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THE EFFECT OF GREAT INDONESIAN CHILDREN'S GYMNASTICS ON THE MOTOR EDUCABILITY OF 5TH GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Changes in lifestyle among elementary school children, which are characterized by an increase in the time children spend on sedentary activities, such as watching television and playing with gadgets, have contributed to a decrease in the level of physical activity among elementary school children. This has the potential to cause various health problems and motor skills in elementary school children. The aim of this research is "To find out and describe whether there is a great influence of Indonesian children's gymnastics on the motor skills of elementary school students." There are several types of pre-experimental design and the form used in this research is one-group pretest posttest design where the results of the treatment will look more accurate because they can be compared with the situation before the treatment. "Using a design based on the intended target to find out whether there is an influence of Great Indonesian Children's Gymnastics on the Motor Educability Ability of Elementary School Students". Based on the table description of the average results of Motor Educability Ability above, it can be said to be Increasing, namely from the pretest score before being given treatment is 22.08 in the medium category, and the post-test score after being given treatment is 26.92 in the Good category. Based on the Significance value of 0.000 < 0.05, it can be concluded that Ha and Ho are accepted. rejected. And if t count > t table, then Ho is rejected. From the SPSS output results above it can be seen that the value of t count > t table is 1.676 > 1.199, so Ho is rejected so that the hypothesis can be concluded that there is an influence of Great Indonesian Children's Gymnastics on the Motor Educability of Elementary School Students.

Article Information

***Kata Kunci*:**

Senam Anak Indonesia Hebat, Motor Educability, Siswa Sekolah Dasar.

ABSTRACT

Perubahan gaya hidup pada anak Sekolah Dasar yang ditandai dengan meningkatnya waktu yang dihabiskan anak-anak hanya untuk aktivitas sedentari, seperti menonton televisi dan bermain gadget, telah berkontribusi pada penurunan tingkat aktivitas fisik di kalangan anak-anak Sekolah Dasar. Hal ini berpotensi menyebabkan berbagai masalah kesehatan, dan kemampuan motor *educability* pada anak Sekolah Dasar. Tujuan penelitian ini adalah "Untuk Mengetahui mendeskripsikan Apakah ada Pengaruh Senam Anak Indonesia Hebat Terhadap Kemampuan Motor *Educability* Siswa Anak Sekolah Dasar". Bentuk *pre-experimental design* itu terdapat beberapa macam dan bentuk yang digunakan dalam penelitian ini adalah *one-group pretest post-test design* dimana hasil perlakuan akan terlihat lebih akurat karena dapat membandingkan dengan keadaan sebelum adanya *treatment*. Menggunakan *design* berdasarkan sasaran yang ingin dituju untuk mengetahui melihat adakah pengaruh Senam Anak Indonesia Hebat Terhadap Kemampuan Motor *Educability* Siswa Anak Sekolah Dasar". Berdasarkan tabel Deskripsi Hasil rata-rata Kemampuan Motor Educability diatas Maka dapat dikatakan Meningkat yaitu dari Nilai *pretest* sebelum diberikan perlakuan adalah 22.08 pada kategori sedang, dan nilai post-test setelah diberikan perlakuan adalah 26.92 pada kategori Baik. Berdasarkan nilai Signifikansi 0.000 < 0.05 maka berkesimpulan bahwa Ha diterima dan Ho ditolak. Dan jika t hitung > t tabel, maka Ho ditolak. Dari hasil Output SPSS diatas dapat dilihat nilai t hitung > t tabel yaitu 1.676 > 1.199 maka Ho ditolak sehingga untuk hipotesis dapat disimpulkan Terdapat pengaruh Senam Anak Indonesia Hebat Terhadap Kemampuan Motor *Educability* Siswa Anak Sekolah Dasar.

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1. Introduction

Physical education, sports, and health (PJOK) is an important part of the educational process, oriented not only toward improving physical fitness but also toward developing students' motor, mental, social, and emotional abilities. The implementation of sports in Indonesia is legally based on Law Number 3 of 2005 concerning the National Sports System, which was later updated through Law Number 11 of 2022 concerning Sports. National sports are aimed at improving health and physical fitness as well as shaping character and personality. In the context of basic education, PJOK is a strategic means of providing physical activity experiences that are appropriate to children's developmental characteristics. Physical activity at elementary school age plays a crucial role in supporting children's growth and development. Physical fitness is a physical condition that allows a person to perform daily activities optimally without experiencing excessive fatigue and still has energy reserves for other activities (Nuari, Tresnowati, & Widya, 2020). One form of physical activity that can be used in PJOK learning is gymnastics. Gymnastics is a physical activity performed through a series of systematic, planned, and directed movements that can be used to develop physical fitness, coordination, motor skills, and physical abilities in students. Gymnastics instruction in schools is essentially a means to achieve educational goals by stimulating children's growth and development.

The issue of physical activity in elementary school children is becoming increasingly relevant with changes in modern lifestyles. Children are increasingly spending time in sedentary activities, such as watching television and using gadgets, rather than engaging in physical activity outside the home. Excessive gadget use can also reduce children's opportunities to move, play, interact directly with peers, and gain diverse movement experiences. This condition can be a contributing factor to low physical activity and suboptimal motor development in children. Therefore, physical activities are needed that are interesting, fun, easy to do, and appropriate to the characteristics of elementary school children. One form of physical activity that can be developed is gymnastics.

Great Indonesian Children. This program was introduced by the Ministry of Primary and Secondary Education in 2025 as part of an effort to support positive habits for Indonesian children. Great Indonesian Children's Gymnastics is designed with dynamic, energetic, easy-to-follow movements and contains elements of Indonesian culture (Sinulingga, 2025; Maulida, Jannah, Fitria, & Yasin, 2025). The program is not only aimed at improving physical fitness but can also be a means to build healthy lifestyle habits, discipline, togetherness, and a love for Indonesian culture and the nation. The diverse and repetitive characteristics of the movements provide opportunities for students to gain movement experiences that can support the development of motor skills.

One of the important abilities in children's motor development is motor educability. Motor educability relates to a person's ability to learn, understand, and master new motor skills quickly and effectively. This ability is important in Physical Education (PJOK) learning because students are exposed to various forms of movement and different skills. Children who have good motor educability tend to be more receptive to and perform new movements, adapt movements to situations, and develop motor skills through diverse physical activity experiences. The results of research by Rosa et al. (2023) regarding the identification of elementary school students' motor educability abilities showed that most students were in the moderate category. Of the 49 third-grade students, 14 students were in the good category (28.57%), 28 students were in the moderate category (57.13%), and 7 students were in the poor category (14.28%). These findings indicate that elementary school students' motor educability abilities still need attention and stimulation through appropriate physical activities. This condition is also relevant to the results of initial observations conducted at SD Negeri 180 Palembang. Based on observations, children's exercise activities are mostly obtained through school activities, while at home some students spend more time watching television and using gadgets. At SD Negeri 180 Palembang, morning exercise activities are carried out together by students in grades I to VI and teachers for approximately 30 minutes on Tuesdays, Wednesdays, Thursdays, and Saturdays before the start of classes. This activity provides an opportunity for students to gain experience with regular physical activity. Exercise activities carried out together can also create a fun learning atmosphere while providing stimulation for students' motor skills.

Musically-accompanied gymnastics activities can provide a more engaging movement experience for children. Renza et al. (2020) explain that rhythmic gymnastics is a form of physical activity that combines various series of body movements accompanied by music or a specific rhythm, thus requiring movement harmony, coordination, and the ability to follow the tempo. These characteristics are related to the development of motor skills because students are required to understand, remember, and perform various movement patterns in a coordinated manner. Thus, Senam Anak Indonesia Hebat has the potential to be a physical activity that can be used to stimulate the motor skills of elementary school students. Although research on physical activity and motor skills of elementary school children has been conducted extensively, research specifically examining the effect of Senam Anak Indonesia Hebat on the motor skills of elementary school students is still limited. Furthermore, Senam Anak Indonesia Hebat is a relatively new program introduced in 2025.

This condition indicates a research gap that needs to be studied empirically to determine whether the implementation of Senam Anak Indonesia Hebat can bring changes to the motor educability abilities of elementary school students. Based on this description, this study is important to be conducted to obtain empirical evidence regarding the effect of Senam Anak Indonesia Hebat on the motor educability abilities of elementary school students. This study is expected to contribute to the development of PJOK learning, especially in the use of gymnastics activities as a form of stimulation of students' motor

skills. The results of the study are also expected to be a consideration for PJOK teachers and schools in developing physical activity activities that are interesting, fun, and appropriate to the characteristics of students. Based on the problems and research gap, this study aims to determine the effect of Senam Anak Indonesia Hebat on the motor educability abilities of elementary school students.

2. Method

This study used a quantitative approach with an experimental method and a one-group pretest-posttest design. This design aimed to determine changes in students' motor educability before and after being given treatment in the form of the Great Indonesian Children's Gymnastics activity.

The research was conducted in three stages: pretest, treatment, and posttest. In the pretest (O_1) stage, students' motor educability was measured before treatment was given. Next, students participated in treatment (X) in the form of the Great Indonesian Children's Gymnastics activity for six meetings. After all treatments were completed, a posttest (O_2) was conducted using the same measurement instrument to determine changes in students' motor educability. The measurement results before and after treatment were compared to determine changes in students' motor educability after participating in the Great Indonesian Children's Gymnastics activity. The research design can be described as follows:

$O_1 \rightarrow X \rightarrow O_2$

Information:

O_1 = Initial measurement (pretest) of students' motor educability.

X = Treatment in the form of six meetings of Great Indonesian Children's Gymnastics activities.

O_2 = Final measurement (posttest) of students' motor educability.

The study was conducted at SD Negeri 180 Palembang, South Sumatra, in May 2026. The study population was all students of SD Negeri 180 Palembang. The study sample consisted of 50 fifth-grade students, consisting of 25 male students and 25 female students. The sample selection was based on certain considerations in accordance with the research objectives. Thus, the study sample was fifth-grade students who met the criteria determined by the researcher. This study consisted of two variables. The independent variable (free) was Senam Anak Indonesia Hebat (Great Indonesian Children's Gymnastics), while the dependent variable (bound) was the motor educability of elementary school students. Senam Anak Indonesia Hebat was given as a treatment in six meetings. The treatment was carried out through a series of gymnastic movements performed together by following the instructions and rhythm of the Senam Anak Indonesia Hebat music. The research instrument used to measure motor educability was the Iowa-Brace Test. This test is used to measure an individual's ability to learn and perform new motor skills. The instrument was used in the pretest and posttest stages to obtain data on students' motor educability abilities before and after the treatment. The test is administered by providing instructions and demonstrating movements to students. Students then perform the movements according to the tester's instructions. Each test item is given a trial run according to established procedures.

Each item is assessed using the following scores:

2 = succeeded on the first try;
1 = successful on the second try;
0 = failed on both trials.

The results of all items were then summed to obtain each student's motor educability score. In this study, motor educability measurement included 14 aspects of movement that had been modified from 21 movement test items, namely control precision, multi-limb coordination, reaction orientation, reaction time, speed of arm movement, rate control/timing, manual dexterity, finger dexterity, postural discrimination, response integration, arm-hand steadiness, fist-finger speed, timing, and physical proficiency abilities. Data collection was carried out in three stages. First, students were given a pretest to obtain initial data on motor educability abilities. Second, students were given treatment in the form of Senam Anak Indonesia Hebat for six meetings. Third, after all treatments were completed, students took a posttest to obtain final data on motor educability abilities. Pretest and posttest data were then compared to determine changes in motor educability abilities after participating in Senam Anak Indonesia Hebat. Data were analyzed using descriptive and inferential analysis with the help of statistical software. Descriptive analysis was used to determine the minimum, maximum, mean, median, mode, and standard deviation values of the pretest and posttest results. Before hypothesis testing, the data were tested for normality using the Shapiro-Wilk test with a significance level of 0.05. Data were declared normally distributed if the significance value was greater than 0.05. Furthermore, because the study used one group measured before and after treatment, hypothesis testing was conducted using a paired-samples t-test if the data met the normality assumption. Testing was conducted at a significance level of 0.05. If the significance value (p) <0.05, then H_0 is rejected and Ha is accepted, which indicates a significant difference between motor educability before and after the provision of Senam Anak Indonesia Hebat. Conversely, if the p value >0.05, then H_0 is not rejected. The research hypothesis is formulated as follows:

H_0: There is no influence of the Great Indonesian Children's Gymnastics on the motor educability of fifth grade elementary school students.

Ha: There is an influence of the Great Indonesian Children's Gymnastics on the motor educability of fifth grade elementary

school students.

3. Results and Discussion

3.1 Results

This study aims to analyze changes in the motor educability of elementary school students after participating in the Senam Anak Indonesia Hebat (SAIH) program. The study was conducted at SD Negeri 180 Palembang on 50 fifth-grade students, consisting of 25 male students and 25 female students. The study used a one-group pretest-posttest design, namely the measurement of motor educability was carried out before and after the intervention. The SAIH intervention was given in six meetings, with a duration of 60 minutes at each meeting. Measurement of motor educability was carried out using the Iowa-Brace Test. The initial measurement (pretest) was used to obtain an overview of students' abilities before the intervention, while the final measurement (posttest) was used to determine changes in abilities after students participated in the SAIH program.

3.1.1 Statistical Description of Motor Educability

ResultsDescriptive analysis showed a change in motor educability between pre- and post-intervention measurements. In the pretest, 50 data were declared valid with no missing data. The average motor educability score was 22.08 with a median of 22.00 and a standard deviation of 1.967. The lowest score was 16 and the highest score was 26. After the SAIH intervention, the average posttest score increased to 26.92 with a median of 27.00 and a standard deviation of 0.900. The minimum score increased to 24, while the maximum score increased to 28. These changes indicate that not only there was an increase in the average score, but also a change in the distribution of scores towards a higher direction and a smaller spread of scores. Substantively, the average increase from 22.08 to 26.92 indicates an increase of 4.84 points. When compared to the initial average value, this increase is equivalent to approximately 21.92%. Based on the ability categories used in the study, the average pretest score was in the moderate category, while the average posttest score was in the good category. These findings indicate that after participating in the SAIH program, students' ability to perform and learn movement patterns experienced positive development. The increase in the minimum score from 16 to 24 also indicates that changes occurred not only in students with relatively high initial abilities, but were evident across the entire range of abilities observed.

3.1.2 Normality Test

Normality tests were conducted as part of the parametric analysis assumption check. Based on the results of the normality tests, the Shapiro-Wilk significance value for the pretest data was 0.064, while the significance value for the posttest data was 0.058. Both values are greater than 0.05, indicating that the pretest and posttest data do not show significant deviations from a normal distribution.

Table 4.4 Normality Test Results

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
Pretest	.216	50	.067	.926	50	.064
Posttest	.315	50	.062	.819	50	.058

a. Lilliefors Significance Correction

Source: Data processed by researchers using SPSS

ResultsThis provides the basis for using parametric analysis to compare pre- and post-intervention scores. However, because the study used a paired-samples design, a more methodologically relevant assumption for the paired-samples t-test is the normality of the difference scores between the posttest and pretest. Therefore, in further research, the normality of the difference scores should be explicitly reported.

3.1.3 Hypothesis Testing

Hypothesis testing was conducted using a paired-samples t-test because the pretest and posttest scores came from the same subjects. The analysis showed that the average difference in scores between the pretest and posttest was 4.840 points, with a standard deviation of 2.113 and a standard error of 0.299. The 95% confidence interval for this difference ranges from 4.240 to 5.440.

Tabel 2 *Paired Sampel T-Test* (Uji T berpasangan)

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Pretest – Posttest	4.840	2.113	0.299	5.440	4.240	1.199	49	0.000

Sumber: Data diolah peneliti menggunakan SPSS

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educability abilities before and after participating in the Senam Anak Indonesia Hebat program. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This finding provides statistical evidence that there is a change in students' motor educability abilities after the SAIH intervention. However, interpretation of the results needs to consider the research design that uses one group without a control group. Therefore, the results of the study are more appropriately interpreted as a significant increase in motor educability abilities after the SAIH intervention, rather than as evidence of causality that is completely free from external factors.

3.2 Discussion

ResultsResearch shows that the Great Indonesian Children's Gymnastics program is associated with improved motor skills in elementary school students. The increase in the mean score from 22.08 in the pretest to 26.92 in the posttest represents a change of 4.84 points. In addition to the increase in the mean score, the standard deviation also decreased from 1.967 to 0.900.

Tabel Deskriptif Pretest dan Posttest

Keterangan	Pretest		Posttest		Perubahan
	Rata-rata (Mean)	Standar Deviasi (SD)	Rata-rata (Mean)	Standar Deviasi (SD)	Selisih Rata-rata (Posttest – Pretest)
Kemampuan Motor Educability (n = 50)	22,08	1,967	26,92	0,900	4,84

scores tended to be more concentrated at higher levels of ability. This finding has important implications for the context of physical education (PJOK) instruction in elementary schools. Motor educability is an individual's capacity to learn, adapt, and master new movement skills relatively quickly and accurately. This ability is not only related to physical capacity but also involves coordination, motion perception, attention, response to stimuli, balance, and the ability to adjust movement patterns. The SAIH program has characteristics that allow for stimulation of these various components. The series of movements performed repeatedly, following the rhythm of the music, and involving coordination of body parts provides a multimodal movement experience. Students not only perform physical activities but also must pay attention to the sequence of movements, adjust their movements to the tempo, maintain balance, and respond appropriately to instructions.

3.2.1 Improving Coordination and Motor Learning Ability

WrongOne possible mechanism explaining the improvement in motor educability is the repeated coordination practice. During SAIH, students perform various movements involving the hands, feet, and trunk, changing direction, shifting positions, and maintaining balance. This combination provides repeated stimulation for body coordination skills. Consistent activities allow students to correct movement errors from one session to the next. In the initial stages, students may require more time to understand and imitate movement patterns. Through repetition, students become more familiar with the movement structure, allowing for more efficient motor responses. The significant increase in posttest scores compared to pretest scores can be understood within this framework. SAIH provides a learning environment that allows students to observe, imitate, repeat, and correct movements. This process is relevant to the characteristics of motor educability, namely the ability to acquire new movement skills through experience and practice.

3.2.2 The Role of Rhythm and Music in Movement Learning

Another relevant characteristic is the use of music and rhythmic patterns. Movements performed to a count and rhythm require students to integrate auditory information with motor responses. Students need to listen to the beat, recognize changes in the pattern, and then translate that information into body movements. The integration of auditory stimuli and motor responses can provide a more complex experience than movement activities performed without a rhythmic structure. Students are required to maintain attention while controlling body movements. Thus, rhythmic activities can be a learning tool that not only develops physical components but also aspects of attention and response to stimuli. In the context of physical education (PJOK) learning, this condition is crucial because the ability to learn movement cannot be separated from students' ability to pay attention to instructions and coordinate bodily responses. SAIH provides this experience through relatively simple, repetitive, and enjoyable activities.

3.2.3 Repetition, Motivation, and Student Engagement

Student performance improvements can also be attributed to the repetitive nature of the intervention. This study provided six treatments, giving students repeated opportunities to perform the same movement patterns or related movement patterns. Repetition in movement learning provides students with the opportunity to improve movement quality. Mistakes made in the initial stages can be corrected through subsequent experiences. This process can ultimately help students perform movements more automatically and coordinated.

In addition to the repetition aspect, the characteristics of SAIH, which uses music and relatively easy-to-follow movements, can create a pleasant learning atmosphere. Positive learning conditions have the potential to increase student engagement throughout the activity. Students who actively participate in the entire sequence of movements have more opportunities to gain motor skills than students who are passive. Therefore, the effectiveness of SAIH in the context of this study can be seen not only from the type of movement, but also from how the activity is packaged into an active, rhythmic, repetitive, and enjoyable learning experience.

3.2.4 Relationship with Previous Research

The results of this study are in line with the research of Novan et al. (2025) regarding the Great Indonesian Children's Gymnastics program and the improvement of kinesthetic intelligence in elementary school students. The study used a quantitative approach with a pre-experimental design. The results of previous studies showed a positive relationship between SAIH activities and the development of students' kinesthetic abilities. The similarity of these findings shows that gymnastics activities that combine movement variations, rhythm, coordination, and repetition have the potential to support the development of students' motor skills. However, this study has a different focus because it specifically measures motor educability using the Iowa-Brace Test. This different focus contributes to the study of physical education learning because the study not only looks at students' ability to perform physical activities but also looks at their capacity to respond to and master motor skills as measured by motor educability instruments. Thus, the results of this study strengthen the view that structured rhythmic activities can be an alternative learning method to stimulate elementary school students' motor skills.

3.2.5 Pedagogical Implications

The research findings have practical implications for physical education (PJOK) instruction in elementary schools. SAIH can be used as a form of physical activity that is relatively easy to implement in groups. The characteristics of the movements allow for mass implementation without the need for complex equipment. In PJOK instruction, teachers can utilize gymnastics activities as part of warm-up activities, coordination development, rhythmic activities, and physical activity familiarization in the school environment. The systematic and repetitive use of movements also provides opportunities for teachers to observe the development of coordination, balance, rhythmic rhythm, and student responses to instructions. However, the implementation of SAIH should not replace all forms of movement experiences in PJOK instruction. SAIH is more appropriately positioned as a form of activity that complements basic movement learning, games, sports, fitness activities, and other physical activities.

3.3 Limitations of the Study

Interpretation of the study results requires considering several limitations. First, the study used a one-group pretest-posttest design without a control group. Therefore, the observed score increases cannot be fully separated from the possible influence of other factors, such as students' natural development, physical activity outside of school, previous sports experience, or changes in student conditions during the study period. Second, the study was conducted in a single school with a sample size of 50 students. The characteristics of the subjects from a single school may limit the generalizability of the results to a broader population of elementary school students. Third, the intervention duration was relatively short, with six treatments. This allows the study to detect changes in ability after the intervention, but it cannot yet explain whether these changes are sustained long-term.

Fourth, students' physical activity outside of school cannot be fully controlled. Play, exercise, digital device use, sleep patterns, and physical activity habits at home have the potential to impact students' motor skills. Fifth, the condition of learning facilities and environments also need to be considered. The availability of safe and adequate space, field conditions, student population, and teacher ability to demonstrate movements can affect the quality of intervention implementation. Sixth, this study did not include specific physical characteristics, such as nutritional status or body mass index, as controlled variables. Physical characteristics can be related to the ability to perform certain movements. Future research could consider these characteristics as covariates.

3.4 Research Implications and Future Research

Based on these findings and limitations, further research is recommended to use a more robust experimental design, such as a quasi-experimental design with a control group. Using a control group will help researchers distinguish changes related to the intervention from changes that may be due to natural developmental factors or other external factors.

Further research could also involve a larger sample size and several schools with different characteristics. This would allow the results to have greater generalizability.

Furthermore, future research could extend the intervention period and conduct follow-up measurements to determine the sustainability of changes in motor educability. Other variables such as daily physical activity level, nutritional status, gender, sports experience, physical fitness, and student motivation could also be considered to gain a more comprehensive understanding. Future research could also combine quantitative data with observations or interviews with teachers and students. This approach could provide information on how students experience the SAIH learning process, factors that increase their engagement, and barriers that arise during implementation.

3.5 Overall Interpretation

Overall, the results of the study showed an increase in the motor skills of fifth-grade students at SD Negeri 180 Palembang after participating in the Great Indonesian Children's Gymnastics program. The average score increased from 22.08 in the pretest to 26.92 in the posttest, representing an increase of 4.84 points. The paired-samples t-test showed a statistically significant difference with $p < 0.001$.

Tabel 1. Deskriptif Pretest dan Posttest

Variabel	Pretest		Posttest		Perubahan
	Rata-rata (Mean)	Standar Deviasi (SD)	Rata-rata (Mean)	Standar Deviasi (SD)	Selisih Rata-rata (Posttest – Pretest)
Kemampuan Motor *Educability* (n = 50)	22,08	1,967	26,92	0,900	4,84

Tabel 2. Hasil Uji Paired-Samples T-Test

Pasangan (Pair)	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest – Posttest	-4,840	2,113	0,299	-5,440	-4,240	-1,199	49	0,000

*Signifikan pada α = 0,05 (p < 0,001)

These findings indicate that SAIH has the potential to be a form of physical education (PJOK) learning activity that can support the development of students' motor learning abilities. The characteristics of SAIH, which combine structured movements, body coordination, musical rhythm, repetition, and active involvement, provide motor experiences relevant to the development of motor educability. However, because the study used a single-group design without a control group, the results should be interpreted proportionally. This study provides empirical evidence of an increase in motor educability after SAIH implementation, but experimental research with a control group and control for confounding variables is still needed to strengthen conclusions regarding causal relationships.

Thus, SAIH can be considered as an alternative activity in PJOK learning in elementary schools, especially to create an active, rhythmic, fun, and structured movement learning experience.

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