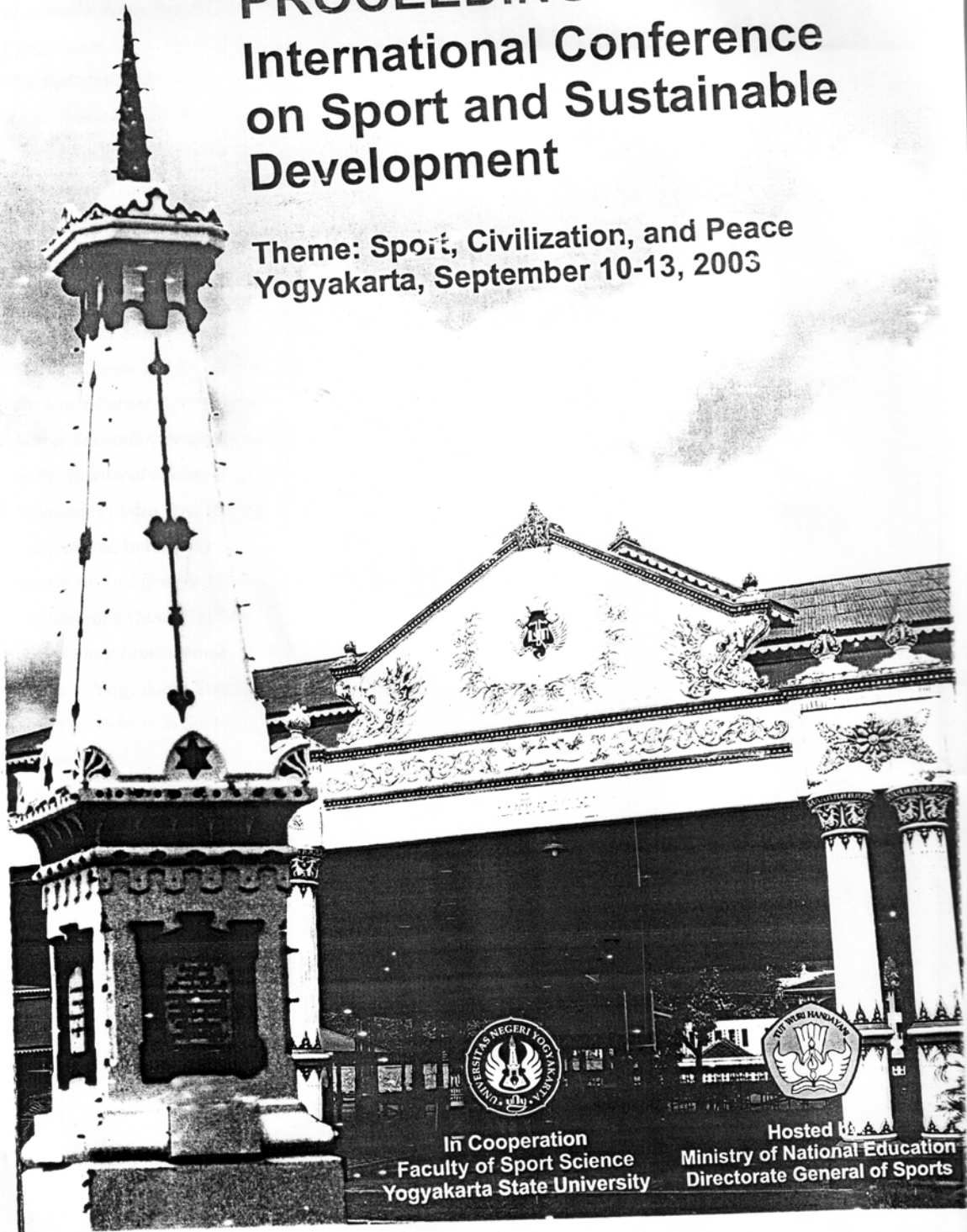


ISBN: 979-99598-1-0

α B<sub>3</sub>

# PROCEEDING International Conference on Sport and Sustainable Development

Theme: Sport, Civilization, and Peace  
Yogyakarta, September 10-13, 2003



In Cooperation  
- Faculty of Sport Science  
Yogyakarta State University

Hosted by  
Ministry of National Education  
Directorate General of Sports

X

**The Application of Fitness, Skill and Play as Integrated Model for  
Enhancing Physical Education Learning Process**

By Tomoliyus & Yustinus Sukarmin

Yogyakarta State University

**Abstract**

This research is carried in order to improve the learning process of physical education in Blunyahan elementary school (Sekolahan Dasar), Bantul, Yogyakarta, using Fitness, Skill, Play Integrated Model (FSPIM) with approachable approach.

This research design which carried out in this research is *cyclus* model (Kemmis model of Deakin University, Australia). This model consists of activities; (1) planning, (2) action, (3) observation and (4) reflection. This research has been done in the lower grade (first grade, second grade and third grade). The data collection tools are using test, measurement, and observation. The data analysis is using descriptive analysis.

Research results show that there is an improvement in physical fitness in the lower grade/first grade after fitness skill, play integrated improvement applied with approachable approach. In The side consist enlargement at the physical fitness of the lower grade students (grade 1, 2, and 3) at Elementary School, Blunyahan, Bantul in the learning process of physical fitness increases after applying the compact model of physical fitness, physical skill, and playing.

Key word: FSPIM, physical education, lower grade.

X

#### A. Introduction

In May 2001, the researcher conducted a survey on the teacher of Physical Education as well as the head master of Elementary School (SD) Blunyahon, Sewon, Bantul, Yogyakarta. In conducting the survey, the researcher made an interview with them. The following is some questions and answers regarding the interviewing between the researcher and the teacher of Physical Education as well as the Head master of Elementary School.

**Researcher:** What is your apprehension regarding the learning process on the physical education?

**Teacher:**

1. The students' physical fitness is sad
2. The students pleasantly play themselves while they are following the physical education lesson.
3. The students' creativities are bad
4. Learning process condition is passive
5. The achievement on the physical exercise is sad

**Head Master:**

1. The students have a small motivation having to do with physical fitness in their lives.
2. Variety on material for physical education is low.

**Researcher:** Why do you concern about it?

**Teacher:**

1. The physical fitness and the students' creativities are the purpose of Physical Education.
2. The students' achievement in any field of sport can bring good reputation to the school.

**Head master:**

1. Motivation of having to do with the physical fitness is the aim of education which is also included in physical education.
2. Material of physical education is the core lesson to help the students' growth and the students' enlargement.

**Researcher:** According to your opinion, what can be done to improve this condition?

**Teacher:**

1. Rebuild the learning process of physical education
2. Restructure the way how to give a mark
3. *Reform the class situation in the process of learning physical education.*
4. Support the students with the qualified medium learning process of physical education.
5. Provide the students any reading books on the physical education for Elementary level.

**Head master:**

1. Improve the quality of the teacher of physical education.
2. Get ready the variable material for physical education learning process.

Based on the result of the interview, the researcher collaborates with the teacher of physical education and the head master of the elementary school to make a discussion to formulate the research problem. As the result, we get the solution to do the research on:

1. Can the compact model of physical fitness, physical skills, and playing to restructure the process of learning physical education at Elementary School (SD) Blunyah, Bantul, be applied in lower level?
2. Can the process of learning physical education which has been restructured by the compact model of physical fitness, physical skills, and playing to improve the physical fitness of the students of the Elementary School (SD) Blunyah, Bantul, in lower level?

## B. Investigating the Problem

Based on the problem finding, as it is elaborated previously, the researcher, with the teacher of physical education and the head master of Elementary School (SD) Blunyahan, Bantul made a discussion to conduct an analysis on the research problem in which we get involve in some tasks that should be conducted until finished. In the discussion, the researcher offered some books and journals that wrote some details discussion about the model of learning process on physical education. Under some consideration, the books and journals are qualified enough to supply the needs of elementary students, such as the way how to evaluate the process and the result about the learning process of physical education, and the approach on the learning process of physical education.

Those, books and journals are written by AAHPERD (1999), Collier, (1988), Des (1991, Michell (1996), Strand (1996) Tomoliyus (2001), J. Harioto and Tomoliyus (2001), and J. Hartoto (2001). These are used as the scientific references in the discussion between the researcher and the teacher of physical education as well as the head master to analyse the research problems.

In the book and the journals stated that learning physical education under the compact model of physical fitness, physical skills, and playing with the approachable approach nowadays, is simply reasonable to supply the needs of elementary students. This model gives unpredictable opportunities to the students to develop their creativities and helps their growth as well as their enlargement.

There are some models in the learning process of physical education in which, each has its own advantages as well as disadvantages. At least there are three model on learning physical education. Those three models are:

### 1. Compact model on the skill and playing.

This is the only model on learning that combines the condition of skill activities and playing activities.

α

2. Compact model on Physical Fitness, Physical Skill, and Playing.

This is also the only model on learning that combine the condition of physical fitness activities and physical skill and playing activity.

3. Model on the developing intellectual activity by playing

This model focuses the learning on the socialization of practicing the marks and playing principles by the understanding and respecting the playing regulation. This model ensures that the understanding of the strategy, tactics, and regulation form the playing and the mark become more qualified. Moreover, this model also stresses on the ability of problem solving, developing the creativity, and team-working by doing the sport which is modified.

Compatibility in choosing learning model and the needs of the students seems very important, as the learning process itself is a part of physical activity which has an influence on the students' body. Seemingly, it is the same as restructuring learning model. In structuring the model, we have to pay our attention toward some supporting factors that can be separated one another, such as room, tool, environment, time, and method. Those things have to put under consideration for a model of learning should have higher flexibility. Moreover, those supporting factors interrelate and support the effectiveness of a model.

Based on the result of the discussion between the researcher and the teacher of physical education as well as the head master that refers to the scientists' opinion which is available on the book and journal, we come to the hypothesis to conduct. They are:

1. The application of compact model on physical fitness, physical skill, and playing may rebuild the learning process of physical education on Elementary School (SD) Blunyahon, Bantul, as well as the lower level.

- K
2. Rebuilding learning process of physical education by practicing the compact model of physical fitness, Physical Skill, and playing may improve the physical fitness of Elementary Students of Blunyahon, Bantul and the lower level.

### C. Research Methodology

These Research subject are lower class students (first, second and third class) of Blunyahon Elemnetary school, Sewon, Bantul, Yogyakarta.

#### Research Design:

This Research is class action Research which consist of several cycles. Every cycle include several activities, these are: planning, action, observation and reflex ion.

1. Planning: In this phase, researcher together with the physical teacher are helped by university students held physical fitness test for the students and observe daily activities of the student. In the next phase, Researcher together with physical teacher and university students plan action that will be done with comprehensive model of physical fitness, physical skill, and play using approachable approach.
2. Action: In this phase, researcher and head master become observer for physical teacher when perform physical learning. This action is formed during 8 month. Every four months consist of 12-15 meeting. Meeting is performed once a week, 2 lesson hours. 1 lesson hour is 30 minutes. The other task that have to be done in this phase are:
  - a. Prepare comprehensive model of physical fitness, physical skill and game.
  - b. Train teacher to perform action as the planning.
  - c. Prepare support facility that needed in the process of physical learning.
  - d. Prepare physical fitness test instrument.
  - e. Prepare realization observer tool of approachable approach.

3. Observation: In this phase, researcher together with the headmaster are helped by (*university*) students perform observation to the talking place of the process of physical learning. Student physical fitness that become the final target of the process of physical learning measured by using physical fitness test form ACSPT.
4. Reflex ion: In this phase, researcher together with physical teacher and head master discuss more and less of the using comprehensive model of physical fitness, physical skill and game in the process of physical learning using *approachable approach*.

#### D. Result and Discussion

In this chapter it, regularly, will be described the result of the discussion from the first session, second session, and third session. In the first and second session elaborate the result of qualitative data of the learning process which is followed by the discussion of every session. The third session described the result of qualitative data of the learning process and the quantitative data about the enlargement of the elementary students' fitness from the lower level which is followed by the discussion.

##### Result on the first session

| No. | Approachable Approach   | Result    |
|-----|---|-----------|
| 1.  | Giving chance to the students to solve the problem while playing  | Low point |
| 2.  | Maintaining the students' involvement in finding the solving problem while playing                          | Low point |
| 3.  | Expanding the students' involvement in finding the solving problem while playing                            | Low point |
| 4.  | Practicing the procedure to involve the students at the beginning of learning process of Physical Education | Low point |
| 5.  | Giving chance to the students to participate in the learning process of physical education.                 | Low point |
| 6.  | Maintaining the students' involvement in the learning process of physical education.                        | Low point |
| 7.  | Expanding the students' involvement in the learning process of physical education                           | Low point |
| 8.  | Giving chance to the students to practice playing out of  | Low point |



|    |  |           |
|----|--|-----------|
|    | the class schedule at least twice a week.  |           |
| 9. | Motivate the students to practice playing out of the class schedule at least twice a week. | Low point |

The result of the first session indicates that learning process of physical education at Elementary School Blunyahhan, Bantul is categorized into **low point**. Based on this result, the researcher, teacher, and head master of the school, by the help of the students conduct a discussion to reform the approachable approach. The discussion proves and deals that the second session is continued.

#### Result of second session

| No. | Approachable Approach   | Result    |
|-----|---|-----------|
| 1.  | Giving chance to the students to solve the problem while playing  | Fair      |
| 2.  | Maintaining the students' involvement in finding the solving problem while playing                          | Low point |
| 3.  | Expanding the students' involvement in finding the solving problem while playing                            | Low point |
| 4.  | Practicing the procedure to involve the students at the beginning of learning process of Physical Education | Low point |
| 5.  | Giving chance to the students to participate in the learning process of physical education.                 | Fair      |
| 6.  | Maintaining the students' involvement in the learning process of physical education.                        | Fair      |
| 7.  | Expanding the students' involvement in the learning process of physical education                           | Low point |
| 8.  | Giving chance to the students to practice playing out of the class schedule at least twice a week.          | Fair      |
| 9.  | Motivate the students to practice playing out of the class schedule at least twice a week.                  | Fair      |

The result on the second session indicates that learning process of physical education at Elementary School Blunyahhan, Bantul is categorized into **low point** and **fair**. Based on this result, the researcher, teacher, and head master of the school, by the help of the students conduct a discussion to

X

reform the approachable approach. The discussion proves and deals that the third session is continued.

Result of the third session

| No. | Approachable Approach   | Result    |
|-----|---|-----------|
| 1.  | Giving chance to the students to solve the problem while playing  | Fair      |
| 2.  | Maintaining the students' involvement in finding the solving problem while playing                          | Fair      |
| 3.  | Expanding the students' involvement in finding the solving problem while playing                            | Low point |
| 4.  | Practicing the procedure to involve the students at the beginning of learning process of Physical Education | Fair      |
| 5.  | Giving chance to the students to participate in the learning process of physical education.                 | Fair      |
| 6.  | Maintaining the students' involvement in the learning process of physical education.                        | Fair      |
| 7.  | Expanding the students' involvement in the learning process of physical education                           | Low point |
| 8.  | Giving chance to the students to practice playing out of the class schedule at least twice a week.          | Fair      |
| 9.  | Motivate the students to practice playing out of the class schedule at least twice a week.                  | Fair      |

The result on the third session indicates that learning process of physical education at Elementary School Blunyahan, Bantul is categorized into fair. The level of the students' fitness is a component that cannot be neglected in gauging the students' fitness. The test to gauge the level of the students' fitness is conducted at the beginning before the exercise and at the end after exercising. The following table is the data of the students' fitness of the lower level Elementary students of Blunyahan, Bantul. (see table 1 – 6).

Table1: The level of students' fitness of grade 1 (female)

| Subject Number | Test at the beginning | category       | Test at the end | Category       |
|----------------|-----------------------|----------------|-----------------|----------------|
| 1.             | 260                   | Very low point | 308             | Low point      |
| 2.             | 263                   | Very low point | 300             | Low point      |
| 3.             | 265                   | Low point      | 315             | Average        |
| 4.             | 259                   | Very low point | 270             | Low point      |
| 5.             | 290                   | Low point      | 333             | Average        |
| 6.             | 280                   | Low point      | 322             | Average        |
| 7.             | 272                   | Low point      | 327             | Average        |
| 8.             | 251                   | Very low point | 260             | Very low point |
| 9.             | 278                   | Low point      | 311             | Average        |
| 10.            | 300                   | Average        | 340             | Average        |
| 11.            | 269                   | Low point      | 317             | Average        |
| 12.            | 292                   | Low point      | 329             | Average        |
| 13.            | 299                   | Low point      | 312             | Average        |
| 14.            | 320                   | Average        | 370             | Good           |
| 15.            | 317                   | Average        | 361             | Good           |
| 16.            | 284                   | Low point      | 317             | Average        |
| 17.            | 251                   | Very low point | 259             | Very low point |

Table 2: The level of students' fitness of grade 1 (male)

| Subject Number | Test at the beginning | category       | Test at the end | Category       |
|----------------|-----------------------|----------------|-----------------|----------------|
| 1.             | 262                   | Very low point | 330             | Low point      |
| 2.             | 263                   | Very low point | 324             | Low point      |
| 3.             | 280                   | Very Low point | 315             | Low point      |
| 4.             | 278                   | Very low point | 300             | Low point      |
| 5.             | 293                   | Low point      | 333             | Low point      |
| 6.             | 331                   | Low point      | 339             | Average        |
| 7.             | 337                   | Low point      | 342             | Average        |
| 8.             | 260                   | Very low point | 279             | Very low point |
| 9.             | 306                   | Low point      | 319             | Low point      |
| 10.            | 305                   | Low point      | 342             | Average        |
| 11.            | 319                   | Low point      | 359             | Average        |
| 12.            | 310                   | Low point      | 327             | Low point      |
| 13.            | 319                   | Low point      | 352             | Average        |
| 14.            | 322                   | Low point      | 360             | Average        |
| 15.            | 347                   | Average        | 382             | Good           |

|     |     |                |     |           |
|-----|-----|----------------|-----|-----------|
| 16. | 284 | Low point      | 336 | Average   |
| 17. | 283 | Very low point | 332 | Low point |

In table 1 and 2 above, the level of students' fitness of grade 1 show improvement after applying the compact model of fitness, physical skill, and playing in the learning process of physical education during two quarterly examination. The level of students' fitness of grade 1 gets improvement. At the beginning test, 9 persons (26%) categorize into very low point and at the final test it decreases to 3 persons (9%). For the category low point, at the beginning test it consists of 19 persons (56%) but in final test it decreases to 11 persons (32%). In the category average, at the beginning test it consists of 6 persons (6%) but in the final test it increases into 17 persons (50%) and for the next category, good, in the beginning test there is no students included, but then, at the final test there are 3 persons (9%) better.

Table 3: The level of students' fitness of grade 2 (female)

| Subject Number | Test at the beginning | Category       | Test at the end | Category       |
|----------------|-----------------------|----------------|-----------------|----------------|
| 1.             | 264                   | Low point      | 282             | Low point      |
| 2.             | 269                   | Low point      | 301             | Low point      |
| 3.             | 275                   | Low point      | 331             | Average        |
| 4.             | 260                   | Very low point | 273             | Low point      |
| 5.             | 298                   | Low point      | 339             | Average        |
| 6.             | 330                   | Average        | 360             | Good           |
| 7.             | 337                   | Average        | 357             | Average        |
| 8.             | 270                   | Low point      | 295             | Low point      |
| 9.             | 281                   | Low point      | 312             | Average        |
| 10.            | 288                   | Low point      | 344             | Average        |
| 11.            | 279                   | Low point      | 327             | Average        |
| 12.            | 270                   | Low point      | 324             | Average        |
| 13.            | 229                   | Very low point | 252             | Very low point |
| 14.            | 322                   | Average        | 350             | Average        |
| 15.            | 327                   | Average        | 369             | Good           |

Table 4: The level of students' fitness of grade 2 (male)

| Subject Number | Test at the beginning | Category       | Test at the end | Category       |
|----------------|-----------------------|----------------|-----------------|----------------|
| 1.             | 262                   | Very low point | 330             | Low point      |
| 2.             | 263                   | Very Low point | 324             | Low point      |
| 3.             | 280                   | Very Low point | 315             | Low point      |
| 4.             | 278                   | Very low point | 300             | Low point      |
| 5.             | 293                   | Low point      | 333             | Low point      |
| 6.             | 331                   | Low point      | 339             | Average        |
| 7.             | 337                   | Average        | 342             | Average        |
| 8.             | 260                   | Very low point | 279             | Very low point |
| 9.             | 306                   | Low point      | 319             | Low point      |
| 10.            | 305                   | Low point      | 342             | Average        |
| 11.            | 319                   | Low point      | 359             | Average        |
| 12.            | 310                   | Low point      | 327             | Low point      |
| 13.            | 319                   | Low point      | 352             | Average        |
| 14.            | 322                   | Low point      | 360             | Average        |
| 15.            | 347                   | Average        | 382             | Average        |

In table 3 and 4 above, the level of students' fitness of grade 2 shows the improvement after applying the compact model of physical fitness, physical skill, and playing in the learning process of physical education during two quarterly examination. The level of students' fitness of grade 2 gets improvement. At the beginning test, there are 7 persons (23%) categorizes into very low point and at the final test it decreases to 2 persons (7%). For the category low point, at the beginning test it consists of 17 persons (57%) but in final test it decreases to 11 persons (37%). In the category average, at the beginning test it consists of 6 persons (20%) but in the final test it increases into 16 persons (53%) and for the next category: good. in the beginning test there is no students included, but then at the final test there are 1 persons (3%) better.

Table 5: The level of students' fitness of grade 3 (female)

| Subject Number | Test at the beginning | Category  | Test at the end | Category |
|----------------|-----------------------|-----------|-----------------|----------|
| 1.             | 281                   | Low point | 348             | Average  |
| 2.             | 367                   | Average   | 390             | Good     |
| 3.             | 265                   | Low point | 315             | Average  |
| 4.             | 354                   | Average   | 390             | Good     |
| 5.             | 290                   | Low point | 333             | Average  |
| 6.             | 280                   | Low point | 322             | Average  |
| 7.             | 272                   | Low point | 327             | Average  |
| 8.             | 370                   | Average   | 396             | Good     |
| 9.             | 278                   | Low point | 311             | Average  |
| 10.            | 310                   | Average   | 340             | Average  |
| 11.            | 269                   | Low point | 317             | Average  |
| 12.            | 292                   | Low point | 329             | Average  |
| 13.            | 299                   | Low point | 312             | Average  |
| 14.            | 320                   | Average   | 370             | Good     |

Table 6: The level of students' fitness of grade 3 (male)

| Subject Number | Test at the beginning | Category  | Test at the end | Category |
|----------------|-----------------------|-----------|-----------------|----------|
| 1.             | 330                   | Low point | 380             | Average  |
| 2.             | 335                   | Average   | 390             | Good     |
| 3.             | 342                   | Average   | 387             | Good     |
| 4.             | 344                   | Average   | 394             | Good     |
| 5.             | 295                   | Low point | 371             | Average  |
| 6.             | 331                   | Low point | 361             | Average  |
| 7.             | 338                   | Low point | 347             | Average  |
| 8.             | 371                   | Average   | 387             | Good     |
| 9.             | 356                   | Average   | 379             | Average  |
| 10.            | 341                   | Average   | 392             | Good     |
| 11.            | 329                   | Low point | 360             | Average  |
| 12.            | 323                   | Low point | 377             | Average  |
| 13.            | 319                   | Low point | 352             | Average  |
| 14.            | 322                   | Low point | 360             | Average  |

X

Table 5 and 6 show the indication that the level of students' fitness of grade 3 improve after applying the compact model of physical fitness, physical skill, and playing in the learning process of physical education during two quarterly examination. The level of students' fitness of grade 3 gets improvement. At the beginning test, there are 17 persons (61%) categorizes into low point and at the final test it becomes 0 person (0%). For the category average, at the beginning test it consists of 11 persons (39%) but in final test it changes to 19 persons (68%). For the category good in the beginning test there is no students included, but then, at the final test there are 9 persons (32%) better.

#### E. Conclusion and Recommendation

##### CONCLUSION

Based on the elaboration above and the limitation of this research, the researcher concludes that:

1. We find the improvement in the learning process of physical education at Elementary School Blunyahhan, Bantul, especially in the lower grade (grade 1, 2, and 3) after applying the compact model of physical fitness, physical skill, and playing.
2. The enlargement at the physical fitness of the lower grade students (grade 1, 2, and 3) at Elementary School, Blunyahhan, Bantul in the learning process of physical fitness increases after applying the compact model of physical fitness, physical skill, and playing.
3. The research result can help some students to finish their study. Among the four students who are involved in this research, two, Herlasn Suherlan

X

and Robi Cahyadi have been graduated while two others are in the process of finishing their theses.

#### RECOMMENDATION

Based on the conclusion above, the researcher assumes that he needs to recommend something that simply useable to conduct further.

1. It is really important to enhance the students' participation in the learning process of physical education especially to those who categorize into **low point**.
2. Giving the assignment to the students to practice fitness activity which combines with playing about 10 – 15 minutes to maintain their physical fitness.

#### F. References

1. AAHPERD (1999). *Physical Education for Lifelong Fitness: The Physical Best Teacher Guide*. USA: Human Kinetics
2. Collier, C. (1998) "Sport Education and Preserve Education". *JOPED* 69.5: 44-45
3. Des (1991). *The Teaching and Learning of Physical Education*. London: HMSO.
4. Micheii, S. (1996). "Tactical Approach to Teaching Game, Improving, Invasion Game Performance". *JOPED*. 67.2: 30-32. February.
5. Sockarno, S. (1992). *Tes Kebugaran Jasmani untuk Anak 6-9 Tahun*. Jakarta: Depdikbud.
6. Strand, B. And Rudei, S. (1996). "Increasing Physical Activity Through Fitness Integration". *JOPERD*. 67.3: 41-46, March.