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EARLY CHILDHOOD TEACHERS' PERCEPTION OF THE APPLICATION OF ACTIVE STRATEGIES IN CHILDREN'S MOTOR DEVELOPMENT AFTER EARLY CHILDHOOD

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Abstract

Background of the Problem: Many strategies are used in learning in AUD, for physical motor learning that tends to be practiced requires its own strategies that are in accordance with the characteristics of the learning and the characteristics of the child at an early age. The purpose of this study is to identify the perception of PAUD teachers towards the implementation of ACTIVE strategies (Fun, Character, Measurable, Innovative and Fit) for Early Childhood. Methods: Survey research type with a quantitative descriptive approach, survey of 32 PAUD teachers. The instrument in the form of a questionnaire that has been developed by the researcher is 14 instruments. Data collection technique using google form. Quantitative descriptive data analysis techniques in the form of percentages. Results: The perception of PAUD teachers was 94.6% very good, and 5.4% were good. The average perception of PAUD teachers is very good. Conclusion: The ACTIVE strategy for AUD motor physical learning can be used by teachers based on the perception of PAUD teachers. For this reason, PAUD teachers in teaching physical motor materials are advised to use the ACTIVE Strategy.

Keywords: ACTIVE; Strategy; Early Childhood Education; Teacher: Physical; Motor.

INTRODUCTION

Early childhood motor physical development is very varied, the ability of early childhood teachers to choose the right strategy is an important point in order to be able to produce good and adequate implementation of physical motor learning and achieve learning goals. There are several ways that PAUD teachers do, one of which is to develop motor physics using an outdoor activity approach (Aliriad H, et al., 2023). There is another method used by early childhood teachers is early childhood motor development by maximizing the role of traditional games (Hasanah U, 2016). Several other developments are carried out by doing various physical activities, such as joint gymnastics, jumping games and climbing in the rainbow (Rahman K., Khadijah K, 2023). These various methods are a source of inspiration such as the best motor development and maximizing the potential of early childhood motor movement.

There are many benefits that can be obtained through motor learning for early childhood, so the right strategy is needed, especially motor learning which is the most important of all existing learning concepts (Retnaningrum, W. 2021) On that basis, determining learning strategies in early childhood motor development is very important and strategic. Of the many strategies that can be offered, it is an ACTIVE strategy that is expected to help AUD teachers in developing their motor skills. One of the strategies that is expected to be a support and reinforcement in the development of early childhood motor learning proposed is the ACTIVE strategy (Fun, Character, Measurable, Innovative and Fit) which starts from the perception of early childhood teachers.

METHOD

This research is a survey research on AUD teachers in the East Java region. There are several steps taken in the research methods section with the type of survey research. The first stage is to determine the AUD teachers to be surveyed, which are 32 AUD teachers around Surabaya, Gresik, Sidoarjo, Lamongan and Tuban. The second stage is to determine the tool for the survey, namely using a questionnaire, in the form of a closed and open questionnaire with an assessment scale of 1-4, as many as 15 statements in which there are several indicators, namely a). Fun Indicator (fun and game-based) there are three instrument items, b). Character (positive values and attitudes) there are three instruments, c), Measurable (according to the child's ability) there are three instruments, d). Innovative (Creative and viritory, and e). Fit (healthy, skilled and fit) there are three instruments item, and two open-ended questions that focus on opinions related to application, ending with two question items. The third stage is to determine the implementation of the survey which will be carried out in the period of October – November 2025. The fourth stage is the technique of determining samples with random sampling techniques. The fifth stage is a data collection technique using a questionnaire distributed with the help of technology in the form of a google form, which is distributed via WhatsApp to AUD teachers. The sixth stage is the data

analysis technique, based on existing instruments and the data obtained, the data analysis technique uses quantitative descriptive in the form of percentages.

RESULTS AND DISCUSSION

After filling out the questionnaire carried out online by the AUD teacher, the results of filling out the instrument are explained, which is then made in the form of a graph with the results can be seen on the existing graph. The profile of AUD teachers as teachers who are early childhood teachers who fill instruments generally have teaching experience ranging from 1 year, 5-7 years of experience, and some 13-19 years. The profiles of the teachers have diverse educational backgrounds, some are S1 graduates and some are D2 graduates and some are still with high school graduates.

Fun Indicator Percentage Results (Fun and Game-Based)

The perception of early childhood teachers makes physical motor activities fun for children after an early age, the percentage of answers is as follows.

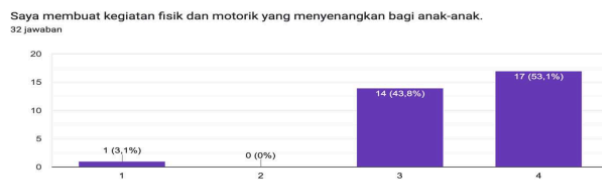


Figure 1. Fun Stage: make activities fun

The perception of PAUD teachers in practice for motor activities that I provide is always in the form of simple games for early childhood children.



Figure 2. Fun Level: Forming a simple game

The perception of early childhood education teachers in developing children's motor skills tends to be happy. Enthusiastic and enthusiastic in participating in movement activities for AUD motorics.



Figure 3. Fun Stage: Participate happily and enthusiastically

So it can be taken as a summary of the perception of the ACTIVE Strategy for Fun the perception of early childhood teachers is that 53% are considered very good, 40% are considered good, the rest are considered moderate at 7%, thus 93% reduce the perception of AUD teachers at the Fun stage can be applied to early childhood motor development.

Character Indicator Percentage Results (Positive Attitudes and Values)

The perception of PAUD teachers makes physical motor activities related to the stages of strengthening AUD character, namely positive attitudes and values, can be described as follows.

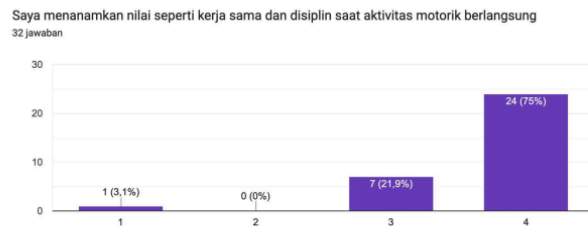


Figure.4. Character Stage: Instilling the Value of Cooperation and Discipline

The perception of PAUD teachers in strengthening character or positive attitudes and values focuses on honest, patient and caring behavior during students' play practice.

Saya memberi contoh perilaku positif (jujur, sabar, peduli) ketika memimpin kegiatan gerak.
32 jawaban

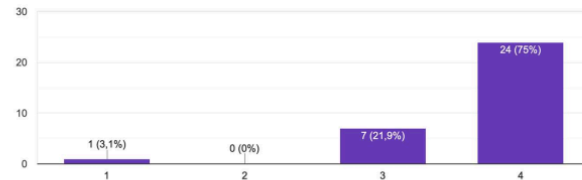


Figure 5. Character Stage: Positive behavior is honest, patient, caring in motor activities

The perception of PAUD teachers in strengthening character focuses on the ability to appreciate friends while playing AUD motor reinforcement.

Anak-anak belajar menghargai teman saat bermain dan bergerak bersama.
32 jawaban

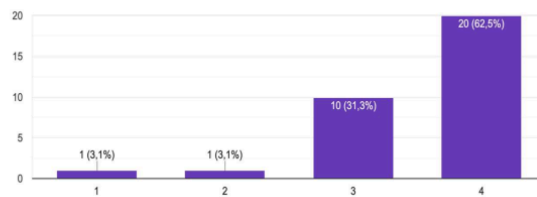


Figure 6. Character Stage: Reward AUD playmates during motor physical practice

So it can be taken a summary that the perception of the ACTIVE Strategy for Character, the perception of PAUD teachers is 70% considered very good, 24% are considered good, the rest are considered moderate 6%, thus 94% reduce the perception

of AUD teachers at the Character stage can be applied to early childhood motor development.

Results of Measurable Indicator Percentage (According to Students' Ability)

The perception of PAUD teachers makes physical motor activities fun for children after an early age at a measurable stage that leads to adjustments to the assessment of AUD students' ability levels, the percentage of answers is as follows.



Figure 7. Measured Stage: Adjusts the AUD ability level.

The perception of early childhood education teachers makes physical motor activities fun for children after an early age at the measurable stage, the percentage of answers is as follows.



Figure 8. Measured Stage: Observation of AUD motor ability development

The perception of PAUD teachers makes pleasant motor physical activities measurable stages for children after an early age related to feedback on the progress of AUD motor development, the percentage of answers is as follows.



Figure 9. Measured Stage: Observation of AUD motor development

So it can be taken a summary that the perception of the ACTIVE Strategy for Measurable. The perception of PAUD teachers is 59% considered very good, 36% is considered good, the rest is considered moderate to 5%, thus 95% reduce the perception of AUD teachers at the Measurable stage can be applied to early childhood motor development.

Results of Innovative Indicator Percentage (Creative and Varied)

Early Childhood Teacher Perception of Making Fun Motor Physical Activities in Innovative for Children After Early Childhood which is related to creating new, fun motor physical activities, the percentage of answers is as follows.



Figure 10. Innovative Stage: Creating fun physical activity

The perception of PAUD teachers makes fun motor physical activities an innovative stage for children of this age by using simple tools that are able to strengthen AUD motor capacity

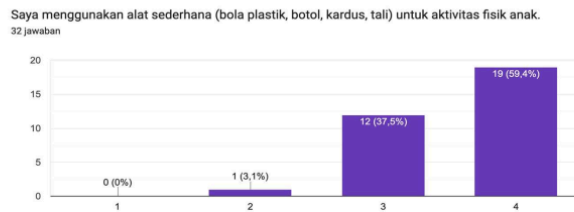


Figure 11. Innovative Stage: Using a creative simple tool of AUD motor enhancement

The perception of PAUD teachers makes fun motor physical activities in the innovative stage related to the use of digital technology as a learning resource and for the practice of AUD motor strengthening, with the percentage of answers as follows



Figure 12. Innovative Stage: Using a creative simple tool of AUD motor enhancement

So it can be summed up that the perception of the ACTIVE Strategy for Innovative. The perception of early childhood teachers is 59% considered very good, 37% considered good, the rest is considered moderate at 4%, thus 96% according to the perception of teachers AUD at the Innovative stage can be applied to early childhood motor development.

Fit Indicator Percentage Results (Healthy and Safe)

The perception of PAUD teachers makes physical motor activities fun for children after an early age at the Fit stage, namely healthy and safe, active in movement every day, the percentage of answers is as follows.

Saya mengarahkan anak untuk bergerak aktif setiap hari di sekolah.
32 jawaban

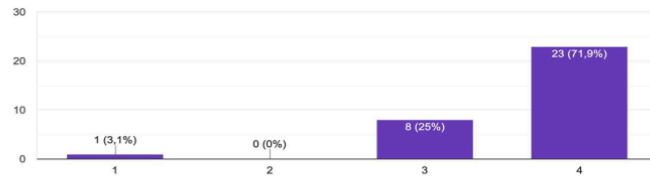


Figure 13. Fit Level: Increased motor AUD active movement

The perception of PAUD teachers makes physical motor activities fun for children after an early age at the Fit stage, healthy and safe, AUD safety is the most important, the percentage of answers.

Saya selalu memperhatikan keselamatan dan keamanan anak saat beraktivitas fisik.
32 jawaban

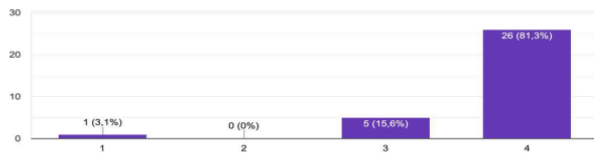


Figure 14. Fit Level: Prioritizing safety and security during practice

The perception of PAUD teachers makes motor physical activities that are fun for children after an early age at the Fit stage of healthy and safe, inviting AUD to live a healthy and fit life through active play to strengthen AUD motor, the percentage of answers is as follows.

Saya mendorong anak untuk hidup sehat dan bugar melalui permainan gerak.
32 jawaban

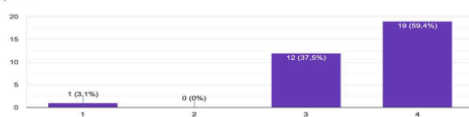


Figure 15. Fit Stage: Prioritizing healthy and fit lifestyle habits from an early age

So it can be taken a summary that the perception of the ACTIVE Strategy for FIT. The perception of PAUD teachers is 70% considered very good, 25% considered good, the rest is considered moderate 5%, thus 95% according to the perception of AUD teachers at the FIT stage can be applied to early childhood motor development. The overall end result of 94.6% was excellent, 5.4% was good for the implementation of the ACTIVE Strategy (Fun, Character, Innovative and Fit) in the physical development of AUD motors.

With adequate explanation based on the perception of the AUD teacher from graph 1.1. to 1.14., basically every child has extraordinary potential by being encouraged by the right strategy including the ACTIVE strategy, and the child is said to have good physical motor development, at a time when the child is able to coordinate movements optimally (Nurkamelia, 2019). In order to be able to support children's motor skills, there are basically many learning models that can be applied in motor learning to attract children to move (Febrianta Y, 2017), one way to improve is through play activities for early childhood motor skills (Widiasanti I, et al, 2025). Basically, playing that is packaged with a more detailed strategy with interesting stages can make a greater contribution such as an ACTIVE strategy in which it is not just playing., so that with the right approach, in essence physical activity can be a powerful educational tool, providing a strong basis for holistic growth and development of children (Aulia, Prtama, 2025).

In the application of the ACTIVE strategy, in essence, physical activities such as playing, traditional games and other types of games including creative games are part of the content of the strategy, thus referring to the results of research that traditional games based on outdoor learning significantly contribute to the optimization of motor development (Sitepu J., et. al. 2025). Moreover, the ACTIVE strategy does focus on strategies for strengthening children's physical life, including motor, and the results of other studies explain that interesting ways to develop early childhood motor physique through sports (Zulia, Rivana, 2024), such as gymnastics, movement and song games, rhythmic gymnastics (Hasibuan et al 2025, Lubis, et al. 2025). Another way is by

doing gardening practices for children's physical motor development (Rartnasari T et. a., 2018) and celedet pong dance (Cahyani et al. 2023). Through Fun Games (Ananda, Tirta, 2024). Training Circuit Activities (Raffiah et al., 2024).

Various physical activities that are packaged one by one previously described based on research can be included in the content frame of the ACTIVE strategy to strengthen children's motor skills in early childhood motor development, so it is very adequate to recommend the ACTIVE strategy to be used in AUD motor strengthening.

CONCLUSION

Based on the background and results as well as the discussion of the research, it can be concluded that based on the perception of PAUD teachers on the ACTIVE strategy (Fun, Character, Measurable, Innovative and Fit) can be used and applied in learning the AUD motor physical development method taught at the PAUD level.

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