

**ANALISIS PHYSICAL LITERACY DALAM PERSPEKTIF GENDER, STATUS  
EKONOMI, DAN JENIS LAYANAN PENDIDIKAN ANAK USIA DINI**

*Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor*

*Pendidikan Olahraga*

DISERTASI



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# ANALISIS PHYSICAL LITERACY DALAM PERSPEKTIF GENDER, STATUS EKONOMI, DAN JENIS LAYANAN PENDIDIKAN ANAK USIA DINI

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## ABSTRAK

Tujuan penelitian ini adalah untuk mengungkap tingkat physical literacy anak usia dini dari perspektif gender, status ekonomi dan jenis layanan pendidikan. Metode penelitian yang digunakan adalah *sequential explanatory mixed-methods*. Tahap pertama penelitian *cross-sectional surveys* yang dilakukan kepada anak usia dini berumur 4-6 tahun yang bersekolah di pendidikan anak usia dini yang dibagi ke dalam dua jenis layanan pendidikan yaitu pendidikan formal yang terdiri dari PAUD Negeri dan sekolah Non Formal yang terdiri dari PAUD Swasta dan PAUD di Desa sebanyak 113 orang anak, diambil menggunakan convenience sampling. Instrumen yang digunakan pada penelitian ini adalah *The Physical Literacy in Children Questionnaire (PL-C Quest)*. Tahap selanjutnya, menggunakan penelitian *Cased Study* dengan partisipan sebanyak 9 orang guru dan 6 orang anak usia dini yang tersebar pada jenis layanan pendidikan yang berbeda, partisipan diambil dengan cara convenience sampling. Instrumen pengumpulan data menggunakan Photo Elicitation Interview (PEI). Analisis data dilakukan untuk metode *cross-sectional surveys* yaitu uji regresi linear, sedangkan untuk penelitian *Cased Study* menggunakan *Thematic Analysis*. Hasil perolehan physical literacy pada setiap dominan (Fisik, Psikologi, Sosial dan kognitif) berbeda dilihat dari gender, status ekonomi dan jenis layanan pendidikan (Negeri, Swasta dan di Desa). Rata-rata yang paling tinggi pada setiap perolehan domain physical literacy baik anak laki-laki maupun perempuan ada pada jenis layanan PAUD Negeri. Sedangkan, perolehan rata-rata pada setiap domain physical literacy paling tinggi pada kelompok laki-laki. Terdapat Empat tema utama yang dijadikan sebagai alasan, yaitu: (1) Praktik pedagogi dan gender flexibel; (2) Wacana 'strong boys' dan 'weak girls'; (3) Konstruksi agama dalam permainan aktivitas fisik dan (4) Persepsi guru tentang konstruksi sosial dalam keluarga dan aktivitas fisik. Temuan ini menunjukkan bahwa perolehan physical literacy anak yang berbeda antara anak laki-laki dan perempuan pada setiap jenis layanan pendidikan dan status ekonomi menunjukkan bagaimana wacana kekuasaan memiliki power untuk membentuknya.

Kata Kunci: Physical literacy, pendidikan anak usia dini, gender, sosial ekonomi, jenis layanan pendidikan.

## EARLY CHILDHOOD PHYSICAL LITERACY FROM THE PERSPECTIVES OF GENDER, SOCIOECONOMIC STATUS, AND TYPES OF EDUCATIONAL SERVICES

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### ABSTRACT

*The aim of this research is to reveal the level of physical literacy of early childhood from the perspective of gender, economic status and type of educational services. The research method used is sequential explanatory mixed-methods. The first stage of the research was a cross-sectional survey conducted on early childhood children aged 4-6 years who attended early childhood education which was divided into two types of educational services, namely formal education consisting of state PAUD and non-formal schools consisting of private PAUD. and PAUD in the Village as many as 113 children, taken using convenience sampling. The instrument used in this research was The Physical Literacy in Children Questionnaire (PL-C Quest). The next stage, using Cased Study research with participants as many as 9 teachers and 6 early childhood children spread across different types of educational services, participants were taken using convenience sampling. The data collection instrument used Photo Elicitation Interview (PEI). Data analysis was carried out using the cross-sectional survey method, namely linear regression testing, while for Cased Study research using Thematic Analysis. The results of obtaining physical literacy for each dominant (Physical, Psychological, Social and Cognitive) differ depending on gender, economic status and type of educational service (State, Private and Village). The highest average for each physical literacy domain for both boys and girls is in the state PAUD service type. Meanwhile, the average gain in each physical literacy domain was highest in the male group. There are four main themes used as reasons, namely: (1) Flexible pedagogical and gender practices; (2) The discourse of 'strong boys' and 'weak girls'; (3) Construction of religion in physical activity games and (4) Teacher perceptions about social construction in families and physical activity. These findings show that the acquisition of children's physical literacy is different between boys and girls for each type of educational service and economic status, showing how the discourse of power has the power to shape it.*

*Keywords: Physical literacy, early childhood education, gender, socio-economics, types of educational services.*

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