

REVIEWING SUBSTANCE OF PHYSICAL EDUCATION CURRICULUM FOR CHILDREN AT PRE-SCHOOL (KINDERGARTEN) AND ELEMENTARY SCHOOL ON THE 1ST GRADE

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Abstract

Physical education is an integral part of holistic education system, which focused on the development aspects of physical fitness, movement skills, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity. Kindergarten is kind of formal education in the level of early childhood education. Kindergarten curriculum is focused on providing educational stimulus to encourage their physical and spiritual development so that children have their readiness to enter further education. For children at elementary school, Physical Education is a process that utilizes education and physical activity in a systematic planned which aims to enhance individual organic, neuromuscular, perceptual, cognitive, social, and emotional.

Keywords: Physical Education, Early Childhood Pre-School (Kindergarten) Early Childhood Elementary School.

INTRODUCTION

Physical education is an integral part of the holistic education system, which focused on the development aspects of physical fitness, movement skills, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity. In the implementation of education as a process of human development that lasts a lifetime, the role of Physical Education is very important, namely, providing the opportunity for students to engage directly in a variety of learning experiences through physical activity that done systematically. Debriefing directed learning experiences to nurture, and establish a healthy lifestyle and active. There is no education without pedagogical goals, and no education is complete without the existence of physical education, because the motion as a physical activity is the basis for man to know the world and himself that naturally grow in line with the times. Physical education is a means to encourage the development of motor skills, physical abilities, knowledge and reasoning, appreciation of values (attitudes, mental-emotional-spiritual-social), and habituation for healthy lifestyle that leads to stimulate growth and balanced development. In Physical Education students will receive a variety of expression closely related to good personal impression and various expressions of creative, innovative, skilled and have the physical fitness and healthy living habits and also knowledge and understanding of human motion.

A common early age is defined in the range of 0-8 years of age that very decisive in the creating of character and development of a child's intelligence. There have been many studies that prove the age of the children have the most optimal intelligence or intelligence level. At an early age, physical education is needed to assist the growth and development of his time and prepare development for further time. Rahman (2002: 6) argues that the program of early childhood education now often held by community because public awareness of the importance of early childhood education is become better. Various forms of educational institutions began to emerge with any specificity. This is an interesting phenomenon to be continued in order to develop early childhood education, especially formal education for children 3-8 years old.

PHYSICAL EDUCATION

Physical education is an education through physic. Physical Education contributes through the experience of motion towards the holistic growth and development. Williams (1954:3) as quoted by the Arma Manadji Abdullah and Agus (1994) states that physical education is all chosen types of human activity and it is implemented in accordance with the objectives. While JB. Nash cited by Gabbard, LeBane and Lowy (1987)) describes the physical education is one aspect of the total process of education, using activities that cannot be separated to develop physical fitness, neuromuscular, intellectual, and emotional. According to

Baley (1974: 4), "Physical education is a process through which favorable adaptations and learning organic, neuromuscular, social, cultural, emotional, and aesthetic result from and proceed through selected and fairly vigorous physical activity". Other opinions issued by Bucher (1983: 13) which gives limits that Physical Education is an integral part of the total education that tries to reach fitness goals to develop the physical, mental, social, and emotional ride for the people by physical activity. National Education Standards Agency (BSNP) (2006: 702) also stated that the Physical Education, Sport and Health is an integral part of overall education, which aims to develop the aspects of physical fitness, motor skills, critical thinking skills, social skills, reasoning, stability emotional, moral action, aspects of healthy lifestyles and the introduction of a clean environment through physical activity, sport and health selected systematically planned in order to achieve national education goals. From the several opinions above it can be concluded that physical education is an integral part of the implementation of education with physical activity and aims to improve the physical and psychic abilities.

Education as a human construction process that lasts a lifetime, physical education, sport and health that are taught in school has a very important role, which provides the opportunity for students to engage directly in a variety of learning experiences through physical

activity, sport and health conducted systematically. Physical education, sports, and health is a means to encourage physical growth, mental development, motor skills, knowledge and reasoning, appreciation of values (attitudes, sportsmanship mental-emotional-spiritual-social), and habituation for healthy lifestyle that leads to stimulate balance growth and development of physical and psychological quality.

KINDERGARTEN AND ELEMENTARY SCHOOL

Kindergarten

Kindergarten (TK) is the education of young children aged 6 years or below in the form of formal education. Kindergarten curriculum focused on providing educational stimulus to help the growth and physical and spiritual development so that children have the readiness to enter further education. Long period of study a student in kindergarten depends on the intelligence level of children assessed per semester report card. In general, graduation rates in the kindergarten program is 2 (two) years, namely: TK 0 (zero) Small (small TK) for 1 (one) in TK 0 (zero) Large (large TK) for 1 (one) year. The average age of at least begin to be sent to school children to a kindergarten is 4-5 years. While the average age to graduate from kindergarten is 6-7 years.

Characteristics of Childhood Kindergarten

Childhood at kindergarten is a child at the age of 6 years or below, or often called pre-school. According to Rahman (2005: 35-36) the characteristics of preschool age children (kindergarten ages 4-6 years), among others: 1) In connection with the physical development, the child is very active in various activities. This is very useful to develop the small and large muscles. 2) The development of language is also getting better. Children are understanding for speech and able to express thoughts within certain limits. 3) The development of cognitive (thinking power) is growing rapidly, indicated by curiosity exceptional children to the neighborhood. This can be seen from the frequency of child asks everything in sight. 4) The form is still an individual game, not a social game play, although the activities carried out together.

Physical Aspects of Childhood Development Pre-School (Kindergarten)

Physical or human body is a complex organ system and very impressive. All organs are formed in the prenatal period (in uterus). Related to the physical development of this Kuhlén and Thompson (Hurlock, 1956), quoted by Dahlan (2008: 101) argued that the physical development of individuals covering four aspects, namely: a) the nervous system, which greatly affect an emotional intelligence. b) The muscles that greatly influenced the development of strength and

motor skills. c) Endocrine gland, which causes the emergence of patterns of new behavior, such as in adolescence growing sense of excitement to be active in an activity, which some members of the opposite sex. d) The physical structure / body, which includes height, weight, and proportion.

Preschoolers (ages kindergarten) is a development of the individual around the age of 2-6 years, when children begin to have an awareness of themselves as male or female, can arrange themselves in waste water (toilet training), know a few things that are considered dangerous. Physical development is the basis for subsequent development progress. The development of the central nervous system provides the child's readiness to further increase understanding and mastery of his body. According to Dahlan (2008: 164) a child's physical development is also marked by the development of skills or motor skills, both rough and smooth. The motor skills to impart described as follows:

Age	Hard motoric ability	Soft motoric ability
3-4 years old	<ol style="list-style-type: none"> 1. Going up and down at the stairs 2. Jumping with both legs 3. Throwing a ball 	<ol style="list-style-type: none"> 1. Using crayon 2. Using tools/instruments 3. Imitating (ex: movement, form)
4-6 years old	<ol style="list-style-type: none"> 1. Jumping 2. Driving children bicycle 3. Chatching a ball 4. Doing sport 	<ol style="list-style-type: none"> 1. Using pencil 2. Drawing 3. Cutting by scissors 4. Writing letters

Elementary School

Elementary School (SD) is the most basic level of formal education in Indonesia. Elementary School is within 6 years, range from 1st grade to 6th grade. Elementary School graduates can continue their education to junior high school (or equivalent). Elementary school students generally aged 7-12 years. In Indonesia, every citizen aged 7-15 years are of compulsory in following primary education, namely Primary School (or equivalent) and 6-year Junior Secondary School (or equivalent) 3 years .

Characteristics of Elementary School Age Children

There are several characteristics of children at elementary school age who need to know in order to better know the circumstances of learners, especially elementary school level. Characteristics of children aged 7-8 years according to Rahman (2005: 36-37) described as follows: 1) children's cognitive development is still at a fast time. In terms of ability, children are

cognitively unable to think of each part. 2) In social development, children begin to break away from the authority of their parents. This is indicated by the tendency of children to always play outside the house and hang out with their peers. 3) Children begin to like a social game. 4) The development of children's emotions began to take shape and look part of your child's personality. Although at this age are still at the formation stage, the experience showed the child had its result

Also according to (<http://nhowitzer.multiply.com/journal/item/3>) characteristics of elementary age children are as follows: 1) The SD is like to play, 2) Nice move, adults can sit for hours, while elementary school children can sit still the longest about 30 minutes 3) Children love to work in groups and 4) Glad to feel or do / demonstrate anything directly.

Aspects of Childhood Physical Development of Elementary Education.

Physical development at elementary school age children have started to move so it can be cooked well coordinated. Every movement is aligned with the needs or interests. At this time marked by excess movement or motor activity is lively. This age is an ideal time to learn skills associated with the motor, such as writing, drawing, painting, typing, swimming, playing ball, and athletics. According to Dahlan (2008: 184) normal physical development is one key factor to study process, both in the field of knowledge or skill. Therefore, motor development was the success indicators of students learning.

PRE-SCHOOL EDUCATION (Kindergarten Age)

In the preschool years, stable growth took place. Development occurs with the increasing of physical activity, skills, and thinking process. When entering the preschool, children begin to show the desire, along with the growth and development. Besides that, it is also needed to introduce the environment inside or outside. Children began to love playing outside and making friends, even many families let most children playing outside by bringing children to the park, playground, or to places that provide play facilities for children. The more the playground built for children, the better to support the needs of children.

4-6 years of age is a sensitive period for children. Children began receiving sensitive responses to development efforts throughout the child's potential. Maturation of the physical functions and psychic happened and get ready to give responses provided by the environment. Also this period is the time to lay the first foundation in developing the physical abilities, cognitive, language, socio-emotional. Therefore it is necessary to create conditions and stimulation that appropriate to the needs of child for growth and development achievement at an optimum level.

Efforts development of children aged 4-6 years should be done through play activities while you learn or learn while playing. By playing children have the opportunity to explore, discover, express feelings, creating, learning fun thing. Playing also helps children to know themselves, others and their environment. Base on the description above, the curriculum is developed and formulated based on a child's development stage to encourage the maximal potential of children. Substance that is in the education curriculum kindergarten by MOEC (2003: 7-13) include:

Objectives and Functions of Education

Objectives

Helping students develop a range of well potential psychological and physical includes moral and religious values, socio-emotional, cognitive, language, physical / motor, independence and art to be ready to enter primary education.

Function

The functions of education at kindergarten are: a) Introducing legislation and instill discipline in children. b) Introduce a child to the world around, c) Developing attitude and good behavior. d) Developing the ability to communicate and socialize. e) Developing the skills, creativity and capabilities of the child. f) Preparing children to enter primary education.

Scope

The scope includes aspects of the kindergarten curriculum development: a) Moral and Religious Values. b) Social, Emotional and Independence. c) Language ability. d) Cognitive. e) Physical / motor, and f) Arts.

Learning Approach

Approach to learning in kindergarten education is based on a program of activities that have been arranged so that all the behaviors and basic skills are developed in children may be best. The principles of learning approaches in kindergarten are as follows:

a) Learning-oriented principles of child development.

Principles of child development that must be considered are: (1) Children learn best when physical needs are met and feel safe and peaceful psychologically. (2) Children's learning cycle is always repeated. (3) Children learn through social interaction with adults and other children. (4) Interest and curiosity will motivate children to learn and (5) Child development and learning must be taken into account individual differences.

b) Oriented to the needs of children

Learning activities for children must always be oriented to the needs of children. Early childhood is a child which need of education efforts to achieve optimization of all aspects of the

development of both physical and psychological development (intellectual, language, motor, and socio emotional). Thus, various types of learning activities should be done through the needs analysis tailored to the various aspects of the development and abilities of each child.

c) Play while you learn or learn while playing

Playing is an approach in implementing the learning activities at kindergarten age children. The efforts of education provided by educators should be done in a pleasant situation by using the strategies, methods, materials / ingredients and interesting media and easily followed by children. Through play children are encouraged to explore, discover and use objects that are close to the child, so that learning becomes meaningful for children.

d) Using a Thematic Approach

Learning activities should be designed using a thematic approach and depart from the themes that interest children. Theme is as a tool / medium or platform to introduce various concepts in children. The theme is given for the purpose of curriculum content together in one unified whole and enrich the child's vocabulary.

e) Creative and Innovative

The process of creative learning and innovative can be done through activities that attract, arouse curiosity of children, motivates children to think critically and find new things. Also in the management of learning should be done dynamically.

f) Conducive Environment

Learning environment must be created in interesting and fun ways so that children are always actively participated at school environment both inside and outside the room. Physical environment should consider the safety and comfort of children in play.

g) Develop Life Skills

The learning process should be directly develop life skills. The development concept is based on life skills-habituation in which the aims to develop self-help skills, discipline and socialization as well as acquire useful basic skills for survival.

Competency Standards Curriculum Physical and Motor Kindergarten

Kindergarten has two classes namely class 0 (zero) or the so-called small group and class A) 0 (zero) or the so-called large group B. There are several standards of competence in each such class is the standard of physical and motor competence of which covers the basic competencies and learning outcomes for each class. Basic competencies and learning outcomes according to the National Education Ministry (2003: 22-24, 35-37) are as follows: 1) basic competence of the group A is a child able to perform physical activity in a coordinated manner within the framework of flexibility, balance and agility. The expected learning outcomes

are: a) the child can move his fingers for flexibility and muscle coordination, b) Children can drive flexibility and c) the child can move the body and legs in order to balance and coordination. 2) Basic competence group B is the children can do physical activities in a coordinated manner within the framework of flexibility, and as preparation for writing, balance, agility, and train courage. Learning results expected are: a) the child can move his fingers for flexibility, muscle strength and coordination, b) the child can move his arms for flexibility, muscle strength and coordination, c) the child can move the legs in order to balance of the body, strength, coordination and train courage

ELEMENTARY SCHOOL PHYSICAL EDUCATION

Purport elementary needs can be identified from the tasks of child development. Development tasks are tasks that arise at the time or a certain period of life of individuals, which if successful would create the feeling of happiness and brought the success in implementing the following tasks, while failure in carrying out these tasks create a sense of unhappiness, rejection by the community and the difficulty in dealing with the following tasks

Development tasks derived from such physical maturity is learning to walk, took up learning to throw and kicking a ball, learning to accept different sex with him. Some tasks development mainly derived from cultures such as learning to read, writing and counting, learning responsibility as citizens. While the development tasks that come from individual value personality in selecting and preparing them to work, get the value of philosophy in life. (<http://nhowitz.multiply.com/journal/item/3>)

Just as in education at kindergarten, the implementation of physical education in elementary schools are also not loose with the curriculum. Curriculum is based on the characteristics of child development. Existing substance can be in the curriculum according to the Ministry of National Education Elementary Curriculum (2004: 6-9) are:

Objectives and Functions of Physical Education

Physical Education Objectives

Physical Education, Sports, and Health aims to have the ability of learners as follows. 1) Develop self-management skills in developing and maintaining physical fitness and healthy lifestyles through the chosen physical activities and sports. 2) Improve the better skill both physical growth and mental development. 3) Improve the ability and basic motor skills. 4) Laying the foundation of strong moral character through the internalization of values contained in physical education, sport and health. 5) Develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democratic. 6) Develop the skills to maintain safety

of self, others and lingkungan.7) Understand the concept of physical activity and sport in a clean environment as information to achieve perfect physical growth, healthy lifestyles and fitness, skill, and possess a positive attitude.

Function Physical Education

Organic aspects

Organic aspects that must be developed in physical education are as follows: 1) Make the system function be better so that individuals can meet the demands of an adequate environment and have the foundation for skills development. 2) Improve muscle strength, which is the maximum amount of energy released by the muscle or muscle group. 3) Increase muscle endurance, muscle or endurance the muscle groups to keep working for a long time. 5) Increase cardiofascular endurance, the capacity of individuals to perform continuous activity in a relatively long time. 6) Increase flexibility, is that; range of motion in joints that needed to produce efficient movement and reduce injuries.

Neuromuscular aspects

Development of neuromuscular aspects are: 1) Increase harmony between nerve and muscle function. 2) Develop locomotor skills, such as walking, running, jumping, jumping, sliding, stepping, pushing, trot / gallop, roll, pull. 3) Develop a non-lokomotor skills, such as rocking, turning a head, twisting, rocking, stretching, bending, hanging, bent. 4) Develop basic manipulative skills, such as hitting, kicking, catching, dismiss, throw, change direction, casting, rolling. 5) Develop motion factors, such as accuracy, rhythm, sense of motion, power, reaction time, agility. 6) Develop sports skills, such as soccer, softball, volleyball, basketball, baseball, rounders, athletics, tennis, table tennis, martial arts and so forth. 7) To develop recreational skills, such as, exploring, hiking, camping, swimming and etc.

Perceptual aspects

Objective perceptual aspects are: a) Develop the ability to receive and distinguish signals. b) Developing relationships associated with the place or space, namely the ability to recognize objects in front, rear, bottom, right side, or on the left of him. c) Develop a visual motor coordination, that is; ability to coordinate views with motor skills involving the hands, body, and / or legs. d) Develop a sense of balance (static and dynamic), namely; ability to maintain static and dynamic balance. e) Develop dominance (dominancy), namely; consistency in using the hand or foot right / left in throwing or kicking. f) Develop lateral (laterality), namely; the ability to distinguish between the right side or left side of the body and between the inside of the right or left of his own body.

Cognitive Aspects

Development cognitive aspects include: a) Develop the ability to find something, understanding, acquire knowledge and make decisions. b) Increase knowledge about the game rules, safety, and ethics. c) Develop the ability to use tactics and strategy in an organized activity. d) Increase knowledge of how the body functions and its relationship with physical activity. e) Respect for the body's performance; use considerations associated with distance, time, place, form, speed, and direction used in implementing activities and himself.

Social Aspects

Social development include: 1) Adjust yourself to others and the environment in which located. 2) Develop the ability to make the consideration and decision in group. 3) Learn to communicate with others. 4) Develop the ability to brainstorm and evaluate ideas in the group. 5) Develop the personality, attitudes, and values in order to function as members of society. 6) Develop a sense of belonging and responsibility in society. 7) Develop personality traits are positive. 8) Use the free time with useful activities. 9) Develop an attitude that reflects the good moral character.

Emotional Aspects

Development of emotional aspects include: 1) Develop a positive response to physical activity. 2) Develop a positive reaction as the audience. 3) Remove the tension through appropriate physical activity. 4) Providing a channel for self-expression and creativity.

Competency Standards Elementary School Physical Education Class I Competency Standards Elementary education according National Education Departement (2003: 18-22) include: a). Locomotor basic exercise and non-locomotor. b). Perform basic manipulative skills using the tool. c). Perform a variety of small game without tools (games). d). Perform various pairs and team games. e). Do the basic elements of gaming and sports skills. f). Basic exercises fitness component development. g). Do simple agility. h). Perform movements rhythmic gymnastics. i). Play in the water. j). Perform the basic techniques of swimming and water safety. k). Do the introduction of school and the surrounding environment and the basics of knowing the school environment. l). Have basic knowledge about the benefits of physical activity on body organs, health and fitness. m). Apply the values contained in the various activities in physical education such as tolerance, politeness, respect, honesty, work together, sportsmanship, responsibility, discipline and others.

Subject Matter Competency Standards Elementary School Physical Education on 1st Grade

Competency Standards Elementary education according Depdinas (2003: 18-22) include: a.Lokomotor basic exercise and non-lokomotor. b. Perform basic manipulative skills using the

tool. c. Perform a variety of small game without tools (games). d. Perform various pairs and team games. e. Doing the basic elements of gaming and sports skills. f. Basic exercises fitness component development. g. Doing simple agility. h. Perform movements rhythmic gymnastics. i. Play in the water. j. Perform the basic techniques of swimming and water safety. k. Doing the introduction of school and the surrounding environment and the basics of bekemah in the school environment. l. Having basic knowledge about the benefits of physical activity on body organs, health and fitness. m. Applying the values contained in the various activities in physical education such as tolerance, politeness, respect, honesty, work together, sportsmanship, responsibility, discipline and others.

CONCLUSION

Physical education in early age is needed to assist the growth and development of young children. Young children 4-6 years old or often called pre-school age children (kindergarten) emphasized the provision of educational stimulation to assist the growth and physical and spiritual development so that children have the readiness to enter further education. While at primary school age children Physical Education is a process that utilizes education and physical activity planned aims to systematically improve individual organic, neuromuscular, perceptual, cognitive, social, and emotional.

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