

Early Childhood Physical Education and Physical Activity: Literature Review

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Abstrak

The focus of the data in the literature review is "Early Childhood Physical Education and Physical Activity". Secondary data was collected using the systematic literature review (SLR) method, using the Preferred Reporting Items for Systematic Reviews and Meta Analysis (PRISMA) approach. Results; (1) Early childhood physical education and physical activity should include learning in the form of social interaction so as to create an active and interactive atmosphere. (2) The implementation is directed towards the development of multilateral movements. (3) Not all children are comfortable learning and doing physical activities in groups, so individual play activities can also be used. (4) In the learning process, it is better to use 18 learning and or training tools that are suitable for the characteristics of children, especially in terms of dimensions, convenience, comfort, and safety of these tools. In the future, the production of physical education and physical activity for early childhood should always refer to the characteristics, norms, patterns, principles, and or phases of early childhood development.

Keywords: Physical Education; Physical Activity; Early Childhood.

1. Introduction

In fostering an early childhood through physical education and or sports coaching, teachers, coaches and trainers must understand the characteristics of the child. [1]. The National Association for the Education of Young Children (NAEYC) divides early childhood into 0-3 years, 3-5 years, and 5-8. The age period of 0-6 years is a golden period for the growth and development of cognitive, language, social emotional, physical motor, religious and moral values and art, besides empirical evidence shows investment in early childhood produces a higher rate of return than other age groups [2]. Early childhood is a child who is at the age of 0-9 years where at that age the child is experiencing development. [3]. At an early age, development is developing rapidly, one of which is motor development. [4]. this age is referred to as the golden age (Golden Age) because children at this age experience very significant developments in the process of their developmental stages [5]. Teachers, coaches, and trainers are tasked with directing children's motor development so that it can develop optimally [6].

Based on all these opinions, it is very clear that physical activity for early childhood (aged 0-9 years) is required in basic movement development. In connection with efforts to produce physical education and physical activity models for early childhood to improve children's motor development, it is very important to further understand the studies that have been formulated by various experts in the form of scientific literature related to what things should be norms, patterns, principles, and or phases that must be considered so that the

learning model that is born later is in accordance with the characteristics of early childhood. Based on the explanation above, the researcher proposed this literature review. It is hoped that the data obtained from this literature review can be a source of information in adopting, developing and designing a friendlier "physical education and physical activity for early childhood", so that it can be used in physical education lessons in the future.

2. Methodology

Some concepts and procedures for literature review include; Secondary data collection can use the systematic literature review (SLR) method. The procedure for collecting data is by accessing journal indexers to make it easier to search using key words according to the theme to be reviewed [7]. A literature study is a research design that collects data sources related to a topic. Data collection using database search tools from Google Scholar, ERIC and/or Scopus using tools; search term in each database. The way this method works is by analyzing journals and then making summaries regarding research questions and objectives [8]. This literature review uses the Preferred Reporting Items for Systematic Reviews and Meta Analysis method or commonly referred to as PRISMA, this method requires certain stages to be carried out so that it is different from just a literature study/traditional review.

3. Result and Discussion

The following is a distribution and description of research results that describe the "Early Childhood Physical Education and Physical Activity" which is published in scientific journals.

Table 1. Results of data extraction (important findings related to research objectives and background)

Researcher's Identity	Journal name	Research findings
[9]	<ul style="list-style-type: none"> • <i>J. Keolahragaan</i>, vol. 3, no. 2, pp. 194–207, 2015. 	Physical education and physical activity for early childhood should be directed at multilateral movement learning (development of basic movements while preparing for more complex movement activities, can foster interest and motivation to learn various forms of movement).
[1]	<ul style="list-style-type: none"> • <i>J. Penjakora</i>, vol. 3, no. 1, pp. 49–65, 2017. 	Physical education and physical activity for early childhood can adopt swimming as a medium of learning by implementing multilateral movements that can start with age group IV (under 10 years).
[10]	<ul style="list-style-type: none"> • <i>J. Ilmu Keolahragaan</i>, vol. 19, no. 1, pp. 20–27, 2020. 	The physical education and physical activity learning model for early childhood to foster locomotor skills for 6-7 year olds can implement game-based

		learning.
[11]	<ul style="list-style-type: none"> • <i>Gladi J. Ilmu Keolahragaan, vol. 12, no. 04, pp. 281–290, 2021.</i> 	The physical education and physical activity learning model for early childhood to improve the basic skills of children aged 6 - 8 years can implement game-based learning.
[12]	<ul style="list-style-type: none"> • <i>J. Olahraga ReKat (Rekreasi Masyarakat), vol. 1, no. 1, pp. 1–23, 2016.</i> 	Physical education and physical activity for early childhood can adopt golf (6-8 years old) as a learning medium.
[13]	<ul style="list-style-type: none"> • <i>Segar, vol. 7, no. 2, pp. 96–106, 2019.</i> 	Physical education and physical activity for early childhood can adopt rc-one rhythmic gymnastics as a learning medium.
[4]	<ul style="list-style-type: none"> • Pros. Semin. dan Lokakarya Fak. Ilmu Keolahragaan Univ. Negeri Jakarta, vol. 3, no. 01, pp. 75–87, 2018. 	Physical education and physical activity for early childhood can adopt game-based learning to improve the flexibility of children aged 6 to 12 years.
[14]	<ul style="list-style-type: none"> • <i>Contemp. Issues Early Child., vol. 18, no. 4, pp. 434–442, 2017.</i> 	Children tend to prefer individualised activities such as cycling and playing in the park, so it can be recommended that physical education and physical activity for early childhood use games with individualised characteristics.
[15]	<ul style="list-style-type: none"> • <i>J. Keolahragaan, vol. 3, no. 2, pp. 241–251, 2015.</i> 	The physical education and physical activity learning model for early childhood can use integrative learning (creating interaction in learning (social system) so as to create an active and interactive atmosphere) based on physical activity for kindergarten.
[16]	<ul style="list-style-type: none"> • <i>Int. J. Sport. Sci. Coach., vol. 16, no. 1, pp. 158–165, 2021.</i> 	Physical education and physical activity for early childhood must use learning and or training tools in the learning process, and must always pay attention to the dimensions, convenience, comfort, and safety of these tools.

4. Conclusion

Our findings show that in an effort to produce and further succeed the physical education and physical activity model for early childhood, teachers, coaches, trainers, and researchers should consider various important elements in it, namely; (1) Presenting and containing learning in the form of social interaction (social system) at the time of this learning so as to create an active and interactive atmosphere. (2) The implementation is directed towards the development of multilateral movements (teaching movements and physical

activities that start from simple then become more complex). (3) Not all children are comfortable learning and doing physical activities in groups, for this reason it is also possible to use individual play activities, or in this case giving children the opportunity to be free to be creative in doing various activities that they enjoy, and accommodating forms of play that suit their desires. (4) In the learning process, it is better to use learning and or training tools that are in accordance with the characteristics of children, especially in terms of dimensions, convenience, comfort, and safety of these tools. For the future, in producing physical education and physical activity for early childhood, it must always refer to the characteristics, norms, patterns, principles, and or phases of early childhood development.

5. Reference

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