

## Preschool Physical Education

**Rosmaria**

Sultan Thaha State Islamic University of Jambi, Indonesia

e-mail: [rosmaria4@gmail.com](mailto:rosmaria4@gmail.com)

---

INFO ARTICLE	ABSTRACT
<b>Accepted : 02 May 2024</b> <b>Revised : 10 May 2024</b> <b>Approved : 17 May 2024</b>	Physical education is an important part of comprehensive education that contributes to individual development through participation in physical activities and natural human movements. It is a planned and structured series of learning experiences to meet the developmental and growth needs and behaviors of each child. Starting from an early age, physical education aims to stimulate organic, motor, intellectual, and emotional development. The early stages of a child's life are an important period for preparing them for the future, where they will need stimulation, observation, and knowledge appropriate to their needs. However, many parents are unable to maximize their children's potential; often they only meet their physical needs and provide the necessary nutrition, but fail to provide sufficient stimulation in terms of physical activity.
<b>Keywords:</b> physical education; preschool education.	

---

### INTRODUCTION

Education is a key element in national development efforts, especially in preparing quality human resources. Quality human resources are individuals who have the ability to contribute to the progress and development of their nation. National development depends on the quality of human resources who receive education through formal, non-formal, and informal channels. The government and society recognize the importance of education in realizing national progress and realize that education is a basic need not only for the benefit of others but also for one's own benefit, namely to create a better life. Awareness of the importance of education begins at an early age and continues throughout life. The government also recognizes this need and provides educational facilities at every age level.

Physical education is an integral part of the overall education program, especially through movement experiences to ensure children's growth and development. This includes the development of physical abilities, motor skills, cognitive development, social-emotional development, and spiritual development. An effective physical education process will lead to the achievement of various predetermined goals, such as physical development, movement development, motor skills, cognitive and affective development, as well as social and emotional development. Movement development is a key aspect in the implementation of physical education, especially in early childhood when children are experiencing rapid growth and development. Therefore, it is important to ensure that the learning process in early childhood is of high quality and enjoyable, which is highly dependent on the learning methods and tools used.

## **METHODOLOGY**

This study uses a descriptive qualitative research method. According to Sukmadinata (2016), this study aims to provide an overview and describe phenomena that occur both naturally and as a result of human engineering, with a focus on the characteristics, quality, and interrelationships between activities. The data source used in this study is secondary data. According to Sugiyono (2018), secondary data is a data source that does not directly provide data to data collectors. Secondary data in this study was obtained from reference books, journal documents, online news, archives, and other literature reviews. The data collection method in this study was carried out through analysis, describing and explaining the conditions of the data in the field based on the research problems being studied.

## **RESULTS AND DISCUSSION**

Physical education is an integral part of the education system, starting from elementary school to college, aiming to prevent boredom in the school environment. Its objectives are to improve physical fitness, develop motor skills, knowledge about healthy living, sportsmanship, and emotional intelligence. The learning environment is designed to facilitate the growth and development of all aspects of students' physical, cognitive, and affective well-being. Physical education is treated as an important part of education as a whole, not just as an addition or entertainment. With proper physical education, students can develop skills that are useful for filling their free time, participating in activities that support a healthy lifestyle, developing socially, and improving their physical and mental health.

Physical education essentially uses physical activity to transform individuals holistically, including physically, mentally, and emotionally. It emphasizes the integration of human movement with other areas of education, such as the relationship between physical development and mental and spiritual development. Through physical education, students are expected to experience movement as an expression of pleasant, creative, and skilled feelings, as well as to improve their physical fitness and intellectual and emotional development.

To ensure optimal physical education quality, educators need appropriate support and qualifications. The seven physical components that physical educators must possess are: competence in various forms of movement, application of movement concepts and learning principles, physically active lifestyle, maintaining health and improving physical fitness, responsible personal and social behavior in physical activities, appreciation of individual differences, and understanding that physical activity can provide enjoyment, challenges, self-expression, and social interaction.

Sports coaching and development are important steps in improving the quality of human resources with the aim of improving physical and mental health, as well as achieving proud national sporting achievements. This is expected to shape good character, discipline, and high sportsmanship. This effort requires a programmed and sustainable approach through talent scouting, nurturing, education, and sports training. The nurturing of athletes should begin at an early age because it takes a long time to achieve success. Sports coaching can be divided into three stages: preparation, development, and specialization. The importance of developing athletic talent from an early age is emphasized by Wismoyo, who states that with natural handling, continuous and sustained training for eight to ten years, athletic achievements can be attained. Therefore, the role of sports at an early age is very important as a foundation for coaching

athletes at an older age, with the hope of improving athletic achievements at both the national and international levels.

Early childhood, according to UNESCO, is defined as the age group 0-8 years, while according to the National Education System Law No. 20 of 2003, the age range for early childhood is 0-6 years. This difference is mainly related to the transition stage from dependence to independence that occurs between the ages of 6 and 8. UNESCO considers the age range of 0-8 years to be the period of Early Childhood Education (PAUD), while according to National Education System Law No. 20 of 2003, children over the age of 6 are already in basic education.

From the perspective of growth and development, early childhood can be divided into four phases: infancy (0-12 months), toddlerhood (13 months-36 months), preschool (36 months-6 years), and early elementary school (6-8 years). Several experts, such as Gallahue and Ozmon, as well as Bompa and Bronson, provide additional classifications based on the chronological and anatomical stages of child development.

In developmental psychology, early childhood is considered a golden age, when children become sensitive to various stimuli and educational efforts from their environment. From a pedagogical perspective, this period lays the foundation for further growth and development, so that conducive situations and conditions are important in providing stimulation and education that suits children's needs.

Children aged 6-8 years are considered socially and emotionally ready to enter the school environment. They have the ability to work independently for relatively long periods of time. In early childhood sports, the main focus is on introducing the experience of playing sports, improving physical skills, and building self-confidence, not just winning games. Mental training is also important to accustom children to positive thinking and prepare them for competition. Through early childhood sports, children can develop physically, mentally, and socially, as well as increase their attention to academic learning.

## CONCLUSION

Stimulating children from an early age is considered the most effective practice. Providing children with the best possible physical education is important for achieving balance between both sides of the brain. This balance will help children remain interested in academic activities and improve concentration, as well as prevent boredom. Through early movement training, young athletes with good physical and mental abilities can emerge. Sports training for children is not only aimed at winning, but also at building confidence in demonstrating the skills they have learned. Sports activities for children should be presented in the form of games, because a playful atmosphere will make children more enthusiastic and happy to participate. Through playful learning, children's motivation to learn movement will increase, as well as helping to optimize muscle function. Therefore, in the school environment, children need to be encouraged to do simple exercises every day to strengthen their muscles.

## LITERATURE

- Mahendra, A. (2004). *Falsafah pendidikan jasmani: Materi pelatihan guru pendidikan jasmani*. Direktorat Jenderal Pendidikan Dasar dan Menengah, Departemen Pendidikan Nasional.
- Setiawan, C. R. (2002). *Belajar dan pembelajaran dalam taraf usia dini*. Ikrar Mandiri Abadi.

- Departemen Pendidikan dan Kebudayaan. (1997). *Pusat kesegaran jasmani dan rekreasi*. Depdikbud.
- Gallahue, D. L., & Ozmun, J. C. (2006). *Understanding motor development: Infants, children, adolescents, and adults*. McGraw-Hill.
- Hainstock, E. G. (1999). *Metode pengajaran Montessori untuk anak prasekolah*. Pustaka Delapratasa.
- Hurlock, E. B. (1993). *Perkembangan anak* (Jilid 1). PT Gelora Aksara Pratama.
- Husdarta. (2009). *Manajemen pendidikan jasmani*. Alfabeta.
- Lumpkin, A. (2002). *Introduction to physical education, exercise science, and sport studies*. McGraw-Hill Higher Education.
- Sage, G. H. (1984). *Motor learning and control: A neuropsychological approach*. Wm. C. Brown Publishers.
- Samsudin. (2008). *Pembelajaran pendidikan jasmani olahraga dan kesehatan SD/MI*. Litera Prenada Media Group.
- Warner, L., & Sower, J. (2005). *Educating tough children from preschool through primary grade*. Pearson Education.