



The Great Indonesian Children's Gymnastics Program and Student Fitness at UPT SD Negeri 064968

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Abstract

Objectives:

The aim of this study is to describe the implementation of the Great Indonesian Children's Exercise program at SD Negeri 064968 Medan Timur in 2026

Materials and Methods:

This study employs a descriptive research approach using a case study design. The sample consists of 25 students representing grades I through V, selected via purposive sampling; the group comprises 14 female and 11 male students.

Results:

The results indicate that the implementation of the Great Indonesian Children's Exercise program has been carried out successfully and in accordance with the program established by the school.

Conclusions:

Research findings indicate that the implementation of the Great Indonesian Children's Exercise (SAIH) program at UPT SD Negeri 064968 Medan Timur in 2026 was successful and garnered very high student participation. Conducted regularly and supported by the entire school community, the program effectively increased physical activity and positively impacted students' physical fitness specifically by enhancing overall fitness, boosting immune resilience, and improving readiness for learning.

Keywords: Program Implementation; Great Indonesian Children's Gymnastics Physical Fitness; Elementary School Students.

Introduction

Physical fitness is an important aspect in supporting children's development, particularly at the elementary school level (Budiman et al., 2024). In Indonesia, the increasing prevalence of sedentary lifestyles among children has become an issue that requires attention. A sedentary lifestyle refers to a lack of movement characterized by minimal physical activity and very low energy expenditure. Insufficient physical activity contributes to long-term health problems, such as obesity, diabetes, and cardiovascular disorders. Therefore, structured programs are needed to improve children's physical fitness, one of which is through the implementation of gymnastics programs.

Physical fitness is an essential component of the growth and development of elementary school-aged children (Achmad Chabibi Arif, 2021). In the modern era, children tend to be less physically active due to increased screen time and sedentary lifestyles. This condition can lead to various health problems, such as obesity and decreased cognitive abilities. Therefore, effective interventions are needed to improve the physical fitness of elementary school students. By improving physical fitness through regular gymnastics activities, children are expected to increase their stamina and strength (World Health Organization [WHO], 2020). Such activities can also help establish healthy habits and teach children the importance of physical activity in their daily lives. Furthermore, group gymnastics activities can support social interaction and develop students' ability to cooperate with others. The implementation of structured and enjoyable gymnastics training is expected to improve students' physical fitness, motor skills, balance, and body coordination. In addition, regular gymnastics activities can increase students' enthusiasm



for learning, reduce stress, and build self-confidence. Gymnastics activities can also introduce Indonesian cultural values through creative movements.

Physical fitness is important for children's development and can be improved through gymnastics programs, as demonstrated by studies conducted in elementary schools, including UPT SD Negeri 064968 Medan Timur. Physical fitness plays an important role in children's growth, development, and functional abilities, making it one of the main objectives of physical education in schools. More specifically, implementation studies indicate that structured sports programs in schools can improve components such as muscular strength, balance, and movement coordination, which support learning processes and daily physical activities (H. Siregar, H. Elly, et al.). However, the implementation of physical fitness activities in schools has not yet been conducted regularly and continuously (Hidayat, M., & Prastiwi, B. K., 2024). Research indicates that physical activity should be conducted regularly and continuously to produce significant effects on physical fitness components, such as endurance, strength, and agility.

The Senam Anak Indonesia Hebat (SAIH) program is an initiative developed by the government and related institutions to increase children's participation in physical activities (Afiani et al.; Yasin, 2025), particularly through gymnastics activities designed according to children's needs and characteristics. This program is not only intended to improve physical fitness but also to develop disciplined and healthy lifestyle habits and enhance social skills through teamwork. Senam Anak Indonesia Hebat (SAIH) is a program designed to improve students' physical fitness, mental health, and spirit of friendship throughout Indonesia (Mutia Jana, 2020). The program integrates modern gymnastics movements with elements of local culture, making the activities attractive and easy for schools to implement. Through this program, students are expected to develop healthy lifestyle habits from an early age.

The Senam Anak Indonesia Hebat program is designed using a holistic approach that combines basic movements, games, and enjoyable physical activities (Kemendikbudristek, 2023). Through this approach, students are expected to participate enthusiastically in gymnastics activities without feeling overly burdened. In addition, the program is supported by training modules for physical education teachers, enabling them to implement the program effectively and in accordance with its intended objectives. Therefore, the implementation of the gymnastics program is expected not only to improve students' physical fitness but also to enhance teachers' competence in managing physical education activities in schools.

The implementation of the Senam Anak Indonesia Hebat (SAIH) program in elementary schools is relevant given the important role of schools as the second environment after the family in developing healthy lifestyle habits among children (Kemendikbudristek, 2023). Schools have a responsibility to provide facilities and programs that support students' physical development, including structured and regularly scheduled gymnastics activities. In addition, the involvement of physical education teachers in managing and supervising the implementation of the gymnastics program is a key factor in its success. Teachers do not only act as facilitators but also as motivators who can encourage students to participate actively in every gymnastics session.

The implementation of this gymnastics program is expected to provide a solution to the problem of low physical fitness among elementary school students. Through a structured program, students are expected to gain benefits in the form of improved endurance, muscular strength, agility, and movement coordination (Dedy Rahmat Syaputra, 2023). Furthermore, the program is expected to foster self-confidence, discipline, and cooperation among students through gymnastics activities conducted collectively. Therefore, the Senam Anak Indonesia Hebat program does not focus solely on physical



aspects but also contributes to character development and the cultivation of positive values among elementary school-aged children.

To address these problems, the government, through the Ministry of Education and Culture, has launched various programs aimed at improving physical fitness, one of which is the Senam Anak Indonesia Hebat program (Ahmad Muchlisin Natas Pasaribu, 2019). The program is specifically designed for elementary school-aged children, with the main objectives of improving physical fitness, developing positive character, and instilling healthy lifestyle habits from an early age. The Senam Anak Indonesia Hebat program integrates simple and easy-to-follow gymnastics movements for elementary school students, thereby encouraging greater student participation in sports activities at school.

Potential solutions to these problems include strengthening school policies and establishing regular activity schedules (Hidayat et al., 2025), improving teacher competence through training, optimizing existing facilities and infrastructure, and increasing student motivation and participation. These efforts are expected to address the problem of low physical fitness in schools (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2021). They also support the objectives of physical education in schools, provide a basis for evaluating national school programs, prevent long-term health problems from an early age, and provide scientific and practical contributions to students.

This study aims to identify and describe the implementation of the Senam Anak Indonesia Hebat program in improving the physical fitness of elementary school students (Mulyana et al., 2023). The study focuses on the implementation period, frequency of activities, types of gymnastics movements, teacher and student involvement, supporting and inhibiting factors, and students' responses and participation. The findings are expected to provide recommendations for schools and physical education teachers in implementing and developing gymnastics programs to improve students' physical fitness effectively and sustainably.

Materials and Methods

Study Design

The research design employed in this study is a case study. It aims to examine a phenomenon in depth, in detail, and comprehensively within a real-life context. The study is designed to provide a comprehensive and in depth description of the implementation of SAIH gymnastics and its impact on the physical fitness of students at UPT SD Negeri 064968 Medan Timur.

Study Participants

The research sample consisted of 25 students representing grades I through V, selected using purposive sampling, comprising 14 female and 11 male students.

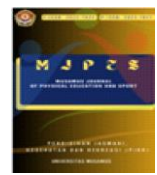
Study Organization

The data collection instruments used were observation, interviews, and documentation.

Statistical Analysis

The data analysis process involves the following steps:

- a. Data reduction: This is the process of selecting, focusing, simplifying, and abstracting data. In this study, data reduction was carried out by selecting data from interviews, observations, and documentation relevant to the research focus.
- b. Data presentation: This is the process of systematically organizing information to enable the researcher to draw conclusions. This involves presenting data on the implementation of the Indonesian Children Are Great (Anak Indonesia Hebat) gymnastics program, student participation levels, supporting and inhibiting factors, and the perceptions of teachers and students regarding the program.
- c. Drawing conclusions: This is the final stage of analysis; conclusions are initially tentative and subject to change if new, stronger data emerges. This stage involves



deriving meaning from the reduced and presented data, as well as identifying patterns, relationships, and trends arising from the research results. It ensures that conclusions align with field findings through verification and triangulation; specifically, data triangulation is conducted to enhance the validity of the data.

Results

The study on the implementation of the Senam Anak Indonesia Hebat (SAIH) program and its contribution to the physical fitness of elementary school students was conducted at UPT SD Negeri 064968 Medan Timur in 2026 using a qualitative approach. Data were collected through observation, in-depth interviews, and documentation involving the principal, Physical Education, Sports, and Health (PJOK) teacher, and students from Grades I to V who regularly participated in the program. Data analysis followed the Miles and Huberman model, including data reduction, data display, and conclusion drawing or verification. The findings showed that SAIH had been implemented as a routine school activity and received strong support from the school community.

The SAIH program was conducted every Saturday morning before classroom learning began. Students from Grades I to V participated together in the school yard under the guidance of the PJOK teacher and classroom teachers. The activities consisted of movements appropriate for elementary school students and were carried out in an orderly manner. The school also had adequate facilities to support the program, including a school yard, sports equipment, a sound system, and other supporting facilities. The principal and teachers considered the program an important effort to encourage healthy lifestyle habits, increase physical activity, maintain physical fitness, and prepare students for classroom learning.

Student participation and enthusiasm were found to be high. Students regularly participated in the exercise and generally expressed positive feelings because they could exercise together with their friends and teachers. They reported feeling healthier, stronger, fresher, and more enthusiastic after participating in SAIH. Observation findings supported these responses, as students actively followed the teacher's instructions and remained engaged throughout the activity. Although Grade I students had limited understanding of the specific name and purpose of SAIH, they were able to participate enthusiastically and imitate the demonstrated movements, while students in Grades II to V showed a better understanding of the program's purpose.

Teacher involvement was an important factor in supporting the implementation of SAIH. The PJOK teacher acted as the main instructor by demonstrating movements, providing instructions, correcting students' movements, and motivating them to participate actively. Classroom teachers assisted in supervising and guiding students, particularly younger students who required more direct instruction. The principal provided policy support, supervision, and monitoring of the program. The involvement of the entire school community contributed to a safe, orderly, and enjoyable exercise environment and supported the consistent implementation of the program.

Regarding physical fitness, interviews and observations indicated positive changes in students' physical activity and perceived physical condition. Students were observed to be active during the exercise and appeared fresher, more energetic, and more prepared to participate in classroom activities afterward. The principal and PJOK teacher also perceived that students who regularly participated in SAIH were less easily fatigued and demonstrated better endurance during school activities. Students similarly reported that their bodies felt healthier, stronger, and fresher after exercising. The weekly consistency of the program also encouraged students to become accustomed to regular physical activity and supported the development of healthy lifestyle habits.

The implementation of SAIH generally proceeded without significant obstacles. The main challenges were weather conditions, such as rain or excessive heat, and occasional



power outages that affected the use of the sound system. However, these problems did not substantially disrupt the continuity of the program because of good coordination among teachers and the school. Evaluation was conducted by observing students' performance and identifying movements that were difficult to understand or perform, which were then used to improve subsequent sessions. Overall, the findings indicate that SAIH was implemented consistently, supported by the school community, and associated with positive perceptions of students' physical fitness, including increased activity, better endurance, reduced fatigue, greater freshness, and improved readiness for learning.

Discussion

The analysis of the findings in this study is based on the theory of physical fitness proposed by Rustan Lutan, which states that physical fitness is an individual's ability to perform daily activities effectively and efficiently without experiencing significant fatigue while still having sufficient energy reserves to carry out other activities. In this study, physical fitness is not only understood as the students' physical condition but is also reflected in their ability to participate in the learning process enthusiastically, engage in active movement, avoid becoming easily fatigued, and maintain good physical endurance. Consistent patterns of physical activity were evident from the interviews and observations, with the most prominent finding being the consistent implementation of the Senam Anak Indonesia Hebat program, which is conducted every Saturday and attended by all students from Grade I to Grade V. All student informants stated that they regularly participated in the exercise activities, while the Physical Education, Sports, and Health (PJOK) teachers and the principal explained that the exercise program had become a routine school agenda. This finding indicates that the success of the exercise program does not merely depend on the existence of the activity itself, but rather on the regularity and continuity of physical activity. According to the theory of physical fitness, improvements in fitness do not occur through physical activities performed occasionally, but through exercises conducted regularly and continuously.

The observation findings indicate that students have incorporated exercise into their daily school habits. This condition demonstrates that the implementation of the Senam Anak Indonesia Hebat program has successfully transformed physical activity from merely an incidental activity into a school culture. This finding is important because one of the main challenges among elementary school-aged children is the low level of daily physical activity. Therefore, the program functions not only as a weekly sports activity but also as a means of developing an active lifestyle that serves as a foundation for students' physical fitness.

The pattern of physical fitness was also demonstrated through increased energy and learning readiness. Interviews with the principal indicated that students appeared fresher after participating in the exercise because their blood circulation became smoother. The PJOK teacher also explained that students appeared more active, enthusiastic, and physically resilient. This finding is noteworthy because it demonstrates that the effects of physical fitness are not limited to physical aspects but are also reflected in students' readiness to participate in the learning process. According to Rustan Lutan's theory, individuals with a good level of physical fitness are able to perform daily activities without experiencing excessive fatigue. For students, the primary daily activity is learning. Therefore, indicators of physical fitness in this study are not only reflected in students' ability to move during exercise but also in their ability to maintain energy and concentration throughout the learning process. These findings indicate that the Senam Anak Indonesia Hebat program contributes to improving students' learning readiness. In other words, the program not only supports the objectives of physical education but also contributes to the overall effectiveness of the learning process.



The high level of student participation was a key factor in improving physical fitness. The interviewed students stated that they consistently participated in the exercise activities. In addition, the principal and PJOK teacher confirmed that students demonstrated a very high level of enthusiasm during the activities. This finding indicates a relationship between active participation and the physical fitness benefits obtained by students. Theoretically, physical activity can provide benefits when it is actively performed by the individual. Therefore, the success of the Senam Anak Indonesia Hebat program in improving physical fitness is strongly influenced by the level of student involvement in each implementation of the activity. An interesting finding in this study is that the high level of student participation did not occur merely because participation was mandatory, but also because students enjoyed taking part in the activities. Many students stated that exercise made them feel healthy, strong, refreshed, and happy because it was performed together with their friends. This condition indicates that the exercise program has successfully created positive experiences, which are an important factor in developing students' motivation to remain physically active.

The pattern of physical fitness does not exist independently but is supported by the school environment. The success of the Senam Anak Indonesia Hebat program is influenced not only by the students but also by the support of the principal, PJOK teachers, classroom teachers, and the availability of adequate facilities. From the perspective of physical fitness, good physical condition is influenced not only by individual factors but also by an environment that supports physical activity. The research findings show that the school has created an environment that enables students to remain physically active through the provision of a regular schedule, adequate field facilities, and the involvement of the entire school community. This demonstrates that improvements in students' physical fitness are not solely the result of individual student efforts but are also the outcome of a school system that supports the development of an active and healthy lifestyle.

Conclusions

Research findings indicate that the implementation of the Great Indonesian Children's Exercise (SAIH) program at UPT SD Negeri 064968 Medan Timur in 2026 was successful and garnered very high student participation. Conducted regularly and supported by the entire school community, the program effectively increased physical activity and positively impacted students' physical fitness specifically by enhancing overall fitness, boosting immune resilience, and improving readiness for learning.

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Conflict of Interest

The authors declare no conflict of interest.

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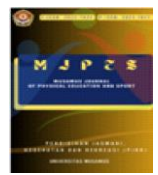
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