

Learning Physical Education, Sports, and Early Childhood Health Based on Educational Games

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Abstract

Physical education is an inseparable part of national education which aims to develop the abilities of students through physical activities. Physical education planning is carried out carefully to meet the behavioral development, growth, and needs of each child. Physical education not only develops psychomotor abilities, but also develops students' cognitive and affective abilities. Physical education learning starts early to start organic, motor, intellectual and emotional development. This study uses a descriptive qualitative approach by collecting and downloading an article or journal that conducts research directly in the field. The population in this study, which was taken from a journal, involved 3 teachers and 35 early childhood children, which was intended to obtain research results from the implementers and recipients of learning. Data collection techniques used open interviews, observation and documentation during the data collection process. The data analysis technique uses data reduction, data presentation and conclusion drawing which aims to provide research results that are in accordance with the reality in the field. Early childhood physical education currently shows complex problems, in terms of learning, facilities, social conditions and government policies. However, the purpose of education must be implemented properly to develop cognitive, affective and psychomotor abilities of early childhood. Nature-based educational activities are very suitable to be applied because apart from being able to practice corners during the pandemic, PAUD students can play comfortably and have fun.

Keywords: *Childhood; Educational games; Physical education.*

Abstrak

Pendidikan jasmani merupakan bagian yang tidak terpisahkan dari pendidikan nasional yang bertujuan untuk mengembangkan kemampuan peserta didik melalui kegiatan jasmani. Perencanaan pendidikan jasmani dilakukan secara cermat untuk memenuhi perkembangan perilaku, pertumbuhan, dan kebutuhan setiap anak. pendidikan jasmani tidak hanya mengembangkan kemampuan psikomotorik, tetapi juga mengembangkan kemampuan kognitif dan afektif siswa. Pembelajaran pendidikan jasmani dimulai sejak dini untuk memulai perkembangan organik, motorik, intelektual dan emosional. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan mengumpulkan dan mengunduh satu artikel atau jurnal yang melakukan penelitian secara langsung di lapangan. Populasi dalam penelitian ini yang diambil dari jurnal melibatkan 3 Guru dan 35 anak usia dini, yang ditujukan agar mendapatkan hasil penelitian dari pelaksana dan penerima pembelajaran. Teknik pengumpulan data menggunakan wawancara terbuka, observasi dan dokumentasi selama proses pengambilan

data. Teknik analisis data menggunakan reduksi data, penyajian data dan penarikan kesimpulan yang bertujuan untuk memberikan hasil penelitian yang sesuai dengan kenyataan di lapangan. Pendidikan jasmani anak usia dini saat ini menunjukkan permasalahan yang kompleks, dilihat dari segi pembelajaran, fasilitas, keadaan sosial dan kebijakan pemerintah. Akan tetapi, tujuan pendidikan harus bisa terlaksana dengan baik untuk mengembangkan kemampuan kognitif, afektif dan psikomotor anak usia dini. Kegiatan edukatif berbasis alam sangat cocok diterapkan sebab selain dapat praktik pjok di masa pandemi, siswa PAUD dapat bermain dengan nyaman dan menyenangkan.

Kata kunci: Masa Kecil, Permainan Edukatif, Pendidikan Jasmani.

Introduction

Physical education is an inseparable part of national education which aims to develop the abilities of students through physical activities. So that physical education must be taught to every student at all levels of education. Physical education planning is carried out carefully to meet the behavioral development, growth, and needs of each child. So physical education not only develops psychomotor abilities, but also develops students' cognitive and affective abilities. Physical education learning starts early to start organic, motor, intellectual and emotional development (Solihin dkk, 2013). This shows that at an early age, physical education has a very important role in shaping character.

The stage of early childhood education is an important stage to prepare children for future development, so learning is very important in realizing quality resources. Learning is important to provide knowledge that can be applied in everyday life, this shows that learning should not be just concepts and theories. The process of socialization in early childhood education is very important in shaping the character of children, so that in the future children will have a sense of belonging to one another. In the context of national development, it is very important in civilization to form a superior nation. The factor is the lack of role of family functions in providing education to early childhood, due to a shift in social life marked by many mothers/wives who work to help earn a living or want to find work, so that education for children receives less attention.

Based on these problems, it is necessary for every parent to provide opportunities for children to carry out the educational process at an early age before entering education at the elementary school level. Previous research has shown that early childhood physical education has not been able to achieve the goals of developing cognitive, affective and psychomotor abilities in early childhood (Pechtel & Pizzagalli, 2011). This is because the learning process is still focused on the role of the teacher, and learning activities are still taking place in the classroom. This condition causes children's learning to feel bored, so that the physical education taught is less meaningful.

Research methods

This study uses a descriptive qualitative approach by collecting and downloading an article or journal that conducts research directly in the field. The population in this study, which was taken from a journal, involved 3 teachers and 35 early childhood

children, which was intended to obtain research results from the implementers and recipients of learning. Data collection techniques used open interviews, observation and documentation during the data collection process.

The selection of the data collection technique was because it was in accordance with the rules of qualitative research and could provide an overview of the research focus. The data analysis technique uses data reduction, data presentation and conclusion drawing which aims to provide research results that are in accordance with the reality in the field.

Results and Discussion

Based on the results of the study, it shows that the presence of early childhood education has a good influence on early childhood development, especially in the process of socializing with peers, and can be a solution from an era that requires children to have superior abilities in all fields to face the future. The educational atmosphere for early childhood learning is "a family atmosphere by applying the principles of love, giving birth, and guiding". These three aspects need to be applied in the implementation of early childhood education, so that children feel that education is developing the potential of children without any coercion from any party.

Role of Education but not focused on formal education, informal education will have an important role in supporting children's lives in the future. The data obtained show that teachers understand well the importance of physical education for children's physical and mental development, this is due to changes that occur when children enter elementary school. Children who take early childhood education have a good mentality in the learning process, in contrast to children who do not take early childhood education who tend to be timid and cannot be independent.

Tabel 1. Comparison of children who received and did not receive PAUD education.

Aspect	Paud	Not Paud
Mental	Daredevil	Coward
independence	Solve the problem yourself	Asking others for help
Psychomotor	More active	Tend to be quiet
Cognitive	Reading and arithmetic are good	Reading and arithmetic are not good
Affective	Have a sense of caring for others	Tend to be difficult to socialize

The table explains that there are significant differences between children who attend PAUD education and do not attend PAUD education, in terms of mental, independent, psychomotor, cognitive and affective aspects. This is because the role of PAUD teachers is very important in developing children's abilities, as well as the focus of PAUD teachers in providing learning to children. Based on these results, it can be seen that early childhood education has an important role in shaping mental abilities, independence, psychomotor, cognitive and affective.

Early childhood in carrying out daily activities have fun and different ways of activity. In the aspect of the level of intelligence at the age of 4 years, children have 50% intelligence, and 80% of intelligence is achieved at the age of 8 years. This indicates that human intelligence is very much determined at an early age. Early childhood intelligence that needs to be considered by parents and teachers in implementing the education model in PAUD or at home. Previous research has shown that "early childhood learning is done in its own way, so the learning taught must be adapted to the child's circumstances. However, parents and teachers often do learning with an adult's way of thinking, this causes children to feel pressured and find it difficult to accept learning materials.

Problems in Early Childhood Physical Education

The importance of early childhood education faces many obstacles to be implemented in Indonesia, ranging from aspects of learning, facilities, social conditions to government regulations that pay less attention to early childhood education.

Learning Aspect

The educational process is intended not only to be influenced by physical, biological and psychological aspects, but also from aspects of the geographical environment. This has implications for the development of learning experiences that contain educational values, the implementation of learning approaches, and the application of appropriate learning models. In implementing the curriculum, teachers often force children to do physical activities that are not in accordance with the physical abilities of early childhood. The teacher's action is a violation of the principle of developmentally appropriate practice, because the results obtained will endanger the physical health of children in the future.

The erroneous understanding of PAUD teachers is that they assume that mastery of sports skills is the goal of achieving physical education for early childhood, this results in physical education in PAUD being meaningless and tends to be disliked by children. The practice of learning physical education in PAUD is still teacher-centered, resulting in: 1) less variety of overall learning activities, 2) no material on the importance of healthy living, 3) development of affective aspects that are unable to develop social skills, cooperation, and interests of children in the physical education process, 4) the teacher cannot feel the emotional state of the child in physical learning, 5) the child gets bored easily in the learning process, and 6) the child's activity in learning is very less.

All problems in the aspect of physical learning result in not achieving curriculum goals that require active body movements in children, as well as increasing abilities in the cognitive, affective and psychomotor domains.

Facility

Effective sports activities must be supported by adequate facilities, but the current problem of early childhood education facilities shows a lack of playing facilities for children. This resulted in children's interest in doing movement activities to be minimal, so that achieving physical fitness in early childhood became very difficult.

Social Situation

The current social situation that becomes a problem in the application of physical education in early childhood education is the emergence of people's habits that live instantaneously, thereby reducing mobile activities. This is caused by various conveniences in carrying out daily activities which are supported by changes in living standards, the use of automatic communication and transportation technology, so that children who are supposed to play, even tend to be silent and eliminate physical activity in their daily activities.

Aspects of Government Policy

The government's policy to give authority to the village to manage PAUD is a good aspect because the village is more focused on paying attention to PAUD, but this policy has a bad impact, especially in improving the welfare of PAUD teachers.

It is unfortunate that PAUD teachers who teach do not get salaries that are in accordance with the necessities of life (Saragih, 2008), this results in the teacher's performance being not optimal. So there is a need for government policies that focus on developing the welfare of PAUD teachers.

Nature-Based Educational Play Model

Play activities carried out by early childhood are a way to develop children's emotional, physical, social and thinking abilities. This is because in game activities there is a process of interaction between peers, so that it can form an attitude of respect and care for others. In relation to the social context, the nature-based educational play model will improve social conditions by marked early childhood activities that often interact directly and parse the use of communication technology.

The application of the educational play model will develop children's psychomotoric abilities with body movements, develop cognitive abilities with individual and group problem solving, and develop affective abilities with mutual help and cooperation among group members. In addition, natural media are used so that children are able to appreciate the environment and use it according to human needs.

Conceptually, the application of the educational play model is carried out by the role of the teacher in guiding children to play the game, but the teacher is not authoritarian in its implementation.

The picture explains that the application of the nature-based educational play model is strongly influenced by the ability of the teacher in its implementation, because early childhood psychologically cannot lead themselves and also in groups. At the technical level, educational play activities are carried out in the open and not in the classroom, this is in accordance with the necessity of physical implementation that is adapted to a supportive environment. The initial stage of implementing the educational play model is done by dividing into groups, each group consisting of 5 male and female students, the purpose of this group division is so that children are able to solve problems in groups, so that a sense of belonging and living in groups grows.

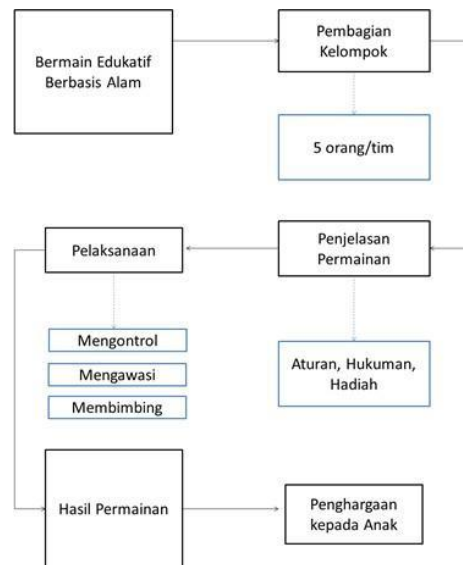


Figure 1. Application of the Nature-Based Educational Play Model

At the social level, group-based learning will improve social conditions that show a tendency for individual attitudes among community members. This indicates that early childhood learning activities should use a group approach, not an individual approach. The second stage is the explanation of the game, the teacher's ability to explain the game is very important at this stage, because it will determine the success of children's cognitive development. In practice, the teacher must be able to explain the rules of the game according to the developmental stage of early childhood who have not been able to understand concrete aspects. The third stage is implementation, the teacher's role with parents is to control, supervise and guide. In practice, if a child makes a mistake, never give a punishment, instead it must be guided and provide a stimulus so that the child continues to play the game.

The application of nature-based educational play models is an effective strategy as an effort to achieve educational goals, through educational play models children are able to solve problems in groups, develop social awareness and perform gestures according to the needs and stages of early childhood physical development. The last stage is to determine the outcome of the game and give awards to children, in a practical level the awarding must be comprehensive and should not only be given to certain children. If the teacher gives awards to certain children, it will have an impact on social jealousy.

Conclusion

Early childhood physical education currently shows complex problems, in terms of learning, facilities, social conditions and government policies. However, the purpose of education must be implemented properly to develop cognitive, affective and psychomotor abilities of early childhood. Nature-based educational activities are very suitable to be applied because apart from being able to practice corners during the pandemic, PAUD students can play comfortably and have fun.

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