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BOOK 2/9

PROCEEDING



"International Seminar on Sport Science 2012"

6th October 2012, Semarang, Indonesia

Venue:

Amartapura Ballroom Grand Candi Hotel Semarang

**"Educating
Sport
Professionals:
Conserving
Local
Wisdom
and
Progressing
Future"**



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PROCEEDING INTERNATIONAL SEMINAR ON SPORT SCIENCE 2012

“EDUCATING SPORT PROFESSIONALS: CONSERVING LOCAL WISDOM AND PROGRESSING FUTURE”

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Collaboration:



SPORT SCIENCES FACULTY
SEMARANG STATE UNIVERSITY



ASSISTANCE FOR SPORT SCIENCES AND
TECHNOLOGY IMPLEMENTATION, THE
MINISTRY OF YOUTH AFFAIRS AND SPORTS



Preface

Assalamu'alaikum warrahmatullahi wabarakatuh

May we first made our highest praise and thank to Allah swt, for His bless we able to gathered here on the prestigious occasion the International Seminar on Sport Science with the main theme of "Educating Sport Professionals: Conserving Local Wisdom and Progressing Future", to share our knowledge and ideas with so much warmness and friendship from world wide sports community.

This seminar which hold by the Faculty of Sports Science Semarang State University in partnership with the Deputy Assistant of Applied Science and Technological Sports, Indonesian Ministry of Youth and Sport, serves as a platform which allows scholars, professionals, researchers and sport technocrats to share and discuss the latest knowledge and findings with the purpose of transforming a revitalization and rethinking in sport, physical education, health and recreation as well. The results from this seminar are able to revitalize and uphold the spirit of local wisdom in every occation of sport. In line with the commitment to enhance the communication bridge built through the cooperation between sport scientists, academics, practitioners and technocrats from sports community.

I would like to deliver our highest respect and appreciation to Minister of Youth and Sport of Republic of Indonesia and to the Rector of Semarang State University for their help and support so that this seminar can be held, and it is my great pleasant to express my deep gratitude to our honourable guests Prof. Dr. Djoko Pekik Irianto, M.Kes, AIFO, Prof. Dr Supriadi Rustad, Prof. Dr. Sudijono Sastroadmodjo, M.Si, Prof.Chang Keun Kim, Ph.D, Prof. Chia-Hua Kuo, Ph.D FACSM, Prof. Supranee Kwanboonchan, Ph.D, and Prof. Zhao Bo, Ph.D. I really expect that this seminar will be beneficial for all of us and have direct to the development of the sports.

Allow me to express my thank to the participants and audiences from Indonesia and other foreign countries who are enthusiastic to attending this precious seminar. I do hope that all audiences will gain important values and colaborate it into our own fields and make crucials changes in the future. Beside that, I also convey thank to all of organizing committes who has gave their oustanding commitment for presenting this International seminar.

Wassalamu'alaikum warrahmatullahi wabarakatuh

Sincerely yours
Harry Pramono, M.Si



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THE ORGANIZATION OF PHYSICAL EDUCATION LEARNING MODUL BASED ON CHARACTER TO INCREASE SOME VALUES AT ELEMENTARY SCHOOL

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ABSTRACT

This research aims at organizing physical education learning modul based on charracter to get an opportunity on teaching students for some affective values. This is a research and development study. The organization of modul product was done in some levels: designing the earlier product draft, expert validation, small scale experiment, and revision. The learning modul validated by the experts on charracter education and learning modul organization. The object of research are students in grade V at elementary school. Limited scale experiment was done to 60 students scattered in three elementary schools. It uses persentage quantitative descriptive as data analysis technique to express the aspect of learning modul execution. The research result shows on the organization of learning modul which developed in two forms. The first modul talks about the essence of charracter education. While the second modul describes about physical education learning process based on charracter. It points at performing physical education learning process emphasized at three matters; rounders game, split gym, and healthy life habbit.

Key Words: *physical education, sport, character, affective values, elementary school.*

INTRODUCTION

Defining character education

PE is about nurturing healthy habits and promoting regular physical activity through childhood, adolescence and adulthood; it is about helping everyone to understand, appreciate, care for and use their own body responsibly. At its best, PE is about selfdiscipline, selflessness, being a team player, playing by the rules, winning with humility and losing with grace. In short, Physical Education *is* Character Education.

Character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share. According Hansen (2008), it is the intentional, proactive effort by schools, districts and states to instill in their students important core ethical values such as caring, honesty, fairness, responsibility and respect for self and others.

Character education is not a "quick fix." It provides long-term solutions that address moral, ethical and academic issues of growing concern to our society and key to the safety of our schools. According Tommie and Wendt (1993), Lumpkin; (2008), "In character education, it's clear we want our children are able to judge what is right, care deeply about what is right, and then do what they



believe to be right-even in the face of pressure from without and temptation from within". The values of character are *trustworthiness, respect, responsibility, fairness, caring, honesty, courage, diligence, integrity, citizenship, etc.* Graham, Holt, dan Parker (2001: 10) says that , "*physical education activities provide a wide variety of opportunities to teach youngsters important lessons about cooperation, winning and losing, and teamwork*".

As Dr. Thomas Lickona, author of *Educating for Character*, stated, "Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good." Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning and practice. It is developed through character education. The intentional teaching of good character is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. At the same time, there are many more day to day pressures impinging on the time that parents and children have together. Studies show that children spend only 38.5 minutes a week (33.4 hours a year) in meaningful conversation with their parents, while they spend 1,500 hours watching television. (American Family Research Council, 1990 and *Harper's*, November 1999.).

Implementation of character education at school

According to Lickona, when a comprehensive approach to character education is used, a positive moral culture is created in the school—a total school environment that supports the values taught in the classroom. This is accomplished through the leadership of the principal, schoolwide discipline, a sense of community, democratic student government, a moral community among adults and opportunities to address moral concerns. Schools recruit parents and the community as partners and foster caring beyond the classroom by using inspiring role models and opportunities for community service to help students learn to care by giving care.

• Alertness	. Diligence	. Humanity	. Security
• Attentiveness	. Discernment	. Initiative	. Self-control
• Availability	. Discretion	. Joyfulness	. Sensitivity
• Benevolence	. Endurance	. Justice	. Sincerity
• Boldness	. Enthusiasm	. Loyalty	. Thoroughness
• Cautiousness	. Faith	. Meekness	. Thriftiness
• Compassion	. Flexibility	. Obedience	. Tolerance
• Contentment	. Forgiveness	. Orderliness	. Truthfulness
• Creativity	. Generosity	. Patience	. Virtue
• Decisiveness	. Gentleness	. Persuasiveness	. Wisdom
• Deference	. Gratefulness	. Punctuality	
• Dependability	. Honor	. Resourcefulness	
• Determination	. Hospitality	. Responsibility	

Teachers act as caregivers, models and mentors, treating students with love and respect, setting a good example, supporting pro-social behavior and correcting hurtful actions. The teacher



creates a moral community, helping students respect and care about each other and feel valued within the group, and a democratic classroom environment, where students are involved in decision-making. Teachers practice moral discipline, using the creation and application of rules as opportunities to foster moral reasoning, self-control and a respect for others, and teaching values through the curriculum by using academic subjects as vehicles for examining ethical values. They use cooperative learning to teach children to work together, and they help develop their students' academic responsibility and regard for the value of learning and work. They encourage moral reflection through reading, writing, discussion, decision-making exercises and debate, and they teach conflict resolution to help students learn to resolve conflicts in fair, non-violent ways.

There is no one particular look or formula, but schools of character have one thing in common: a school-wide commitment to nurture the "whole child." They develop students socially, ethically and academically by infusing character development into every part of their curriculum and culture. Specifically, a school committed to character education explicitly names and publicly stands for specific core values and promulgates them to all members of the school community. They define the values in terms of behaviors that can be observed in the life of the school, and they model, study, discuss and use them as the basis for all human relations in the school. They uphold the values by making all school members accountable to consistent standards of conduct, and they celebrate their manifestation in the school and community.

	LOGIKA	RASA
INTRA-PERSONAL	<p>OLAH PIKIR FATHONAH THINKER IQ (Bervisi, Cerdas, Kreatif, Terbuka)</p>	<p>OLAH HATI SIDDIQ BELIEVER SQ (Jujur, Ikhlas, Religius, Adil)</p>
INTER-PERSONAL	<p>OLAH RAGA AMANAH DOER AQ (Gigih, Kerja Keras, Disiplin, Bersih, Bertanggungjawab)</p>	<p>OLAH RASA/KARSA TABLIGH NETWORKER EQ (Peduli, Demokratis, Gotongroyong, Suka membantu)</p>

Picture 1. Character values at *intra-personal* and *inter-personal* form

Assessment of character education

Through evaluation studies, the impact of character education can be seen through changes in school environment and student attitudes and behavior (Gallo, 2003: 44-46). For example, many character education schools are reporting reduced violence, discipline referrals and vandalism, and improved attendance and academic performance. While it is challenging for a district or school to assess its program, educators and administrators agree it is worth the effort.



More assessment tools are needed, but some existing tools include school surveys, behavioral observations and statistics, and self-assessment questionnaires (Banville dan Rikard, 2001). CEP's assessment database provides the most comprehensive information available on assessment tools and instruments.

To be effective, character education must include the entire school community and must be infused throughout the entire school curriculum and culture. Character education promotes core values in all phases of school life and includes proactive strategies and practices that help children not only understand core ethical values, but to care about and act upon them. Based on research by the nation's leading character education experts, CEP's Eleven Principles of Effective Character Education™, provide guidelines for the elements needed for **effective, comprehensive** character education.

1. Promotes core ethical values.
2. Teaches students to understand, care about, and act upon these core ethical values.
3. Encompasses all aspects of the school culture.
4. Fosters a caring school community.
5. Offers opportunities for moral action.
6. Supports academic achievement.
7. Develops intrinsic motivation.
8. Includes whole-staff involvement.
9. Requires positive leadership of staff and students.
10. Involves parents and community members.
11. Assesses results and strives to improve.

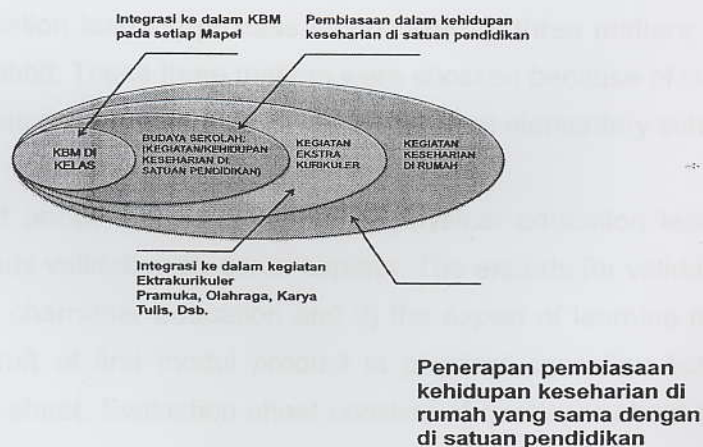


Chart 1. Integration character values on learning procces

RESEARCH METHODOLOGY

This is a research and development study. The organization of modul product was done in some levels: designing the earlier product draft, expert validation, small scale experiment, and revision. The learning modul validated by the experts on charracter education and learning modul



organization. The object of research are students in grade V at elementary school. Limited scale experiment was done to 60 students scattered in three elementary schools. It uses percentage quantitative descriptive as data analysis technique to express the aspect of learning modul execution.

DISCUSSION

RESULT

Product Analysis

Need analysis was done to identify some learning problems met in field, and also to certify the sollutions of it. To do this, there are several steps; analizing the actual learning process, observing the learning, and doing some literatures review.

The first product analysis step consists of research result in the first year that identifies on unknowledgement of physical education teachers in delivering physical education learning based on charracter. Field observation was done by making a workshop on the organization of physical education learnig based on charracter. Finally, it is concluded that product that will be improved is the organization of physical education learning modul based on charracter for students in grade V at elementary school.

The Earlier Product Improvement

After identify the need and product that will be improved, the next step is preparing physical education learning modul based on charracter. There are two forms of mudules. The first modul talks about the essence of charracter education in general way as guide line for physical education teachers. There are charracter education concept and teaching activity in it. While the second modul describes about physical education learning process based on charracter. It points at performing physical education learning process emphasized at three matters; rounders game, split gym, and healthy life habbit. These three matters were chossen because of substitute reasons in games, sport, and health as core matter in physical education at elementary school.

Expert Validation

Before the first product about the development of physical education learning product is tested to small group, it needs validation by some experts. The experts for validating the learning modul are: 1) the expert of charracter education and 2) the expert of learning modul. Validation was done by giving the draft of first modul product in physical education learning based on charracter, using evaluation sheet. Evaluation sheet consists of quetioner about quality aspect of learning modul, advices and comments to the improved modul. The evaluation result is value for the quality aspect of learning modul uses likert scale 1-4.

The Description of Expert Validation Data

Data from quetioner fullfied by the experts then is used as guide line to recommend when the product of physical education learning modul based on charracter can be used in small or large scale. Based on quetioner that were done by the experts, the research has the average up to 3 or includes in "good" category. Therefore, it concludes that the physical education learning modul can be experimented.



Small Scale Experiment

After the product of learning modul validated by the experts and revised, then it experimented to elementary school's students in grade V. The experiment aims at identifying some problems in improved modul. The experiment was done in three schools to 60 students.

Product Revision

Based on recommendation by the experts to the product that has been tested in smale scale, then it goes to product revision. Some recommendations from the experts are: 1) The core matter uses 3 sampels that include motoric, affective, and cognitive aspects, 2) Using health matter also since it included in physical education, 3) modul was tested in one class as sample.

The Surplus and the Weakness of Product

The product has some surpluses: 1) the knowledge organizes to assist students participation actively, 2) points at total learning goal, 3) the material learning divided into one semester equally, 4) adrressing teachesr and students in developing affective values in physical education. While the weakness of product are: 1) it only can be used in grade V, 2) There are only three core learning matters, 3) The subjective point of view from teachers.

CONCLUSION

The research result shows on the organization of learning modul which developed in two forms. The first modul talks about the essence of charracter education. While the second modul describes about physical education learning process based on charracter. It points at performing physical education learning process emphasized at three matters; rounders game, split gym, and healthy life habbit.

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CERTIFICATE

Awarded to

Ermawan Susanto

as

Presenter

In the International Seminar on Sports Science 2012
EDUCATING SPORT PROFESSIONALS CONSERVING LOCAL WISDOM AND PROGRESSING FUTURE

Semarang, October 6th 2012
Dean of Faculty of Sports Sciences
Semarang State University

