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## **Enhancing Child Development through Senam Profil Pelajar Pancasila: A Case Study in Indonesian Early Childhood Education**

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**Abstract:** This study examines the Senam Profil Pelajar Pancasila (SPPP) program, an innovative early childhood education initiative in Indonesia that integrates physical development with cultural and moral education. Utilizing a qualitative case study approach at TK Darussalam, the research involved observations and interviews with teachers, administrators, and parents. The program aims to extend beyond physical development, emphasizing cultural identity and moral values. Despite challenges such as movement complexity and diverse learning needs, SPPP has shown positive impacts on children's kinesthetic intelligence, motor skills, and socio-emotional development. This research fills a gap in empirical studies on integrated educational programs, aligning with contemporary educational paradigms that advocate for holistic development. The findings suggest that SPPP is an effective model for comprehensive early childhood education, highlighting the importance of combining physical activities with cultural and moral education. This study contributes significant insights to the field, underscoring the potential of such integrative approaches in diverse educational contexts.

**Keywords:** Holistic Early Childhood Education, Integration of Cultural Values in Education, Kinesthetic Intelligence in Early Learning, Physical and Moral Development in Children, Senam Profil Pelajar Pancasila (SPPP) Program.

## **INTRODUCTION**

In the evolving landscape of early childhood education, the imperative to foster holistic development in children has never been more pronounced. This approach, which seeks to nurture physical, cognitive, emotional, and social capabilities, is increasingly viewed as essential for the well-rounded growth of young learners (Hasanah et al., 2023; Marliana et al., 2021; Nurhayati, 2021b; Octaviani et al., 2023). Physical education, specifically, plays a pivotal role in this holistic framework. Research consistently highlights the critical impact of physical activity on children's health, cognitive abilities, and social skills (Iis et al., 2022; R. Rosita et al., 2020; Yosfiani & Nurhayati, 2023). A study by Biddle et. Al. (2019) elucidates the positive correlation between regular physical activity and mental well-being in young individuals. Furthermore, the work of Weiss (2020) provides insight into how play and physical activity are integral to child development, particularly in fostering motor skills and social interaction.

The integration of cultural and moral education in early childhood programs is another crucial aspect that has gained attention in recent years (Khaironi, 2017; Suharyat et al., 2023; Yosfiani & Nurhayati, 2023). The inculcation of cultural values and moral understanding from a young age is vital in shaping individuals who are not only academically proficient but also culturally aware and ethically sound (Gampe & Daum, 2018). This concept is reinforced in Cantor et.al (2019) work, which emphasizes the significance of embedding cultural elements in education to develop a child's sense of identity and cultural understanding. Similarly, Tomasello (2018) highlights the importance of early moral education, suggesting that foundational values and ethics can be effectively nurtured through structured educational programs. In terms of contemporary approaches to physical education, there is a growing trend of integrating it with other developmental areas in early childhood education. Modern educational programs are increasingly recognizing the value of physical activities that go beyond mere exercises, incorporating cognitive, emotional, and social

learning aspects. This trend is evident in the innovative teaching strategies being adopted, which cater to diverse learning needs and emphasize experiential and engaging learning methods (Astuti & Nurhayati, 2022; Hasanah et al., 2023; Kartika et al., 2020; Marliana et al., 2021; Noor & Nurhayati, 2023b; Nurinayah et al., 2021). Recent advancements in cultural education reflect a deeper integration of cultural elements and values education within the broader educational curriculum (Cantor et al., 2019). Educational programs are increasingly incorporating cultural narratives, traditions, and values as core components of their curriculum, aiming to foster a deeper understanding and appreciation of cultural diversity among young learners (Patimah & Nurhayati, 2023; Widyawati & Nurhayati, 2023; Yosfiani & Nurhayati, 2023).

In pedagogical approaches, there is a shift towards more inclusive and adaptive teaching methods, especially in early childhood settings (Hermawati et al., 2021; Musa et al., 2022; Sadiyah et al., 2021). These methods acknowledge and cater to the diverse range of abilities and learning paces among children, ensuring that educational experiences are accessible and engaging for all learners. The focus is on creating learning environments that are supportive, responsive, and conducive to the holistic development of each child (Gondiawati & Nurhayati, 2024; Kartinih et al., 2018; Marwati et al., 2020; Nurhayati & Rumsari, 2020; T. Rosita et al., 2020; Tasliyah et al., 2020). The current landscape of educational research reveals a significant empirical gap in studies focusing on integrated programs that blend physical, cultural, and moral education. While there is a growing recognition of the importance of holistic education, especially in early childhood, comprehensive empirical studies examining the effectiveness of such integrative approaches remain scarce. Programs like the Senam Profil Pelajar Pancasila (SPPP) offer a unique blend of physical activity with the inculcation of cultural and moral values, yet there is a lack of in-depth research exploring how these elements are effectively combined. Moreover, there is a need for detailed analysis of the implementation processes, challenges faced, and the tangible impacts of these programs on child development. This research aims to fill this gap by providing an empirical evaluation of the SPPP program, shedding light on its multifaceted goals, the methodologies employed in its execution, and the

spectrum of its impacts on the holistic development of children.

The study is driven by the following key research questions:

1. What are the primary goals of the SPPP program in merging physical, cultural, and moral education in early childhood settings, and how are these goals manifested in the program's structure and content?
2. How is the SPPP program tailored and implemented to accommodate the diverse learning needs and developmental stages of young children?
3. What specific challenges emerge in the practical application of the SPPP program, and what are its observed effects on children's kinesthetic intelligence and socio-emotional development?

This research introduces a novel perspective by focusing on the SPPP program, a unique embodiment of Indonesia's cultural ethos through the integration of physical activities with Pancasila values. Its distinctive approach to combining physical, cognitive, cultural, and moral development in early childhood education sets it apart in the field of educational studies. The investigation into the SPPP program not only adds to the understanding of culturally integrated physical education programs but also provides new insights into how such programs can holistically nurture multiple aspects of a child's growth. This study stands as a significant contribution to educational research, particularly in the context of developing countries where cultural identity and moral education form essential components of the national educational framework. By exploring this innovative program, the research offers valuable implications for the design and implementation of holistic educational models globally.

## METHODS

This study utilized a qualitative case study approach to explore the impact of Senam Profil Pelajar Pancasila (SPPP) on the development of kinesthetic intelligence in early childhood education. Conducted at TK Darussalam, located at Jl. Kiara Asri Barat II No.2 Komplek Bumi Asri Sukapura, the setting was selected for its active implementation of SPPP. The school's holistic educational philosophy and diverse student population provided an ideal backdrop for this in-

depth investigation. The research encompassed a group of children enrolled at TK Darussalam, as well as their teachers and school administrators. Participants were carefully chosen based on their involvement in the SPPP program, with informed consent obtained from the children's parents or guardians.

Data collection was primarily through observational studies and semi-structured interviews. Regular visits to TK Darussalam were conducted, focusing on observing the dynamics of SPPP sessions. Attention was given to the children's engagement, interactions, and responses to the SPPP activities. Comprehensive notes, video recordings, and photographs were taken, all with prior consent. Additionally, semi-structured interviews with the teachers and administrators provided deeper insights into their perceptions of SPPP's effectiveness and its integration into the curriculum. For the observational data, a thematic analysis approach was employed. This involved meticulously categorizing and interpreting the various interactions, behaviors, and engagements observed during the SPPP sessions. The transcribed interviews underwent a similar thematic analysis, allowing for the extraction of core themes and insights regarding the educators' and administrators' perspectives on the impact of SPPP. The emphasis was on identifying patterns, themes, and narratives that emerged from the data, providing a comprehensive understanding of the influence of SPPP on kinesthetic intelligence development.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Goals of Senam Profil Pelajar Pancasila Program**

The goals of SPPP are multifaceted. Beyond physical development, it aims to instill a sense of cultural identity and moral values. The inclusion of traditional dances and the Pancasila values are not merely add-ons but are central to the program's ethos. This aligns with the broader educational objective of nurturing well-rounded individuals who are physically agile, culturally aware, and morally grounded. As one educator put it, "It's more than just physical exercise; it's about connecting children to our cultural roots and Pancasila values, fostering a well-rounded growth."

#### **The implementation of the Senam Profil Pelajar Pancasila (SPPP) program**

SPPP is ingeniously integrated into the weekly sports activities, ensuring consistent participation from the children. This strategic incorporation within the educational schedule guarantees regular engagement, which is vital for reinforcing the skills learned. The program's concise duration, typically around 2 minutes and 34 seconds, is intentionally set to allow for repetition, which is crucial in skill development. One educator highlighted this approach, saying, "It usually starts with a warm-up exercise followed by the SPPP routine...we do it in 2 sets." This repetition is essential for solidifying the skills, making the program both effective and feasible within the constraints of a typical school day. The teaching approach of SPPP is notably progressive. The program starts with basic, straightforward movements, and gradually introduces music that aligns with the developing skills of the children. This method is tailored to the children's learning pace, enabling them to comfortably adapt to the new movements and rhythms. An educator elaborated on this strategy, stating, "We start by teaching the basic movements...then introduce the music." By segmenting the learning process into manageable steps, the program facilitates easier learning and adaptation, accommodating the diverse needs and abilities of young learners.

A unique aspect of the SPPP program is the integration of Pancasila values, integral to the Indonesian cultural and national ethos. This is achieved through music and the 'Tepuk P3' routine, emphasizing the six dimensions of the Pancasila Student Profile. The combination of physical activity with the recitation and memorization of value-based lyrics serves a dual purpose. As a teacher pointed out, "Clap P3...there are 6 Dimensions...Belief in God and noble character...Global Diversity...Mutual Cooperation...Creativity...Rational and Independent thinking..." This approach ensures that children are not only participating in physical exercises but also internalizing important cultural and moral principles. It represents an innovative educational approach that merges physical development with moral and civic education.

#### **Challenges in Implementation of Senam Profil Pelajar Pancasila**

One of the foremost challenges in implementing SPPP lies in the complexity of its

movements. The program incorporates a diverse range of movements that are relatively more intricate compared to typical exercises for children. As one educator noted, "*The main challenge is the variety of movements, which are quite many compared to regular children's exercises, and the tempo of the rhythm is somewhat fast.*" This complexity can be particularly challenging for younger children or those with less developed motor skills. The fast tempo of the activities adds another layer of difficulty, requiring children to respond quickly and accurately, which can be demanding for their developing motor abilities. The challenge is not just in the physical execution of these movements but also in retaining and recalling the sequence of actions, as it involves a level of cognitive processing that might be advanced for younger children.

The varied learning paces of children in early childhood settings pose another significant challenge in the effective implementation of SPPP. Children develop at different rates, and accommodating these varying paces is crucial for the success of the program. As highlighted by an educator, "*We start by teaching the basic movements of the SPPP, and only after the children have mastered these do we introduce the music, and even then, it's done gradually, not all at once.*" This approach underscores the need for patience and adaptability in teaching methods. Tailoring the program to meet individual needs ensures that every child, regardless of their initial skill level, can participate and benefit from the activity. It involves observing each child's progress and adjusting the instruction accordingly, which can be both time-consuming and requires a high level of pedagogical skill. The goal is to ensure that all children, including those who may struggle initially, can engage with the program and experience a sense of achievement and progress.

### **Impact of the Senam Profil Pelajar Pancasila Program**

#### **Kinesthetic Intelligence Development**

The SPPP program has markedly enhanced kinesthetic intelligence among children, a critical aspect of early development. This improvement is evident in the children's refined ability to coordinate their movements with rhythm and successfully execute complex sequences. An educator noted, "After participating in SPPP, children have shown remarkable progress in

stepping in rhythm and combining movements, which were initially challenging." This development is crucial, as kinesthetic intelligence plays a vital role in how children interact with their environment and learn through physical activity.

#### **Motor Skills Improvement**

Significant improvements in motor skills have been observed, demonstrating the program's effectiveness. Children have shown better balance, coordination, and the ability to perform more intricate movements. As one teacher articulated, "We've seen children evolve from struggling with basic steps to smoothly executing more varied and complex movements." This progression not only enhances physical capabilities but also contributes to children's overall sense of achievement and physical confidence.

#### **Cognitive and Emotional Benefits**

Beyond physical development, SPPP has positively impacted children's cognitive and emotional well-being. Enhanced concentration and memory are among the cognitive benefits observed, vital for academic learning and problem-solving. Emotionally, the program fosters a sense of enjoyment and confidence in physical activities. An instructor reflected, "Children show great enthusiasm, especially during the chorus of the SPPP song, indicating a joyful engagement in the activity." This emotional connection is essential for fostering a lifelong interest in physical activity and learning.

#### **Cultural and Moral Education**

Integrating traditional dances and Pancasila values, SPPP extends its impact to cultural and moral education. This aspect of the program aligns with broader educational goals, instilling a sense of cultural identity and moral understanding from an early age. A respondent mentioned, "Through SPPP, children not only learn physical movements but also imbibe Pancasila values, which are integral to our national philosophy." This holistic approach ensures that physical education contributes to the overall development of well-rounded individuals.

#### **Community and Parental Involvement**

The involvement of parents and the community, especially in activities like competitions, has significantly enhanced the program's impact. This engagement fosters a supportive environment, crucial for the successful implementation of educational initiatives. As one teacher observed, "Parents'

enthusiastic participation in SPPP-related activities at home and school events has created a vibrant and supportive community for our children." This community involvement not only reinforces learning but also strengthens the bond between the school and the family, creating a more cohesive approach to education.

## **Discussion**

### **Goals of Senam Profil Pelajar Pancasila Program**

The goals of the Senam Profil Pelajar Pancasila (SPPP) program, encompassing physical development, cultural identity, and moral values, are closely aligned with contemporary research in holistic education, cultural education, and moral and values education (Cantor et al., 2019; Tomasello, 2018; Yosfiani & Nurhayati, 2023; Yulianto & Utomo, 2016). Holistic education approach emphasizes nurturing all aspects of a child's development, including physical, emotional, social, and cognitive domains (Yulianto & Utomo, 2016). The SPPP program embodies this holistic educational model by integrating physical exercises with cultural and moral education. As noted by an educator involved in the program, "It's more than just physical exercise; it's about connecting children to our cultural roots and Pancasila values, fostering a well-rounded growth." This approach does not just enhance physical agility but also encourages cultural awareness and moral grounding, essential elements in nurturing well-rounded individuals. The role of cultural education in forming a child's identity and fostering cultural awareness is well-documented in educational research. For instance, Cantor (2019) suggested the importance of incorporating cultural elements into education is emphasized for developing a child's identity and cultural understanding. SPPP's inclusion of traditional Indonesian dances and Pancasila values mirrors this concept. By introducing these cultural elements in early childhood, the program plays a crucial role in instilling cultural awareness and identity among young learners, contributing significantly to their understanding and appreciation of their own cultural heritage.

The integration of moral and values education in early childhood is also supported by current academic research. Tomasello (2018) emphasizes the importance of instilling moral values in the formative years. The SPPP program's focus on Pancasila values aligns with

this perspective. By embedding moral principles in an engaging physical activity format, the program offers a unique and effective method for children to learn and internalize crucial moral values. In summary, the SPPP program stands as a model of innovative early childhood education that aligns with current academic research. It goes beyond physical development, weaving in cultural and moral education, thus contributing to the holistic development of children. This approach ensures that participants in the program grow not only in physical prowess but also in cultural understanding and moral integrity, key components in shaping well-rounded individuals (Badawi et al., 2020; Jarkasih & Nurhayati, 2023; Nurhayati, 2023; Suharto et al., 2021).

### **The implementation of the Senam Profil Pelajar Pancasila (SPPP) program**

The teaching approach of SPPP is notably progressive. The program starts with basic, straightforward movements, and gradually introduces music that aligns with the developing skills of the children. This method is tailored to the children's learning pace, enabling them to comfortably adapt to the new movements and rhythms. An educator elaborated on this strategy, stating, "We start by teaching the basic movements...then introduce the music." By segmenting the learning process into manageable steps, the program facilitates easier learning and adaptation, accommodating the diverse needs and abilities of young learners. The progressive teaching approach of SPPP, starting with basic movements and gradually introducing music, aligns with developmental theories that emphasize scaffolded learning. Vygotsky's concept of the Zone of Proximal Development, as discussed by Margolis (2020), underscores the importance of providing learning experiences just beyond the child's current ability, which is exactly what SPPP does. This method supports children's cognitive and motor skill development at their own pace, a principle supported by contemporary research in early childhood education.

The innovative aspect of integrating Pancasila values into the physical activities of SPPP is a unique approach that aligns with research on holistic education. According to Yulianto and Utomo (2016), education should address not just intellectual development but also moral and character education. The inclusion of value-based lyrics and routines in SPPP reflects

this holistic approach, combining physical education with moral and civic education, a strategy that is gaining traction in modern educational research. The SPPP program's alignment with current research demonstrates its effectiveness in not only enhancing physical skills but also in contributing to the holistic development of children. By incorporating regular, structured physical activities, employing a progressive teaching approach, and integrating cultural and moral values, SPPP represents a comprehensive educational strategy that is supported by a broad spectrum of educational research. This program not only addresses the physical development needs of young children but also supports their cognitive and moral growth, reflecting a well-rounded approach to early childhood education.

The strategic integration of SPPP into weekly sports activities aligns with research emphasizing the importance of consistent physical activity for children's development. A study by Marsigliante et.al. (2023) highlights the significance of regular physical activity in promoting both physical and mental well-being in children. The concise duration and repetition of the SPPP activities, as noted by educators, are consistent with findings from Gao et.al. (2019) who argue that short, repeated periods of play and physical activity are beneficial for skill development and reinforcement in children.

### **Challenges in Implementation of Senam Profil Pelajar Pancasila**

The intricacy of movements in SPPP and their cognitive demands align with findings in developmental psychology. According to Piaget's theory, as children grow, their cognitive abilities evolve, affecting their physical coordination and motor skills. This theory, outlined in Hanfstingl et.al. (2019), suggests that the ability to process complex movements and rhythms is linked to cognitive development stages. Moreover, research in motor development, such as Hasanah et.al. (2023), highlights the challenges young children face with complex motor skills. These references underscore that while complex movements are beneficial for motor skill development, they must be aligned with the child's developmental level to be effective and engaging.

Tailoring the program to meet individual needs ensures that every child, regardless of their initial skill level, can participate and benefit from

the activity. It involves observing each child's progress and adjusting the instruction accordingly, which can be both time-consuming and requires a high level of pedagogical skill. The goal is to ensure that all children, including those who may struggle initially, can engage with the program and experience a sense of achievement and progress. The need to adapt to various learning paces in SPPP reflects the principles of differentiated instruction, a teaching approach that involves modifying instruction to meet the diverse needs of learners. Current researches emphasize the importance of tailoring educational experiences to individual learner needs (Noor & Nurhayati, 2023a; Nurhayati et al., 2021; Nurjanah et al., 2023; Patimah & Nurhayati, 2023). This approach is crucial in early childhood education, where developmental differences can be pronounced. The SPPP's method of starting with basic movements and gradually introducing more complex elements mirrors this approach, acknowledging the diverse range of motor and cognitive abilities in a typical classroom.

These alignments suggest that the challenges faced in implementing SPPP are not unique but rather are reflective of broader themes in child development and educational theory. Understanding these challenges in the context of established research can guide educators in refining and adapting the program. It highlights the importance of considering developmental stages when introducing complex physical activities and the necessity of differentiating instruction to cater to the diverse learning needs of children. By aligning practice with research, educators can enhance the effectiveness of programs like SPPP, ensuring they meet the developmental needs of all children while promoting their motor, cognitive, and emotional growth.

### **Impact of the Senam Profil Pelajar Pancasila Program**

The Senam Profil Pelajar Pancasila (SPPP) program's impact on kinesthetic intelligence development in early childhood education resonates strongly with contemporary research. Current studies emphasize the critical role of physical activity in enhancing cognitive and neurological development during these formative years. For instance, research by Bluma and Lipowska (2018) highlights the connection between physical movement and improved brain

function, memory, and learning capacities in children. This aligns with the observed improvements in rhythm coordination and complex sequence execution in children participating in the SPPP program, underscoring the importance of kinesthetic activities for cognitive development in early childhood. Furthermore, the SPPP program's effectiveness in improving motor skills aligns with established research on the importance of physical education in early childhood. Studies have shown that developing fundamental motor skills is crucial for overall health and well-being (Bidzan-Bluma & Lipowska, 2018; Hasanah et al., 2023; Komara et al., 2021; Marliana et al., 2021). The improvements in balance, coordination, and complex movement execution noted in the SPPP program corroborate these findings, highlighting its efficacy in enhancing essential motor skills in young learners.

In terms of cognitive and emotional benefits, the SPPP program's impact mirrors the findings of contemporary studies that link physical activity with cognitive and emotional development. Research by Bluma and Lipowska (2018) indicates that engaging in physical activities enhances children's concentration, memory, and emotional regulation. The cognitive benefits, such as enhanced concentration and memory observed in children participating in SPPP, along with emotional benefits like enjoyment and confidence, reflect these research insights. This suggests that the SPPP program supports holistic development, encompassing cognitive and emotional growth alongside physical activity.

The integration of cultural and moral education in the SPPP program is also in line with current educational trends. Integrating cultural and moral elements in early education is recognized for promoting social and emotional learning, fostering cultural identity, and developing moral reasoning (Nurhayati & Rumsari, 2020; T. Rosita et al., 2020; Tomasello, 2018; Yosfiani & Nurhayati, 2023). The incorporation of traditional dances and Pancasila values in SPPP exemplifies this holistic educational approach, enhancing cultural and moral learning.

The involvement of parents and the community, especially in activities like competitions, has significantly enhanced the program's impact. This engagement fosters a supportive environment, crucial for the

successful implementation of educational initiatives. As one teacher observed, "Parents' enthusiastic participation in SPPP-related activities at home and school events has created a vibrant and supportive community for our children." This community involvement not only reinforces learning but also strengthens the bond between the school and the family, creating a more cohesive approach to education (Latif et al., 2023; Lismayanti et al., 2021; Nurhayati et al., 2023; Suharyat et al., 2023). The role of community and parental involvement in the SPPP program echoes the findings of contemporary research on educational outcomes. Active parental and community engagement in educational activities significantly improves children's learning (Juhana & Nurhayati, 2023; Nurhayati, 2021a; Rahayu & Nurhayati, 2023; Ratningsih et al., 2021). The positive impact of such involvement in SPPP highlights the program's success in creating a supportive and collaborative educational environment. In essence, the SPPP program's approach and outcomes are well-aligned with current research in early childhood education. Its emphasis on kinesthetic intelligence, motor skills, cognitive and emotional benefits, cultural and moral education, and community involvement positions it as a model for comprehensive early childhood education programs.

## CONCLUSION

The Senam Profil Pelajar Pancasila (SPPP) program stands as an exemplary model in early childhood education, uniquely integrating physical, cultural, and moral development. This holistic approach extends beyond mere physical training, embedding cultural awareness and moral integrity as foundational elements. The program's alignment with modern educational philosophies advocates for nurturing all aspects of a child's development, including their emotional, social, and cognitive domains. Implementation through weekly sports activities, coupled with a progressive teaching strategy, ensures consistent participation and gradual skill development. This method is tailored to suit children's cognitive and motor skill levels, highlighting the importance of scaffolded learning experiences. However, challenges such as the intricacy of movements and varying learning paces among children emphasize the need to align activities with children's

developmental stages and to differentiate instruction to accommodate diverse learning needs. The impact of the SPPP program is multifaceted, marked by significant improvements in kinesthetic intelligence, motor skills, and cognitive and emotional well-being. Participants have shown enhanced rhythm coordination, better balance, improved concentration, and a heightened sense of enjoyment in physical activities. Additionally, the program's unique incorporation of traditional dances and Pancasila values enriches it, contributing to holistic education by promoting cultural and moral learning. This aspect is further strengthened by active parental and community involvement, which creates a supportive and collaborative educational environment. Overall, the SPPP program emerges as a comprehensive educational initiative, advocating for an all-encompassing approach to child development. Future research should focus on addressing the challenges in implementation and evaluating the long-term benefits of such an integrated approach in nurturing well-rounded individuals.

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