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Theoretical Study Of The Application Of The Part And Whole Method In Physical Education In Memorizing The Movements Of Senam Anak Indonesia Hebat (Saiah)

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Abstract

The main objective of this study is to determine the extent to which the part and whole approach helps Physical Education students at Bengkulu University in memorizing the series of movements of Senam Anak Indonesia Hebat (SAIH). Students often experience difficulties in memorizing and practicing rhythmic gymnastics movements due to the complexity and accuracy required in the routine. This research utilized a qualitative approach by conducting a comprehensive assessment of various academic publications and previous studies. Students demonstrated better understanding and retention of the routines when taught using the Part and Whole approach. This technique involves breaking down movements into component parts and then recombining them into a whole. This strategy has been shown to improve motor skills, movement accuracy, and speed of adaptation, according to previous research conducted by experts. As a result, the part and whole approach is considered a highly effective method for teaching rhythmic gymnastics as it provides a sustainable framework for improving memorization skills in physical education.

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INTRODUCTION

The Government of the Republic of Indonesia has a goal of achieving the vision of a Golden Indonesia in 2045 with eight missions that form Asta Cita. Kemendikdasmen as one of the ministries tasked with producing high-quality human resources to support the third and fourth missions in Asta Cita, namely in the fields of education and health. All levels in the academic realm starting from elementary, junior high, and senior high schools under the Ministry of Primary and Secondary Education in Indonesia are required to implement the Indonesian Children's Gymnastics Program (SAIH) as part of realizing the Asta Cita. Seven positive behaviors will be instilled in Indonesian children in this program through Kemendikdasmen to implement seven good habits for Indonesian children, namely waking up early, praying, exercising, eating healthy, enjoying learning, socializing, and sleeping on time.

Physical education has a very crucial role in preparing students to become physical education teachers who will play a major role in implementing the vision of Asta Cita as part of the Kemendikdasmen program by developing physical (physical) and mental (spiritual) skills. Students are expected to have the ability to upgrade the development of various rhythmic gymnastics so that it can be a provision when becoming a sports teacher. Where the role of sports teachers besides teaching is to carry out activities at school such as morning gymnastics activities carried out by all school residents. One aspect that is the focus in physical education is the teaching of

rhythmic gymnastics movements which requires students to memorize and practice a series of gymnastic movements with a systematic sequence and can be actualized individually or in groups by requiring good motor skills, body coordination, and the ability to remember and execute movements correctly. One of the gymnastics programs taught in this context is Senam Anak Indonesia Hebat (SAIH) which is included in the new rhythm gymnastics which includes varied movements and requires good memory.

However, in practice it is not uncommon for students to experience difficulties in memorizing and carrying out a series of gymnastic movements correctly. The main challenge faced is the process of mastering techniques and memorizing movements that are sometimes complicated and require more time and effort. This can interfere with the effectiveness of teaching gymnastics movements to students, especially when they are faced with a variety of forms of movement that must be memorized in a short time. The definition of gymnastics in research (Ramadani et al., 2025) that gymnastics is part of physical learning and cannot be separated because the purpose of gymnastics is to perform movements that are arranged in a planned and structured manner just like the purpose of physical learning itself.

An approach or method is needed that can help students improve their ability to memorize gymnastic movements appropriately. One model that can be applied is the *Part and Whole* method which has proven its relevance in various fields of sports movement learning. This method applies learning by breaking down

the movement into small parts first (*part*) before recombining it into a *whole* movement (*whole*) (Ketut Jiwa I, 2019). This approach is expected to facilitate the process of understanding and memorization and reduce the difficulties felt by students in remembering and carrying out a series of gymnastic movements.

Based on the description of this study, it intends to analyze the use of the *Part and Whole* design in improving the ability to memorize the movements of the Great Indonesian Children's Gymnastics for Physical Education students at Bengkulu University. With a deeper understanding of the effectiveness of this method, it is hoped that better strategies can be obtained in improving the quality of learning and teaching rhythmic gymnastics movements both for physical education students and in the context of sports education for students in the future.

METHODS

A literature survey of reliable sources including books, scientific journals, and other studies, forms the basis of this research methodology. The purpose of the literature review is to provide readers with an overview of the problem under study by collecting information and data from various reference sources such as articles, books, journals, historical records, and others so that conclusions can be drawn to solve the problems in this study (Ulfah et al., 2021).

The literature study method applied in this research is a way to identify problems that occur as a concrete step in formulating concepts for conditions that occur in the field. One of the techniques in

collecting data from this research is to look for scientific articles, books or previous research results that are relevant to descriptive analysis then after in-depth research, the results will be presented scientifically and can be accounted for.

Senam Anak Indonesia Hebat (SAIH) is a relatively new exercise known in the world of physical education, especially in Indonesia because its existence is still relatively new and there have not been many studies that specifically examine the technical implementation in memorizing the movements of this exercise both at the level of students, students and physical education teachers. This causes limited academic references that are used as a basis for development and evaluation in memorizing these exercises. Nevertheless, the potential for the study of these exercises remains wide open, especially when associated with pedagogical approaches that have proven effective in learning other exercises. One of the relevant approaches is using the *part and whole* method, which is a motion learning method that in its implementation divides the movement into small parts and is finally combined into a whole movement unit. This method has been widely applied and researched in floor gymnastics learning and rhythmic gymnastics learning, the results of which show an increase in effectiveness in memorizing the series of movements.

Thus, although the Great Indonesian Children's Gymnastics has not been studied directly, the application of the *part and whole* method in its teaching can still be studied by referring to existing findings in research on floor gymnastics

and other rhythmic gymnastics. This approach allows researchers to examine methods that are on target and evidence-based in their application in a descriptive manner. Research defined by Sudjana in (Sulaksono & Wibowo, 2021) descriptive research focuses on explaining the nature and timing of a phenomenon, event, or incident that is happening. Qualitative research techniques rely on direct testimony from participants or careful observation of their actions to compile detailed descriptive statistics. In this view, qualitative research is based on the use of qualitative analysis methods. No statistical calculation procedures are required in data analysis and conclusions from current data can be conveyed directly. In Gunawan's study work in the article (Mustafa et al., 2022) states that findings from observational methods such as document analysis are not presented numerically. Without waiting for the data to be converted into numbers, the researcher starts by enriching the information, looking for relationships, comparing, and identifying patterns in the original data then the data analysis is explained narratively to show the results of the problem under study.

There are several reasons why this research uses the literature review technique. First, the information collected comes from text sources, including books, journals, scientific articles, and other publications relevant to this topic. Secondly, literature review is important to understand events that have occurred but the causes are still mysterious. Researchers can develop ideas to address emerging problems by analyzing the situations that arise. Third, the literature review technique

can overcome the difficulties that arise by utilizing knowledge or empirical data obtained from previous studies. This material can be found in books, scientific journals, or study reports to answer the problems that occur as supporting material for problem solving.

The literature review model examined was used in this study to analyze the implementation of the *part and whole* design in improving competence in memorizing the Great Indonesian Children's Gymnastics Movement (SAIH) for physical education students at Bengkulu University. The phases implemented in this study are:

Table 1. Research Phases of Literature Study Method

No	Description
1	Determine the topic
2	Using literature that has a correlation with this research
3	Conducting a literature review
4	Integrating the results of the studies that have been obtained

RESULT

Based on the analysis of several related studies, the following results can be obtained:

1. The Part and Whole Method for Recreational Gymnastics

Findings from a study (Kurniasari, 2022) on creative gymnastics at SMAN 1 Lemong Pesisir Barat showed that in the process of memorizing a creative gymnastics movement can be handled in two ways: as a whole (whole technique) or in small parts (part method). The first

approach allows a deeper understanding of the movement while the second approach helps students more easily understand and respond in the movement to be used either individually or in group learning.

2. Part and Whole Method for Floor Gymnastics Front Roll Material

The *part and whole* method approach can involve teaching students on every technical aspect of its application. By using the part-whole strategy, students will more easily understand each part of the overall movement elements. The *part and whole* method consists of a part technique component and an overall approach. This method is the result of combining the two approaches (Safa'at, 2019).

3. Part and Whole Method on Floor Gymnastics Headstand Material

Research results from (Juhanis & Hasmyati, 2019) current teaching models can be an option in choosing the teaching method that best suits the material being taught. The part and whole method can help in understanding how to do headstand movements in floor gymnastics. By applying this method, students can practice movements in detail so that they can find mistakes made during the learning process and correct them in the next exercise. The part and whole method also applies the movement as a whole so that it must be more active in using body parts as a whole so that it can be applied in memorizing the movements of the Great Indonesia Children's Gymnastics.

4. Part and Whole Method for Floor Gymnastics Round Off Material

The application of the part and whole method in research conducted by (Darmawan et al., 2017) students become more proficient in *round-off* gymnastics movement techniques with each stage performed, it is clear that skills in mastering movements have developed. In addition, in the learning process in class the atmosphere is more active and effective, there are no students who are late coming to class. This shows that students are more enthusiastic in the implementation of learning that is interesting and can be understood well so that students participate in class discussions and each student practices *round-off* movement skills perfectly. The learning process of *round-off* material has a fairly complex movement so that it can be broken down into small parts of the *round-off* movement stages in overall floor gymnastics learning. The stages that are applied are *handstand* movements, rejecting movements, landing both feet and the stages of the *meroda* movement.

5. Part and Whole Method for Traditional Sports Gymnastics

A previous study by (Primayanti et al., 2022) used the *part-and-whole* technique to train traditional gymnastics movements. The study outlined the purpose of memorizing movements independently and how traditional gymnastics aids motor skill development. Despite the short learning period all participants were committed to doing the exercises independently and participated with

great enthusiasm as the method was fun and easy to understand. The learning in memorizing traditional gymnastics was successful because the results shown during and after the learning were high in active participants, enthusiasm, and success in the implementation of traditional gymnastics exercises.

6. Part and Whole Method to Traditional Gymnastics

Information gathered from research (Isyani et al., 2021) using the part and whole method can help extracurricular teachers and coaches remember traditional gymnastics sequences better. This will increase physical activity which in turn can improve recall skills and make it easier for teachers to teach traditional gymnastics in the future.

DISCUSSION

The process in learning, especially in physical movements, should be done in stages with parts systematically and then done as a whole so it is very suitable for the use of *part and whole* design. The first stage involves breaking down the movement into smaller components and learning each one separately. Once students have mastered the components they will then learn to combine them to form a complete movement. Thus by reducing the mental load on students caused by the many variations of movements in Indonesia Hebat children's gymnastics and allowing them to focus on specific details, this approach aims to facilitate the learning of complex movements (Friyadi, 2023). The *part and*

whole technique was used in this study to assist students in memorizing complex movements. Memorizing gymnastic movements often involves complex sequences of movements and requires high concentration. By breaking down the movements into small components, it can improve understanding and ability to memorize movements individually.

The *part and whole* method is very relevant in an effort to memorize a series of movements because gymnastic movements require fine motor skills and body coordination. According to research (Priyanto, 2023), the use of this strategy can increase the speed of adaptation to the sequence of gymnastic movements and reduce errors in completing complex movements. However, research by (Muratori et al., 2013) also revealed that giving trainees the opportunity to learn each part of the movement separately can help them improve efficiency in performing the movement as a whole. Participants can reach peak performance quickly thanks to organized and progressive learning. Therefore, it stands to reason that the ability to memorize and execute gymnastic movements involving multiple movement sequences will improve with the use of the *part and whole* technique.

In general, there are many types of gymnastics, one of which is rhythmic gymnastics. Learning rhythmic gymnastics aims to help students become more agile and balanced in terms of movement skills, according to Decaprio's opinion in the article (Husnah & Hadi Prayogo, 2018). Movement skills have a role in a person's physical and mental health. Syarifuddin and Muhadi stated in

research (Efendi, 2024) that rhythmic gymnastics can be understood by looking at gymnastic movements as part of a larger unity with different rhythms and combinations of movements. Research by Abdullah and Lubis (Maesara et al., 2024) states that rhythmic gymnastics which is often referred to as rhythmic training is a movement-based approach in physical education. Because of the emphasis on rhythm and coordinated execution of movements in the Indonesian Children's Gymnastics program, it falls into the category of rhythmic gymnastics. According to (Damaika, 2025), in gymnastic exercises can have a positive impact on concentration, memory, immune system, metabolism, posture, and overall health. It can also reduce the risk of depression and increase muscle mass. Studies from Sari and colleagues in (Sahabuddin et al., 2020) state that rhythmic gymnastics is a type of artistic gymnastics in which a coordinated sequence of movements is coordinated with the rhythm of music. Therefore the level of concentration is a key component in rhythmic gymnastics.

Rhythmic gymnastics or rhythmic gymnastics is characterized by a synchronized pattern of movement of the body that moves according to a predetermined rhythm or melody (Aurora Novena Simamora et al., 2024). Rhythmic gymnastics involves the use of musical rhythms and other structured musical instruments to produce systematic and organized movements. Like other forms of gymnastics, rhythmic gymnastics has its own benefits. ('Arifah & Mursid, 2025) state that rhythmic gymnastics has many positive impacts on students' physical and




mental health, including improved balance, better flexibility, better motor skills (both fine and gross), greater motivation to think creatively, and stress reduction.






One of the newly emerging rhythmic gymnastics programs in Indonesia known as Senam Anak Indonesia (SAIH), aims to promote healthy lifestyle habits and positive character development in children through the fun medium of gymnastics. Rhythmic gymnastics is defined as a style of artistic gymnastics in which a performer creates a harmonious and beautiful display through continuous rhythmic movements, often in tune with music or a predetermined rhythm (Ramadan & Wathoni, 2024). Based on research conducted by (Suppriady, 2020), rhythmic gymnastics is characterized as a form of exercise that incorporates musical instruments or melodies into its routine. The purpose of this style of gymnastics is to develop artistic taste, enhance the experience of beauty, and develop and improve body movement skills. Physical education students have an important role in the success of the program from the Ministry of Education and Culture so that they are required to memorize and implement it in the internship program as a physical education teacher at school. The ability to assemble complex sequences of movements correctly and precisely so that it is very important for success in memorizing the movements. Based on previous research and ideas, in learning gymnastics, the *part and whole* method can be applied in order to be able to memorize the sequence of gymnastic movements more systematically. The sequence in learning rhythmic gymnastics




will involve flexibility of body movement, speed, accuracy and concentration. After mastering these components, you can then try to break down the gymnastic movements from warm-up, core and cool-down and combine them to create a complete series of gymnastic movements. Movement can be understood and executed with more precision when broken down into its component parts (Ahmad et al., 2024).

The movement components in Senam Anak Indonesia Hebat can be divided into three parts as follows:





1. Gerakan Pemanasan






No	Hitungan	Gerakan	Pengulangan	Gambar
1.	1-8	Jalan ditempat tangan diangkat kedepan dada secara bergantian dan diangkat ke atas lalu turunkan.		
2.	1-8	Jalan di tempat		
3.	1-8	Mengangkat tangan ke atas dan ke bawah sambil tetap jalan di tempat lalu tepuk tangan (1x pengulangan)		

4.	1-8	Menoleh kepala ke kanan dan ke kiri, tangan di pinggang sambil tetap jalan di tempat. (1x pengulangan)		
5.	1-8	Mematahkan kepala ke kanan dan kiri, tangan di pinggang sambil tetap jalan di tempat. (1x Pengulangan)		
6.	1-8	Mengangkat tangan ke atas dari samping lalu diturunkan di samping pinggang sedikit diteuk dan bertepuk tangan sambil tetap berjalan di tempat (1x pengulangan)		
7.	1-4	Mengangkat bahu ke atas ke bawah sambil melangkah ke kanan ke kiri	Diulang 1x	
	1-4	Tangan diayun di samping badan sambil melangkah ke kanan ke kiri		





8.	1-8	Langkah serong kanan, diikuti langkah serong kiri sambil mengangkat kedua tangan dengan jari terbuka menyerong ke depan	Diulang 1x dengan gerakan berlawanan	
	1-8	Tangan diluruskan di depan dada secara bergantian dengan kaki kiri diteuk ke belakang		
9.	1-4	Maju lalu bertepuk tangan	3x pengulangan dengan gerakang berlawanan	
	1-4	Mundur lalu bertepuk tangan		
	1-8	Kaki dibuka selebar bahu, tangan kanan diluruskan ke samping lalu diangkat ke atas rapatkan kaki lalu jalan di tempat		







2. Gerakan Inti

No	Hitungan	Gerakan	Pengulangan	Gambar
1.	1-8	Tangan diluruskan ke depan lalu diangkat ke atas lalu turunkan ke samping pinggang dengan dibuka sambil jalan di tempat		
2.	1-8	Jalan di tempat		
3.	1-8	Jalan memutar ke kiri setengah lingkaran	Diulang 1x	
	1-8	Tangan diteuk ke depan kaki dimajukan secara bergantian dengan tumit		



4.	1-8	Tangan menekuk siku ke depan kaki melangkah ke kanan ke kiri	Diulang 2x	
	1-8	Tangan menekuk siku lalu diangkat ke depan kepala kaki tetap melangkah ke kanan dan kiri		
5.	1-8	Jalan memutar ke kiri setengah lingkaran	Diulang 1x	
	1-8	Tangan diteuk disamping badan lalu sedikit diayun ke depan secara bergantian, kaki dimajukan ke depan bertumpu tumit secara bergantian		
6.	1-8	Kaki kanan diangkat, tangan kanan lurus ke samping, tangan kiri diteuk ke depan dada, lalu bergantian	Diulang 3x dengan gerakan berlawanan	





	1-8	Tangan lurus ke depan kaki mundur ke belakang secara bergantian		
7.	1-8	Jalan memutar ke kiri setengah lingkaran	Diulang 1x dengan gerakan berlawanan	
	1-8	Tangan dikepal, tangan sedikit diayunkan ke depan tubuh dan kaki diayunkan ke depan secara bergantian seperti orang sedang bergembira		
8.	1-8	Tangan dibuka lalu diangkat ke atas, kaki dibuka serentak dengan tangan	Diulang 3x dengan gerakan Berlawanan	
	1-8	Tangan menyilang dibuka di depan dada, kaki maju ke depan secara bergantian serentak dengan tangan		



9.	1-8	Jalan memutar ke kiri setengah lingkaran	Diulang 1x dengan gerakan berlawanan	
	1-8	Tangan dikepal, tangan sedikit diayunkan ke depan tubuh dan kaki diayunkan ke depan secara bergantian seperti orang sedang bergembira		
10.	1-8	Maju ke depan tangan diayunkan perlahan dari bawah ke depan, mundur lalu turunkan tangan	Diulang 3x dengan gerakan berlawanan	
	1-8	Badan menyerong ke samping kaki kanan dimajukan, kembali ke posisi awal lalu bertepuk tangan		

11.	1-8	Jalan memutar ke kiri setengah lingkaran	Diulang 1x dengan gerakan berlawanan	
	1-8	Tangan ditekuk disamping badan lalu sedikit diayun ke depan secara bergantian, kaki dimajukan ke depan bertumpu tumit secara bergantian		
12.	1-8	Mengayunkan tangan ke atas lalu luruskan kemudian ditekuk di atas bahu lalu bertepuk tangan sambil jalan di tempat		
13.	1-8	Jalan di tempat		
14.	1-8	Mengayunkan tangan ke atas lalu luruskan kemudian ditekuk di atas bahu lalu bertepuk tangan sambil jalan di tempat		
15.	1-8	Jalan di tempat		

3. Gerakan Pendinginan

No	Hitungan	Gerakan	Pengulangan	Gambar
1.	1-8	Kaki dibuka selebar bahu tangan kanan diangkat lurus ke atas lalu diturunkan ke samping dan diturunkan	Diulang 1x dengan gerakan berlawanan	
	1-8	Kaki tetap dibuka selebar bahu tangan kanan diturunkan di depan dada dengan ditahan oleh tangan kiri		

	1-8	Kepala di tekuk ke kanan dengan ditahan oleh tangan kanan		
2.	1-8	Kaki kanan maju ke depan tangan diayunkan perlahan ke atas	Diulang 1x dengan gerakan berlawanan	
	1-8	Kaki kanan maju ke depan tangan di taruh di atas paha badan sedikit menunduk		
	1-8	Kaki dibuka selebar bahu miringkan badan kanan seperti menoleh		

	1-8	Kaki kanan maju ke depan tangan di taruh di atas paha badan sedikit menunduk		
3.	1-8	Kaki dirapatkan tangan diayunkan perlahan ke atas lalu ditekuk di atas bahu lalu di turunkan kemudian disilangkan ke atas dan menyatukannya dari atas ke depan dada kemudian tangan dibuka di turunkan di samping badan		

Senam Anak Indonesia Hebat is just one example of a program initiated by Kemendikdasmen that aims to teach and maintain the routine of new habits by carrying out morning exercises at school before starting learning. It is hoped that

during the implementation of Senam Anak Indonesia Hebat in each school, it can run in a fun and interesting atmosphere for students so that it has an impact on physical fitness and encourages the achievement of the potential that exists in them. The application of the part and whole method is one method that can be applied in terms of memorizing movements effectively.

Physical education students are required to be able to quickly memorize the movements of the great Indonesian children's gymnastics which is part of the latest program from the government using the *part and whole* method which essentially breaks down complex parts so that they are easier to understand which then from the part (*part*) that has been split then combines the previously separated parts to understand the *whole*.

CONCLUSION

The study aims to examine the effectiveness of the *part and whole* design in improving the ability to memorize the movements of Senam Anak Indonesia Hebat (SAIH) in Physical Education students. The results showed that the design of the *part and whole* method, which breaks down complex movements into small parts before combining them, can make it easier for students to understand and remember gymnastic movements. Several studies have supported that this approach increases efficiency, accuracy, and speed of adaptation to movements. Thus, this method is effectively applied in learning rhythmic gymnastics, especially in the Great Indonesian Children's Gymnastics

and can improve the quality of physical education.

The results of this study are expected to be a reference for other researchers in studying matters related to the part and whole method in the form of Senam Anak Indonesia Hebat (SAIH) so that it can contribute useful knowledge to readers and researchers themselves but researchers do not rule out the possibility of having shortcomings that exist in this study.

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