of the Implementation of Activities outside the Classroom

From the diagram above, it can be described the implementation of activities outside the classroom in PAUD schools obtained from 60 respondents stated, 25 respondents (42%) carried out activities outside the classroom, namely running (jogging), 15 respondents (25%) did jump rope activities, 12 responses (20%) did soccer activities, and 8 respondents (13%) did healthy walking activities. The results of a survey of respondents besides the teacher's gymnastics also carry out activities outside the classroom so that students do not feel bored and bored.(Sunanik, 2018)states that through this form of teaching will grow children's activeness in observing, investigating and studying the environment. As for other opinions(Wati, 2019)which states that in every activity outside the classroom the learning process certainly uses various media and learning resources in order to support the achievement of goals.

Therefore it is necessary to have activities to train early childhood through

running (jogging), jumping rope, leisurely walks, and soccer. As for the research results(Yulianti, 2019)The liveliness of children's activities can train agility in children aged 5 to 6 years by changing the position of body movements without falling. Games are used in children aged 5 to 6 years which are physical components to increase agility.

As for other activities held by the PAUD school, from 60 respondents carrying out outbound activities, this was done to avoid student saturation. The distribution of outbound activity implementation can be seen from the diagram below:

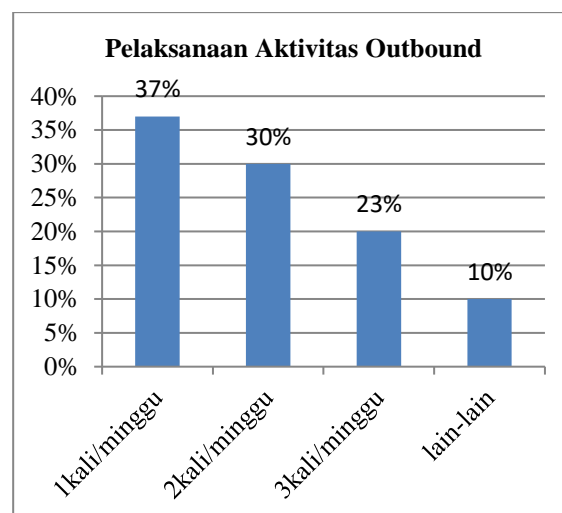


Figure 3. Bar Chart of Outbound Activity Implementation

From the diagram above, it can be described the implementation of outbound activities in PAUD schools obtained from 60 respondents stated, 22 respondents (37%) carried out outbound activities once a week, 18 respondents (30%) carried out outbound activities twice a week, 14 respondents (23%) doing outbound activities three times a week, and 6 respondents (10%) answered others. The survey results on the implementation of

outbound activities to avoid boredom in students. As stated by (Muharram et al., 2022) that outbound activities in the open are useful for increasing courage in acting and expressing opinions, outbound activities form creative mindsets, and increase emotional and spiritual intelligence in interactions. As for expert opinion (Humayrah & Watini, 2022) stated that the outbound game method is very suitable to be applied in early childhood learning because outbound is an activity or child's play activities in the open that are very effective in building understanding of a concept and building behavior in a recreational atmosphere so that children are closer to nature and become knowledge for child.

Based on the results of this survey, it can be seen from 60 respondents, all (100%) stated that the implementation of sports activities and outbound activities in PAUD schools had a positive impact on students. From the analysis of the data above, it can be concluded that although most of the AUD exercises are only carried out once a week, other activities related to other sports activities such as healthy walks, running (jogging), jumping rope, and soccer are mostly carried out every day. and have a positive impact on students, and as for these outbound activities have a positive impact on student motor development. All of these opinions are strengthened in research (Nasution, 2018) who stated that the activities themselves also taught the philosophy of the game as part of social intelligence which teaches social values such as cooperation, mutual respect, fairplay,

courage, honesty and other values as part of forming one's character and character.

#### **D. CLOSING**

Based on the data analysis above, it can be concluded that the implementation of physical education and sports at PAUD in the city of Palopo in 2022 is going well. Physical education and sports are very important for early childhood development. Physical education and sports developed for kindergarten children are known as physical motor development, physical motor development for children is more emphasized on physical activities which include gymnastics, running (jogging), healthy walks, soccer, and jumping rope. As for other activities, namely outbound where these activities are carried out in the open so that students can develop their potential and self-confidence so that students are not bored and bored with the same lessons.

The suggestion is given to PAUD teachers that given the importance of implementing physical education for early childhood it is necessary to add physical and varied activities to avoid boredom and for future researchers to do more in-depth research on physical activity for early childhood.

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