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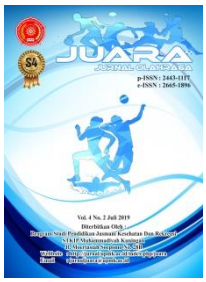

Thematic Learning Based On Physical Literacy for Early Children

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Abstract

This study aims to develop a thematic learning model based on physical literacy for early childhood. This needs to be done because physical literacy can increase children's physical activity through various contextual movements. Learning becomes more fun, optimizes children's motor development, which will impact the development of other aspects, and reduce the risk of obesity. The research method used is a literature study with an integrative review approach with literature sources in books, international modules, and national and international research journals. Based on the literature review results, the initial design of the thematic learning model based on physical literacy consists of the phases of apperception, warming up, observation, playing, reflection, and cooling down. In each learning phase, physical literacy domains are integrated, including social, psychological, physical, and cognitive. Integrating all parts of physical literacy in each stage of learning is carried out so that the stimulus for early childhood development can run comprehensively.

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INTRODUCTION

Early childhood education is the foundation for high-quality primary education (Dias et al., 2020). Early childhood in the age range 0-8 years has a critical developmental moment to be stimulated optimally. The right stimulus will impact early childhood development, including cognitive, language, art, physical-motor, socio-emotional, moral, and religious. Among these developments, physical-motor development has a vital role (Wright & Stork, 2013) because physical-motor development is the basis of other developments and can be used as the first benchmark to determine the growth and development of children. Similarly (Clark & Metcalfe, 2002) states that motor competence is an essential aspect of children's emotional, cognitive, and physical development. The

preschool years are an important time to learn basic motor skills. Based on this opinion, it can be identified that physical motor development has a significant impact on children's social and emotional development. Meanwhile, the inhibition of children's socio-emotional development will also affect development in other aspects.

Many factors affect the physical and motor development of children, including internal factors (racial/ethnic or national differences, family, age, sex, genetics, chromosomal abnormalities) and external factors (nutrition, mechanics, toxins/chemicals, endocrine, radiation, etc.) infections, and immunological disorders (Palisano et al., 2012). From this opinion, it can be understood that the optimization of children's physical motor development can be pursued by minimizing the negative impact of these factors, including family, nutritional and mechanical factors related to physical activity. One of these efforts can be made by increasing family knowledge, especially the necessary stimulation (Guyton, 2008). child properly.

Talking about children's physical and motor development, Indonesia is currently facing a crucial health issue: the lack of physical activity and obesity experienced by early childhood. The prevalence of overweight (obesity) is an important thing that must be considered. Obesity is increasing in preschool-age children, and in 2010, 43 million preschool children were obese, and 35 million of them occurred in developing countries, including Indonesia (Rokholm, Baker, & Sørensen, 2010). In addition, Riskesdas 2018 data shows that 18.8 percent of Indonesian children are obese, and according to WHO data, the prevalence of childhood obesity in Indonesia is the highest in ASEAN (Abadi, 2019). Troiano & Flegal (1998) said that the increase in the majority of overweight and obesity in preschool children is a public health problem and continues to grow significantly. Overweight status during childhood has been associated with risk factors for cardiovascular disease (Freedman, 2001). In addition, children who are overweight, as adults, are at high risk of being overweight. (Guo 1994) said that one of the factors that cause overweight and obesity in children is inadequate physical activity and excessive sedentary behavior.

Based on the data above, it can be understood that the level of health related to the growth and physical development of children needs to be addressed immediately. The high incidence of lack of physical activity and obesity in children is closely associated with diet and lifestyle. Inadequate nutritional intake and low stimulation of physical activity are the main factors that cause the high rates of the two diseases above.

In general, physical activity is any body movement that involves skeletal muscles and releases energy (Carl J. Capersen, 1982). Physical activity is a fundamental means of improving physical and mental health (Nick Cavill, 2015). The term physical activity is not

another word for sports-related to health. However, physical activity includes sports, doing household chores, exercise in leisure time, and dancing can be a physical activity (Corbin, Pangrazi, & Franks, 2000). Physical activity is any body movement due to skeletal muscle contractions that require more calories than energy expenditure at rest. The Ministry of Health defines physical activity as a body movement that increases energy expenditure (Kemenkes, 2015). Then (Khomarun, Nugroho, & Wahyuni, 2014) said that planned and structured actions and carried out repeatedly to improve physical fitness can be said to be physical activity. Physical activity that is not carried out in a structured and planned manner is called daily physical activity. In contrast, the physical activity carried out in a structured and deliberate manner is called physical exercise (Pescatello, MacDonald, Lamberti, & Johnson, 2015).

The physical activity carried out in preschool children is very important for health and development and reduces the risk of being overweight, obese, and other diseases caused by excess weight. Physical activity in preschoolers can be in the form of daily activities both at home and at school, habits, hobbies, and physical exercise and sports. To meet the physical activity needs of preschool-aged children, both parents and teachers in schools should provide structured and unstructured physical activity (Smith, 2009).

Regarding the lack of physical activity in early childhood, Tucker (2008a) said that only half of children aged 2-6 years did less than 60 minutes of physical activity per day. Children only spend between 3% to 6% of their time in moderate to vigorous physical exercise (MVPA), indicating that most preschoolers do not meet the recommended levels of physical activity (Tucker, 2008). Suppose the child's diet and lifestyle are not changed as early as possible. It will continue to carry over into later life into adulthood which can hinder development in other aspects. Therefore, motivating children to do physical activities that can foster physical literacy in early childhood needs to be the attention of many parties, both among parents, educators, and policymakers.

Physical literacy is an individual's ability to identify and articulate the essential qualities that affect his movement performance and an understanding of health principles related to fundamental aspects such as exercise, rest, and nutritional intake (Whitehead, 2001). Furthermore, Whitehead says that physical literacy includes engaging in successful movement experiences that can promote an active and healthy lifestyle in the future. In addition, The International Physical Literacy Association (2014) defines physical literacy as the motivation, confidence, physical competence, knowledge, and understanding to appreciate and be responsible for involvement in lifelong physical activity. The journey of physical literacy in life can and should begin at an early age. Childhood is an ideal time to set the stage for young children to be "physically literate" because this is a critical period for developing physical literacy. Physical literacy

is very important for the growth and development of early childhood, children who have their physical literacy will be ready to learn and perform better in school, have social skills, are actively involved in physical activity and sports, have a lower risk of obesity, have a healthy lifestyle. And have stronger bones and muscles (Balyi, Way, & Higgs, 2020).

Then (Longmuir & Tremblay, 2016) support this idea by stating that children who have physical literacy are committed to healthy habitual movement behaviors, including regularly recommended physical activity and limited sedentary behavior. By developing physical literacy, a child will be physically active and then acquire mental and physical fitness through meaningful participation. Therefore, as described by (Cairney, Health, Bedard, Dudley, & Kriellaars, 2016), physical literacy provides a robust framework for viewing movement in terms of its two fundamental movement skill elements, the context of the environment in which the action occurs, and the elements of training. Positive affective that results in a lasting relationship between the experience of movement and a positive psychological state.

In children, physical literacy is a combination of mastery of fundamental movement skills and basic sports skills, which allows children to see and understand the movements around them, resulting in the right decisions based on that understanding (Higgs et al., 2008). Allowing young children to improve movement vocabulary, movement memory, and movement quality is fundamental to building their physical competence. Play environment, both indoors and outdoors, play resources, both natural and artificial, playmates, both adults, and children, are the keys to promoting physical literacy. Play can provide a rich context for nurturing physical literacy, offering many opportunities for new experiences and challenges and promoting growth and development (Whitehead, 2017).

From this opinion, it is known that one of the essential aspects of physical literacy is movement activities. Meanwhile, movement activity is related to the experience of motion.

The child's movement experience can be in the form of basic movement skills (fundamental skills) consisting of locomotor movements (running, jumping, shifting, tiptoeing) and manipulatives (catching, throwing, kicking, rolling) (Vidoni & Ignico, 2011). The need for a program of physical activity activities that formulate motion experiences for children can be one solution that can be done to suppress the occurrence of issues of physical and motor growth disorders such as stunting and obesity. This is done so that children's physical, motoric development develops optimally through enjoyable physical activities to provide a meaningful movement experience that can generate motivation to live a healthier life in the future. The achievement of the development of children's material, motoric aspects will affect the optimization of children's development in other factors, including cognitive, social, emotional, language, art, morals, and religion. This is in

line with the National Association for the Education of Young Children and the Society of Health and Physical Educators (2009), which states that the experience of doing physical movements in children will impact other aspects of development as a whole. Janz, Burns, & Levy (2005) say that it is essential to promote physical activity in childhood because physical activity behaviors formed during this time will make it easier to track childhood and later adolescence.

In the context of formal education at the Early Childhood Education (PAUD) level, physical activity programs aimed at developing physical literacy in early childhood can be integrated with existing learning themes. Based on the 2013 curriculum, the learning themes in PAUD consist of 8 pieces which include the articles of Myself, My Family, Environment, and Animals, Plants, Vehicles, the Universe, and My Country. According to York Region Public Health (accessed January 2021), the development of physical activity programs on these themes needs to pay attention to the principles of learning in PAUD, which include:

a. Belonging

Activity programs for early childhood need to provide an environment and experience that involves children in active, creative, and meaningful play, exploration, inquiry, and play activities. Children can participate in group play activities and explore the environment using a variety of natural materials.

b. Well Being

Early childhood activity programs pay attention to the development of both physical and mental health and support the growth of self-confidence. This activity can be done by providing daily opportunities for children to play actively and explore, limiting the time children are lazy, creating a safe and attractive outdoor environment for active play activities taking into account the level of ability and capability of all children, and allowing children to take risks and encourage improve their competence through operational play activities.

c. Engagement

Activity programs for early childhood provide an environment and experience that can involve children in active, creative, and meaningful exploration, play, and inquiry activities. This activity can be done through play activities that are not structured individually or in groups, choosing a variety of playgroups, and exploring the environment using various natural materials.

d. Expression

Program activities for early childhood encourage communication skills and expression in various forms. The way that can be done is to encourage children to be more creative using their imagination, such as playing like multiple types of animals, using various variations of movement, and playing roles according to the characters from the stories read.

The principles above indicate that learning activities in PAUD based on physical literacy can be carried out by involving children in passive and exploratory play activities in a safe and comfortable environment. In addition, children are also encouraged to use imagination and inquiry abilities when engaged in play activities carried out both individually and in groups. In these play activities, children automatically make active movements using their limbs while encouraging the growth of positive thinking and interacting activities that can develop aspects of cognitive, artistic, social-emotional, and language development.

Based on the description above, it can be concluded that developing a physical literacy-based learning activity program for Early Childhood Education is very necessary. This aims to improve the quality of Early Childhood Education and overcome health problems related to physical and motor growth, such as lack of physical activity and obesity that are rampant in Indonesia. Issues related to lack of physical activity and obesity cannot be solved in a short time, so instilling awareness for a healthy lifestyle by carrying out active movements in daily life as early as possible is one of the strategic steps that can be taken. It is hoped that through physical literacy-based learning in PAUD, children are accustomed and happy to do physical activities so that they can support the optimization of physical motor growth, which impacts the achievement of other aspects of development in a more comprehensive way manner.

METHODS

The method used in writing this article is a literature review using an integrative review approach that aims to review the basics of knowledge, critically examine and potentially re-conceptualize, and expand the theoretical foundation of a particular topic as it develops (Snyder, 2019). The literature review in this study used sources consisting of (1) Books related to Thematic Learning Topics for Early Childhood, (2) International modules downloaded from Taylor and Francis Online resources on Physical literacy, (3) National and international research journals downloaded from EBSCO and ScienceDirect.
The steps taken when conducting a literature review are: 1) Designing a literature review, at this stage, the researcher identifies the urgency and purpose of conducting a literature review and determines what literature is appropriate to use; 2) Conduct a literature review, starting with the stage of justifying which literature is needed and ensuring the quality and reliability of the source; 3) Analyzing, namely identifying essential elements or theories that can be used to support the discussion of problem formulations that need to be answered; and 4) writing the results of a literature review (Snyder, 2019),

FINDINGS AND DISCUSSION

1. Early Childhood Physical Literacy

The journey of physical literacy in life can and should begin at an early age. Childhood is an ideal time to set the stage for

young children to be "physically literate", because this is a critical period for developing physical literacy . Physical literacy is very important for the growth and development of early childhood, children who have their physical literacy will be ready to learn and perform better in school, have social skills, are actively involved in physical activity and sports, have a lower risk of obesity, have a healthy lifestyle. and have stronger bones and muscles (Balyi, Way, & Higgs, 2020).

Then (Longmuir & Tremblay, 2016) support this idea by stating that children who have physical literacy are children who are committed to healthy habitual movement behaviors, including regularly recommended physical activity and limited sedentary behavior. By developing physical literacy, a child will choose to be physically active and then acquire mental and physical fitness through meaningful participation. Therefore, as described by (Cairney, Health, Bedard, Dudley, & Kriellaars, 2016), physical literacy provides a strong framework for viewing movement in terms of its two fundamental movement skill elements, the context of the environment in which the movement occurs, and the elements of movement. positive affective that results in a lasting relationship between the experience of movement and a positive psychological state.

In children, physical literacy is a combination of mastery of basic movement skills and basic sports skills, which allows children to see and understand the movements that occur around them, resulting in the right decisions based on that understanding (Higgs et al., 2008).

Allowing young children to improve movement vocabulary, movement memory, and movement quality is fundamental to building their physical competence. Play environment, both indoors and outdoors, play resources, both natural and artificial, playmates, both adults and children, are the keys to the promotion of physical literacy. Play can provide a rich context for nurturing physical literacy, offering many opportunities for new experiences and challenges and for promoting growth and development (Whitehead, 2017).

The elements in physical literacy according to The International Physical literacy Association (2014) consist of:

a. Motivation and self-confidence (affective) Motivation and self-confidence refers to an individual's enthusiasm, enjoyment, and confidence in adopting physical activity as an integral part of life.
b. Physical competence (psychomotor) Physical competence refers to an individual's ability to develop movement skills and patterns, and the ability to experience varying intensity and duration of movement. Enhanced physical competence enables a person to participate in a variety of physical activities and settings.
c. Knowledge and understanding (cognitive) Knowledge and understanding includes the ability to identify and express important qualities that affect movement,

understand the health benefits of an active lifestyle, and value appropriate safety features associated with physical activity in a variety of settings and physical environments.

d. Engage in physical activity throughout life (behavioral) Lifelong involvement in physical activity refers to individuals who take personal responsibility for physical literacy by freely choosing to be active on a regular basis. It involves prioritizing and maintaining involvement in a variety of activities that are personally meaningful and challenging, as an integral part of one's lifestyle.

The concept of physical literacy according to Sport of Life can be illustrated in the following figure:

Figure 1. Physical literacy (sport for life, 2014).

Based on the picture above, it can be understood that the cycles that have interrelationships between motivation to move or carry out physical activities that are carried out competently and confidently and carried out throughout life can be said that the individual has good physical literacy.

The framework for developing physical literacy (PL) consists of four physical, psychological, social, and cognitive domains. Each domain has critical elements that contribute to the development of physical literacy (Bridgman, Dragovich, & Dodson, 2008). All parts are interrelated and can be applied in different ways to different contexts and tasks. Each piece can be considered relevant to individual developers developing and maintaining physical literacy (PL).

The framework for developing the domain of physical literacy can be seen in the following figure:

Figure 2: Physical literacy development framework

Embarking on a journey of physical literacy is at the heart of early childhood development, where babies can draw on the experiences they were born with to build on the unique abilities they were born with. Ensuring that young children reach their physical literacy potential is a wealthy investment in achieving the course of life.

1. Early Childhood Education

Education is an aspect that plays a vital role in improving the quality of human resources to support the country's development. In other words, quality human resources can be formed through a quality education process. According to Law no. 2 of 1989 article 1 paragraph 1, education is a conscious effort made to prepare students through guidance, teaching, and/or training activities for their roles in the future. From this statement, it is clear that education is carried out to prepare a generation that has the knowledge, abilities, and skills to play its role in society and contribute to the progress of the nation.

Early childhood education is an integral part of achieving the goals of national education, as regulated in Law Number 2 of 1989 concerning the National Education system, namely educating the nation's life and developing Indonesian people as a whole, namely humans who believe and are devoted to God Almighty and are virtuous. have knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of community and national responsibility. The Amendment to the 1945 Constitution Article 28 B paragraph 2 states that "every child has the right to survive, grow and develop and has the right to protection from violence and discrimination." Law Number 20 of 2003 Chapter I Article 1 paragraph 14 concerning the National

Education System states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to form physical and spiritual growth and development so that children have the readiness to enter further education.

Meanwhile, Article 28 concerning Early Childhood Education states that "(1) early childhood education is held before the basic education level, (2) early childhood education can be held through formal, non-formal, and/or informal education, (3) education early childhood through formal education: Kindergarten, RA or other equivalent forms, (4) early childhood education through non-formal education: family planning, TPA, or other equivalent forms, (5) early childhood education through informal education: education family or education organized by the environment, and (6) provisions regarding early childhood education as referred to in paragraph (1), paragraph (2), paragraph (3), and paragraph (4) shall be further regulated by government regulations".

From the description above, it is clear that early childhood education plays a vital role in improving the quality of human resources by providing incentives through formal and non-formal education to support growth and development to have the readiness and ability to enter further education.

2. Thematic Learning in Early Childhood

Thematic learning is integrated learning that uses "themes" as the basis for developing learning content and materials to achieve Basic Competence (KD), which helps unite all development programs that include religious and moral values, physical, motoric, cognitive, language, social-emotional, and art. (MoEC, 2018). Thematic learning is taught to children because, in general, they still see everything as a whole (holistic). Their physical development can never be separated from mental, social, and emotional development (Sujiono, 2013).

Thematic learning is integrated learning that uses themes to link several subjects to provide meaningful experiences to students. The benefits of applying thematic learning for early childhood include: 1) Students are easy to focus on a particular theme, 2) Students can learn knowledge and develop various essential competencies between subjects in the same theme; 3) understanding of the subject matter is more in-depth and memorable; 4) Basic competencies can be developed better by linking other subjects with students' personal experiences; 5) Students can better feel the benefits and meaning of learning because the material is presented in the context of a clear theme; 6) Students are more passionate about learning because they can communicate in real situations, to develop an ability in one subject while studying other subjects; 7) Teachers can save time because the thematically presented subjects can be prepared at once and given in two or three meetings, the remaining time can be used for remedial activities, stabilization, or enrichment (Joni, 2009).

From the description above, it can be

concluded that thematic learning in early childhood provides a learning experience that can stimulate the overall development of children. A learning theme that forms the basis for learning activities allows teachers to determine development areas that will enable children to understand an object or event as a unit. The excellent opportunity for teachers to stimulate children in the broader scope of thematic learning can be used as a momentum to integrate other literacy that can be developed while still paying attention to the relevance of literacy indicators to the characteristics of early childhood development.

3. Integration of Physical Literacy in Early Childhood Thematic Learning

An overview of the integration of physical literacy in learning in PAUD is done by mapping the relevance between the domain and elements of physical literacy with essential competencies and indicators of early childhood learning achievement in PAUD thematic learning designs. The Basic Competencies used to determine indicators of learning achievement are referred to from the 2013 PAUD Curriculum Educator Guide for Children Age – years (Ministry of Education and Culture, 2014). The integration of domains and elements of physical literacy is carried out at each stage of thematic learning developed in this study, which consists of the initial stage (apperception and warming up), the core stage (observation, playing), the final stage (reflection and cooling down). The description of the scenario of the learning activities can be seen in Table 1.

Table 1. Examples of Physical Literacy Integration Scenarios in PAUD Thematic Learning

Theme : Animals
Subtheme : Land Animals (Deer, Kangaroo, Bear)
Class : Group B (5-6 Years)

Stages of activity	PL Domains & Indicators	Basic Competencies and Indicators of Achievement	Learning Activities
Beginning	*Social: Ethic*	1.1. Believing in the existence of God Almighty through His creation	Apperception: Talking about "Land beasts"
	Psychological: Confidence, motivation, self perception	1.2 Respect yourself, friends and family	Warming up : Imitate the movement of land animals based on memory/experience
Core	*Physical:* *Movement skills*	3.3-4.3. Gross motor (balance, agility, and body coordination in imitating some movements)	Observasi: Watch the video about "LAND ANIMALS (Kangaroo, deer, bear)" Ask and answer and imitate the movements of kangaroos, deer, bears.
	Social: Relationship,Collaboration		
	Cognitive:	3.3-4.3. Gross motor (balance, agility, and body	Playing: Inserting a picture of an animal

Stages of activity	PL Domains & Indicators	Basic Competencies and Indicators of Achievement	Learning Activities
	Content knowledge	coordination in imitating some movements) 3.12-4.12 Early literacy (counting objects)	(deer/bear/kangaroo) into the box in a relay while moving to imitate the movement of the animal in the picture he is holding. Count the number of pictures of the same animal in the box
End	*Physical :* *Agility*	-	Reflection: It is reviewing the learning that has been done by playing games imitating the movements of deer, bears, and kangaroos according to the teacher's instructions. Cooldown: The teacher guides the child to stretch

CONCLUSION

The substance of physical literacy is a physical activity that can be done by developing several domains consisting of physical, psychological, social, and cognitive. These domains are very relevant to aspects of early childhood development consisting of physical-motor, social-emotional and cognitive. The relevance between physical literacy and characteristics of child development has the potential to stimulate optimal learning achievement indicators. Physical literacy domain integration in thematic learning is carried out by mapping the compatibility between elements in the physical literacy domain with essential competencies and indicators of early childhood learning achievement from the 2013 PAUD thematic curriculum book. Physical activity can improve physical fitness and reduce the risk of obesity in early childhood.

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