



## **Yoga Asana For Early Children's Physical Motoric Development**

**Harliana<sup>1</sup>, Hermanto<sup>2</sup>**

Universitas Bakti Indonesia,<sup>1,2</sup> Indonesia

Email: harlie789@gmail.com, Hermanto@ubibanyuwangi.ac.id

---

### **Abstract**

This research aims to describe asana yoga for the physical development of early childhood motor, using qualitative research case study of research site in PAUD Bali Public School Denpasar. The main data source consists of teachers, students and five-and six-year-old schoolgirls and a yoga instructor. Data collection procedures using observation techniques, interviews and documentation studies. While the data analysis is done during the ongoing research (on going process) with the stages of data reduction, data presentation and data verification as well as data validation in the form of data triangulation and member check. The results of the research was obtained by the data that the yoga asana for early childhood in PAUD Bali Public School Denpasar is a routine event Monday through Friday. Asana Yoga is performed for five to ten minutes with various types of poses including cobra pose, tree pose, lion pose, lotus pose. Asana Yoga is presented in the form of story telling and games adapted to the theme of the PAUD Daily Learning Implementation Plan (RPPH) such as animal themes, plants or environmental themes. The results of research in the field obtained data that, after the child performs regular yoga for three to six months with the correct movements, a significant increase in physical development as well motor and crude. Motor physical development in early childhood affects the development of the child in the future, to achieve optimal motor physical development should be given stimulation or stimulus in a variety of fun ways and in accordance with the growth stage of early childhood children

**Keywords:**  
Asana yoga;  
Physical motor;  
Early childhood.

---

### **Abstrak**

*Penelitian ini bertujuan untuk mendeskripsikan asana yoga bagi perkembangan fisik motorik anak usia dini, menggunakan jenis penelitian kualitatif studi kasus lokasi penelitian di PAUD Bali Public School Denpasar. Sumber data utama terdiri dari para guru, siswa dan*

**Kata Kunci:**  
*Asana yoga;  
Fisik motorik;  
Anak usia dini.*

siswi berusia lima hingga enam tahun serta seorang instruktur yoga. Prosedur pengumpulan data menggunakan teknik observasi, wawancara serta studi dokumentasi. Sedangkan analisis data dilakukan selama penelitian berlangsung (*on going process*) dengan tahapan yaitu reduksi data, penyajian data serta verifikasi data, serta validasi data berupa triangulasi data dan member check. Hasil penelitian dilapangan diperoleh data bahwa asana yoga bagi anak usia dini di PAUD Bali Public School Denpasar merupakan kegiatan rutin senin hingga jumat. Asana yoga dilakukan selama lima hingga sepuluh menit dengan berbagai jenis pose antara lain cobra pose, tree pose, lion pose, lotus pose. Asana yoga disajikan dalam bentuk story telling dan games disesuaikan dengan tema yang terdapat pada Rencana Pelaksanaan Pembelajaran Harian (RPPH) PAUD seperti tema binatang, tanaman atau tema lingkungan sekitar. Hasil penelitian dilapangan diperoleh data bahwa, setelah anak melakukan asana yoga secara rutin selama tiga hingga enam bulan dengan gerakan yang benar, terjadi peningkatan yang signifikan pada perkembangan fisik serta motorik kasar maupun motorik halus. Perkembangan fisik motorik pada anak usia dini sangat mempengaruhi perkembangan anak dimasa depan, untuk mencapai perkembangan fisik motorik yang optimal perlu diberikan rangsangan atau stimulus dengan berbagai cara yang menyenangkan dan sesuai dengan tahap tumbuh kembang anak usia dini.

---

Diterima : 20 Desember 2021; Direvisi: 18 Februari 2022; Diterbitkan: 26 Februari 2022

---

<http://doi.org/10.19105/kiddo.v3i1.5372>



Copyright© KIDDO Jurnal Pendidikan Islam Anak Usia Dini Institut Agama Islam Negeri Madura, Indonesia with the licenced under the CC-BY licence

---

## 1. Introduction

Early childhood is a child who is in the age range of zero to six years (Fitriani, 2018). At the age of zero to six years is a sensitive period. (Wahyuni & Usman, 2020). In this phase the child experiences rapid physical and motor development, physical and motor development is one of the important factors in the child's life process because it determines the child's skills in carrying out daily activities and can affect the way the child's view of himself and those in his environment that have an impact on the child's confidence and self-esteem (Zeng et al., 2017). The process of motor physical development affects each other, along with mature physical growth, motor development can be well coordinated, physical development can be seen from several indicators, among others; (1) adiposity i.e. body mass index, waist circumference, skin folds, (2) bone density, (3) gross and fine motor skills, (4) psychosocial i.e., concepts and self-esteem,

emotions, happiness, social interactions, temperance and, (5) cognitive development (Timmons et al., 2012). While motor development is a change in natural motion control ability obtained through the interaction between maturity and experience factors (Aghnaita, 2017).

Early childhood motor physical development is very influential in shaping the personality and development of children as a whole, the environment and learning experience of children's daily learning is a contributing factor for the optimization of motor physical development. Healthy child development will be able to optimize potential (Siti Maulani et al., 2021). According to Hurlock, well-learned skills will develop into habits (Aghnaita, 2017). Based on the above opinion, it can be concluded that to optimize the physical motor development of early childhood researchers consider it necessary to make various efforts by providing various stimulus through various methods that are in accordance with the stage of early childhood growth and development. Yoga is a teaching consisting of certain attitudes (asanas), breathing (pranayama), and hand position (mudra) involving three things, namely physical, mental and spiritual (Russo, 2013). Feuerstein argues that yoga is a blend of specific postures, training, meditation and concentration that can make yogis more focused and able to calm the mind (White, 2009). Asana yoga is a part of yoga that can be applied to stimulate the physical motor development of early childhood (Young & Silliman-french, 2017), because asanas are slowly performed postures designed to strengthen every part of the body (Kinasih, 2010).

In ancient literature it is explained that yoga asanas have a positive impact on physical and mental health (Stapp & K Wolff, 2019). Asanas or postures provide a healthy effect on the body. This is because in asanas the position of the body in a stable position, fun so that it can produce mental and physical balance .

The function of asana physiology is to keep the body healthy because it contains the element of purification of pancamahabhuta (Dayuh, 2016). Asana yoga is a body movement that can balance the body, mind and soul so as to awaken energy and provide strength, balance and awareness of life (Widya Sena, 2018).

Previous research conducted by Galantino revealed that, asana yoga can prevent the risk of cardiovascular (heart disease), improve physical fitness and affect a person's behavior (White, 2009). Another opinion says that yoga asanas help maintain the flow of energy in the body so as to increase immunity (Kaplan, 2013). Yoga is also beneficial for early childhood who experience concentration disorders, as well as mental and physical disorders such as ADHD (Farahani & Khonsari, 2018). Asana yoga for early childhood is different from asana yoga for adults. Asana yoga for early childhood is like a game, instructors use interactive methods and the imagination of children (Kaplan, 2013). Based on some opinions and findings of previous researchers, it can be concluded that yoga asanas can be applied as an alternative to stimulate physical and motor development for early childhood by using

methods that are in accordance with the growth and development of children.

## **2. Methods**

This research uses a qualitative approach to case studies, with PAUD Bali Public School research set located in Denpasar city. The main data sources consist of teachers, students and students ages five to six and a yoga instructor. While the data collection procedure is carried out using observation techniques, interviews and documentation studies. The process of data analysis is carried out during the study (on going process) and continuously. Data collection is taken based on the actual conditions that occur on the ground (Suyadi, Wina Calista, 2018). Data obtained on the ground in the form of observation sheets, interview records and documents relevant to the focus of research analyzed descriptively (Stapp & K Wolff, 2019). The stages of data analysis in qualitative research are carried out simultaneously, namely data reduction, data presentation and data verification (Miles & Huberman, 1992). To ensure that the data obtained on the ground is valid, researchers check the validity of the data by triangulating the data source, which is to compare the data obtained from several sources and then check by showing the results of the transcript to the informant. The results of the analysis of research data are reported in a descriptive form according to the actual data.

## **3. Result and Discussion**

Asana yoga is a routine activity and excellent program at PAUD Bali Public School Denpasar. This yoga activity is done every Monday to Friday for approximately five to ten minutes before teaching and learning activities begin. Asana yoga for early childhood is adapted to the curriculum of early childhood education, namely learning while playing, the themes on the curriculum are combined with the use of songs, movement games and various yoga poses so that yoga asanas can be packaged in the form of story telling with soothing musical accompaniment, the students are guided with various movements. There are various types of movements that can be varied in yoga asanas, some movements or asanas that can be given to early childhood, among others; cobra pose, lion pose, tree pose, bird pose, paint pose. Asana yoga is done classically in the school hall and can be done in each class, guided by a yoga instructor and accompanied by teachers, starting with performing prayers together in a cross-legged sitting position, back upright, eyes closed the position of both hands placed above the knee, quiet and concentrated, this movement is called lotus pose, this movement is useful to increase concentration, make the nervous system relax and increase flexibility in the knee area, Hips and ankles. Then continued with the movement of the tree pose, in this movement the child is in an upright standing position, the feet and soles of the feet are placed on the thigh and both hands are lifted above the head and hold up to two breaths, tree poses are useful to strengthen the spine, improve and help the coordination of muscle nerves, and strengthen the knees.

The next asana is a cobra pose, this movement begins by lying on the stomach on the mat, both hands are placed beside the chest and the head touches the mat while the position of both thighs, pelvis and legs is attached to the floor. When breathing, the chest is lifted up, rotate the shoulder so that the position of the shoulders away from the ear and both palms press the mattress. Hold this pose for a few seconds then lower your head, chest and shoulders slowly. Cobra poses have the benefit of opening up areas of the lungs, reducing fatigue and stress. Asana yoga is given daily between three to five poses. Before doing asana yoga there are several things that must be considered first, preferably yoga asanas are done three hours after eating. This is to avoid discomfort when doing yoga poses. Second, use clothes that can absorb sweat and are not too tight. During the students / students do asana yoga yoga instructors provide examples of yoga movements while the teachers supervise, accompany, improve the position and movements carried out by the students / students so that the benefits of yoga asanas can be maximized. This appears in figure 1 below.



Fg.1  
(a) tree pose



Fg.2  
(b) cobra pose

Asana yoga packaged in the form of story telling and various games can be adapted to the ongoing theme in the early childhood education Daily Learning Implementation Plan (RPPH) such as animal, plant, environmental and other themes. Any movement or pose can be done over and over again. From the results of the study on the ground obtained data that, after the child performs yoga asanas for three to six months regularly with the correct pose can help improve the child's physical and motor skills. This is seen at the level

of physical fitness of children, among others, more excited and active when learning activities in class, balance and body strength are increased when doing physical activities such as tiptoeing, standing with one leg, jumping, stepping on a board, engklek, running straight and zig zag, throwing something in direction, jumping. While motor skills can be seen from the increasing ability of children to perform various activities such as; Cutting paper following a straight and patterned line, skilled using the right and left hands, the child is able to control hand movements that use smooth muscles (clenching, clenching, twisting, squeezing), can use stationery and cutlery properly and, can coordinate eye, leg, hand and head movements when following dance or gymnastics movements better.

The age of zero to six years is a golden age, because at the age of the first six years the physical and motor development of children develops very rapidly (Kemendikbud, 2017). Motor physical development is expected to develop optimally because it can affect the way the child views himself, the surrounding environment and the level of confidence of each child (Rahman & Fuadatun, 2017).

Physical and motor development are interrelated, gross motor skills and fine motor is a learning process for a child to be skilled in moving limbs involving large and small muscles. This is necessary to support physical activities in daily activities.

#### 4. Conclusion

Early childhood motor physical development plays an important role in shaping personality and development as a whole because, motor physical abilities affect the level of confidence and the way the child views themselves and the surrounding environment. Asana yoga is a combination of certain attitudes (asanas), breathing (pranayama) and, hand attitudes (mudra). In its implementation, yoga asanas for early childhood can be adjusted to the stage of growth and curriculum of PAUD. Asana yoga can be packaged in the form of story telling and fun games in accordance with the theme on the daily learning program (RPPH) in school. Poses or movements given are not far from the daily life of children such as lion pose, cobra pose, tree pose and so on. The benefits of yoga asanas for early childhood physical and motor development can be seen after the child routinely performs yoga asanas three to six months. Motor physical development can develop optimally through the provision of proper stimulation and according to the stage of child growth and development, yoga asanas are an alternative for teachers and parents in helping the process of early childhood motor physical development. It is hoped that this yoga activity for early childhood can increase knowledge to stimulate motor development, especially for pre-school age children.

#### References

- Aghnaita. (2017). Perkembangan Fisik-Motorik Anak 4-5 Tahun Pada Permendikbud no . 137 Tahun 2014 ( kajian konsep perkembangan anak ). *Ejournal.Uin-Suka.Ac.Id/Tarbiyah/Alath*, 3(137).
- Dayuh, I. N. (2016). Pengetahuan Spiritual Yoga. *Jurnal Penjaminan Mutu*, 1(2), 79. <https://doi.org/10.25078/jpm.v1i2.53>
- Farahani, P. V, & Khonsari, A. H. (2018). Effectiveness of super brain yoga for children with hyperactivity disorder. *Wiley Journal*,



- December 2017, 1–7. <https://doi.org/10.1111/ppc.12266>
- Kaplan, L. J. (2013). The Experience of Yoga on Children with Anxiety. *Master of Social Work Clinical Research Papers. St Catherine University*, 1–55.
- Kemendikbud. (2017). *Modul pelatihan pendidikan karakter bagi guru*. 50.
- Kinasih, A. S. (2010). *PENGARUH LATIHAN YOGA TERHADAP*. 18(1), 1–12.
- Miles, M., & Huberman, M. (1992). *Qualitative Data Analysis* (Diterjemahkan oleh Rohidi (ed.); Cetakan pe). Universitas Indonesia (UI-Press).
- Rahman, T., & Fuadatul, F. (2017). Peningkatan Kemampuan Anak Usia Dini Mengenai Konsep Bilangan melalui Media Flashcard. *Jurnal Paud Agapedia*, 1(1), 118–128.
- Russo, H. L. (2013). Play and Creativity at the center of Curriculum and Assessment: A New York City School's Journey to Re-Think Curricular Pedagogy. *Bordón. Journal of Education*, 65(1), 131–146. <https://doi.org/10.13042/brp.2013.65109>
- Siti Maulani, Fanny Rizkiyani, & Sari, D. Y. (2021). Pemahaman Orang Tua Mengenai Gizi Seimbang pada Anak Usia 4-5 Tahun. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2(2), 154–168. <https://doi.org/10.19105/kiddo.v2i2.4186>
- Stapp, A., & K Wolff. (2019). Investigating Early Childhood Teachers' Perceptions of a Preschool Yoga Program. *SAGE JOURNAL, JANUARY-m*, SAGE Open January-March 2019: 1 –9 © The Author(s). <https://doi.org/10.1177/2158244018821758>
- Suyadi, Wina Calista, D. P. (2018). Perkembangan Fisik-Motorik Siswa Usia Dasar: Masalah dan Perkembangannya. *JIP: Jurnal Ilmiah PGMI*, 4(2), 170–182.
- Timmons, B. W., Leblanc, A. G., Carson, V., Gorber, S. C., Dillman, C., Janssen, I., Kho, M. E., Spence, J. C., Stearns, J. A., & Tremblay, M. S. (2012). *Systematic review of physical activity and health in the early years ( aged 0 - 4 years )*. 792, 773–792. <https://doi.org/10.1139/H2012-070>
- Wahyuni, S., & Usman, J. (2020). Penerapan Permainan Maze dalam Pembelajaran untuk Pengembangan Kognitif Anak di TK PKK Jalmak Desa Jalmak Kecamatan Pamekasan Kabupaten Pamekasan Jawa Timur. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 1(2), 160–173. <https://doi.org/10.19105/kiddo.v1i2.3687>
- White, L. S. (2009). Yoga for Children. *Pediatric Nursing Education Series*, 35(5), 296–297.
- Widya Sena, I. G. M. (2018). Kinesiologi Yoga Asanas (Kunci Kebahagiaan Tubuh, Pikiran Dan Jiwa). *Jurnal Yoga Dan Kesehatan*, 1(Kinesiologi yoga), 15–21. <https://ejournal.ihdn.ac.id/index.php/jyk/article/view/554>
- Young, A. J., & Silliman-french, L. (2017). *YOGA FOR YOUNG CHILDREN WITH DOWN SYNDROME*. 31(3), 18–25.
- Zeng, N., Ayyub, M., Sun, H., Wen, X., Xiang, P., & Gao, Z. (2017). Effects of Physical Activity on Motor Skills and Cognitive Development in Early Childhood : A Systematic Review. *Hindawi*

*BioMed Research International Volume 2017, Article ID 2760716,  
13 Pages, 2017, 13.*