

Yoga Movement In Cognitive and Motor Development In Early Children At the Pos PAUD Harapan Bunda , Kadipiro Village, Banjarsari District, Surakarta

Sulistiana, Karwati Budi¹, Widjanarko, Mochamad¹, & Darmanto, Eko^{1*}

¹ Universitas Muria Kudus, Indonesia

*Corresponding author: karwatisulistiana@gmail.com

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Abstract: Developing various intelligences in children is a must so that children's growth and development is as expected. One method that can be applied in early childhood learning is applying yoga movements. Yoga is seen as a multifunctional activity not only as an alternative for maintaining health but also useful for other needs. This is proven by the adoption of yoga learning for early childhood as a vehicle for developing children's intelligence, as implemented by the Pos PAUD Harapan Bunda in Kadipiro, Banjarsari District, Surakarta. The observations that have been made show that there is great confidence from the PAUD Post that learning yoga makes a significant contribution to the development of children's various intelligences.

This research uses qualitative methods, namely descriptive ones. With results 1. Yoga asana learning at the Pos PAUD Harapan Bunda which was carried out in accordance with the 2013 curriculum with an integrative thematic. 2. The yoga asana movements taught to young children are classified as beginners. All asanas that are practiced can develop multiple intelligences, depending on how creative the teacher is in conveying the asana movements. 3. The benefits of yoga movements for early age children, especially at the Pos PAUD harapan Bunda, are very large, namely concentration, health, kinesthetics, creativity and calm.

Keywords: Yoga, Benefits of Yoga, Multiple Intelligences

1. Introduction

Since children are born into the world, children have been gifted with plural intelligence by the Almighty Creator. To help children develop their potential and achieve optimal intelligence, learning activities in early childhood education are the right means to help children achieve optimal intelligence according to their potential (Gardner, 2011). Early childhood education that is well managed according to the needs and characteristics of children is believed to be able to optimize the potential for multiple intelligences that children have from birth (Gardner, 2011). The learning provided to children is an effort to provide optimal stimulation that can develop children's intelligence potential (Suyadi & Ulfah, 2015).

in early childhood education, learning is carried out through the process of play, which should be presented in a fun atmosphere so that it attracts children's interest (Piaget, 1962; Vygotsky, 1978). The learning process must also strive to build ideas to express freedom, imagination and creativity so that it can develop six aspects of child development, namely religious and moral values, motor skills, cognitive, language, social emotional and artistic (Ministry of Education and Culture of the Republic of Indonesia, 2014)

In carrying out the learning process, so that it meets the objectives, learning guidelines are needed according to the characteristics of the child. The child's learning process refers to Permendikbud No. 137 of 2014. This is then outlined as a reference for creating a PAUD curriculum in an institution that can be used as a reference for educators in the field.

The Early Childhood Education Curriculum is developed by adapting to the demands and norms that apply to the society in which it lives. Early Childhood Education is managed and delivered by paying attention to psychological comfort and how the child's brain nerves work according to their developmental maturity.

Six (6) aspects of child development in early childhood education are contained in the Child Development Achievement Level Standards which are the minimum criteria regarding child development qualifications which include aspects of religious and moral values, physical motor, cognitive, language, social-emotional and artistic.

These developmental aspects are developed in the curriculum. Curriculum can be analogous to a program designed to achieve goals. If the goal is the Child Development Achievement Level, the curriculum as a PAUD Development program to achieve aspects of child development and applied in Early Childhood learning must be presented creatively, innovatively and fun. Different and innovative programs will really attract children's interest in learning well and in a fun way.

For this reason, an innovative and fun method is needed, there are many learning methods used by educators. However, not all learning methods are suitable and appropriate for children. What you need to remember is that not all students have the same learning abilities and personality traits. Differences in learning abilities should result in differences in teacher's teaching techniques and styles. The same law also applies to differences in character and personality traits.

Early childhood education is very important to prepare children to achieve success in the future. A child's future success is not only determined by intellectual intelligence alone but other intelligences also support it. The results of the latest research in the field of child psychology show that emotional and spiritual intelligence are just as important as IQ (intellectual intelligence) in determining a child's future success. From various observations made by experts, it turns out that many children are intelligent but experience failure in academics, careers and their social lives. On the other hand, many are successful in later life, even though they only have an average level of intelligence. This happens because IQ tests only measure a small part of human abilities. The IQ factor is believed to only contribute 20% to future success. The rest is determined by a person's ability to overcome various life problems .

Based on the facts above, developing various intelligences in children is a necessity so that children's growth and development is as expected. The various intelligences possessed by children are known as multiple intelligences (plural intelligences). Multiple intelligences (multiple intelligences) have a positive correlation with academic, social and mental success. Multiple Intelligences was coined by Howard Gardner from Harvard University, United States, which is defined as the skills or talents that students have to solve various problems in learning. Multiple Intelligences includes nine types of intelligence found in every person, only the levels are not always the same, including; language intelligence (linguistic intelligence), kinesthetic intelligence (bodily kinesthetic intelligence), musical intelligence (musical intelligence), intrapersonal intelligence (intrapersonal intelligence), interpersonal intelligence (interpersonal intelligence), logical mathematical intelligence (logical mathematical intelligence), visual/spatial intelligence (spatial intelligence), natural intelligence, and spiritual-existential intelligence (Mavrellos & Daradoumis, 2020).

In this research, kinesthetic intelligence, especially cognitive and motor intelligence in early childhood, will be discussed. Kinesthetic intelligence, which is one of the multiple intelligences, in the development of multiple intelligences in early childhood is carried out most early in the environment closest to the child. Likewise, in the development of kinesthetic intelligence, early development is where children spend the most time, namely in the family environment. The role of parents has a very big influence on the development of a child's personality (Johnstone et al., 2022). However, various activities that burden parents are the reason why the development of children's intelligence is completely delegated to the PAUD Unit. This is a big responsibility for the institution or school to try to meet the demands of parents by making their students have various intelligences or multiple intelligences. So, various activities are programmed to develop children's intelligence, including dance, yoga, singing and computers (Moss & Gu, 2022).

Yoga is an activity that aims to increase a person's focus and concentration, as well as sharpen a person's senses. Yoga given to young children aims to increase children's focus in participating in school activities, instill a sense of compassion for everyone, and build motivation to come to school. This yoga program was motivated by a lack of motivation and enthusiasm for children to take part in motor physical activities. Children have various personalities, such as children who behave aggressively, shy and quiet, spoiled, have powerful behavior, and children who behave destructively. After several months of this program running, the children began to show changes and even became more cheerful and enthusiastic. take part in other activities (Veljković et al., 2021).

Yoga was initially implemented as an alternative to maintaining and improving physical and spiritual health which could be observed directly in the community. However, apparently learning yoga is seen as a multifunctional activity, not only as an alternative to maintaining health but also useful for other needs. This is proven by the adoption of yoga learning for early childhood as a vehicle for developing children's intelligence, as implemented by the Harapan Bunda PAUD Post in Kadipiro, Banjarsari District, Surakarta. The observations that have been made show that there is great confidence from the PAUD Post that learning yoga makes a significant contribution to the development of children's various intelligences.

2. Methodology

This research uses a qualitative method, namely a descriptive one which aims to explain what is in the form of words, pictures, not numbers, even if there are numbers they are used as support when something is less than perfect . The data

collection techniques used consisted of three, namely non-participant observation, semi-structured interviews, documentation. For the selection of informants during interviews, the research used purposive, namely deliberately chosen by researchers, because informants were considered to have certain criteria and knowledge related to the problem. research that can provide research data.

The results of observations, interviews and documentation data which are formulated in descriptive form are then processed in several stages including data reduction, data display and conclusion drawing or verification.

3. Results and Discussion

3.1 Yoga development process as a way to improve motor intelligence

The yoga asana training process at the Pos PAUD Harapan Bunda, Kadipiro Banjarsari Surakarta is specifically designed by teachers who have previously received yoga training for children. Previous preparations are made, from preparing learning media as a tool, as well as preparation before starting yoga asana practice. The teacher prepares the place, plays music, spreads a mat with the help of the students, and arranges sitting positions. The implementation consists of an opening, that is, before performing the yoga asana movements, the teacher begins with an opening greeting, asking about news, and asking questions to the students. The core activity is yoga practice activities by performing asanas demonstrated by the teacher as well as conveying their benefits, the teacher also provides reinforcement to motivate students when moving. Next, the closing activities consist of relaxation, light meditation, and closing greetings (Veljković et al., 2021; Butzer et al., 2022).

Teachers carry out evaluations by observing and continuously recording yoga asana practice activities which are then reported as evidence of learning outcomes so that the development of each student is known. Assessment is carried out by giving "stars 1, 2, 3 and 4" as a symbol of the value or results achieved by students, and is described in the student learning results report. Assessment is an activity of collecting and processing information to determine a child's growth and development achieved through learning activities. Assessment must also be carried out continuously in the sense that it is carried out in a planned, gradual and continuous manner to be able to describes the growth and development of students (Susanti & Harun, 2022).

Yoga learning has the characteristics of being child-centred, learning while playing, and integrated learning by giving freedom to children but still controlled so that learning is flexible, so that they can develop their potential. Children introduced to the method of learning while playing. Playing is a bridge for children from informal to formal learning, because playing can help early childhood development, thereby helping the process of forming a child's self-concept. Meanwhile, education while playing covers three aspects, namely cognitive, affective and psychomotor (Zosh et al., 2022).

also states that playing is an enjoyable activity for children and playing is a need that already exists (inherent) in children. In this way, children can learn various skills happily, without feeling forced or forced to learn them. Playing has many benefits in developing children's skills.

The implementation of yoga asana training at the Harapan Bunda PAUD post is in line with humanistic theory, namely that the learning process is student-centered, so that the main goal of educators is to help students to develop themselves by helping each individual to know themselves as unique human beings, and help them realize their potential. Learning involves more of the students' whole personality, such as intellectual, emotional, and skills which makes children more active and the teacher only acts as a facilitator.

Watson's stimulus response theory reveals that the conditions for a learning process to occur in a stimulus response relationship pattern are the elements of drive, stimulus, reaction and reinforcement (Anwar, 2017; 36). When practicing yoga asana, students are also given interesting stimuli such as telling stories, connecting movements with the names of plants, animals and other objects, so that they can arouse students' enthusiasm for learning. The teacher also provides reinforcement in the form of verbal material, praise and grades so that students feel happy and enthusiastic.

To develop kinesthetic intelligence, activities are needed that involve touch, such as activities with the fingers in folding, cutting, making small objects (for example clay), knitting, painting/drawing with detailed objects, playing games such as assembling something of the same size. small. Tends to want to touch everything that catches his attention, and as in playing music, he tends to choose musical instruments that predominantly use his fingers. Apart from that, it also involves the body or bodies such as bodybuilding, gymnastics and dancing. Children tend to have a surplus of energy, like to move and cannot stay in one position for a long time, they have a lot of energy as if they never get tired.

An effort to utilize children's excess energy is through symbolic play that is modified from yoga exercise movements that are developed according to the child's development. And serves to convey learning messages to early childhood. Asanas or movements in yoga are body postures that are held for a few moments while still paying attention to the breath.

Asana will stretch and squeeze the body's muscles while flowing fresh, oxygenated blood to every tissue and cell of the body. More than just ordinary exercise movements, systematic Asana practice will massage several points of the endocrine glands which will balance hormone production. Because the physical and mental are always related,

stimulation of the physical body through deep asanas while taking slow, long breaths will create calm in the mind and a peaceful feeling so that children are ready to carry out their activities.

3.2 Developing multiple intelligences in early childhood through yoga movements

Saraswati, (2002) classifies asanas into three groups, namely beginner, intermediate and high level which are given sequentially. The yoga asana movements given at the Harapan Bunda PAUD Post are simple movements that are classified as beginners. The movements given consist of a sitting posture which includes; cross-legged (sukhasana), twisting the wrists, opening and closing the elbows, turning the shoulders, turning the ankles (rangakian Pavanamuktasana), bending from side to side (sitting trikonasana), kissing the knees (pascimotanasana), rowing a boat (Nauka Sancalana), butterfly posture fly (badhakonasana), silence posture (vajrasana), rabbit posture (sasankasana), baby posture (balasana), cat posture (majariasana), open one leg posture (Parivrtti Janu sirsasana), open two legs (pada prasara pascimotanasana), triangle pose (merudandasana). Half standing postures include; curved posture (ustrasana), mountain posture (parwatasana). Standing posture consists of; tree stance (vraksasana), tree stance in the wind (tiryakatadasana), stance of a gliding plane or flying bird (ekapasdasana), stance of a falling tree (standing trikonasana), balance stance (tadasana). Transverse attitudes include; cobra posture (bhujanggasana), slanted walk (Setubandhasana) crocodile posture (makarasana), bow posture (dhanurasana), kayang (cakrasana), candle posture (sarwanggalasana), kayang (cakrasana) melting wax posture (halasana), sleeping posture (sawasana), and scrub hands and nails. Apart from that, collaborative movements or what is known as acro yoga are also provided which are still safe for young children. Yoga asana can develop multiple intelligences, depending on how creative the teacher is in conveying the movements. This can be seen from the perspective of naming movements that adopt the names of animals, plants and other objects, as well as conveying the benefits of movements using very simple language, so that children can understand and respond and show their creativity. The various forms of responses shown by children illustrate the child's intelligence.

The multiple intelligences that are developed through yoga learning include: 1) Language intelligence (linguistics). The ability to use language to express ideas about oneself and understand other people through language or words. Linguistic intelligence includes the ability to: tell stories, repeat sentences well, answer questions, name objects and their functions, listen to spoken words, and be able to understand and carry out commands (Jamaris, 2014) Through yoga asana practice, students demonstrate their abilities. speak orally in front of friends and teachers, listen and be able to repeat sentences well, can say the names of movements, tell short stories related to movements. 2) Motor Intelligence 2) Motor-Kinesthetic Intelligence. The ability to use the entire body and its components related to sensitivity and skills in controlling the coordination of body movements through gross and fine motor movements. Capabilities include; exercise with your own movements, exercising, making crafts, remembering what you are doing, balance, flexibility, strength. This intelligence allows humans to build an important connection between mind and body, thereby enabling the body to manipulate objects and create movement (Yaumi, 2013)

Through yoga practice, students show several abilities related to this intelligence, namely being able to follow movements and create them, being able to remember movements after several practices, showing flexibility, strength and balance in moving. 3) Visual-spatial intelligence, namely the ability to form a mental picture of a child's ability to imagine (visualize), imagine (imagination) abstract things. Practicing yoga asana at the Mother's Hope Early Childhood Post can develop visual-spatial intelligence, because children can show the ability to imagine, fantasize about plants, animals or other objects related to the movements they make so that they can produce movements like plants or animals as imagined. or imagined. 4) Intrapersonal intelligence, namely the ability to understand things related to oneself such as being aware of one's feelings of happiness, sadness, what one does, how one reacts to certain things, which things need to be avoided, and which ones must be done, be aware of one's own strengths and weaknesses, and be sensitive to life goals (Yus, 2011:73). Practicing yoga asana can develop intrapersonal intelligence, because students can show pleasure when practicing yoga asana, know their abilities by displaying movements that can be done in front of teachers and friends, and can understand how good practicing yoga is for themselves so they can motivate themselves to do yoga. . 5) Interpersonal Intelligence is the ability to understand the thoughts, attitudes and behavior of other people, to work together with other people which includes; connecting with other people, communicating, making friends and having lots of friends, reading other people's intentions. Based on these criteria, yoga asana practice can develop interpersonal intelligence because students can show the ability to pay attention to friends when doing movements, communicate well when doing movements, work together and look after each other when doing movement partners or acro yoga. Interpersonal intelligence can be developed through light meditation exercises carried out at the end of yoga asana practice, with the aim of getting to know oneself and cultivating a sense of compassion, love for other people around them in order to establish good relationships between oneself and others. Being able to recognize oneself and others is a form of emotionality. 6) Spiritual intelligence is the ability to view the meaning or nature of life in accordance with human nature as creatures of Almighty God who are obliged to carry out His commands and stay away from His prohibitions which include: hearing and knowing the names of God (according to religion), hearing simple stories about the greatness of God, being able to follow an attitude of prayer (Moleong, 2004: 113). Based on these criteria, yoga asana practice can develop spiritual intelligence because students can demonstrate their abilities, namely; knowing and doing

the sitting posture in prayer, can show an attitude of awareness of God such as knowing what one has, plants and animals are God's creation, and can also mention the names of gods.

3.3 Benefits of implementing Yoga Asana in developing multiple intelligences

1. Concentration

Concentration is one of the things a child needs most to be successful in learning something and doing work successfully. If a child has strong concentration on something, his focus on doing that thing will automatically be higher. As a result, it can be completed faster and better. So this concentration is really needed by a child to start all his activities. One of the easiest light exercises to improve concentration is meditation for adults and children with an activity called focusing or concentrating the mind and soul. Remember, the main concept in meditation is not "emptying the mind", but "focusing the mind on one particular thing". If a child focuses on concentration or what is usually called proper centering and makes it a habit, then the child will concentrate more easily. Apart from being useful for improving concentration, activities ". If a child focuses on concentration or what is usually called proper centering and makes it a habit, then the child will concentrate more easily. Apart from being useful for increasing concentration, this activity is also useful for making the body more relaxed and calm. Concentration power is very closely related to blood flow to the brain. The smoother the blood flow to the brain, the easier it is for a child to concentrate. (Djamarah, 2015) states that learning readiness is a condition of a person who has been prepared to carry out an activity, meaning carrying out an activity, namely an activity. learning. (Darsono, 2000) also revealed that the readiness factor, both physical and psychological, is the initial condition of a learning activity. Thus, learning readiness is the initial condition of a learning activity which makes it ready to give a response or answer to the participant. students in achieving certain teaching goals.

2. Health

Health is a state of physical, mental and social well-being that enables every person to live a socially and economically productive life. Health in a child is realized if the child does not feel sick and clinically does not feel sick, all body organs are in normal condition and function normally. Likewise, psychological health is realized when a child feels mentally stable so that he is able to think healthily and express emotions well. When a child's physical health is disturbed, carrying out other activities will also be disturbed, even his psychological health will also experience problems, and vice versa. Obviously this will affect the growth and development process.

So that children are ready to carry out their learning activities, it is necessary to prepare the child's physical and psychological condition to remain healthy, so efforts are needed to maintain the health of children from an early age. Maintaining children's health requires regular efforts so that all organs are normal and function normally or there are no disturbances in body function. With this method, breathing techniques are the core of yoga exercises. In fact, it is said that if the movement is done without controlling breathing, the movement is no different from other types of exercise. This yoga breathing technique will increase lung capacity when breathing, as well as strengthen and massage the entire nervous and respiratory system. Deepening the breath will bring more oxygen to the body, relaxing and calming the mind. Although there are conflicting opinions about practicing yogic breathing techniques for children, this does not negate its benefits. Children are simply not advised to hold their breath, jerk their chest and stomach when exhaling, and do breathing techniques with too many repetitions. Several breathing techniques are modified to be safe for children and are useful for maintaining health, helping their growth and development, relaxing the body, calming and sharpening the mind, and balancing the mood so that in these conditions children will be ready to carry out their learning activities.

3. Kinesthetic

Kinesthetics is a specialty of certain people who understand knowledge or lessons more quickly through activities rather than reading and memorizing. For example, studying about plants. Children are not given to memorize everything about plants. But by giving an example through movements, children will definitely absorb it more quickly. Children who tend not to be able to stay still for long periods of time or want to move constantly and in society, they tend to be called hyperactive children. What you need to know is that hyperactivity in early childhood is not a disorder or deficiency of a child but rather one way of his ability to express himself. And in hyperactive children, level intelligence varies. There are those who are more dominant, but there are also those whose physical intelligence is not superior to other intelligences that a child has. The area of kinesthetic intelligence is located in the cerebellum and thalamus, main ganglion and other parts of the brain. The brain's motor cortex controls body movements. Children with this intelligence show skills using fingers or fine motor skills. Use part/all of their body parts actively to express their desires, know something to communicate, and receive information more quickly if they are involved in activities.

To develop kinesthetic intelligence, activities are needed that involve touch, such as activities with the fingers in folding, cutting, making small objects (for example clay), knitting, painting/drawing with detailed objects, playing games such as assembling something of the same size. small. Tends to want to touch everything that catches his attention, and as in playing music, he tends to choose musical instruments that predominantly use his fingers. Apart from that, it also involves the body or bodies such as bodybuilding, gymnastics and dancing. Children tend to have a surplus of energy, like to move and cannot stay in one position for a long time, they have a lot of energy as if they never get tired.

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Asana will stretch and squeeze the body's muscles while flowing fresh, oxygenated blood to every tissue and cell of the body. More than just ordinary exercise movements, systematic Asana practice will massage several points of the endocrine glands which will balance hormone production. Because the physical and mental are always related, stimulation of the physical body through deep asanas while taking slow, long breaths will create calm in the mind and a peaceful feeling so that children are ready to carry out their activities.

4. Creativity

Intellectually smart is important but EQ is also important because it supports better IQ. What happens if children are only encouraged to develop their IQ? Ways to foster children's creativity from an early age are to instill and teach children what we do, give the right example, then the child will follow and do it correctly, habits that have been taught by their parents will usually always be remembered and will be followed by the child. until adulthood. Regarding creativity, it must be fostered from childhood in children because this will be a provision for the child in facing life, this must be taught. to all children, regarding what is called special creativity, some children sometimes have it, but actually all children have creative potential.

It turns out that children's creativity can be stimulated with movements modified from yoga exercises through Asana because it can sharpen children's brains to be more stimulated to do more agile activities than usual. Asana in yoga is a famous body and breathing art movement from India. This movement is a movement to train the body's muscles accompanied by breathing exercises. Through body movements accompanied by breathing control and concentration techniques, you will be physically healthier, fitter and stronger, and your emotions will even be more balanced. Modified movements from yoga exercises for children must be taught slowly and gradually because it is not that easy for children to accept, understand and follow the movements. Yoga movements for children are quite different from yoga exercises for adults. These asanas in yoga also optimize the use of the left and right brain so that the intellect can be more honed and synchronized. Of course, this will make the child more focused and can increase concentration so that the brain and intelligence develop and the child's potential can be detected and explored. Apart from that, yoga asanas are also useful for forming balanced emotions, social skills, building self-confidence, and helping overcome stress, developing children's creativity and imagination, sharpening and expanding children's awareness. Yoga asanas that are done well and regularly can help children become calmer and more ready to carry out their learning activities.

5. Calmness

In essence, the foundation for a child's peace of mind and adulthood, begins with the freedom and experience he gained during his first 7 years. Calmness and patience during a child's teenage years are closely related to his activities during childhood. Calm conditions in early childhood must always be created in every activity. Children who are not calm always carry out their activities in a hurry, restlessly and panic so that they do not provide optimal learning results. Relaxation is a very effective activity given to young children to foster a sense of calm in a child's self and soul. A relaxed body posture with controlled breathing and loose, relaxed body muscles for a few moments will flow fresh, oxygenated blood to every tissue cell in the body. Because the physical and mental are always related, stimulation of the physical body through regular and deep relaxation while breathing slowly and deeply will create calm in the mind and a peaceful feeling.

4. Conclusions

Yoga asana learning at the Pos PAUD Harapan Bunda is carried out in accordance with the 2013 curriculum with an integrative thematic. Yoga learning for early childhood includes preparation, integrated implementation, student-centered, play while learning, flexible, and evaluation as a result of learning. Learning yoga asanas without any coercion, pressure, but rather provides freedom, comfort in moving, students feel happy, comfortable in practicing yoga asanas, thereby developing the potentials or multiple intelligences of students.

Yoga asana movements taught to young children are classified as beginners. All asanas that are practiced can develop multiple intelligences, depending on how creative the teacher is in conveying the asana movements. This can be seen from the perspective of naming movements based on the names of animals, plants and other objects, as well as conveying the benefits of movements using very simple language, so that children can understand and respond and show their creativity. The various forms of responses shown by children illustrate the child's intelligence. Through yoga asana practice, children can develop six multiple intelligences, namely: (1) linguistic intelligence, (2) bodily kinesthetic intelligence, (3) intrapersonal intelligence, (4) interpersonal intelligence (interpersonal intelligence), (5) visual/spatial intelligence (spatial intelligence), (6) spiritual intelligence (spiritual intelligence).

The benefits of yoga movements for early age children, especially at the Harapan Bunda PAUD Post, are very large. This can be seen in 1) The child's concentration before learning is better able to focus, 2) Health, with the regulation of breathing in yoga movements, has a very good effect on the child, especially in the learning process. 3). Kinesthetics,

with the various kinds of yoga movements taught, helps the kinesthetic development of early childhood at the Harapan Bunda PAUD Post. 4) Creativity, Yoga asanas are also useful for forming balanced emotions, social skills, building self-confidence, and helping overcome stress, developing children's creativity and imagination, sharpening and expanding children's awareness. 5) Calmness, because the physical and mental are always related, stimulation of the physical body through regular and deep relaxation while breathing slowly and deeply will create calm in the mind and a peaceful feeling.

5. Suggestion

1. It is hoped that other researchers will further develop research on yoga asana in early childhood education from a different perspective, so that they can find out the effectiveness of yoga asana in education.
2. PAUD institutions should develop learning creativity in schools such as yoga asana in developing plural intelligence, so that students can experience maximum growth and development.
3. For the institutions concerned to continue implementing yoga asana practice as a form of creative learning in schools to be able to develop the potential or intelligence possessed by students.

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Conflict of Interest

The authors declare there is no conflict of interest.

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