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Analysis of the Implementation of Physical Education Programs in Early Childhood

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Abstract

Physical education plays an essential role in the development of gross motor skills in early childhood. Physical activity helps children improve gross motor skills and reduces the risk of health problems; therefore, physical education programs play a significant role in supporting their growth and development. This study aims to examine the impact of physical education programs on the gross motor development of 5 6-year-old children at Bunda Kandung Kindergarten. Using a descriptive qualitative approach, data were collected through semi-structured interviews and documentation. The research subjects were two informants: the principal and the classroom teacher. To ensure data validity, the researcher employed triangulation of sources. Data analysis was conducted using Miles and Huberman's model, which comprises three main stages: data reduction, data presentation, and conclusion. The results showed that the physical education program was not running optimally, as evidenced by low child participation, a limited variety of physical activities, and limited supporting facilities. These findings emphasize the need for a comprehensive evaluation and development of physical education programs to enhance their effectiveness in promoting gross motor development in early childhood.

Keywords: Gross motor skills, *Physical education, Early childhood.*

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INTRODUCTION

In essence, physical education is a pedagogical approach that uses exercise to improve overall physical and psychological health through a comprehensive framework. It is a learning method that emphasizes a balance between physical and mental aspects, using exercise to promote comprehensive improvements in a person's physical, cognitive, and emotional well-being. When all factors are considered, physical education is an essential component of schooling. Educational

achievement must be the focus of physical education. It must be the focus of physical education. In addition to promoting physical health, physical education aims to enhance spiritual well-being, mental stability, emotional regulation, critical thinking skills, social and reasoning abilities, and moral behavior through physical exercise. Physical education also aims to improve spiritual well-being, mental stability, emotional regulation, critical thinking skills, social and reasoning abilities, and moral behavior through physical exercise or sports (Utama, 2021).

Physical education aims to develop students' physical condition, improve motor skills, strengthen foundational knowledge, and foster active, healthy lifestyle habits. In addition, physical education also plays a role in instilling a positive, balanced, and sustainable attitude of sportsmanship in students (Arie Asnaldi, 2020; Eka Daryati & Sadiana, 2025). Improving physical fitness is vital for training core muscle movements and building strength in children. Various components of fitness, such as speed, agility, and balance, also support the development of children's motor skills from an early age. In addition, everyone's endurance can be maintained, and aging muscles can be stretched with modern physical fitness training (Rani Puspa Juwita, 2024). To help improve children's health and motor development, physical education activities in early childhood education groups must be distributed evenly because they are essential in encouraging exercise habits in the next age group of children to improve health and motor development, physical education activities in early childhood education groups must be carried out evenly because they are essential in encouraging exercise habits in the next age group (Daryati, 2025; lisna anisa fitriani, 2024).

Teachers are responsible for implementing educational programs in schools, a crucial aspect of human life. Many people believe that physical education plays no significant role in education. However, the purpose of physical education is to help children become physically fit so that they do not become too tired during activities (Poppy Elisano Arfanda, 2024). The implementation of physical education improves psychological and physical attributes that are fundamental to human life, thereby enhancing psychological well-being and physical condition.
Existence. The three domains of affective, cognitive, and psychomotor education are approached holistically. The overall objectives of education, namely guiding students towards changes in behavior, intelligence, morality, and social intelligence, include the objectives of physical education. Namely, guiding students towards changes in behavior, intelligence, morality, and social intelligence, including the objectives of physical education (Eka Daryati & Sadiana, 2025; Parwata, 2021). Physical education programs include a range of learning activities designed to develop motor skills, improve physical fitness, enrich knowledge of physical activity, and instill a positive attitude toward sports and a healthy lifestyle from an early age.

Various physical activities provide opportunities for children to develop gross motor skills, including movement coordination, balance, and strength, while improving fitness and endurance. In addition, physical activities shape children's social skills through interaction, cooperation, and adherence to game rules. Physical education, sports, and health are learning processes that emphasize physical activities to improve physical fitness, develop motor skills, expand knowledge, and foster healthy, active lifestyles (E. Sari et al., 2022).

Gross motor development is a behavioral and movement-control process characterized by changes in motor skills throughout life. The development of gross motor skills in children aims to train extensive motor skills, improve the ability to regulate and control movement and body coordination, while strengthening physical skills and forming healthy living habits (Erina Dianti, 2024). Gross motor development progresses in line with age stages; therefore, children are not yet able to perform more complex motor behaviors until they reach the appropriate age. Thus, the teaching of motor skills must be carefully considered in its implementation because it can affect children's abilities in the future (Pinton, 2020).

Physical education plays a vital role in supporting gross motor development, social skills, and the formation of healthy lifestyle habits, making it an integral part of early childhood development. However, based on observations of morning sports activities at Bunda Kandung Kindergarten, Aceh Besar, in November 2024, the implementation of the physical education program for children in group B (aged 5–6 years) has not been optimal in supporting the development of gross motor skills. This condition was evident during morning activities, in which the stimuli provided did not maximize the children's motor activity. The results of interviews conducted during the initial observation stage also indicated that limitations in facilities and infrastructure were the primary barriers to the ideal implementation of the physical education program. Therefore, an evaluation

The school's physical education implementation strategy is needed to provide more effective motor stimulation for children.

Research conducted by (Candra et al 2023), explains that physical education plays a vital role in supporting the gross motor development of early childhood. Using a literature review, the study confirms that physical activities such as gymnastics and various games can improve children's physical abilities, cognitive development, and social skills. However, the research did not involve direct field data. In contrast to this study, which was conducted directly at the Bunda Kandung Aceh Besar Kindergarten, the researchers observed that the implementation of physical education was

suboptimal, as many children in group B remained inactive during gymnastics activities. Furthermore, the study (Purwanto & Baan, 2022), concluded that physical education programs have a positive and significant impact on the overall development of early childhood, particularly on gross motor skills. Using a pretest-posttest experimental design on 17 children at Jannatul Ma'wa Early Childhood Education Center, the t-test results showed an increase in gross motor skills such as speed, agility, balance, flexibility, and coordination. In contrast to the study (Chandratika, 2025; Zulnadila, 2024).

This study used field observation methods to assess the implementation of Physical Activity Education at the Bunda Kandung Kindergarten in Aceh Besar. Observations were conducted to directly assess the implementation of physical activities to support children's motor development. Physical activities play an essential role in providing stimulation that supports the development of motor skills, particularly when undertaken in a targeted and sustained manner. The development of children's motor skills can be supported through various forms of play, such as Brain Gym, puzzle games, and paired activities, such as ball play. In addition to field observations, this study was supported by a literature review, which served as a data collection method. This process involved reviewing scientific journals and theoretical sources relevant to the research focus. The research stages began with the search and collection of information; the resulting data were analyzed systematically, and conclusions were drawn to strengthen the analysis.

Gross motor development in childhood is strongly influenced by physical education, particularly for children in Group B at Bunda Kandung Kindergarten, Aceh Besar, who are aged 5–6 years and still exhibit delays in performing active movements during gymnastics. Through this study, it is hoped that schools can evaluate and improve the implementation of physical education programs to be more effective and in line with children's developmental stages. This study is expected to contribute to educators and educational institutions by serving as a reference in designing. More focused, systematic, and engaging physical activities, thereby optimizing the development of gross motor skills in children.

METHODOLOGY

Types of research

This study uses a descriptive qualitative method to analyze the implementation of the Physical Education program at Bunda Kandung Kindergarten in Aceh Besar. The qualitative approach focuses on a deep understanding of a phenomenon by examining each case in depth, since the problem's characteristics can vary. Therefore, in order for qualitative research to be of good

quality, the data collected must be accurate and comprehensive, covering both primary data sources and supporting data as a supplement (Umar Hamdan Nasution, 2024). The descriptive qualitative approach was used because it provides a detailed, comprehensive description of the program implementation, including learning methods, activity types, and the program's impact on child development.

Time and Place of Research

This research was conducted at Bunda Kandung Aceh Besar Kindergarten, located in Meunasah Tutong, Ingin Jaya subdistrict, Aceh Besar Regency. The study was conducted in May 2025.

Research Objectives

In this study, the researcher pursued several objectives through activities at Bunda Kandung Aceh Besar Kindergarten, namely semi-structured interviews with the principal and teachers and direct observation of physical education activities. Another aim is to study kindergarten children aged 5-6 years.

Data Collection Technique and Instrument Development

This study employed semi-structured interviews and document analysis to collect data from primary and secondary sources. Through interviews and documentation collection, informants were asked directly about the research topic. Primary data provided the necessary basic information. Data collection instruments were prepared by developing interview guides containing open-ended questions to elicit more in-depth responses.

Table 1. Interview guidelines

No	Principal interview guide instrument
1	What motivated this school to implement a physical education program?
2	What are the main objectives to be achieved through the implementation of physical education programs in this school?
3	How is the timing and frequency of the physical education program at this school arranged?
4	What activities are included in the early childhood physical education program at this school?
5	How can you involve children in physical education activities to maintain their motivation?
6	What physical activities are most frequently done in the physical education program?
7	What resources does this school have to support the implementation of the physical education program?
8	What is the condition of the existing facilities to support physical education programs? Are there any plans to develop these facilities?

9	What obstacles or difficulties have been encountered in implementing the physical education program?
10	How do you overcome these obstacles?

No	Teacher interview guide instrument
1	What is the general description of the implementation of the physical education program at this school?
2	Can you explain the stages typically used in implementing physical education activities in the school environment?
3	What are the preparatory steps before implementing the physical education program at the school?
4	What types of physical education activities are generally carried out at this school?
5	Are these activities predominantly games or sports? Can you give examples?
6	How often are physical education activities conducted in a week?
7	What is the main objective of the physical education program implemented in this school?
8	In your opinion, to what extent does the physical education implemented at this school help children's physical and motor development?
9	What are the obstacles or problems that arise in the implementation of the physical education program?
10	How do you overcome these obstacles?

Data Analysis Techniques

Data analysis in this study employed the Miles and Huberman model, which comprises three main steps: data reduction, data presentation, and drawing conclusions and testing. The analysis stage began with the transcription of all data from observations, interviews, and documentation, to organize and analyze the data coherently and systematically. In the reduction stage, the raw data were selected and focused to align with the research objectives regarding the implementation of physical education programs at Bunda Kandung Aceh Besar Kindergarten. Next, the data were presented as descriptive narratives (data displays). To improve the clarity and accuracy of the data, the researcher employed triangulation by comparing information obtained from interviews and documentation. This process aimed to test the validity of the data. The conclusion-drawing stage is conducted at the end of the analysis process and is repeated by revising the problem formulation and research objectives to refine the findings.

The ability to move the body appropriately is a fundamental skill that every child must have. At an early age, physical and motor development occurs rapidly; therefore, children require appropriate stimulation to ensure that their growth and development proceed optimally. Well-developed body movement skills will make children feel proud and happy with their abilities. Increasing their self-confidence and strengthening their identity formation. Conversely, if body movement functions do not develop optimally, children may become dependent on others for daily

activities and require specialized stimulation tailored to their physical and motor skills. The purpose of providing such stimulation is to foster a sense of security, build self-confidence, and help children form a positive self-image(C.Nunuk Helista, 2023)

RESULTS AND DISCUSSION

RESULTS

In this study, the researcher analyzed the implementation of the physical education program at Bunda Kandung Aceh Besar Kindergarten in Group B. This study will analyze physical education and its implementation at Bunda Kandung Aceh Besar Kindergarten, using the principal, teachers, and children as informants. The researcher conducted interviews with teachers and the principal, who served as the primary data sources in this study. The researcher also conducted documentation as supporting data for the children in this study.

The interview with the principal revealed that the physical education program at Bunda Kandung Kindergarten is scheduled twice a week, on Wednesdays and Thursdays, with a set of activities consisting mainly of morning exercises before classes begin. The principal stated that "*physical activities are important to support children's growth and development, even though the available facilities are still limited. Teachers try to make use of the school yard and simple tools so that activities can continue."* This is in line with the teacher's statement, who added that *"children are usually more enthusiastic when physical activities are made in the form of games. However, sometimes there is still a lack of variety in activities because sports facilities are insufficient."* Observations in the field also showed that some children appeared enthusiastic when playing hopscotch and soccer, whereas others remained passive during morning exercises.

The study results indicate that the physical education program at Bunda Kandung Aceh Besar Kindergarten is conducted twice per week, on Wednesdays and Thursdays. The main objectives of physical education are to maintain children's health and develop their gross motor skills. The physical education activities conducted include morning exercises, playing bakiak, leisurely walks, running competitions, jumping, playing on swings, and ball games, with gymnastics being the most prominent activity.

Physical education activities are conducted systematically, comprising warm-up, core activities, and cool-down. Teachers play an active role in guiding, directing, and motivating children to participate in physical activities and feel safe and comfortable during the activities. However, the study also revealed a significant obstacle to program implementation: limited physical education

facilities and infrastructure. The available sports facilities remain minimal, and some equipment is in poor condition. Hence, teachers make use of the school grounds and existing facilities to continue carrying out activities. This condition indicates that, although the physical education program is in operation, its implementation has not been optimal in providing maximal gross motor stimulation. Thus, through triangulation of interviews and documentation, it can be confirmed that the main obstacles to implementing the physical education program are low participation among some children, limited variety of activities, and a lack of supporting facilities. Therefore, teachers and the school need to innovate more interesting physical learning activities, accompanied by improvements in facilities and infrastructure, so that physical activities can optimally support children's gross motor development.

Figure 1. Physical Activities

To address suboptimal implementation of physical education programs, schools should implement several corrective measures. First, it is crucial to enhance teachers' roles by designing physical activities that are more varied, engaging, enjoyable, and tailored to children's motor development stages. Teachers also need to be provided with training or technical guidance on effective physical education methods for early childhood. Second, expanding and improving sports facilities should be a priority to ensure that children can participate in a range of motor activities safely and optimally. In addition, schools need to conduct regular assessments of the implementation of physical education programs so that learning strategies can be adjusted to children's needs and actual conditions. Through these efforts, physical education activities are expected to operate effectively to support the gross motor development of early childhood.

The primary goal of physical education is to develop children's motor skills. Considering that early childhood experiences rapid growth at this stage, involvement in various physical activities is vital to support and stimulate their optimal development (Ztella Rumawatine, 2023). In these activities, both children and teachers must be actively involved, as their participation is essential to creating an effective and enjoyable learning process. Active teachers can be role models for students,

build enthusiasm, and make a positive atmosphere during the activities. In addition, the direct involvement of teachers helps guide children, ensure safety, and ensure that every physical activity adheres to its objectives.

Analysis of the Implementation of the Physical Education Program at Bunda Kandung Kindergarten in Aceh Besar emphasizes that all teachers should be actively involved in its implementation to build children's enthusiasm for physical activities, as detailed in the following table:

Table 1.2 Challenges and Solutions

Challenge	Solution Implemented
Limited facilities for physical activities	Use the school yard, park, or nearby field. Utilize nearby objects such as small stones for markers, raffia rope for track lines, or chairs for obstacles.
Child Participation	Create fun activities to prevent children from getting bored, build their self-confidence, and create a safe and comfortable environment.
Lack of teacher involvement	Holding meetings to discuss physical activities for children is very important, as is showing appreciation to teachers who are actively involved in these activities.

DISCUSSION

The findings of this study indicate that physical education plays a significant role in supporting the development of gross motor skills in early childhood, in line with child growth and development. Structured and continuous movement stimulation greatly influences children's motor development. The implementation of physical education at Bunda Kandung Kindergarten has Fulfilled the basic principles of physical education for early childhood, namely that it is carried out regularly, is active in nature, and involves movement experiences through play. This condition indicates that, even when the program is running, the physical stimulation provided remains insufficient to meet the developmental needs of early childhood. However, limited facilities and a lack of variety in activities hinder the optimization of program implementation. This results in uneven participation among children, with some remaining passive in certain activities. These findings are in line with the research by Purwanto and Baan, which states that the success of physical education programs is greatly influenced by the availability of facilities and infrastructure as well as the creativity of teachers in designing activities

These results are consistent with the findings of the study Candra et al (2023), which confirms the importance of physical education in developing children's gross motor skills, even though the study was literature-based. The results of the study Didik purwonto (2022), even show a significant improvement in gross motor skills through an experiment-based physical program. Meanwhile, the study (Zulnadila, 2024)Highlights the importance of varied activities, such as Brain Gym and paired games, in improving children's motor development. The study highlights practical issues in the field, namely limited facilities and a narrow range of activities, which hinder the optimization of program outcomes.

This study shows that the implementation of the Physical Education Program has a significant influence. Therefore, physical education plays a vital role in supporting children's holistic development through various types of physical activities. Regular physical activity not only helps children maintain their health and fitness but also increases physical endurance and reduces the risk of obesity and disease from an early age. In addition, through these various activities, children can learn and develop motor skills effectively (Anggraeni dan Na'imah, 2022). In education, physical education plays a significant role because it provides students with opportunities to learn directly through structured physical activities. These activities aim to foster healthy and active living habits that can be applied throughout life (Y. Y. Sari et al., 2024).

Physical activity plays a role in maintaining physical health and improving fitness. Physical education also makes an essential contribution to child development, and it plays a significant role in developing both gross and fine motor skills (Yudha prawira prabowo, 2021). Through a variety of structured activities, physical education plays an important role in nurturing and encouraging the

Development of gross motor skills in children. These activities enable children to improve their physical abilities, including running, jumping, throwing balls, and performing various other movements. Physical education has two main ideas. First, as a process to achieve optimal physical fitness through different physical activities; second, as an educational process that utilizes specific activities as a means of learning. The first explanation emphasizes efforts to improve bodily organ function (health aspect) and children's motor skills (psychomotor aspect) (Effendi & Cahyani, 2021).

Findings in the field reveal that it is essential for the physical program for children at Bunda Kandung Kindergarten to conduct physical activities twice a week, namely on Wednesdays and Thursdays. Efforts to promote growth and improve children's motor skills can be achieved through gross motor activities, which are physical activities that require children to perform movements with high to very high intensity, as children grow older and their physical strength develops, their motor

skills and movement frequency will improve and become more optimal (Wiliyanarti, 2025). The development of gross motor skills aims to strengthen children's ability to control and coordinate their body movements through various activities involving large body movements, while also shaping physical skills and healthy lifestyle habits (Sapto Adi, 2020).

Physical education activities and gross motor development are critical to children's body control. During this phase, children start to use their hands and fingers more skillfully and can master basic skills such as walking, running, and jumping (Syamsiah badruddin, 2024). Children aged 4–5 years have demonstrated development in gross motor skills, characterized by the ability to move their bodies in an integrated manner, thereby improving flexibility, balance, and agility. At this age, children can imitate dance or gymnastics movements by coordinating the movements of their eyes, hands, feet, and head simultaneously. In addition, they are also able to follow physical games that have rules, use both hands more skillfully, and perform various personal hygiene activities independently (Ririn dwi wiresti, 2021).

Children's activities are strongly influenced by their gross motor skills, which also support cognitive, social, and emotional development. In the development process, parents and educators play a crucial role in providing guidance, motivation, and support, enabling children to optimally develop their gross motor skills and build confidence in their learning abilities (Mahfud fahrizqi, 2020). Skills are essential to physical activities because they enable the performance of various movements that involve muscle function.

TK Bunda Kandung Aceh Besar faces several obstacles in implementing its physical education program, one of which is limited supporting facilities, particularly sports equipment, which remain very minimal. This condition has prevented optimal, varied physical activity. Teachers must be creative with the tools at hand to continue carrying out activities that support children's gross motor development. These limitations pose a challenge that requires attention from the school and policymakers to ensure the physical education program operates more effectively.

The findings of this study indicate that schools need to evaluate the design of physical education programs to make them more varied and better suited to children's characteristics. Teachers need to be trained to design creative physical activities, while schools and policymakers must ensure adequate facilities and infrastructure. The results of this study can inform improvements to physical education programs to more effectively support the development of gross motor skills in early childhood. This study remains limited to a single location, namely Bunda Kandung Aceh Besar

Kindergarten, and includes a relatively small number of informants. The data obtained consisted solely of interviews, observations, and documentation, with no quantitative assessments of improvements in children's motor skills. This makes the study's results more descriptive, thereby limiting generalization to other schools.

This study is expected to serve as a reference for other schools in designing and implementing more creative and innovative physical education programs that align with children's developmental needs. In addition, further research using mixed-methods designs or experiments can be conducted to quantitatively assess the impact of physical education programs on children's motor skills. With additional research, physical education programs can develop into more measurable and applicable models that sustainably improve the overall quality of early childhood education.

CONCLUSION

Based on the study results, the implementation of the physical education program at Bunda Kandung Kindergarten in Aceh Besar has not been optimal. This study aims to evaluate the extent to which the program supports the development of gross motor skills in children aged 5–6 years. The findings show that although physical education activities are conducted twice a week, the stimulation provided has not fully supported the development of children's gross motor skills. This condition is characterized by low child participation, a limited variety of physical activities, and limited supporting facilities and infrastructure. Therefore, to achieve the primary objective of optimizing the development of gross motor skills in early childhood, the physical education program should be evaluated and continuously developed by strengthening teachers' roles, improving facilities, and designing more varied and engaging activities.

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