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The Relationship between Nutritional Status, Emotional Intelligence, and Age on Basic Locomotor Movements in Early Childhood

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Abstract

This study was 1) to analyze and determine the relationship between nutritional status and basic locomotor movements in early childhood. 2) Analyzing and knowing the relationship between emotional intelligence and basic locomotor movements in children. 3) Analyzing and knowing the relationship between age and basic locomotor movements in children. 4) Analyzing and knowing the relationship between nutritional status, emotional intelligence and age on basic locomotor movements in early childhood. This study uses a quantitative method with a correlation design. The population in this study is kindergarten children in District XIII Koto Kampar. The sampling technique used purposive sampling consisting of 180 children. The results of this study: 1) There is a relationship between nutritional status and basic locomotor movements. 2) There is a relationship between emotional intelligence and basic locomotor movements. 3) There is a Relationship between Nutritional Status and Basic Locomotor Movements. 4) There is a relationship between nutritional status, emotional intelligence, and age on basic locomotor movements. Based on the results of the study, it can be concluded that there is a significant relationship between nutritional status, emotional intelligence, and age on basic locomotor movements in early childhood, based on simultaneous regression tests. This means that the higher the nutritional status, emotional intelligence, and age of the child, the more active the child's basic locomotor movements are.

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INTRODUCTION

Early childhood is a child from birth to age 6. Children need much help from their parents and the adults around them at this age. The behaviour patterns formed cannot be separated from the learning process from the environment (Rao & Li, 2008; Hasyim et al., 2020). Empathy is a skill that children can understand and learn. Children observe this

behaviour from adults and peers to be used as a reference in future behaviour. This process can be seen directly or indirectly (Astuti et al., 2020). The importance of basic movement to children significantly impacts their school success, as well as their overall growth and development. Physical education is one of the learning techniques used to improve physical quality and athletic performance in this scenario (Nugraha, 2015; Ramadan, 2022). Physical activity is the simplest thing. Because every human, when he is first born, must do physical activity (Hasan et al., 2018).

Fundamental movements are the focus of teaching early childhood movements. The three basic types of movement are locomotor, non-locomotor, and manipulative. Gross motor skills are a component of child development that must be optimized from an early age because their existence is essential for maximizing the growth and development of the child's body, which in turn encourages the optimization of other aspects of development (Amirzan, 2017; Suherman et al., 2021). It is essential to have adequate nutritional intake to perform movement work successfully. The food we eat every day provides us with nutrients. Children who receive adequate nutrition will thrive, starting with good physical health to support their motor skills. Parents' nutritional awareness is also critical. Parental nutrition education fosters suitable child eating behaviour adjustments. The nutritional status of children will be affected by the consumption of highly nutritious foods. A good nutritional status will affect the process of child growth and development, which can increase intellectual abilities, which will impact learning achievement (Astuti, 2019; Kuswari et al., 2019).

Early infancy is a beautiful phase for children because they grow and develop rapidly. Children at this age are the most sensitive, have the most potential to learn, and have a high curiosity. Kids often ask what they see so that you can check this out. If the child's question cannot be answered, they keep asking until the child knows what it means. In addition, each child is unique because of genetics, prejudice, and the environment. For example, genetic factors are related to children's intelligence, while environmental factors can be related to children's learning styles (Antoni & Bakhtiar, 2019).

Based on observations made in several kindergartens in District XIII Koto Kampar, Kampar Regency (2020), several kindergartens still have problems with basic mobility abilities. They are less energetic when it comes to moving. Despite some known facts, some children cannot run with proper body balance. This means that they still need to improve their locomotor basic movement skills, and many children still have difficulty throwing or catching the ball properly. This shows that they lack basic non-locomotor movement skills. Factors that are considered more prominent. Nutritional status and age stages are the cause of the limited basic mobility abilities of these children. Exercise is the act or process of moving one's

entire body from one location to another. It should be developed to assist the baby in developing the ability to move horizontally (using the whole body) and to project his body. Steps, walking, running, jumping, crawling, and toes are all examples of locomotion. (Apriliani et al., 2020).

From the observations, the researchers also saw that there were still many children who did not respond to their friends; for example, there were friends who asked for help but were ignored, and there were friends who fell instead of being helped but instead laughed at. The children were busy with themselves and did not mingle with other people. When researchers asked several parents, it turned out that they immediately played with gadgets when their children came home and did not want to stop. Emotional intelligence continues to grow, especially for a lifetime, when he learns from his experiences (Saraswati, 2010). These skills can continue to grow. Emotional skills examine abilities based on emotional intelligence and thus create an extraordinary performance (Ali, 2011). The teacher must also be able to manage the class as well as possible because class management is also a milestone in the success of the teacher in learning & class management influences children's absorption of learning. After all, the teacher is a leader in learning (Fitrianik, 2020; Suherman et al., 2021).

Good energy comes from good food intake too. This means that there is a balance between what is consumed by the body and what the body needs for activities, so there is a need for a balanced diet so that the nutrients the body needs can be used and used to generate energy in the body. Body or a source of energy for the body, maintenance and repair of tissues in the body. The prevalence of the hypokinetic disease has increased in recent years and is a risk factor for obesity, hypertension in children, diabetes mellitus, and other metabolic syndrome problems (Kusuma et al., 2020). Malnutrition and malnutrition are still public health problems in Indonesia. Good nutritional intake often cannot be fulfilled by a child, partly due to family economic factors, education, and family size (Gunawan et al., 2016).

In the span of human life, the process of growth and development in various fields takes place quickly. The learning process as a treatment for children must pay attention to the quality of each stage of development (Kuryanto & Pratiwi, 2018). The importance of basic movement to children significantly impacts their school success, as well as their overall growth and development. Physical education is one of the learning techniques used to improve physical quality and athletic performance in this scenario (Nugraha, 2015).

Nutrition is the primary determinant factor related to the quality of human resources. Children under five years are vulnerable to nutritional and health problems (Sartika, 2010; Kusuma et al., 2019). Nutritional status is a picture of the body's food security needs. The impact that will be caused in the future due to the incidence of malnutrition and excess nutrition experienced

by children under the age of five is very worrying (Anggraeni et al., 2021).

Maintaining the nutritional status of toddlers requires a good mother's knowledge because a mother's knowledge about good food for toddlers to consume will affect the nutritional status of toddlers to be good (Gantohe et al., 2022). A mother's education can affect a mother's knowledge. The higher the mother's education, the better the mother's nutritional knowledge regarding nutrient intake will be. Nutrient intake is one of the factors related to the nutritional status of children under five. Nutrient intake can be obtained from macro and micronutrients. In addition, the factors that influence the nutritional status of toddlers are exclusive breastfeeding, toddler parenting and the mother's work (Literate & Indonesia, 2020).

Child human metrics evaluate or determine a child's nutritional status. Children's nutritional status is determined by comparing their weight and length/height with human measurements. The WHO Child Growth Criteria for Children aged 05 years and the Nutritional Status category from WHO Reference 2007 for children aged 5-18 years are used to classify nutritional status based on anthropometric parameters. Anthropometry (body measurement) is a direct method for assessing nutritional status, especially the energy and protein status of the human body. As a result, anthropometry provides nutritional status indicators for PEM problems of energy and protein deficiency. Genetic and environmental variables influence anthropometry. Anthropometry is influenced by environmental factors such as food consumption and health (presence of infection) (Setiyawan, 2017).

The measures of emotional intelligence vary widely in both content and method of assessment. In particular, measures of emotional intelligence tend to use personality-based self-report approaches, informant approaches, or ability-based assessment procedures (Conte, 2005). Emotional intelligence is the ability to feel emotions, accept and build emotions well, and understand emotions and emotional knowledge to enhance emotional and intellectual development. Emotional intelligence is a person's ability to handle emotions within himself (Octavia et al., 2020). The child's ability to use his own emotions positively, the ability to regulate emotions according to his situation and condition, and the child's natural self-defence ability in various forms of the child's self-problem positions can all be seen as dimensions of early childhood abilities. To manage their own emotions (Mulyana et al., 2017).

Humans have various emotions and expressions, including anger, sadness, joy, love, and joy. All attitudes, behaviour and behaviour of people are influenced by these emotions (Herlinda et al., 2018). His emotional intelligence so that people can build harmonious relationships with others and get to know other people is the ability for self-detection and recognition of others, recognition of potential and independent

potential (Efendi & Sutanto, 2013). EI is a concept that can explain typical patterns used by individuals and manage emotions and emotional information (Agustin et al., 2018).

Factors that affect emotional intelligence, according to Goleman (Susriyati, 2016), are divided into internal factors and external factors. 1) Internal factors are factors that arise within the individual and are influenced by the emotional state of the human brain. The emotional brain is affected by the state of the amygdala, neocortex, limbic system, frontal lobes, and others in the emotional brain. Internal factors affect individual emotional intelligence. There are two causes of this internal factor: physical and psychological. The physical aspect is a physical factor, personal health, and can affect the process of emotional intelligence if one's physical health can be disturbed. Psychological aspects include experience, emotions, thinking skills, and motivation. 2) External variables come from outside the individual's control and influence him to change his attitude. External influences, such as individuals, can affect groups, and groups can affect individuals, and vice versa.

The stimulus and environment in which emotional intelligence appears are external factors. External aspects include 1) the stimulus itself, with stimulus saturation being one of the factors that influence a person's ability to handle emotional intelligence impartially, and 2) the environment, especially the underlying emotions. Intelligence process. Isolating the background of the surrounding objects is very difficult.

The aims of this study were: 1) to analyze and determine the relationship between nutritional status and basic locomotor movements in early childhood, 2) to analyze and determine the relationship between emotional intelligence and basic locomotor movements in children, 3) to analyze and determine the relationship between age and locomotor movement basis in children, 4) Analyze and determine the relationship between nutritional status, emotional intelligence and age on basic locomotor movements in early childhood.

METHODS

This study uses a quantitative research method with a correlation design consisting of 3 independent variables and one independent variable (Ramadan, 2020). The population of Kindergarten District XIII Koto Kampar with a total of 412 children. Sampling using purposive sampling with a sample of 180 children. The variables studied: 1) independent variables, namely: nutritional status, emotional intelligence, and age, 2) dependent variable, namely: basic locomotor movements. This research was conducted in 6 TK District XIII Koto Kampar.

The nutritional status test instrument uses an anthropometric test (body size), namely: body weight (BB) and height (TB). According to the Ministry of Health (Dewi & Sarbini, 2010), the BB/TB index is used to

process anthropometric data by producing a Zscore value, which is then categorized based on the Zscore value. According to WHONCHS, there are four categories of nutritional status based on the BB/TB index: fat (>2 SD), average (e" 2 SD – 2 SD), thin (e" 2 SD e" 3 SD), and very thin (e" 3 SD). The classification of deviant nutritional status includes the nutritional status of fat, thin, and very thin. The BMI/U index is used to classify people as undernourished, have good nutrition, have a risk of excess nutrition, excess nutrition, or obesity (Dewi & Sarbini, 2010).

The emotional intelligence test instrument uses the emotional intelligence scale with a questionnaire. This type of research scale is a Likert scale. This study uses a Likert scale which is a bipolar scale that evaluates positive and negative responses to words. Starting with HS (Almost Always), SR (Often), KK (Sometimes), JR (Rarely), and HTTP (Rarely), with a rating of HS = 5, SR = 4, KK = 3, JR = 2, and HTTP = 1. The age stage test instrument is by distributing questionnaires adjusted to birth certificates and family cards

The essential locomotor movement test instrument uses observation (observation) to obtain data on early childhood students' basic locomotor movement skills. By the data acquisition technique used in this study, the test tools used were (1) walking, (2) running, (3) jumping, and (4) jumping.

Data analysis used multiple linear regression to see the relationship between the independent variable and the dependent variable, homogeneity of variance test (Levene's test with $\alpha > 0.05\%$) and hypothesis testing with the calculation of the F test with the normality test level of the sample (Kolmogrovsmirnov test with $\alpha < 0.05\%$). Prerequisite test: normality test and homogeneity test.

FINDINGS AND DISCUSSION

1) There is a significant relationship between nutritional status and basic locomotor movements. 2) There is a significant relationship between intelligence and basic locomotor movements. 3) There is a significant relationship between nutritional status and basic locomotor movements. 4) Partially, it was found that there was a significant relationship between nutritional status, emotional intelligence, and age on basic locomotor movements in Kindergarten children in XIII Koto Kampar sub-district.

Findings

The r-significance test tests whether all the independent variables included in the regression model simultaneously affect the dependent variable. The r-test is used to see whether the three independent variables in the model simultaneously affect the dependent variable. The following are the results of the simulated test:

Table 1. Relationship Between Nutritional Status, Emotional Intelligence, and Age on Basic Locomotor Movements

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.071	3	10.690	4.266	.006[b]
	Residual	441.040	176	2.506		
	Total	473.111	179			

a. Dependent Variable: Basic Locomotor Movement (Y)

b. Predictors: (Constant), Age (X3), Nutritional Status (X1), Emotional Intelligence (X2)

Based on the results in the table above, it is known that the significance value for the relationship between X_1, X_2, and X_3 simultaneously with Y is 0.006 <0.05 and the value of Fount = 4.266 > rtable = 0.1445, so it can be concluded that there is a relationship between X_1, X_2, and X_3 simultaneously to Y. After that, it is continued with partial and simultaneous testing. We get a multiple linear regression model with the form of the regression equation as follows:

Table 2. Multiple Linear Regression Analysis

Coefficients

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*
		B	*Std. Error*	*Beta*	
1	(Constant)	17.723	1.682		10.54
	Nutritional status	0.09	0.053	0.125	1.685
	Emotional Intelligence	0.009	0.006	0.116	1.543
	Age	-0.39	0.184	-0.156	-2.118

a. Dependent Variable: Basic Locomotor Movement

Based on the equation above, it can be explained as follows: 1) A constant value of 17,723 indicates that the variable nutritional status, emotional intelligence and age if the value is 0, then the basic locomotor movements are 17,723, 2) The nutritional status coefficient value (β_1) is 0.125 with a positive value. This means that for every increase in basic locomotor movements, one unit increases, the nutritional status increases by 0.0125, 3) The coefficient value of emotional intelligence (β_2) is 0.116 with a positive value. This means that with every increase in basic locomotor movements increasing by one unit, emotional intelligence also increases by 0.116, 4) The age coefficient value (β_3) is 0.156 with a negative value. This means that for every increase in basic locomotor movements increases by one unit, age will decrease by 0.156.

After obtaining the value of the equation, it is continued with testing the

coefficient of determination (R^2) to find out how much influence the independent variables have on the dependent variable. The coefficient of determination value is used for the R Square value. With the following results:

Table 3. R-Square Test Coefficient of Determination (R^2)

Model Summary

Model	R	*R Square*	*Adjusted R Square*	*Std. The error in the Estimate*
1	.702[a]	.492	.483	2.817

a. *Predictors:* (Constant), age, nutritional status, emotional intelligence

From the table above, it can be seen that the results of R^2, the results of testing the coefficient of determination, obtained an R-Square value of 0.492. This means that 49.2% of basic locomotor movements can be explained by nutritional status, emotional intelligence, and age variables. At the same time, the remaining 50.8% of basic locomotor movement is influenced by other variables not examined in this study.

Discussion

Based on the descriptive analysis carried out on tests of nutritional status, emotional intelligence, age and tests for basic locomotor movements, there is a relationship between the four. In the following, descriptive data, multiple linear regression tests, prerequisite analysis tests, hypothesis testing and a discussion of the research results on the relationship between nutritional status, emotional intelligence, and age on basic locomotor movements in early childhood are presented. This study used a sample of 180 children aged 4-6 years at the kindergarten level in District XIII Koto Kampar. An anthropometric test was carried out to see the child's nutritional status, distributing questionnaires to parents or those closest to the child to see emotional intelligence, collecting data for age and carrying out walking, running, jumping and jumping tests for children's basic locomotor movements.

Nutrition is the primary determinant factor related to the quality of human resources. Children under five years are vulnerable to nutritional and health problems (Sartika, 2010). Nutritional status is a picture of the body's food security needs. The impact that will be caused in the future due to the incidence of malnutrition and excess nutrition experienced by children under the age of five is very worrying (Anggraeni et al., 2021). Maintaining the nutritional status of toddlers requires a good mother's knowledge because a mother's knowledge about good food for toddlers to consume will affect the nutritional status of toddlers to be good. A mother's education can affect a mother's knowledge.

The higher the mother's education, the better the mother's nutritional knowledge regarding nutrient intake will be. Nutrient intake is one of the factors related to the nutritional status of children under five. Nutrient intake can be obtained from macro and micronutrients. In addition, the factors influencing the nutritional status of children under five are exclusive breastfeeding, parenting style and the mother's occupation.

The preschool years are an important time for learning basic motor skills. In essence, every movement of physical activity carried out by humans every day requires good physical fitness. However, the demands of physical fitness itself are very different. This difference is usually influenced by the type of activity or work performed (Subekti, 2018). Based on this opinion, it can be seen that motor-physical development significantly influences children's social and emotional development. Meanwhile, children's social-emotional development delays will also affect development in other aspects. Many factors affect the physical and motoric development of children, including internal factors (differences in race/ethnicity or nationality, family, age, sex, genetics, chromosomal abnormalities) and external factors (nutrition, mechanics, toxins/chemicals, endocrine, radiation, etc. .) infections, and immunological disorders (Suherman et al., 2018).

The measures of emotional intelligence vary widely in both content and method of assessment. In particular, measures of emotional intelligence tend to use personality-based self-report approaches, informant approaches, or ability-based assessment procedures (Conte, 2005). Emotional intelligence is the ability to feel emotions, accept and develop emotions well, and understand emotions and emotional knowledge to enhance emotional and intellectual development. Emotional intelligence is a person's ability to handle emotions within himself (Octavia et al., 2020).

CONCLUSION

The study's conclusions show that: 1) There is a significant relationship between nutritional status and basic locomotor movements. The nutritional status of kindergarten children has a positive correlation. This means that the higher the child's nutritional status, the more active the basic locomotor movements of the child are; 2) There is a significant relationship between intelligence and basic locomotor movements. Kindergarten children's emotional intelligence is positively correlated. This means that the higher the child's emotional intelligence, the more active the basic locomotor movements of the child, 3) There is a significant relationship between nutritional status and basic locomotor movements. The nutritional status of kindergarten children has a positive correlation. This means that the higher the child's age, the more active the basic locomotor movements of the child are. 4) From the results, the regression equation predicts the dependent variable through the

independent variables. Partially, it was found that there was a significant relationship between nutritional status, emotional intelligence, and age on basic locomotor movements in Kindergarten children in XIII Koto Kampar sub-district.

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