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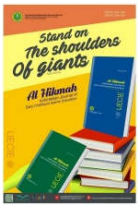

Physical Motor Development of 5-6 Year Old Children in Javanese and Sundanese Cultures

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ABSTRACT

In Indonesia, two cultural groups that are rich in tradition and have different ethnic backgrounds are the Javanese and the Sundanese. Although both have deep cultural roots, the differences in culture and traditions between these two tribes can have an impact on approaches to childcare in the development of physical motor skills in children aged 5-6 years. Within this framework, this study aims to fill this knowledge gap by conducting a more in-depth and detailed comparison of physical motor development in 5-6 year old children between Javanese and Sundanese cultures. By understanding these differences, this research will hopefully contribute to the development of better educational approaches and interventions that take into account cultural factors in supporting optimal development in children across both cultural groups. This study aimed to compare physical motor development in children aged 5-6 years between Javanese and Sundanese cultures. The type of research used in this study is qualitative research with a descriptive approach, where this descriptive approach is considered appropriate to examine how the actual level of achievement of physical motor development of children aged 5-6 years between Sundanese and Javanese tribes. The research method involved a cross- sectional survey of 107 randomly selected children from two different cultural groups. Data were collected through direct observation and documentation to assess the physical motor skills of 5-6 year old children. The results showed a significant difference in physical motor development between the two different cultural groups of Sundanese and Javanese. Javanese children showed a higher level of physical motor skills compared to Sundanese children, Javanese children had a faster speed compared to Sundanese children.

INTRODUCTION

Early childhood refers to children from birth to six years old. During this age, it plays a crucial role in shaping a child's character and personality (Hartik, Novitasari, & Rahman, 2023). Behavior depicts the conduct of individuals observed in activities and relationships with others within the surrounding environment. In children, behavior is currently considered part of the developmental process, where genetic factors play a significant role in personality formation influenced by the environment (Novitasari, 2022). Physical-motor growth and development in early childhood is an important aspect of human development. At the age of 5-6 years, children undergo significant physical transformations, including the development of gross motor skills. This ability has important implications for the child's quality of life for movement in various activities, including life skills education and sports. However, physical motor development is not only influenced by biological factors, but also by environmental, social and cultural factors. Culture and ethnic background can play a key role in influencing children's development, as they bring different values, norms and traditions to childcare and education.

Physical and motoric growth is one of the most important periods in child development (Wahyudin & Agustin, 2011). It is the foundation for further developmental progress and can also affect other developments. The statement is also supported by Piek, Dawson, Smith, and Gasson (2008); Aye, Oo, & Khin, Kuramoto-Ahuja, & Maruyama (2017) suggested that children's physical motor development patterns are very important for later developmental functions. they will have an impact on future cognitive, social and emotional abilities. Hardy, King, Farrell, McNiven, & Howlett, (2010); Cools, De Martelaer, Samaey, & Andries (2009) state that childhood passes through a critical period in the development of physical motor skills so that physical activity is needed to achieve it. Physical motor development is characterised by physical motor development through coordination of muscle activity, nerve centres, and nerves (Suyadi, 2010). According to Papalia, D.E. (2014: 125) The growth and development of the body follows the cephalocaudal and proximodistal principles. According to the craniocaudal principle, growth proceeds from top to bottom. Because the brain grows rapidly before birth, the proportions of the newborn's head are very unbalanced. According to the proximodistal principle growth and development moves from the inside out (body centre outwards). Physical development refers to the growth and changes that occur in a person's body.

Hurlock (in Sukamti, 2018) says motor development is the development of body movements that are controlled through coordinated activities of nerve centres, nerves and muscles. Motor development includes gross and fine motor development. Gross motor skills involve large muscles and fine motor skills involve small muscles. Gross motor skills are physical movements that use large muscles or most of the body's muscles or all parts of the body and are influenced by a person's maturity Decaprio (2013: 18). Movements made by

early childhood are divided into large movements and small movements. Large movements that involve large muscles certainly require great energy, and vice versa. This activity is done by children for fun. Active play, practice running, jumping, throwing and other actions, be it games with rules or free play, are all continuous actions.

Gross motor development in children occurs earlier than fine motor development. It can be seen when the child holds a small object, the child will pick up a larger object. This is because children cannot yet control the movement of their fingers properly, such as when cutting, tearing or other activities. Children's physical motor skills will likely develop better if physical motor activities are increased (Colella & Morano, 2011). Physical motor skills include movement, manipulation (object control), and stability skills (Hardy, King, Farrell, Macniven, & Howlett, 2010). physical motor skills (walking, jumping, etc.) and object control skills (catching, throwing, and kicking) (Cliff, Okely, Smith, & McKeen, 2009). If children's motor skills are not well developed, it will have an impact on children's growth and development. This is also supported by Suyadi (2010) who states that if children do not have good physical motor skills then they will feel inferior or lack confidence.

Comparison of physical motor development across different cultural groups is an interesting and relevant study in the field of early childhood development. It can not only provide an understanding of child development but also of the important factors that influence early childhood development as a whole, which will help identify differences in the achievement of physical motor development in early childhood in general.

In Indonesia, two cultural groups that are rich in tradition and have different ethnic backgrounds are the Javanese and the Sundanese. Although both have deep cultural roots, the differences in culture and traditions between these two tribes can have an impact on approaches to childcare in the development of physical motor skills in children aged 5-6 years. Within this framework, this study aims to fill this knowledge gap by conducting a more in-depth and detailed comparison of physical motor development in 5-6 year old children between Javanese and Sundanese cultures. By understanding these differences, this research will hopefully contribute to the development of better educational approaches and interventions that take into account cultural factors in supporting optimal development in children across both cultural groups.

METHODS

The type of research used in this study is qualitative research with a descriptive approach, where this descriptive approach is considered appropriate to examine how the actual level of achievement of physical motor development of children aged 5-6 years between Sundanese and Javanese tribes. The subjects in this study were children aged 5- 6 years totalling 107 people. While the object of this research is the level of achievement of physical motor development of children aged 5-6 years in East Java, Central Java and West Java This research takes place in several different regions, namely, West Java, Central Java

and East Java which are represented by several institutions, namely the East Java and Central Java regions.

The sample was taken at KB Al-Ghozaliyah school, East Java and Ananda Kindergarten Central Java, and the Sundanese Tribe in West Java was sampled at Melati Kedawung Playgroup Cirebon Regency, KB Al-Mukhlasien, and Aisyiyah Malangbong Kindergarten. The sample in this study consisted of children aged 5-6 years in originating from several different regions totalling 107 children consisting of East Java, Central Java and West Java regions, each institution representing the West Java region consisted of the Melati Kedawung Playgroup Institution of Cirebon Regency totalling 24 children, KB Al-Mukhlasien 15 children, Aisyiyah Bustanul Athfal Malangbong Kindergarten 15 children, while the Javanese tribe from the East Java and Central Java regions were represented by KB Al-ghozaliyah institutions 42 children, and Annanda Kindergarten 13children.

Data collection techniques in this study used observation and documentation. The things that are observed are about how the level of achievement of physical motor development of children aged 5-6 years who come from Sundanese and Javanese tribes. Whether development is achieved in accordance with what is expected based on the indicators of child development achievement contained in Child Development Achievement Level Standards permendikbud 137 of 2018. Researchers took notes on each achievement of children's physical motoric development during the implementation of learning. This observation is carried out with an observation scoring sheet filled in with a checklist mark (√) in the column that matches the results of the observation. This observation sheet is used as a guideline by researchers so that when making observations it is directed and measured so that the results of the data obtained are easy to process. The documentation that will be taken by researchers is in the form of photos of the implementation of children's physical motor activities.The data analysis technique used in this study is a qualitative descriptive data analysis technique with the categorisation of research results as follows:

Table 1. Observation Assessment Category Criteria

No.	Interval	Category
1	0-25%	Underdeveloped (BB)
2	26-60%	Starting to develop (MB)
3	61-75%	Developing as expected (BSH)
4	76-100%	Developing very well (BSB)

RESULT

In this study, researchers analysed the physical motor achievement of children aged 5-6 years spread across several different regions, namely East Java, Central Java and West Java, each institution representing the West Java region consisted of the Melati Kedawung Playgroup Institution, Cirebon Regency, KB Al-Mukhlasien, Aisyiyah Bustanul Athfal Malangbong Kindergarten, while the Javanese from the East Java and Central Java regions were represented by KB Al-ghozaliyah institutions, and Annanda Kindergarten, as for the physical motor achievement in this study consists of 13 indicators of physical motor achievement that are observed, namely the ability of children to jump with two feet; jumping with one foot; running without falling; climbing; hanging; swinging; creeping; crawling; standing on one foot for 5 seconds; walking forward on a footbridge; catching and throwing a ball; kicking a ball; and imitating movements according to the rhythm of music.

This research was conducted starting from field observations related to how the physical motor achievements of children aged 5-6 years in two different areas. This research was conducted from 16 January 2023 to 30 September 2023. The number of learners consisted of the Melati Kedawung Play Group, Cirebon Regency, 22 children, KB Al-Mukhlasien 15 children, Aisyiyah Bustanul Athfal Malangbong Kindergarten 15 children, while the Javanese from the East Java and Central Java regions were represented by KB Al-ghozaliyah institutions 42 children, and Annanda Kindergarten 13 children. The data analysis that researchers use is descriptive qualitative data analysis, descriptive qualitative data analysis. Qualitative descriptive data analysis is a qualitative descriptive method is a research method used to examine a state of natural objects by studying something to the maximum with the aim of describing, explaining, and answering in detail the problems studied (Sugiyono).

This analysis analyses the implementation of children's physical and motoric achievement activities at each institution consisting of an observation assessment of 13 assessment observations for each child with an interval assessment category of 0-25%, the category has not developed (BB), 26-60%, the category is starting to develop (MB); interval 51-75%, the category is developing as expected (BSB); interval 76-100%, the category is developing very well (BSB), the observed assessment process is the achievement of children's physical motoric development on each assessment indicator that has been designed by researchers for observation purposes.

Based on the results of the observation assessment of the physical motoric abilities of children aged 5-6 years in two different areas can be seen in the following table:

Table 2. Percentage of ability to jump with two feet

Jumping on two feet					
Sundanese			**Javanese**		
Category	T	%	Category	T	%
Underdeveloped (BB)	2	4%	Underdeveloped (BB)	0	0%
Starting to develop	11	21%	Starting to develop	0	0%

(MB)			(MB)		
Developing as expected (BSH)	14	27%	Developing as expected (BSH)	6	11%
Developing very well (BSB)	25	48%	Developing very well (BSB)	49	89%

The table above shows the physical motoric abilities of children on the indicator of the ability to jump with one foot between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability of children to jump with two feet reached 49% in the assessment category Developing very well, This is compared to the children of the Sundanese tribe who reached 48% of the child's ability to jump with two feet in the category of Developing Very Well, because the rest, the ability to jump with two feet, Sundanese children developed 27% in the Developing As Expected category, and 21% in the Begin to Develop category, and 21% in the undeveloped category.

The table above shows the physical motoric abilities of children on the indicator of the ability to jump with one foot between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability of children to jump with two feet reached 49% in the assessment category Developing very well, This is compared to the children of the Sundanese tribe who reached 48% of the child's ability to jump with two feet in the category of Developing Very Well, because the rest, the ability to jump with two feet, Sundanese children developed 27% in the Developing As Expected category, and 21% in the Begin to Develop category, and 21% in the undeveloped category.

Figure 1. Picture for one-legged jumping ability

Table 3. Percentage of jumping ability with one foot

Jump with one foot					
Sundanese			**Javanese**		
Category	T	%	Category	T	%
Underdeveloped (BB)	0	0%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	15	29%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	20	38%	Developing as expected (BSH)	0	0%

Developing very well (BSB)	17	33%	Developing very well (BSB)	55	100%

The table above shows the physical motoric abilities of children on the indicator of the ability to jump with one foot between the Sundanese and Javanese tribes look different, where the Javanese tribe in the ability of children to jump with one foot reached 100% in the assessment category Developing very well , this is compared to the children of the Sundanese tribe who reached 33% of the child's ability to jump with one foot in the category Developing very well, because the rest, the ability to jump with one foot, Sundanese children developed 20% in the category Developing as expected, and 15% in the category Starting to Develop.

Figure 2. Picture for one-legged jumping ability

Table 4. Percentage of running ability without falling down

Running without falling					
Sundanese			**Javanese**		
Category	T	%	Category	T	%
Underdeveloped (BB)	1	2%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	12	23%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	18	35%	Developing as expected (BSH)	0	0%
Developing very well (BSB)	21	40%	Developing very well (BSB)	55	100%

The table above shows the physical motoric abilities of children in the indicator of the ability to run without falling between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability of children to run without falling reached 100% in the assessment category Developing very well (BSB), This is compared to the children of the Sundanese tribe who reached 40% of the child's ability to run without falling in the category of Developing Very Well (BSB), because the rest, the ability to run without falling, Sundanese

children developed 18% in the Developing As Expected (BSH) category, and 18% in the Begin to Develop (MB) category, and have not developed 1%.

Figure 3. Pictures of running ability without falling

Table 5. Percentage of climbing ability

Climbing					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	3	6%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	4	8%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	22	42%	Developing as expected (BSH)	9	16%
Developing very well (BSB)	23	44%	Developing very well (BSB)	46	84%

The table above shows that the physical motoric abilities of children in the indicator of climbing ability between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to climb reached 84% in the assessment category Developing very well (BSB), 16% developed as expected (BSH), This is compared to the children of the Sundanese tribe who reached 44% of the children's ability to climb in the category of Developing Very Well (BSB), because the rest, the ability to climb, the children of the Sundanese tribe developed 42% in the category of Developing As Expected (BSH), and 8% in the category of Beginning to Develop (MB), and have not developed 6%.

Figure 4. Pictures of climbing ability

Table 6. Percentage of Dependability

Hanging					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	5	10%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	3	6%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	18	35%	Developing as expected (BSH)	10	18%
Developing very well (BSB)	26	50%	Developing very well (BSB)	45	82%

The table above shows that the physical motoric abilities of children in the indicator of hanging ability between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to hang reached 82% in the assessment category Developing very well (BSB), 18% developed as expected (BSH), This is compared to the children of the Sundanese tribe who reached 50% of the ability of children to hang in the category of Developing very well (BSB), because the rest, the ability to hang, Sundanese children developed 35% in the category of Developing as expected (BSH), and 6% in the category of Beginning to Develop (MB), and have not developed 10%.

Figure 5. Pictures of hanging ability

Table 7. Percentage of swinging ability

Swinging					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	0	0%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	15	29%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	10	19%	Developing as expected (BSH)	8	15%
Developing very well (BSB)	27	52%	Developing very well (BSB)	47	85%

The table above shows that the physical motoric abilities of children on the indicator of swinging ability between Sundanese and Javanese tribes look different, where the Javanese tribe in swinging ability reaches 85% in the assessment category Developing very well (BSB), 15% developing as expected (BSH), this is compared to Sundanese children who reach 52% of children's ability to swing in the category Developing very well (BSB), because the rest, the ability to swing, Sundanese children develop 19% in the category Developing as expected (BSH), and 29% in the category Starting to Develop (MB).

Figure 6. Pictures of hanging ability

Table 8. Percentage of Creeping Ability

Creep					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	0	0%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	9	17%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	17	33%	Developing as expected (BSH)	0	0%

Developing very well (BSB)		26	50%	Developing very well (BSB)		55	100%

The table above shows that the physical motoric abilities of children in the indicator of the ability to crawl between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to crawl reached 100% in the assessment category Developing very well (BSB), this is compared to the children of the Sundanese tribe who reached 50% of the child's ability to crawl in the category Developing very well (BSB), because the rest, the crawling ability of Sundanese children developed 33% in the category Developing as expected (BSH), and 17% in the category Starting to Develop (MB).

Figure 7. Pictures of crawling ability

Table 9. Percentage of Crawling Ability

Crawling						
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	0	0%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	1	2%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	14	27%	Developing as expected (BSH)	0	0%
Developing very well (BSB)	37	71%	Developing very well (BSB)	55	100%

The table above shows that the physical motoric abilities of children in the indicator of crawling ability between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to crawl reached 100% in the assessment category Developing very well (BSB), this is compared to the children of the Sundanese tribe who reached 71% of the ability of children to crawl in the category Developing very well (BSB), because the rest, the crawling ability of Sundanese children developed 27% in the Developing As Expected (BSH) category, and 2% in the Begin to Develop (MB) category.

Figure 8. Pictures of crawling ability

Table 10. Percentage of ability to stand on one leg for 5 seconds

Stand on one leg for 5 seconds					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	4	8%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	17	33%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	20	38%	Developing as expected (BSH)	12	22%
Developing very well (BSB)	11	21%	Developing very well (BSB)	43	78%

The table above shows the physical motoric abilities of children in the indicator of the ability to stand on one leg for 5 seconds between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to stand on one leg for 5 seconds reaches 43% in the assessment category Developing very well (BSB), 12% developing as expected (BSH), This is compared to the children of the Sundanese tribe who reached 11% of the ability of children to stand on one leg for 5 seconds in the category of Developing very well (BSB), because the rest, the ability to stand on one leg for 5 seconds of Sundanese children developed 20% in the category of Developing As Expected (BSH), 17% in the category of Starting to Develop (MB), and 4% have not developed (BB).

Figure 9. Pictures of the ability to stand on one foot for 5 seconds

Table 11. Percentage of ability to walk forward on the footbridge

Walk forward on the footbridge					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	0	0%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	9	17%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	20	38%	Developing as expected (BSH)	4	7%
Developing very well (BSB)	23	44%	Developing very well (BSB)	51	93%

The table above shows that the physical motoric abilities of children in the indicator of the ability to walk forward on the board between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to walk forward on the board reached 93% in the assessment category Developing very well (BSB), 7% developed as expected (BSH), this is compared to the children of the Sundanese tribe who reached 38% of the child's ability to walk forward on the board in the category Developing very well (BSB), because the rest, walking forward on the board of the Sundanese children developed 17% in the category Developing as expected (BSH).

Figure 10. Pictures of forward walking ability on a footbridge

Table 12. Percentage of ability to catch and throw the ball

Catch and throw the ball					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	0	0%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	9	17%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	20	38%	Developing as expected (BSH)	2	4%
Developing very well (BSB)	23	44%	Developing very well (BSB)	51	96%

The table above shows the physical motoric abilities of children in the indicator of the ability to catch and throw the ball between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to catch and throw the ball reached 96% in the assessment category Developing very well (BSB), 4% developed as expected (BSH), This is compared to the children of the Sundanese tribe who reached 44% of the child's ability to catch and throw the ball in the category of Developing Very Well (BSB), because the rest, the ability to catch and throw the ball of Sundanese children developed 38% in the category of Developing As Expected (BSH), 17% in the category of Starting to Develop (MB).

Figure 11. Pictures of ball catching and throwing skills

Table 13. Percentage of ability to kick the ball

Kick the ball					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	0	0%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	17	33%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	15	29%	Developing as expected (BSH)	8	15%
Developing very well (BSB)	20	38%	Developing very well (BSB)	47	85%

The table above shows that the physical motoric abilities of children in the indicator of the ability to kick the ball between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to kick the ball reached 85% in the assessment category Developing very well (BSB), 15% developing as expected (BSH), this is compared to the children of the Sundanese tribe who reached 38% of the child's ability to kick the ball in the category Developing very well (BSB), because the rest, the ability to kick the ball of Sundanese children developed 29% in the category Developing as expected (BSH), 33% in the category Starting to Develop (MB).

Figure 12. Pictures of ball kicking ability

Table 14. Percentage of ability to imitate movements according to the rhythm of music

Imitate movement to the rhythm of music					
Sundanese			**Javanese**		
Category	**T**	**%**	**Category**	**T**	**%**
Underdeveloped (BB)	0	0%	Underdeveloped (BB)	0	0%
Starting to develop (MB)	11	21%	Starting to develop (MB)	0	0%
Developing as expected (BSH)	40	77%	Developing as expected (BSH)	55	100%
Developing very well (BSB)	1	2%	Developing very well (BSB)	0	0%

The table above shows the physical motoric abilities of children in the indicator of the ability to imitate movements according to the rhythm of music between Sundanese and Javanese tribes look different, where the Javanese tribe in the ability to imitate movements according to the rhythm of music reached 100% in the assessment category Developing as expected (BSB), This is compared to the children of the Sundanese tribe who reached 2% of the ability of children to imitate movements according to the rhythm of music in the category of Developing very well (BSB), because the rest, the ability to imitate movements according to the rhythm of the music of Sundanese children developed 77% in the category of Developing as expected (BSH), 21% in the category of Starting to Develop (MB).

Figure 13. Pictures of the ability to imitate movements to the rhythm of music

Table 15. The results of the above analysis can be summarised in the following table

NO	INDICATOR	SUNDANESE				JAVANESE			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Jumping on two feet	4%	21%	27%	48%	0%	0%	11%	89%
2	jump with one foot	0%	29%	38%	33%	0%	0%	0%	100%
3	Running without falling	2%	23%	35%	40%	0%	0%	0%	100%
4	Climbing	6%	8%	42%	44%	0%	0%	16%	84%
5	Hanging	10%	6%	35%	50%	0%	0%	18%	82%
6	Swinging	0%	29%	19%	52%	0%	0%	15%	85%
7	Creep	0%	17%	33%	50%	0%	0%	0%	100%
8	Crawling	0%	2%	27%	71%	0%	0%	0%	100%
9	Stand on one leg for 5 seconds	8%	33%	38%	21%	0%	0%	22%	78%
10	Walk forward on the footbridge	0%	17%	38%	44%	0%	0%	7%	93%
11	Catch and throw the ball	0%	17%	38%	44%	0%	0%	4%	96%
12	Kick the ball	0%	33%	29%	38%	0%	0%	15%	85%
13	Imitate movement to the rhythm of music	0%	21%	77%	2%	0%	0%	100%	0%
	TOTAL %	30%	256%	476%	537%	0%	0%	208%	1092%

Based on the table above, it can be seen that the physical motor skills of children who come from Javanese tribes have physical motor skills that develop earlier than children who come from Sundanese tribes. Of the 55 children from the Javanese tribe, the ability to jump on one leg, run without falling, creep, crawl, creep, developed 100% in the category (BSB), and imitate movements according to the rhythm of music developed as expected 100%. This is much different from the abilities possessed by Sundanese children who vary in each of their physical motor abilities, namely out of 52 children, the ability of children in the indicator jumping with two feet only reaches 48%; jumping with one foot 33%; running without falling 40%; climbing 44%; depending 50%; swinging 52%; creeping 50%; crawling 71%; standing on one leg for 5 seconds 21%; walking forward on a footbridge 44%; catching and throwing the ball 44%; kicking the ball 38%a; and imitating movements according to the rhythm of music 77%. Based on this data, it can be seen that the physical motoric abilities of children who come from Sundanese tribes have a faster development than children who come from Sundanese tribes.

DISCUSSION

This is because children who come from Javanese tribes have more opportunities to play with the surrounding environment that is still beautiful, they play a lot of active outside the environment. In contrast to children from Sundanese tribes, they play passively at home by playing games and watching cartoons on mobile phones, so that the level of exploration of Sundanese children is still in the limited category.

This limitation is one of the main factors of children's lack of motion exploration for the surrounding environment. According to Sutapa, & Kk (2021), exercise and motor activity will benefit all students with delays, but the greater the delay, the more important the exercise and the greater the impact on academics. Reduced physical activity in children can lead to reduced physical abilities, resulting in decreased motor quality. Children who grow and develop with low motor skills will lose self-confidence. Adequate motor skills and nervous system development allow children to coordinate their limbs well.

Through opportunities for exploration in the surrounding environment, children will practice moving their limbs, which will have an impact on further improvement of physical motor skills. But not all cultures can provide the same opportunities for their children to

explore the surrounding environment in developing their physical motor skills, this is due to differences in local culture and the shifting times that are increasingly changing. As in Javanese culture, it is famous that it is still synonymous with its culture which still maintains opportunities for children to provide freedom to explore the surrounding environment which still upholds the principles of traditional games and the term "bolang" which can provide freedom for children to move to explore their surroundings. Different things are found in Sundanese cultural children who are already identical to local cultural shifts that have minimal to group play together with children their age to explore the surrounding environment.

The problem occurs because the Sundanese area for cultural shifts has been coloured by the loss of traditional culture into modern culture, this can be seen from the change of play opportunities for children from traditional to modern culture which erodes old games that demand children's agility into a passive game culture with modern modernisation that has been found in many children in Sundanese culture. This behaviour is found to be more prevalent with children having the opportunity to play with gadgets for long periods of time than in the Javanese culture. This is consistent with previous research that has highlighted cultural differences in child development and has shown the influence of cultural factors on physical motor development (Brown & Lee, 2019). This is also supported by Smith's (2017) research that cultural factors have a significant impact on child development. Children tend to adopt certain patterns of physical activity and preferences that are reflected in their motor skills. Cultural factors include the types of activities that are favoured, the way of parenting, and the values applied in the family.

CONCLUSION

The results showed a significant difference in physical motor development between the two cultural groups of Sundanese and Javanese children. Children from the Javanese tribe showed a higher level of physical motor skills development compared to children from the Sundanese tribe. Children from the Javanese tribe have faster physical motor skills than children from the Sundanese tribe, due to several factors, namely cultural factors, stimulation factors and opportunities for children to explore the surrounding environment and changing times that erode the culture of community habits with a culture of traditional games that

activate children with physical motor activities, shifted to modern culture, which makes old games no longer use. These traditional games are replaced with new games derived from modern civilisation such as passive games using digitalised media that limit children's space for movement. So that it affects the physical motor skills of early childhood in general in the Sundanese tribe.

Based on the results of this study, it is important for teachers, parents and education practitioners to be aware of the cultural shifts in each culture between the Javanese and Sundanese, which can result in a decrease in children's physical motor skills in the achievement of further physical motor development, so it is necessary to be aware of the progress of the modernisation era on the one hand has a positive impact but on the other hand has a negative impact.

DECLARATIONS

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