

The Emotional Intelligence and Age Relationships Towards Basic Movement Locomotor in Kindergarten Students

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Abstract

The purpose of this study was to analyze the emotional intelligence relationship towards locomotor basic movement abilities in kindergarten, the age relationship towards locomotor basic movement abilities in kindergarten, the emotional intelligence and age relationship towards locomotor basic movement abilities in kindergarten. This research uses a quantitative approach with correlation design. The sample of this research is 118 students from State Kindergarten Pembina. Data collection techniques used are Scale, Documentation, and Observation. Partial regression test was obtained p-value of 0.032, because the p-value is $0.032 < \alpha (0.05)$, it is concluded that there is a significant influence between the emotional intelligence ability with locomotor basic movement in kindergarten. Age factors significantly influence the locomotor basic movement in kindergarten. This is evidenced by the partial regression test, a $0.040 < \alpha (0.05)$ p-value is obtained. Based on the simultaneous regression test, the p-value is 0.045. Because the p-value is $0.045 < \alpha (0.05)$, it is concluded that there is a significant influence between the emotional intelligence and age ability with locomotor basic movement in kindergarten. It can be concluded that there is a relationship between the emotional intelligence ability towards locomotor basic movement in kindergarten. There is a relationship between age and locomotor basic movement in kindergarten. There is a relationship between emotional intelligence ability and age on locomotor basic movement in kindergarten.

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INTRODUCTION

Early childhood is also called a sensitive period (critical period). In this period the child physical and psychological functioning is ready to respond the stimulation provided by the environment (Musringati, 2017). Therefore, all the child's growth and development needs must be met properly so that the child's growth and development take place optimally. Growth and development needs include nutrition, stimulation, and intervention, also a supportive environment. If one or part of the needs are not met, the children growth and development will be obstructed and not optimal. For example, a child who is well cared and stimulated well, but his nutrition is not met properly, the child's growth and development are obstructed (Anwar & Ahmad, 2016).

In 4 to 6 years old, it is a good time for children to stimulate the child's physical development. In this period early childhood is at the age called as the sensitive period that is when the child receives good enough and directed stimuli also pushed to the growth and development level (Sumantri, 2005). According to Samsudin (2008) a sensitive period is a time of maturation of physical and psychological functions that are ready to respond to the stimulation provided by the environment. Thus, sensitive period for children is a very important period for children's growth and development through providing appropriate stimulation from parents, educators, caregivers, and the environment in the children neighborhood. The movement development is a complex process that occurs throughout life (Gallahue, 2012). The activity or condition of movement in kindergarten is very high (dominant) where based on observations 70-80% of kindergarten make movements in the learning process that uses a play approach (Samsudin, 2008). From these observations, can be seen that children are active individuals by carrying out various activities through movements in games. Gallahue, et al (2012) revealed that early childhood is very possible to explore the potential that exists in themselves and their bodies such as by moving by

in distance motion (locomotors), increasing their muscle control through the gravity body's balance (body stability balance), and increased ability to control and direct contact with objects appropriately in the environment around the child (manipulative).

It is important to develop early childhood education to help put the foundation for developing attitudes, knowledge skills, and creativity both in families and in groups, Child Care Facilities (CCA), and Kindergarten before entering basic education. Early childhood is a crucial period for the children growth and development (Sumantri, 2005).

Not every individual can realize emotional intelligence in his/ her behavior, because not a few individuals who have high intellectual intelligence in other hand they have low emotional intelligence. Therefore, it is very necessary to optimize individual emotional intelligence through early training and guidance both in the family and in the school environment. Ayodhya Mahar Zulfikar (2014) stated that the family is the main and first source needed by humans, such as there are fathers, mothers, and children who have blood ties or adoption.

According to Julianur (2017) Emotional intelligence (EQ) describes how to develop the the heart intelligence, such as tenacity, patience, initiative, optimism, ability to adapt to others, the ability to listen and communicate verbally, and teamwork. According to Dhany Suhartantyo Aribowo (2019), People who have high emotional intelligence will be able to understand themselves and the emotions of others. The person can use this understanding to improve his behavior and attitudes in a more positive direction, so he is able to control emotions, be more motivated, feel satisfied and be able to overcome problems

When children are 4 to 6 years old, it is a good time to stimulate the child's physical development. In this period early childhood is at the age called the sensitive period that is when the child to receive good enough, and directed, stimuli also pushed to the growth and development level Sumantri (2005). According to Samsudin (2008) a sensitive period is a time of

maturation of physical and psychological functions that are ready to respond to the stimulation provided by the environment. Thus, sensitive period for children is a very important period for children's growth and development through providing appropriate stimulation from parents, educators, caregivers, and the environment in the children neighborhood.

Martini Jamaris (2006) revealed that there are various activities to improve children's gross motor skills, especially in body movement coordination skills such as through running, jumping, hanging, and throwing and catching a ball or kicking it and maintaining balance. Increased motor skills occur in line with the increased ability to coordinate eyes, hands and feet (Sumantri, 2005). But once the child's gross motor development really needs parents or mentors help to train in their growth, by providing opportunities for children to perform physical activities in the form of movements that involve all parts of the body, so that the potential for gross motor children can develop optimally (Harun Rasyid, 2012 and Sumantri, 2005).

The relationship between motor skills and children's participation rates has been shown to strengthen with age, highlighting the importance of adequate opportunities for practicing motor skills for children from a young or preschool age (Livonen, 2013). Children with low motor skill levels often suffer from movement disorders such as Disorder Development

Coordination (DCD). This movement disorder makes participation in activities that require motor control even more difficult. Thus, children with the lowest level of motor skills are at greatest risk of developing negative health outcomes related to lack of *PA* and sedentary behavior. (Gallahue, 2007).

METHODS

This research uses a quantitative approach with correlation design. The sample used was 118 Kindergarten Negeri students. Data collection techniques used are Scale, which is to obtain data on kindergarten children's emotional intelligence, Documentation, which is to obtain data on age stages, Observation, namely to obtain data on students' locomotor basic motion skills in the form of sheets assessment.

RESULTS AND DISCUSSION

Based on a partial or individual regression test, a sig-2 tailed or p-value of 0.032 is obtained. Because of the p-value $0.032 < \alpha (0.05)$, it can be concluded that there is a significant influence between the ability of emotional intelligence with motion basic locomotor in kindergarten children. The study was conducted in the State Kindergarten Pembina Pucanggading, Mranggen District, Demak Regency with a total of 118 students.

Tabel 1. Variable Significance The Emotional Intelligence and Age Relationships Towards Basic Movement Locomotor in Kindergarten

Variabel	p-value (0.000)	Criteria	Information
Emotional intelegence	0.032	p-value < 0.05	significantly influence
Age	0.040	p-value < 0.05	significantly influence
Emotional Intelegence and Age	0.045	p-value < 0.05	significantly influence

Goleman (2009) argues that a person's ability to produce brilliant performance is influenced by emotional intelligence, but not everyone has good emotional intelligence. McCown (in Goleman, 2009) states that everyone has their own choice in responding to emotions. A person who has good emotional intelligence has different abilities in responding to emotions. The response or response from each

child is different, this will affect the actions taken by children. In terms of playing, jumping, running and other locomotors movements that are affected by the child's emotional state in controlling feelings.

In this study, the results showed that age had a significant effect on locomotors base motion in kindergarten children. This is proven based on partial or individual regression tests,

obtained sig-2 tailed values or p-values of $0.040 < a (0.05)$.

This is in accordance with research conducted by Venetsanou (2010) "The Effects of Age and Gender on Motoric and Balance Skills in Preschool children" that age greatly influences the increase in motor skills of pre-school children. Childhood is a very good time for children's development so that children need more time to move and play through various activities. This period is also a sensitive period for children so that the physical and psychological function of maturation occurs so that the child is ready to respond and realize all the development tasks that are expected to appear in everyday behavior (Hainstock in Sujiono, 2009). Sumantri (2005) states that early childhood is indeed a crucial period for children's growth and development.

Based on a simultaneous regression test, a sig-2 tailed or p-value of 0.045 was obtained. Because of the p-value of $0.045 < a (0.05)$, it can be concluded that there is a significant influence between the ability of emotional intelligence and age with locomotors basic motion in kindergarten children. The study was conducted in the State Kindergarten Pembina Pucanggading, Mranggen District, Demak Regency with a total of 118 students.

Age and emotional intelligence stages are factors that influence the locomotors basic motion in children. Started with children age to pre-school a child experiences development in doing basic movements. As in walking, running, playing, jumping and other basic movements experienced by children in accordance with the age stages. The higher the age level of the child's movement the more active and rapid response to a thing. Then emotional intelligence is closely related to a person's ability to receive, judge, manage, control emotions and others around him. Thus the child can be said to have emotional intelligence when he can control in dealing with something and can respond responsively. High emotional intelligence can trigger children to perform basic locomotive movements that are active, because the stimulation has been well received, then the response is given from within to carry out these actions.

CONCLUSION

Based on the research, the following conclusions can be drawn: There is a significant relationship between the ability of emotional intelligence to locomotors basic motion in kindergarten children., There is a significant relationship between age and locomotors basic motion in kindergarten children, There is a significant relationship between the ability of emotional intelligence and age on locomotor basic motion in kindergarten children.

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