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SAIH Rhythmic Gymnastics as the Golden Key to Enhancing Motor Coordination and Balance among Elementary School Students

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Abstrak

This classroom action research aims to improve rhythmic gymnastics learning outcomes through the development of motor coordination and balance among students at MI Al-Hasyimiyah Jakarta. The research subjects consisted of 15 fourth-grade students. The study employed the Kemmis & McTaggart model, which includes the stages of planning, action implementation, observation, and reflection. Data were collected through observation, performance tests, documentation, and field notes. The results showed a significant improvement in balance skills and motor coordination from the pre-research stage to Cycle III. By the end of the study, 93.3% of students achieved mastery learning. These findings demonstrate that the Anak Indonesia Hebat (SAIH) rhythmic gymnastics program is effective in enhancing elementary school students' rhythmic gymnastics learning outcomes.

Keywords: *balance, classroom action research, motor coordination, physical education, rhythmic gymnastics.*

1 INTRODUCTION

Physical education is an integral part of overall education that aims to develop students' physical, psychomotor, cognitive, and affective potential in a balanced manner. Through physical education, students are not only trained to master movement skills but also guided to cultivate sportsmanship, discipline, cooperation, and a sense of responsibility toward themselves and their environment (Depdiknas, 2013). In the context of elementary education, physical education plays an essential role in stimulating children's growth and development, particularly in the aspects of motor coordination and body balance.

One of the most relevant and enjoyable forms of physical education activities for elementary school children is rhythmic gymnastics. This activity combines elements of music, rhythm, and body movement in harmony, which helps train flexibility, balance, coordination, and kinesthetic awareness (Mahendra, 2017). According to Sujarwo (2016), rhythmic gymnastics has high educational value because it develops motor skills while fostering an appreciation for the art of movement. It not only emphasizes physical strength but also teaches body control, rhythm, and self-expression, aligning with the student-centered learning approach promoted in the Merdeka Curriculum.

From a developmental perspective, children aged 6–12 years are in the "golden age" for developing motor skills, including balance and coordination (Haywood & Getchell, 2009). During this stage, children's nervous and muscular systems grow rapidly, making them highly responsive to activities that stimulate fundamental movement skills. Balance refers to the ability to maintain the body's stability, both in static and dynamic conditions.

Meanwhile, motor coordination is the ability to integrate various body movements harmoniously to produce efficient and accurate motion. These two aspects form the foundation for mastering more complex motor skills in the future.

However, preliminary observations at MI Al-Hasyimiyah Jakarta revealed that most fourth-grade students still struggle to maintain balance and perform coordinated movements accurately. Only about 26% of students achieved the minimum mastery criteria in rhythmic gymnastics learning. This condition is consistent with the findings of Rahayu (2019), who stated that the motor coordination skills of elementary school children tend to be low if they are not given structured and continuous physical stimulation. This issue is further exacerbated by sedentary lifestyles and the growing dependency on gadgets and digital games, which reduce children's daily physical activity levels (Kemenkes RI, 2021).

To address these motor skill deficiencies, a physical education approach is needed that not only emphasizes physical exercise but also integrates elements of enjoyment, creativity, and music to make learning more engaging for children. One relevant and contextual program is Senam Anak Indonesia Hebat (SAIH) or Great Indonesian Children Gymnastics. This program, developed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), aims to promote physical fitness, positive character, and a sense of national pride through rhythmic exercises tailored to children's developmental stages. SAIH integrates elements of culture, rhythm, and dynamic movement, which not only enhance strength and agility but also improve balance, motor coordination, and self-confidence.

Previous studies have shown that rhythm-based physical activities such as rhythmic gymnastics are effective in enhancing children's motor abilities. Andini (2020) found that rhythmic exercise conducted over eight weeks significantly improved hand–foot coordination among elementary school children. Similarly, Prasetyo (2018) confirmed that rhythmic gymnastics learning positively affects body balance and postural stability. These findings indicate that integrating movement with music stimulates the neuromuscular system effectively, supporting children's physical and psychomotor development.

Beyond the physical domain, rhythmic gymnastics such as SAIH also carries substantial social and emotional value. Group activities performed in unison foster cooperation, togetherness, and sportsmanship. This aligns with the dimensions of the Profile of Pancasila Students emphasized in the Merdeka Curriculum—namely independence, collaboration, and virtuous character. Thus, rhythmic gymnastics not only enhances physical abilities but also contributes to character formation among students.

Based on the above background, this study focuses on examining the effectiveness of the SAIH rhythmic gymnastics program in improving balance and motor coordination skills among fourth-grade students at MI Al-Hasyimiyah Jakarta. Through the implementation of the Kemmis and McTaggart (1988) Classroom Action Research model, this study aims to achieve significant improvements in rhythmic gymnastics learning outcomes while providing practical contributions to the development of creative and enjoyable physical education models in elementary schools.

2 RESEARCH METHOD

This study employed the Classroom Action Research (CAR) method using the Kemmis and McTaggart (1988) model, which was carried out in three cycles. Each cycle consisted of four stages: (1) planning, (2) acting, (3) observing, and (4) reflecting. This model was

chosen because it allows the researcher and the teacher to systematically and repeatedly implement improvements to the rhythmic gymnastics learning process in the classroom.

2.1 Research Subjects

The research subjects were 15 fourth-grade students of MI Al-Hasyimiyah Jakarta, consisting of 8 male and 7 female students. The subjects were selected using purposive sampling based on the following criteria:

a. Have participated regularly in physical education (PJOK) classes.
b. Are physically healthy and capable of performing gymnastics activities.
c. Have no severe motor impairments.

2.2 Data Sources

Data in this study were obtained from primary and secondary sources.

a. Primary data were collected through students' motor skill test results, classroom observations, and direct interviews with the physical education (PJOK) teacher.
b. Secondary data were obtained from school documents such as the PJOK Teaching Module, field notes, photos of activities, and collaborative reflection results with the teacher.

2.3 Instruments

The instruments used in this study included:

a. Balance assessment rubric — covering one-leg stance tests, straight-line walking, and balanced jumping.
b. Motor coordination rubric — assessing the synchronization of hand, foot, and body movements according to rhythm.
c. Senam Anak Indonesia Hebat (SAIH) rubric — using a 1–4 rating scale based on technical skills, rhythm accuracy, flexibility, and movement precision.

Each rubric was validated by physical education experts and field practitioners to ensure content validity and the measurability of movement indicators for elementary school students.

2.4 Data Collection

Data were collected through the following techniques:

a. Observation, to record students' engagement, movement accuracy, and interaction during learning activities.
b. Performance tests, used to measure the improvement in motor coordination and balance during each cycle.
c. Interviews, conducted with the PJOK teacher to obtain reflections and evaluations of the learning process.
d. Documentation, including photos, videos, field notes, and reflection records from each meeting as evidence of the implemented actions.

2.5 Data Validity

The validity of the data was ensured through:

a. Technique triangulation, by comparing data obtained from observations, interviews, and documentation.
b. Expert validation, conducted by physical education lecturers and PJOK teachers as field practitioners.
c. Collaborative reflection, between the researcher and the teacher to confirm the accuracy of observations and data interpretation.

2.6 Success Criteria

The study was considered successful if:

a. At least 85% of students achieved the minimum mastery criteria (KKM).

b. There was a minimum 20% improvement in motor coordination and balance scores from the pre-cycle to the third cycle.
c. Students demonstrated positive attitudes, enthusiasm, and active participation during SAIH rhythmic gymnastics learning activities.

3 RESULTS AND DISCUSSION

3.1 Research Results

This classroom action research was conducted in three cycles, each consisting of two meetings. Every cycle followed the stages of planning, action, observation, and reflection. The intervention focused on implementing the Senam Anak Indonesia Hebat (SAIH) program as a learning strategy to improve balance and motor coordination skills among fourth-grade students at MI Al-Hasyimiyah Jakarta.

a. Pre-Research Results

Before implementing the intervention, an initial assessment was conducted to measure students' balance and motor coordination abilities. The results showed that only 4 out of 15 students (26.7%) met the minimum mastery criteria (KKM). Most students had difficulty maintaining body posture while performing patterned movements, were unable to follow musical rhythms properly, and showed poor coordination between hand and foot movements. They also tended to be passive, less confident, and often lost balance during transitional movements.

b. Cycle I Results

In Cycle I, the teacher introduced the basic SAIH movement patterns through individual and group practice using simple rhythmic music. Observations indicated an increase in learning motivation and student participation, although some students were still stiff in following the tempo. The motor skills test results showed that 7 students (46.7%) achieved mastery. This marks a 20% improvement from the pre-research phase. The main difficulties observed were students' inability to adjust tempo and rhythm, as well as limited body control for maintaining balance.

c. Cycle II Results

Based on reflections from Cycle I, several improvements were made, such as step-by-step demonstrations, rhythm training using hand claps, and small group formations to allow peer modeling. The teacher also adjusted the tempo of the music to a slower pace and used drill repetition methods to help students internalize the movement sequences. The results showed significant progress—students began to perform smoother transitions, maintain stable postures, and move in sync with the rhythm. By the end of Cycle II, 11 students (73.3%) achieved mastery. Students appeared more focused, confident, and enthusiastic during the exercises.

d. Cycle III Results

In Cycle III, the learning focused on movement refinement and synchronization among body parts. The teacher provided additional motivation, recognized outstanding performances, and reinforced teamwork. Observations revealed that almost all students showed consistent improvement. Their movements became more coordinated, stable, and expressive. The final test showed that 14 out of 15 students (93.3%) achieved mastery, exceeding the success criteria (≥85% of students achieving mastery). The one student who did not meet the criteria still demonstrated noticeable improvement in coordination and rhythm compared to the pre-cycle phase.

Overall Summary of Results

Research Stage	Number of Students Achieving Mastery	Mastery Percentage	Improvement (%)
Pre-Research	4 students	26,7%	—
Cycle I	7 students	46,7%	+20,0%

Research Stage	Number of Students Achieving Mastery	Mastery Percentage	Improvement (%)
Cycle II	10 students	73,3%	+20,0%
Cycle III	14 students	93,3%	+26,6%

Overall, the table above demonstrates a consistent and significant improvement across all cycles, both in the number of students who achieved mastery and in the quality of their observed motor coordination and balance skills.

3.2 Discussion

The results of this study indicate that the Senam Anak Indonesia Hebat (SAIH) learning program is effective in improving the balance and motor coordination of fourth-grade students at MI Al-Hasyimiyah Jakarta. The gradual improvement from the pre-cycle to the third cycle demonstrates that a rhythmic movement-based learning approach can optimally stimulate motor development in elementary school children.

This finding aligns with the theory proposed by Haywood and Getchell (2009), which explains that exercises involving coordination between body parts and musical rhythm can strengthen the neuromuscular system responsible for movement control and balance. Rhythmic activities help children synchronize sensory and motor functions, allowing the body to adjust its position quickly and accurately during movement transitions.

In Cycle I, the improvement in learning outcomes was still limited because students were not yet accustomed to following musical tempo or performing movements in sequence. However, after adjusting the strategy in Cycle II—by providing step-by-step demonstrations, slowing down the music tempo, and conducting group-based training—the results improved significantly. This demonstrates that demonstrative and collaborative learning strategies are more effective for elementary students who are still in the concrete operational stage, as described by Piaget's theory of cognitive development (1970).

The results of Cycle III showed that almost all students were able to perform movements with stability, synchronization, and confidence. Qualitatively, this improvement was marked by increased enthusiasm, better group cooperation, and a greater willingness to express themselves through movement. These findings indicate that rhythmic gymnastics learning not only improves the psychomotor domain but also has a positive impact on the affective domain of students.

This is supported by Andini (2020), who found that rhythmic gymnastics activities based on music are more effective in enhancing motor coordination than conventional physical activities that do not involve rhythm. Similarly, Prasetyo (2018) stated that rhythm-based learning naturally stimulates the body's balance system, as it requires children to adjust their body position according to changes in tempo and movement direction. Therefore, implementing programs such as SAIH plays an essential role in developing children's fundamental motor skills while also improving overall physical fitness.

In addition to physical improvements, increased self-confidence and active participation among students became key indicators of the success of this intervention. Students who were previously passive and hesitant began to actively participate, perform confidently in front of the class, and express positive attitudes throughout the learning process. This shows that the SAIH program is also effective as a learning medium that fosters cooperation, sportsmanship, and discipline, in line with the values contained in the Profile of Pancasila Students.

Thus, the findings of this research not only support existing theories but also provide empirical evidence that the implementation of the Senam Anak Indonesia Hebat (SAIH) program can serve as an innovative, contextual, and enjoyable model of physical education (PJOK) learning—particularly in enhancing motor coordination skills among elementary school students.

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4 CONCLUSION

Based on the results and discussion, it can be concluded that the implementation of the Senam Anak Indonesia Hebat (SAIH) learning program through the Classroom Action Research (CAR) approach proved to be effective in improving the balance and motor coordination of fourth-grade students at MI Al-Hasyimiyah Jakarta.

Quantitatively, the percentage of students achieving mastery increased from 26.7% in the pre-research stage to 46.7% in Cycle I, 66.7% in Cycle II, and 93.3% in Cycle III, thereby exceeding the success criterion of ≥85% mastery. This demonstrates that the SAIH rhythmic gymnastics program positively influenced students' rhythmic movement skills.

Qualitatively, students exhibited higher levels of enthusiasm, active participation, self-confidence, and teamwork throughout the learning process. Thus, the SAIH rhythmic gymnastics program not only improved psychomotor abilities but also supported students' social and emotional development.

Therefore, it can be concluded that Senam Anak Indonesia Hebat (SAIH) is a suitable and effective alternative for Physical Education, Sports, and Health (PJOK) learning at the elementary school level, as it integrates elements of movement, music, and character building, while also supporting the objectives of the Merdeka Curriculum in shaping students who are active, healthy, and embody the values of Pancasila.

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