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Implementation of Physical Education in Early Childhood Education Institutions

Esa Nurwulan Purnami, Ali Formen✉

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Department of Early Childhood Teacher Education, Universitas Negeri Semarang, Indonesia

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Abstract

Physical education is one of the areas of education that needs to be taught from an early age because the benefits of physical education are enormous for the physical fitness of children. A healthy child will certainly make the child grow and develop optimally and balance the child's brain well. This study aims to determine how the implementation of physical education at PAUD institutions in the Dukuhwaru Sub-District, Tegal Regency. This research is descriptive quantitative research with a survey research type. The population in this study was 87 teachers and the research sample was 30 teachers from 15 kindergarten institutions in the Dukuhwaru Sub-district, Tegal Regency. The data collection method used was a survey in the form of a questionnaire. The sampling technique was using a purposive sampling technique. The results of this study are in details that show the percentage in several aspects including, aspects of the learning curriculum of 76.67% in the good category, the variety of physical education aspects of 80.00% in various categories, aspects of teachers related to understanding, readiness, and competence of 83,33% in the good category, and the physical and infrastructure facilities aspects of the PAUD institution of 83.33% in the adequate category. If the percentage results from each aspect are calculated, a percentage of 80.00% can be obtained, which means that the implementation of physical education at PAUD institutions in the Dukuhwaru Sub-district, Tegal Regency is included in the category that has been carried out well. The conclusion from this research is that the implementation of physical education learning will be carried out well if all the factors that support the learning are fulfilled, especially in the teaching aspect. Because the teacher aspect is the key to determining success in the implementation of physical education learning.

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✉ Correspondence Author:
E-mail: ali.formen@mail.unnes.ac.id

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INTRODUCTION

The growing demands of the times for education and advances in science, technology, information, and communication, make it impossible for early childhood education to be obtained only from families. Looking at the field, many parents have not been able to optimize the potential of their children, so that they only take care of them physically, but lack educational stimulation. For this reason, the presence of PAUD is one of the institutions for specific directions for the development of quality early childhood (Ige, 2011). In the role of education in PAUD itself, it is not only focused on education for children's cognitive development such as reading, writing, arithmetic, but education for growth and development of children, namely physical education for children from an early age is also very important.

Early childhood is the age at which the child is growing by leaps and bounds, or the golden period of development of the child *(golden age).* In the golden age, a child becomes a tremendous transformation in the brain and physique, but at the same time becomes a fragile period (Latif et al, 2013: 279). Early childhood during childhood is considered as the age during an intensive period of brain development across the human brain age (Khan & Hillman, 2014), and habitual physical activity is a key determinant of cognition during childhood (Timmons et al., 2007). The best age to provide stimulation for all child development and growth, one of which is by stimulating motion, namely in the age range 0-6 years or from an early age. However, stimulation is not enough, to achieve optimal motor development requires attention to the surrounding conditions, facilities, and infrastructure. It is also important to pay attention to adult or teacher guidance. If these factors are considered, surely early childhood development will be stimulated so that children can develop their potential.

One aspect of development that is important to stimulate at an early age is the ability to move or aspects of motor development. According to Dowda et al., 2004, "Routine physical activity should be done daily for children". According to Yudanto, 2006 "in learning motor skills, children need experience of basic skills (locomotor motion, non-locomotor motion, manipulative motion)". Meanwhile, Gallahue (Kurniawan, 2018) describes motion that can be observed and is classified into three forms of motion, namely: 1) Stabilizing movement or non-locomotor motion, namely motion that places itself in a stationary body position. As; beam walk, one-foot balance , body rolling , and dodging , 2) Locomotor movement or locomotor movement is a movement of changing body position from one place to another. As; running, leaping, horizontal jumping, vertical jumping, jumping from a height, hoping, galloping and sliding and skipping, 3) Manipulative movement or motion manipulative namely motion giving or receiving of a particular object or objects. As; throwing, catching, kicking, trapping, dribbling, a ball rolling, striking, volleying. Mastery of these basic movements must be started from families who have taught the healthy life movement from an early age. The physical activity of children is strengthened by the involvement of family members, in joint sports activities, and by the perception of parents that children are safe playing outside the home (Beets et al., 2010). Children are encouraged to practice and try their motor skills continuously so that they are accustomed to physical activities and the goals of the healthy living movement are achieved.

According to Gallahue and Donnelly (Sutapa Panggung et al. 2014), physical education in children before primary education can help control emotional development, stimulate growth and development, and automated movement. The right physical activity will stimulate the child's growth and development optimally, but that does not mean that children have to do physical exercise every day as adults do. The form of physical activity presented can be in the form of sports or non-sports. Sports such as athletics, gymnastics, games, self-defense, and aquatic, while non-sports in the form of playing, modification of sports, and other physical activities (Utama et al., 2011).

The early childhood environment is always supported by an emphasis on games and physical activity in their physical education (Isenberg & Quisenberry, 2002). Therefore, physical education learning for early childhood is taught with a playful learning approach. According to Lund and Tannehill (Sutapa Panggung et.al., 2014), physical education through the play approach will be able to develop organic systems, neuromuscular systems, interactive, social, and emotional. All physical activities carried out by playing will be easily stored in the child's memory so that they can quickly improve their physical abilities. Meanwhile, Jean Piaget (in Glenn et al., 2012) stated that playing is not only an ordinary play in childhood but also an important job for children. Playing is an activity that is inherent and becomes a necessity in every person and of course, it is fun for the child's world. Therefore

children can learn many skills, without being forced or forced to do them (Tedjasaputra, 2001).

Given the importance of physical education for the development and early childhood growth and viewed from Indonesia's education curriculum that national education can not be separated from physical education that aims to develop the ability of learners through physical activity (Main et al., 2011). Unfortunately, the physical education curriculum does not specifically regulate physical education for early childhood, but in the curriculum structure written in Indonesia's Ministry of Education and Culture Regulation No 146 the year 2014 concerning the early childhood education curriculum, there are programs for children's physical motor development, so the implementation of physical education should have been implemented by every level of education, both early childhood, and higher education.

The reality in the environment for children's physical activity, activities is that there are still many kindergartens that do not place much importance on children's physical activities and there are still many teachers focused on training children's fine motor activities to improve children's cognitive fields. As stated by Loy-Ee & Ng (2018), although there is a lot of evidence showing the benefits of physical education, such activities in the school curriculum are still often marginalized by the importance of academic subjects. Problems like this occur a lot, especially in Asian societies, because of the great emphasis on children's academic achievement since childhood (Yu et al., 2006). Regarding this, Paramitha & Anggara (2018) state that there is a misconception from early childhood teachers in Indonesia that they think that mastery of sports skills is the goal of achieving physical education for children, this results in physical education in schools meaningless and tends to be disliked by children. Therefore many PAUD teachers ignore physical education learning.

Physical education practices in PAUD institutions, so far have been more in the form of adult gymnastics with children's songs, and physical education learning is only carried out 1 hour in a week, other physical activities are only given if there are certain events at the PAUD institutions, for example, green walk for activities outside of school. For reference in this research, which is looking at previous research on the evaluation of physical education learning at PAUD institutions in the City of Jakarta, many teachers understand the implementation of physical education, therefore this study wants to look back at the implementation of physical education in PAUD institutions, especially in kindergartens in areas where not a big city.

Based on the results of observations of researchers in several kindergartens to fulfill course assignments regarding various aspects of learning at the PAUD Institution itself, information was obtained that researchers still encountered several obstacles to the implementation of learning in schools, especially in the implementation of physical education learning for children related to the lack of learning activities. Physical education taught by the teacher every week and the lack of physical education facilities and infrastructure available in schools. As it is well known that learning will run smoothly if it is supported by teachers who are competent in their fields and with adequate facilities and infrastructure both in quality and quantity.

For the conformity of learning planning in the administration of education with the quality of education, it can be seen from a school accreditation status, even though the accreditation qualifications are viewed from various standards, it does not rule out that an accreditation system can improve teacher performance in the field of teaching to maintain and maintain the quality of the institution. Based on the data obtained, there is an uneven kindergarten accreditation, especially in Tegal Regency. Therefore, the researcher wants to see how the implementation of physical education in kindergarten in the environment around where the researcher lives, namely in the Dukuhwaru sub-district, there are still many in this sub-district. Kindergarten has not accredited according to reference data from Indonesia's Ministry of Education and Culture that there are 3 kindergartens out of 15 total kindergarten institutions in the Dukuhwaru Subdistrict that have just had school accreditation, thus there are still many kindergartens that have not been accredited. For this reason, this study intends to further examine how the implementation of physical education at the PAUD level. Researchers hope that the implementation of physical education in kindergarten has been widely implemented. The benefit of this research is to discuss and provide descriptive information from all aspects of the implementation of physical education learning at PAUD institutions in the Dukuhwaru Sub-district, Tegal Regency.

METHOD

This research uses quantitative research with a descriptive survey design. This study does

not manipulate or change the independent variables but describes a condition as it is (Sukmadinata, 2011: 54). This study intends to describe the implementation of physical education in PAUD institutions. This research was located at 15 kindergartens in Dukuhwaru Sub-district, Tegal Regency which was held on February 10- March 31, 2020, and July 4-8, 2020.

The population in this study were all kindergarten institutions in the Dukuhwaru subdistrict, Tegal Regency, with a total of 87 teachers. Meanwhile, for the sample selection using the purposive sampling technique, the samples in this study were 30 teachers. Research data obtained by using a questionnaire on a Likert scale.

Analysis of the data in the study using descriptive statistical data analysis techniques. According to Purwanto et al., (2017: 94) "Descriptive analysis is an analytical technique that provides information only about observed data and does not aim to test hypotheses and draw generalized conclusions on the population. To clarify the analysis process, categorization is carried out according to the instrument that uses 2 categorizations, as Table 1.

Table 1. Data Categorization

Category	Interval
Low	$X \leq M - 1SD$
High	$M - 1\ SD < X \leq M + 1SD$

Information: M = Mean; SD = standard deviation

RESULTS AND DISCUSSION

Based on research that has been carried out in kindergartens in the Dukuhwaru subdistrict regarding the Implementation of physical education in PAUD Institutions, 4 indicators that will be explained in this study, namely regarding the physical education learning curriculum, various physical education activities, teacher's understanding of physical education, and physical education facilities in institutions PAUD. The research results were presented by the researcher in the form of descriptive analysis. The descriptive analysis describes a summary of research data includes the mean (average), minimum, maximum, and standard deviation, then the result is obtained as Table 2. Based on the results of aspect analysis of the physical education learning curriculum, the following results were obtained Table 3.

Classification results of the questionnaire respondents implementation of physical education in early childhood institutions regarding aspects of physical education learning curriculum that is with the unfavorable category amounted to 23.33%, while in the category of either the 76 ,67%. The average answer of most respondents lies in the interval $25.58 < X \leq 31.28$ which indicates a fairly good category, namely 23 respondents or 76.67%, therefore the hypothesis on the aspect of the physical education learning curriculum is accepted because the average answers from respondents are in the good category.

Table 2. Results of Descriptive Analysis of All Aspects

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Total_1	30	23	35	28.43	2,849
Total_2	30	65	90	76.03	7,137
Total_3	30	16	25	21.47	2,315
Total_4	30	25	35	29.83	3,030
Total_5	30	14	25	19.07	2,612
Total_6	30	33	46	39.97	3,864
Total_All	30	188	253	214.80	17,688

Table 3. Results of the Analysis of the Physical Education Curriculum Aspects

Interval	Category	Frequency	Percentage
$X \leq 25.58$	Not good	7	23.33%
$25.58 < X \leq 31.28$	Well	23	76.67%
Total		30	100%

Based on the results of data analysis on the various aspects of physical education activities, the following results were obtained Table 4.

The results of the classification of respondents' answers from the questionnaire on the implementation of physical education in early childhood education institutions regarding aspects of the physical education learning curriculum, namely the less diverse category of 20.00% while the diverse category was 80.00%. For the average of the most respondents' answer data lies in the interval 64,68 <X ≤ 78.86 which indicates a diverse category, namely 80.00%, therefore for the hypothesis on the physical aspect, physical education activities are accepted because the average answer respondents are in various categories.

Based on the results of data analysis on the aspects of teacher understanding of physical education which includes 3 indicators (understanding, readiness, and competency development), the following results are obtained (Table 5 & 6)

The average results of all indicators in the aspect of teacher understanding of physical education are included in the interval 63.54 <X ≤ 77.20 categories either with 83.33% or it can be said that the hypothesis is accepted because the average results in each indicator are categorized as good or it can be said that the teacher aspect in the implementation of physical education in early childhood institutions has been carried out well. Based on the results of the data to the analysis aspects of physical education facilities and infrastructure in kindergarten institusions as Table 7.

The results of the classification of respondents' answers from the questionnaire on the implementation of physical education in early childhood education institutions regarding the aspects of physical education learning facilities and infrastructure, namely the inadequate category of 16.67% while in the good category 83.33%. The average result of the most respondents' answer data lies in the interval 36.25 <X ≤ 43.95 which indicates a good category, namely 83.33%, therefore the hypothesis on the aspects of physical education learning facilities and infrastructure is accepted because the average answers from respondents are in the adequate category.

Table 5. Results of Distribution Analysis of Understanding, Readiness, Competence Development of Teachers Against Physical Education

No.	Interval	Category	Frequency	Percentage
Teacher Understanding Indicators				
1 .	X ≤ 19.15	Lack of understanding	5	16.67%
2 .	19.15 <X ≤ 23.78 Understand		25	83.33%
Teacher Readiness Indicator				
1 .	X ≤ 26.92	Not good	2	6.67%
2 .	26.92 <X ≤ 32.75	Well	28	93.33%
Teacher Competency Development Indicators				
1 .	X ≤ 16.45	Not good	4	13.33%
2 .	16.45 <X ≤ 21.68	Well	26	86.67%
Total			30	100%

Table 6. Results of Analysis of Overall Average Indicators of Teacher Understanding Aspects

No.	Interval	Category	Frequency	Percentage
1 .	X ≤ 63.54	Not good	5	16.67%
2 .	63.54 <X ≤ 77.20	Well	25	83.33%
Total			30	100%

Table 7. Results of the Analysis of Physical Education Facilities and Infrastructure Aspects in PAUD Institutions

No.	Interval	Category	Frequency	Percentage
1 .	X ≤ 36.25	Inadequate	5	16.67%
2 .	36.25 <X ≤ 43.95	Adequate	25	83.33%
total			30	100%

Based on the results of research on the implementation of physical education in PAUD Institutions in Dukuhwaru Sub-district, Tegal Regency year 2020 shows that the conformity with the percentage results on the respondent characteristics of the questionnaires that have been distributed, if all kindergarten teachers in Dukuhwaru Sub-district are the majority of the age criteria of educators 40 years, the last education is a bachelor degree for early childhood teacher education and has a working tenure of more than 5 years, and only a small proportion of certified teachers are as many as seven teachers. Therefore, it can be concluded that if educators who have the last certification and education of bachelor degrees following their field of work allow it to be more relevant in supporting the success in the implementation of physical education at a PAUD institution itself

For descriptive results of research this by looking at the overall average of every aspect of the value obtained for the category of aspects of the learning curriculum of physical education for the children of 76.67%, a wide aspect of physical education activities for children amounted to 80.00%, the aspect of teachers in terms of understanding, competence, and readiness of teachers in physical education for children is 83.33%, and in terms of facilities and infrastructure for physical education for children in school institutions are 83.33 %, for the overall average of each aspect is 80.00% which is included in the good category. Judging from the research results indicate that the hypothesis in every aspect is accepted and following the existing hypothesis in this study because the results of the data that have been analyzed show a good category.

The implementation of a lesson will run well if the learning factors are met, for the physical education learning factors themselves, including in terms of aspects of the learning curriculum, aspects of various physical education activities, aspects of teachers, and aspects of facilities and infrastructure. As stated by Lave and Wanger: 1991 (Casey & MacPhail, 2018) that learning will run legally, there needs to be a teacher who is responsible and understands his competence as a teacher.

In terms of the aspect of the physical education learning curriculum for early childhood, the descriptive results of the research show that most of the respondents stated that it was good or 76.67%. Then the results would be detailed as follows, namely, 7 respondents stated that they were not good or 23.33%, and 23 respondents said good or 76.67%. These results are obtained from the average statement of each teacher which shows that teachers at Kindergarten institutions in the Dukuhwaru Sub-district already understand and make plans regarding physical learning that will be carried out every week and make schedules for physical activities every day with a time allocation of 40 -35 minutes per day for physical activity activities and each teacher states that they already know the difference between physical activity and physical activity and they can identify a variety of physical activity.

Thus for the aspect of the physical education learning curriculum that the results of the teacher's analysis are good and it can be said that the school institution already has and makes physical education learning plans for children. With good planning, the results and objectives of the institution are also good, this is following what Hamalik (2008: 17) said: "The curriculum is a plan for an educational program provided by the institution to teach students". Whereas for the aspect of the physical education learning curriculum, it can be said that it is not good if the results of the average respondent or the teacher show that they do not understand the lesson planning for the suits themselves both in weekly or daily planning.

The implementation of physical education in terms of the various aspects of physical education activities for early childhood based on the results of the descriptive analysis of the research showed that most of the teachers stated that they varied in providing a variety of physical education activities in physical education learning with a percentage of 80.00%. Then the results are more detailed as follows, that 6 respondents stated that they were less diverse or 20.00% and 24 respondents stated that they were diverse or 80.00%. These results are obtained from the average statement which shows that a teacher has taught a variety of physical education that supports physical fitness for each component of physical fitness for example the average answer from a teacher in the physical fitness component of endurance shows that a teacher has taught activities warm up lightly, then teach the child to walk on tiptoes for 15 seconds, etc. Then in the balanced physical fitness component, the answers from the teachers have taught the child to use a bicycle by walking straight, teaching the child to walk on a footbridge the size of the child's foot without holding on, etc. For the freshness components of flexibility, strength, agility, flexibility, and average speed, the answer from a teacher answered that it has taught a variety of physical activities that support all of these components, such as the teacher

has taught children to jump with one leg, in turn, teaches playing ball, teaches children to hang. , teaches children to run fast and slow according to orders, teaches children to imitate gymnastic movements, etc. If a teacher has understood the components of physical fitness and has applied or has taught children various types of physical activities that support the physical fitness component, it can be said that physical education teaching in children has varied.

The variety of early childhood physical education activities provided by the teacher is not only limited to playing activities but needs to pay attention to the suitability of elements of physical fitness for the child himself. As stated by Gusril (2004,45) "The components of physical fitness are divided into eight components, namely strength, endurance, speed, agility, flexibility, coordination of motion, accuracy, and balance". Physical education learning will run well if a teacher has understood the various physical education activities that support the physical fitness component of the child, if a teacher does not understand this then there is a need for competency development or mastery in the physical education material or field because PAUD teachers are required can master all areas of teaching for child development at an early age.

The implementation of physical education from the aspect of the teacher, based on the descriptive results of the research, shows that most of the teachers are good at providing and teaching various kinds of physical education to children and from the data obtained it is in a good category. In the aspect of teachers here are grouped into 3 indicators that have different average results, namely the average result of the teacher's understanding of the child's physical motor development of 83.33% or understanding, the indicator of teacher readiness for physical education learning for children is 93.33 % or good, and the teacher competency indicator is 86.67% or good. Overall the average result for the teacher aspect is 83.33% or good.

The results obtained on the indicators of teacher understanding of children's physical motor development were obtained from the average answers of respondents or teachers who stated that they had understood the level of achievement of the physical motor development of children aged 4-6 years, then understood how to stimulate physical motor development of children and the benefits of activities of physical education for children, etc. The teacher's understanding of the development of motoric physical attainment becomes the basis for teacher understanding before teaching physical education according to the physical fitness component for children, because knowing what development achievements the child must get at the age of 4-6 years makes it encouragement for a teacher in making physical education learning plans for what kind of child.

After the teacher's understanding of the child's physical motor development, it is necessary to have the readiness of all aspects needed by the teacher in his teaching assignment. For the results of the teacher readiness indicators show that on average each respondent or teacher states that they are ready to provide physical education learning to children, such as the teacher's statement in the data obtained by the teacher that has made time allocations during physical education learning in each activity, the teacher prepares sharing media that will use in physical education learning every day, the teacher has prepared separate assessment standards for the motor development that children achieve, and other readiness for physical education learning. Teachers who are ready for physical education teaching certainly understand things that need to be prepared, if a teacher is not fully prepared for the teaching field, it is necessary to develop competencies that support this readiness and the role of the teacher will be well organized.

Competency development is necessary for the professionalism of a teacher because teachers are required to always keep up with the times in their pursuit, training, seminars, workshops or knowledge from sharing other media that support the field of physical education learning itself. Furthermore, for the results of the average competency development indicator, the answers from respondents or teachers stated that they had attended curriculum training or something similar in which discussed physical education for children, then had participated in various seminars or workshops that discussed self-development and teaching physical education for children, etc.

The conclusion is that the results of all aspects of the teacher are in a good category because on average all teachers already understand the planning of physical education learning for children from several qualifications that exist in the research instruments that have been distributed, besides that some teachers have also attended various training to develop skills., them in planning physical education for children, or to increase knowledge and information for physical education activities for early childhood. Teachers play an important role in what is happening in the teaching-learning environment (Tannehill &

MacPhail, 2014). As stated by Partusi (in Arifin, 2017) that being a teacher must have teacher competence and roles in various aspects, the role of teachers in the teaching and learning process includes many things, among others, teachers as learning resources, teachers as facilitators, teachers as managers, the teacher as the guide, the teacher as the motivator and the teacher as the evaluator. As a teacher in kindergarten, he is also responsible for learning all subjects in the curriculum (Tsangaridou, 2016 . Learning will run well if the ability, readiness, and competence of an educator are also good. With a teacher who teaches according to their field of work, they will be more relevant and understand far more when teaching something to their students and master the field of teaching.

Furthermore, the implementation of physical education in terms of facilities and infrastructure, based on the descriptive results of the research obtained, shows that the facilities and infrastructure for physical education in institutions can be categorized as adequate or 83.33%. Then the results can be detailed as follows: 5 respondents stated that they were inadequate or 16.67% and 25 respondents stated that they were adequate or 83.33%. The results of the average answers obtained from respondents or teachers state that physical education facilities and infrastructure such as indoor and outdoor places for the implementation of physical education activities are adequate and safe for children, physical education equipment ranging from boardwalks, globe, spider web, ring basketball, net are available in school institutions, then for equipment such as flags, soccer balls, basketball, chalk, whistles, mini wickets, jumping plots, mats, king bracelets, cones are available in school institutions and can be used when learning physical education at any time.

Although for the field of facilities and infrastructure in the aquatic field, from the results of observation data when the research was carried out there were only 2 schools that had facilities and infrastructure such as equipment for swimming goggles, surfboards, buoys for children, it did not rule out that other schools carried out swimming activities and were not as routine. schools that have adequate swimming equipment. The importance of paying attention to the availability of facilities and infrastructure in an institution. Because the provision of adequate physical resources including facilities, equipment, and maintenance can help in influencing attitudes and facilitating the success of the program (S, Sethu, 2016). Chawla (2016) also argued," Infrastructure is the basic foundation or framework that underlies an organization or system." Learning for children's physical activities is ideal if the existing facilities and infrastructure are complete, although it does not rule out that a teacher must be creative in providing learning media. However, the provision of adequate physical education facilities and infrastructure will reflect the quality of education, so that educational goals will be achieved properly. However, it should also be noted that inadequate physical education facilities and infrastructure will have an impact on the low quality of education, why is that because the management of educational facilities and infrastructure is defined as a collaborative process for the efficient and effective use of all educational facilities and infrastructure. As stated by Al-Kadri (in Westri & Ningrum, 2019) in the management of these facilities and infrastructure, if there is one process that is neglected, the goals that have been planned will not be realized.

Physical education in early childhood will greatly affect their future development if it is given according to their development. As stated by Backer (in Martins et al., 2017) practicing various physical activities of children from an early age will build a strong foundation to achieve a goal, namely to open doors for children to learn about concepts and actions, to develop independence, self-awareness, and individuality and cognitive maturity of perception and artistic configuration. There has been a lot of evidence showing that physical education and fitness play an important role in children's brain development (Chow et al., 2015). Providing physical education for children must also prioritize comfort and not change the principle of learning in early childhood, namely learning while playing. Playing regarded as a domain or realm of the most important at the time of the children and especially in culture western , that play into one of the areas of work for children (Paley, 2004; Petrie & Clarkin-Phillips, 2018).

Many research findings show that quality school physical education programs help children develop physically well (Bailey, 2006). Quality physical education programs for children will take place in line with their goals, because several factors that are fulfilled, namely, factors from teachers, curriculum, facilities, and infrastructure and support from parents. And the goals of physical education will also work well if learning is carefully planned and implemented accordingly (Sukintaka, 2004: 55). Judging from the results of research that has been done, the implementation of physical education in PAUD institutions in

the Dukuhwaru Sub-district, Tegal Regency as a whole has been running quite well, although there are limitations in each PAUD institution. Limitations in every aspect can be overcome if the aspects of the existing teacher have been implemented properly because every aspect has a relationship that can support the success of a lesson.

CONCLUSION

Based on the results of research that has been tested, the implementation of physical education learning at PAUD institutions in the Dukuhwaru Sub-district, Tegal Regency is included in the good category with a percentage index of 80.00%. Whereas for the results of each aspect can be detailed as follows, the aspect of the curriculum (content) of physical education learning itself is included in the good category with the percentage index of 76.67%, the various aspects of physical education are included in the good category with a percentage index of 80.00%, the teacher's aspect of learning physical education is included in the good category with a percentage index of 83,33%, and the aspect of physical education facilities and infrastructure is also included in the good category with a percentage index of 83.33%.

It can be concluded that the implementation of learning will run well if you look at various aspects, especially from the teacher's aspect. The teacher's reason is the most important factor because the main key to implementing good quality learning is the quality of the teacher. Therefore the importance of teachers following the qualifications at the level of bachelor's degree for early childhood teacher education for the realization of quality education from an early age to spark the smart and healthy future generations of the nation.

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