

c14.DEVELOPMENT OF INTEGRATED PHYSICAL EDUCATION LEARNING MODEL

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DEVELOPMENT OF INTEGRATED PHYSICAL EDUCATION LEARNING MODEL

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Abstract

Objectives: this study is to obtain an integrative physical education learning model that refers to integrative thematic learning for elementary school. To produce a product that is expected to be carried out a two-year development study using four-d model, which in the first year study includes three stages: define, design, and develop. Research subjects are physical education experts and physical education teachers in the city of Yogyakarta who have not received assistance curriculum 2013 and physical education teachers elementary school in Yogyakarta City who served as the National Instructor curriculum 2013.

Methods: The design of the model in this study only to the stage of development, so it only includes three stages of the define, design, and develop. The model was chosen with due consideration as it is appropriate and practical to implement in the educational context

Results: Integrative thematic learning model in physical education learning, learning tools in the form of draft teacher manual tested feasibility of 98.75% and RPP (lesson plans) model that has been tested by 96.75% by experts. Integrative thematic learning model device in the form of teacher guidance and lesson plan model proved can be used by physical education teacher. With the implementation of integrative thematic teaching model, teachers who have not received mentoring stated that the teacher guidance has 73.5% feasibility level, the teacher who has got mentoring stated 92.5%. As for the model RPP has a feasibility level according to teachers who have not received mentoring 83% and according to teachers who have got assistance 93.75%.

Conclusion: This research can conclude several things, as follows: thematic learning in physical education subjects has not been based on the expected thematic learning rules as in the curriculum, integrative thematic learning model device in the form of teacher guidance and RPP model proved can be used by physical education teacher of elementary school, with the implementation of integrative thematic teaching models of teachers who have not received mentoring Curriculum 2013 states that teacher guidance has a level of 73.5% eligibility and teachers who have received mentoring states the feasibility rate of 92.5%, with the implementation of integrative thematic teaching model the teacher has not received assistance Curriculum 2013 states that the lesson plan model has a feasibility level of 83% and teachers who have received mentoring stated 93.75% feasibility level.

Keyword: learning, physical, education, integrative, thematic

INTRODUCTION

A. Background

Changes in Curriculum from 2006 to 2013 Curriculum we should appreciate with a positive, let alone formulated and develop with a high optimism to produce school graduates who are more intelligent, creative, innovative, have high confidence as individuals and as a nation, and tolerant of all differences which exist. Based on the public test materials of the 2013 curriculum it is mentioned that the 2013 Curriculum Theme is a curriculum that can produce productivity, creativity, innovation, and effectivity of Indonesian people through strengthening attitudes, skills, and integrated knowledge.

Some of the changes that occur in the 2013 Curriculum are: (1) various types of learning content materials are taught in a related and integrated way to each other (cross or integrated curriculum), and (2) thematic approach is done for all levels (from grade one to six) the basic concepts of learning proposed in the 2013 Curriculum are those that emphasize personal experience through observation (including listening, seeing, reading, and listening), asking, associating, summarizing, communicating,

and the like. Meanwhile, the main advantages offered at Elementary School level (SD) are the thematic-integrative designed learning design. So no longer every lesson has a purpose of learning or competence that is different from each other, but all subjects are directed to support the same competence. The concept is to offer some specific themes that can be learned and supported by all or some of the lessons at once. For example, to support the competence of values of honesty and anti-corruption, for example, can be learned through the lessons of Religious Education, Pancasila, Language, and others. Thus, all the lessons, including the Physical Education of Sport and Health, have the responsibility to support the achievement of core competencies.

The main consideration on the strengthening of the learning process in the 2013 Curriculum, is based on the analysis of competencies required in the 21st century. The bottom line is: life in the 21st century is an ever-changing world every minute and second, the development of information and communication technology (ICT) is so rapid and filling all the joints of human life, the reality of economic, cultural and other globalization mediated by media. Therefore, in social life and the world of work requires individual competencies that: (1) have flexibility and adaptivity to change; (2) have initiative and independence; (3) have social and cultural skills; (4) have productivity and accountability; (5) have leadership and responsibility; (6) have lifelong learning skills and innovation; and (7) media literacy, technology, and information. That's why there is a significant change in the learning process.

It shows that the learning process in the classroom and school is not enough only through the improvement of knowledge, but also must be equipped with creativity and critical ability, strong character, that is individually responsible, high social spirit, tolerant, productive, adaptive to change, and others, and supported by the ability to utilize technology, information, and media. Some of the things that can be done include: (1) preparing educators and education through training and infrastructure support; (2) enable education to collaborate, share experiences, and integrate them in the classroom; (3) enabling learners to learn many things that are relevant to the ever-evolving world context; and (4) support community involvement in learning.

So far, physical education lessons contain fairly complex material: mastery of motor skills, physical fitness, and health education. This is in line with the goals and functions of physical education that includes aspects of cognitive, affective, psychomotor, emotional, and social.

However, in the implementation of the teacher prefer the psychomotor aspect or mastery of the sports branches, so that other aspects are often ignored. Similarly, health education materials that are performed by the main tasks and functions of physical education teachers, it is unfortunate there are still weaknesses inherent in teachers of physical education, sports, and health in delivering materials related to health education to the learners in school. This is characterized by the weak competence of health education, which can be seen from the teaching process that only prioritizes the implementation of sports education in schools. Weak teacher competence is quite different from the national structure of educational staff. This is reinforced by a research of Suherman (2007) which mention that teacher competence inversely proportional to the employment.

Teacher of physical education as a learning agent, in practice the teaching and learning process of physical education is less reflective of the learning occurrence that provides a set of knowledge about health to the learners. Less skilled physical education teachers in the selection of approaches, models, and learning methods are allegedly the cause of less optimal learning outcomes of learners. This can be observed through learning tools that have been made by teachers, such as syllabus and lesson plan. Limited knowledge and reluctance to try to learn to be better, anti-innovation in physical education teachers should be addressed. The research result of Komnas Penjasor (2007) shows that professional competence during pre-service, that is when they are in university is still very less, that is equal to 52,78% and only 5,56% which stated adequately. The lack of knowledge gained during pre-service training also seems to have an effect on the beliefs of teachers in carrying out their profession. A total of 36.11% stated that they felt unworthy of carrying out teaching duties professionally. Those who stated quite feasible of 55.56%, and only 2.78% who stated very worthy.

Taking into account the experience of curriculum change that has happened several times, for PE teachers it does not become a disturbing thought because they consider the PE subjects as a

separate learning with other subjects. This erroneous opinion needs to be addressed immediately, limited knowledge needs to be balanced with training that is appropriate to the curriculum changes. Teachers need to be provided with a handbook as a reference in a themed and integrative learning process. So that physical education learning can really work properly, as it is believed to be.

An integrative approach becomes an option that can assist in the implementation of the 2013 curriculum in accordance with the mandated, that is, the implementation of integrated material is not separate. Integrative physical education in a school curriculum works in two directions, integrates the content of other subjects into the physical education curriculum and integrates concepts and skills in physical education into other areas of the curriculum. Different types of integrative curriculums seem to arouse the nature of new awards and increase interest among teachers and about their respective field of study. A physical education teacher who integrates a lesson unit with a mathematics and science curriculum in elementary school says she feels the appreciation of other teachers at school who see a more significant contributor to the school curriculum's wholeness (Placek, 1992; in Graham, 2004: 666).

B. Problem Formulation

Based on the identification of the above problems, it can be formulated research problems as follows:

The problem formulation to be answered in Phase I: How to develop physical education using integrative approach?

The problem formulation to be answered in Phase II research: What is the effectiveness level of physical education learning design using an integrative approach, so that teachers are able to make and apply in learning?

Based on previous research, it can be explained that the various learning needs of physical education are integrated with other subjects, namely: (1) understanding the different learning objectives of physical education so that there is need for equalization of understanding, (2) interest in the current physical education learning change (3) possible implementation of integrated physical education learning in the future, and (4) obstacles to integrated learning of physical education (Galih, 2013: 8). From these findings, the development of physical education learning model is based on integrative approach.

C. Goal and Benefit of The Research

The main objectives of this research are: (1) to improve the mindset of PJOK teachers, (2) to improve PJOK teacher's competence in PJOK teacher planning using integrative thematic approach, and (3) produce PJOK teacher guidance to make a lesson of PJOK learning using integrative thematic approach.

This research will be very useful especially for Physical Education teachers at the elementary school in the implementation of the 2013 curriculum implemented from the 2013-2014 academic year. Improving the quality of learning process of physical education along with the improvement of teacher competence which is equipped with knowledge and training, so it is expected to support the learners' overall learning outcomes.

METHOD

A. Development Model

The development of integrative thematic learning model in primary school in this study using four-d model (Thiaragajan et.al, 1994). The four-D stage models include the define, design, develop, and disseminate stages. The first stage in the development of integrative thematic learning model in physical education (define), the first step is to conduct preliminary research about the extent of knowledge and understanding of physical education subject teachers in the elementary school in integrative thematic learning. The next step is the design phase, at this stage is done the development of integrative thematic learning model format in PE subject, in the form of teacher manual, lesson plan, and assessment. Develop stage is done by model development and test to get

the master model, and the last stage is the disseminated stage. In the latter stages, dissemination of the model for application at a wider level is applied.

The design of the model in this study only to the stage of development, so it only includes three stages of the define, design, and develop. The model was chosen with due consideration as it is appropriate and practical to implement in the educational context. Have the steps in each of these stages completely as follows:

1. Stage of Preparation

In this stage, the researcher undertakes activities in the form of developing integrative thematic learning model in physical education learning and a set of required instruments.

2. Phase Review Experts

After the draft integrative thematic learning model in physical education, learning was developed, then it reviewed by experts and revised the model.

3. Stage of Trial

The experimental activity of the use of integrative thematic learning guides was conducted by researchers on teachers of physical education learning in Yogyakarta. In this research, there are 2 testing:

a. Trial on Physical Education Teachers who have not received mentoring 2013 Curriculum.

The trial is limited to the development of integrative thematic learning models in the physical education lesson of teachers who have not received mentoring 2013 Curriculum using sample physical education teacher at Muhammadiyah elementary school in the city of Yogyakarta.

b. Trial on Teachers who have received 2013 Curriculum mentoring.

Limited trials for the development of integrative thematic learning models in physical education subjects in teachers who have received mentoring 2013 Curriculum with a sample of four teachers.

4. Research Data Collection Phase

At this stage researchers and assistants jump in the field to collect data. In this case, the researcher conducted observation, interview, and spread the questionnaire.

5. Data Processing Stage

This activity is carried out after all the necessary data are collected. Some activities that undertaken in this phase are the implementation of data tabulation, data reduction, data grouping, and data analysis.

6. Stage of Assessment and Interpretation

At this stage carried out the assessment and interpretation of the results of data analysis. This interpretation is done both to qualitative and quantitative data. The results of this interpretation are used as the basis for making research reports. In this stage also carried out the assessment whether the data obtained have met and answered the problems studied. If it is then will be done the assessment of solutions offered in solving the problem. However, if the problem is not answered then held data collection back to data that is not complete.

7. Report Writing Stage

After all the required data is complete and the issues raised in this research can be answered then the next step is to carry out the activities of writing the final report of research. All relevant data will be displayed in the report.

B. Research Subject

The subject of this first-year research is a physical education expert, an elementary school teacher in Yogyakarta City that has not been and has received assistance 2013 Curriculum. Sampling technique used purposive sampling technique. The first sampling step is a sample of physical education teachers from private schools who have not received the 2013 curriculum assistance as target schools. In the city of Yogyakarta, there are some private schools that have not been targeted school, it is determined by physical education teacher of Muhammadiyah Elementary School for 10

(ten) persons. The next step is taken a sample of physical education teacher who has become a National Instructor (IN) a number of four people.

C. Data Collecting Technique

Data collection techniques used in this study are:

1. Observation

Data collection techniques used in this study observation is a method of collecting data done intentionally by observing directly the object to be examined through FGD. Observation techniques in this study were used to reveal data about the targeted schoolteachers' understanding of the current school curriculum in 2013 and the model trial process.

2. Questionnaire

The questionnaire is a technique of data collection conducted by giving a set of questions or written statement to the respondent to answer. Questionnaires used in this study were a closed questionnaire and an open questionnaire. Questionnaire closed is the questionnaire that has been equipped with an alternative answer so that the respondents just choose one of the answers that have been provided. While the questionnaire is open when the respondent is given the freedom to give answers.

3. Documentation

Arikunto (2006: 158) points out that "Documentation from the origin of the word document, which means written items such as books, magazines, value documents, regulations, meeting minutes, diaries and so on". This method is used to obtain data about the facilities and infrastructure owned by schools related to the implementation of integrative thematic learning in physical education subjects.

D. Data Analysis Technique

In this research, data analysis technique used is by using descriptive statistic analysis technique by using percentage. The descriptive statistical analysis serves to describe or provide an overview of the object under study through sample data or population as is, without doing analysis and make conclusions generally accepted (Sugiyono, 2009: 29).

The technical descriptive statistical analysis used in this study is through the calculation of mean or average. The description is as follows. To perform the descriptive analysis is done by categorizing the score of each variable. From the scores are then grouped into three categories, namely low, medium, and high. Categorization is done based on the ideal mean (M_i) and ideal deviation standard (SD_i) obtained.

The formula used to determine the ideal mean (M_i) and ideal deviation standard (SD_i) is as follows:

$$M_i = \frac{1}{2} (\text{highest score} + \text{lowest score}) \quad (1)$$

$$SD_i = \frac{1}{6} (\text{highest score} - \text{lowest score}) \quad (2)$$

In the opinion of Azwar (2009: 109), to determine the category of score components using the following norms:

$$x \geq (M_i + 1. SD_i) \quad = \text{High Category} \quad (3)$$

$$(M_i - 1. SD_i) \leq x < (M_i + 1. SD_i) \quad = \text{Medium Category} \quad (4)$$

$$x < (M_i + SD_i) \quad = \text{Low Category} \quad (5)$$

Meanwhile, to clarify the distribution of frequency distribution data in the presentation of data, it can be presented in the form of the line, graph or diagram.

To measure the inter-rater reliability level of the assessment sheet, the observation sheet, the model effectiveness questionnaire, model implementation, and validation model assessment sheet

used the coefficients of Cohen's Kappa (Wilkerson & Lang, 2007: 270) and percentages of agreements Grinnell, 1988: 160). To calculate the coefficient of Cohen's Kappa (k), the formula Cohen (2001: 657) proposes follows:

$$K = \frac{\sum f_o - \sum f_e}{N - \sum f_e} \quad (6)$$

Where:

K: level of agreement of the appraiser (coefficient of reliability between assessors)

f_o : frequency of observations

f_e : expected frequency

N: the number of items assessed (classified)

Then, to calculate the percentages of agreements between the two assessors, the following formula is given by Grinnell (1988: 160):

$$\text{Percentages of agreements} = \frac{\text{Agreements}}{\text{Disagreements} + \text{Agreements}} \times 100 \quad (7)$$

The lower limit of the reliability coefficient used for a good test is 0.70 (Linn, 1989: 106; Wilkerson & Lang, 2007: 270).

RESULTS AND DISCUSSION

A. Initial Design of the Product

The implementation of physical education in elementary school that is taking place today, both in the preparation of lesson plans, implementation, and assessment of learning has not been in line with the models and principles of integrative thematic approach. Physical education teachers in elementary schools have not made lesson plan based on themes, nor do they characterize themes, let alone integrate the competencies of other subjects. Preliminary analysis shows that teachers' knowledge and understanding in preparing the lesson plan and conducting lessons with integrative thematic approach has not been good enough.

Based on the preliminary analysis and taking into account the theories and basic concepts of integrative thematic learning in general and specifically on the subject of physical education of sports and health, it is designed Integrative Thematic Learning Tool for elementary school physical education teachers, as follows:

1. Integrative thematic learning model in physical education learning

In general, learning model refers to three stages: planning, implementation (implementation) of learning, and evaluation. At the planning stage, there is a syntax of integrative thematic learning in physical education subjects, Teacher Guide, Lesson Plan Model, theme network, and assessment. While in the implementation stage using a scientific approach and integrative thematic approach that takes into account the theme and relevance of Basic Competence of Physical Education with Basic Competence from other subjects. Lastly at the evaluation stage take into account authentic assessments as well as benchmark reference assessments.

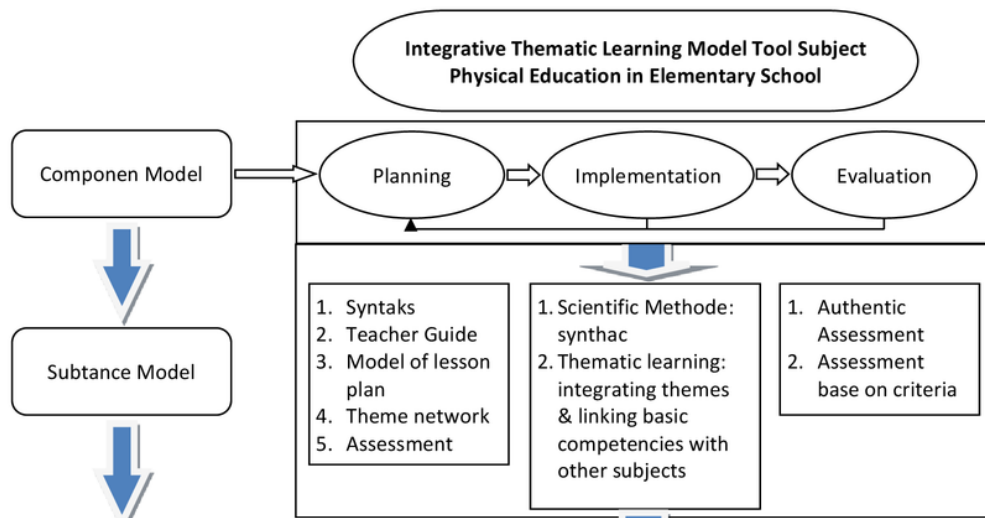


Figure 2. The Integrative Thematic Learning Model of Physical Education Elementary School

2. The concept of developing integrative thematic learning tools in Physical education subjects.

Further attention to the integrative thematic learning model then compiled the model of integrative thematic learning tools for elementary school physical education teachers, including: teacher guides, model of lesson plan, model of Basic Competence of physical education with Basic Competence of other subjects as follows:

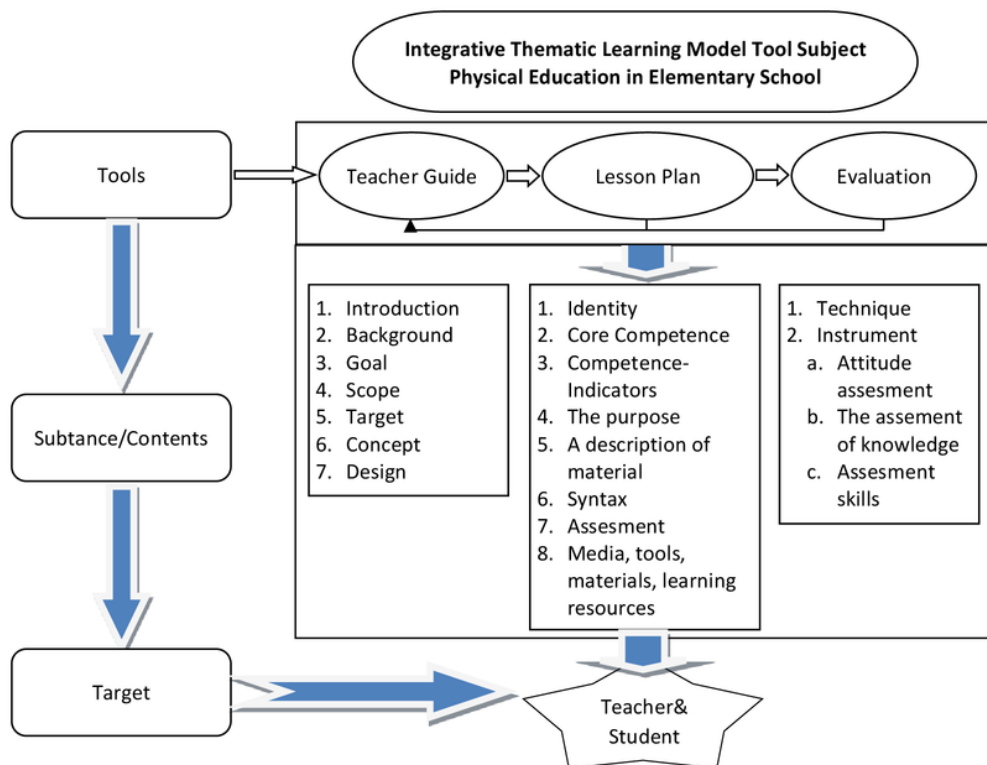


Figure 3. The Integrative Thematic Learning Tool Model Subjects of physical education

3. Sintak Integrative Thematic Learning Model

The syntax (steps) of thematic learning basically follows the syntax of integrated learning (integrative) in general covering three stages: planning, implementation, and evaluation stage. According to Prabowo (2000) in Trianto (2013: 167-168), integrated learning steps can be made specifically in the form of new steps with little difference as follows: first, the planning stage consisting of; (1) determining basic competencies and (2) determining indicators of learning outcomes; second, implementation phases that include sub-stages; (i) the learning process by the teacher, as for the steps taken by the teacher, among others; (1) conveying the supporting concepts to be mastered by learners; (2) convey the basic concepts that will be mastered by

learners; (3) presenting the process skills to be developed; (4) delivering the necessary tools and materials; and (5) convey key questions. (ii) Management phase, which includes the steps; (1) class management, where classes are divided into several groups; (2) process activities; (3) data recording activities; and (4) discussion.

Third, the evaluation, which includes: (1) process evaluation consisting of (a) the accuracy of observation result; (b) the precision of the preparation of tools and materials; (c) accuracy of analyzing data. (2) evaluation of results, namely the mastery of the concepts according to predetermined indicators. (3) psychomotor evaluation, which is the mastery of the use of measuring instruments. In general, it can be concluded that in designing integrated learning there are at least four things to note as follows: (1) determining objectives, (2) determining material/media, (3) determining learning scenarios, and (4) determining evaluation.

The subject of Physical Education of Sport and Health becomes specific in its planning because its implementation is separate and taught by physical education teachers. Even if no physical education teacher can be done by the classroom teacher. On that basis then the planning stage of thematic learning for subjects physical education also become special based on permendikbud no. 65 about process structure and The Regulation of The Minister of Education and Culture of The Republic of Indonesia No. 57 attachment III on thematic learning, as well as the theories and concepts of integrative learning in physical education.

a. Planning Stage

1) Determining the Hook Theme

As subjects whose implementation is done by a special teacher (separate), the teacher physical education must know and determine the theme that will be used as hook all subjects per week. This activity is often called theme mapping.

2) Determining Types of Subjects and Types of Combined Skills

Characteristics of footholds for this preliminary activity. As an example given Fogarty (1991: 28), for the type of social and language subjects can be combined thinking skills (thinking skills) with social skills (social skills). As for the subjects of science and mathematics can be combined skills of thinking and organizing skills (organizing skills).

3) Selecting Material Studies, Basic Competencies, and Indicators

This stage the teacher determining the material that will be developed on the subjects physical education and other subjects to be linked. Next, determining the basic competencies and learning outcome indicators for Physical Education Subjects.

4) Formulating indicators of learning outcomes

Stage formulate indicators of learning outcomes based on the basic competencies and sub-skills that have been selected. Each indicator is formulated based on the rules of writing that include: audience, behavior, condition, and degree.

5) Determining the Learning Steps

This step is needed as a teacher strategy to integrate each sub-skill that has been selected at each learning step.

b. Implementation Phase

The main principles in integrating integrated learning in the subject of Physical Education include: first, the teacher should not be the single actor who dominates in the learning activities. The role of the teacher as a facilitator in learning allows learners to become independent learners; second, the giving of individual and group responsibilities must be clear in every task that requires group cooperation; and thirdly, teachers need to be accommodative of ideas that are sometimes unthinkable in the planning process.

Thematically integrated learning according to The Regulation of The Minister of Education and Culture of The Republic of Indonesia No. 57 the year 2014 on Elementary School Curriculum, has the following principles:

1) Learners find out, not be told.

2) The separation between subjects becomes less visible. The focus of learning is directed to the discussion of competence through themes that are closest to the lives of learners.

- 3) There is a theme that unites a number of basic competencies related to various concepts, skills, and attitudes.
- 4) Learning resources are not limited to books.
- 5) Learners can work independently or in groups according to the characteristics of the activities undertaken.
- 6) Teachers should plan and implement lessons to accommodate learners who have different levels of intelligence, experience, and interest in a topic.
- 7) Basic Competencies Unmatched subjects can be taught separately.
- 8) Provide direct experience to learners (direct experiences) from the concrete things to the abstract.

The learning implementation phase also follows the scientific learning steps as desired in the 2013 Curriculum, which includes the following steps: observing, asking, trying or gathering information, reasoning or associating, and communicating, and if possible until creation.

c. Evaluation Phase

The evaluation phase can be the evaluation of learning process and evaluation of learning outcomes should pay attention to the principles of integrated learning.

- 1) Provide an opportunity for learners to conduct self-evaluation in addition to other forms of evaluation.
- 2) Teachers need to invite the learners to evaluate the learning achievement that has been achieved based on the success criteria of achieving the objectives to be achieved.

Concretely syntax or integrated thematic learning steps in the subject of elementary physical education are developed by adopting a syntax of scientific learning integrated with the cooperative learning model. The scientific learning model is seen from the stages used or the steps taken by the teacher, while the syntax of cooperative learning is shown in the teacher's activities in stages 3 and 4.

**Table 1. Integrative Thematic Learning Syntax
in the Setting of Scientific Learning and Cooperative Learning**

Steps	Teacher Activities
Stage 1 Introduction	<ol style="list-style-type: none"> 1) Associate the lesson now with the previous lesson 2) Motivate learners 3) Giving questions to learners to know the concept of prerequisites that have been mastered by learners 4) Explain the learning objectives (basic competencies and indicators) 5) Warming up (while digging up learners' experiences on the material to be taught by story, motion, or game).
Stage 2 Observing	<ol style="list-style-type: none"> 1) Facilitating learners to recognize concepts that must be mastered through the learner's books, reading materials, demonstrations, pictures, videos. 2) Facilitating learners in process skills developed 3) Presentation of tools and materials needed. 4) Model the mastery of the use of equipment through pictures.
Stage 3 Question	<ol style="list-style-type: none"> 1) Directs the learner to reveal the things you want or do not know about the thing observed, asks a number of tracer questions, such as what, where, who, when, why, how, how, etc. 2) Identify the things that the student wants or does not know yet. 3) Adding things that students need to know related to teaching materials that have not been questioned learners but are included in the learning indicators.
Stage 4	<ol style="list-style-type: none"> 1) Facilitate learners to explore, try, discuss, demonstrate, imitate shapes /

Try or collect information	<p>moves, perform experiments in pairs and small groups.</p> <p>2) Provide a source book other than a textbook so that learners are informed about the material being studied.</p> <p>3) Become a resource for learners.</p>
Stage 5 Reasoning or Associating	<p>1) Facilitating learners to discuss in small groups about the various movements being studied, so as to identify concepts.</p> <p>2) Facilitate the model of the movement learned from both the right and wrong concept so that learners can distinguish it.</p> <p>3) Concluding with learners about the concept of motion being studied.</p>
Stage 6 Communicating	<p>1) Preparing the group to practice the movements being learned</p> <p>2) Ask the group to lead demonstrate the gestures learned.</p> <p>3) Ask other group members to respond to the demonstration results or demonstrations of the group performing.</p> <p>4) Helping learners to reflect on or reflect on their performance.</p>
Stage 7 Closing	<p>1) Checking and providing feedback on the task performed</p> <p>2) Guiding learners to deduce all learning materials that have just been learned.</p> <p>3) Giving homework.</p> <p>4) Ending learning with prayer of gratitude.</p>

The second stage of testing by experts shows that the overall guidance has met the expected criteria that are obtained from the total score of 79: 80 = 0.9875 or 98.75%, meaning that the guidance is feasible for teachers in implementing integrative thematic learning. Teachers need to invite the learners to evaluate the learning achievement that has been achieved based on the success criteria of achieving the objectives to be achieved.

The results of calculations per aspect can be seen in the following table

Table 2. Percentage Per Aspect Test 2 Feasibility of Physical Education Teacher's Guide by Expert.

Aspects to be observed	The feasibility of the Physical Education Teacher's Elementary School Guide
Systematic	100 %
Integrated thematic concept	100 %
Readability	100 %
Content depth	100 %
Easy to use	93,75 %

Lesson Plan testing at stage two shows that the lesson plan model scores 77: 80 = 0.9675 or 96.75% of the expected criteria, meaning it is appropriate to use as a model for physical education teachers in integrated thematic learning planning.

Table 3. Percentage of Test Aspect 2 Feasibility of Lesson Plan Model by Expert

Aspects to be observed	Eligibility of the RPP Model
Sistematic	93,75 %
Integrated thematic concept	100 %
Readability	100 %
The scientific concept	100 %
assessment	87,5 %

Table 4. Results of Trial of Teacher Guidance on group of physical education teachers

Aspects to be observed	Teachers who get mentoring	Teachers who get mentoring
Sistematic	70 %	93,75 %

Integrated thematic concept	80 %	100 %
Readability	67,5 %	100 %
The scientific concept	75 %	87,5 %
Assessment	75 %	87,5 %

The result of teacher suitability test of teacher group which has been the target of curriculum advisory in 2013, obtained score 75 so that feasibility $75:80 = 0,9375$ or 93,75% from expected criterion. Meanwhile, according to the group of teachers who have not received mentoring the total score of $147:200 = 0.735$ or 73.5% of the expected criteria.

Table 5. Percentages per Aspect of the Lesson Plan Model Test to teachers who have not been and have received mentoring.

Aspects to be observed	Teachers who get mentoring	Teachers who get mentoring
Sistematic	72,5 %	100 %
Integrated thematic concept	80 %	100 %
Readability	90 %	87,5 %
The scientific concept	92,5 %	100 %
Assessment	80 %	75 %

The overall feasibility of the lesson plan model according to teachers who have not received mentoring is $166:200 = 0.83$ or 83%. Meanwhile, according to teachers who have received assistance 2013 curriculum as a whole is $74:80 = 0.925$ or 92.5% of the expected criteria.

Through FGDs with primary school physical education teachers the following records are obtained:

Needs training of physical education subjects:

1. Needs sufficient understanding for physical education
2. Need a formula or system that simplify the assessment
3. Many teachers are still minimal use of learning media
4. Experiencing difficulties in developing indicators
5. Need further coaching application of curriculum 2013
6. Needs assessment exercises

CONCLUSION AND SUGGESTION

This research can conclude several things, as follows.

1. Thematic learning in physical education subjects has not been based on the expected thematic learning rules as in the curriculum.
2. Integrative thematic learning model device in the form of teacher guidance and RPP model proved can be used by physical education teacher of elementary school.
3. With the implementation of integrative thematic teaching models of teachers who have not received mentoring Curriculum 2013 states that teacher guidance has a level of 73.5% eligibility and teachers who have received mentoring states the feasibility rate of 92.5%.
4. With the implementation of integrative thematic teaching model the teacher has not received assistance Curriculum 2013 states that the lesson plan model has a feasibility level of 83% and teachers who have received mentoring stated 93.75% feasibility level.

Some of the things that can be suggested are Integrative thematic learning models in physical education subjects can be applied in the implementation of learning with the 2013 curriculum, with the steps: 1) teachers get training first how to use the guide of integrative thematic learning teachers in physical education subjects, 2) explanation of model RPP needs to be done so that teachers keep adjusting to the situation and condition of each school.

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