

Optimizing Sport Values Through Character-Based Motion Cards in Elementary School

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Abstract—One of the aims of Physical Education (PE) is to build students' strong characters. PE teacher plays an important role in realizing character building through meaningful motion activities. This paper discusses optimizing sport values in elementary school through character-based motion card media. This in-depth development research referred to Borg and Gall development model which consists of 10 stages, but focused on discussing the eighth stage, namely the operational field testing. The research results showed that the internalization of sport values through character-based motion cards was begun with: 1) identifying the task of motion, 2) choosing the task of motion according to the mutual agreement, 3) preparing the equipment and settings, 4) performing the motion task, and 5) making a portfolio of the success of the motion task. Through character-based motion cards, students get something impressive, gain new movement experiences, understand PE learning materials, learn together happily and truly, and practice hard to carry out the motion task successfully. The internalization of sport values is conducted by the PE teacher with students when students carry out the motion task and during the short break (water break) pause between each session of motion task. The conclusion of this study is that the character-based motion card is able to optimize the internalization of sport values of elementary students.

Keywords: *physical education, sport value, motion card, character*

I. INTRODUCTION

Physical Education (PE) is expected to make positive contribution in realizing the students who have competencies of the 21st century era. PE as the integral part of education in Indonesia has its own uniqueness that is not possessed by other subjects in school, namely using physical motion/ activity as media to achieve learning objectives comprehensively, including: 1) knowledge/cognitive domains, 2) attitude/affective domains and 3) skill/psychometric domains [1]. In the effort to build golden generation in Indonesia, it will not be complete without PE subject, movement is the keystone of PE and Sport [2,3]. The statement reaffirms that motion is the key to PE and the PE teacher has the role of facilitating students to carry out motion tasks that are appropriate to the level of student growth and development.

As the subject that uses motion as learning media to achieve the educational goals, PE has strategic position that is to shape the character of the students to be physically and

mentally healthy and foster a sense of sportsmanship. However, this strategic position cannot be achieved ideally, PE subject is still underestimated with low priority [4].

With regard to the students' character, public media in Indonesia (print and online) discuss much about the students' moral decadence. Fighting among students under the pretext of seeking identity, bullying, motorbike gang phenomena, sexual harassment and drug abuse often become headlines of public media. Characters can be divided into 2 (two), namely: 1) social character, and 2) moral character [5]. Social character includes teamwork, loyalty, self-sacrifice and perseverance, while moral character includes honesty, fairness, responsibility, respect and affection. Seeing the phenomena related to the character that occurs in society, the internalization of character values in students starting from elementary school is an urgent matter.

On the other hand, the PE teacher plays an important role in realizing the students' moral and social character development by using motion activities as the media [6]. This is supported by Angela Lumpkim who states that PE teachers help students internalize moral values, namely honesty, confidence, fairness, respect, and responsibility through continuous modeling and reinforcement/ feedback on the good and right things [7].

In an effort to realize the development of the student character, PE teachers need PE learning media that contain the motion task while providing learning experiences about character/ sport value to students. Currently, PE learning card in the form of character-based motion card has been successfully developed. For this reason, this article discusses about optimizing sports value in PE learning of elementary school through character-based motion cards.

II. RESEARCH METHODOLOGY

This research is a research and development / R & D study, with reference to Borg and Gall development design consisting of 10 (ten) stages [8]. This article focuses on describing the eighth stage, namely the model feasibility testing (operational field testing). This study was conducted on 5 elementary schools in Buleleng Regency, Bali-Indonesia with 134 students (male: 71; female: 63), as seen in table I. All students involved in this study had parental approval to join this research.

TABLE I. RESEARCH SUBJECT

No.	School Name	Male	Female	Sum
1	SD Lab. Undiksha	7	8	15
2	SD N 1 Banjar Tegal	13	13	26
3	SD N 4, 7 Banyuning	17	16	33
4	SD N 2 Pemaron	22	11	33
5	SD N 3 Banjar Jawa	12	15	27
Total		71	63	134

The data collection used an instrument in the form of formative class evaluation/ FCE questionnaire (attached) [9]. Data were analysed in descriptive, quantitative-qualitative way.

III. RESULTS AND DISCUSSION

The results of this study indicate that PE learning by implementing character-based motion cards in elementary students is able to facilitate and guide students to gain impressive learning experiences, students gain new motion experience, students understand PE learning materials, students learn together happily and truly, and students practice hard to carry out motion task successfully, as shown in table 2.

TABLE II. STUDENTS' OPINIONS ABOUT LEARNING PE USING CHARACTER-BASED MOTION CARDS

No.	The Students' Opinions	The number of students	Percentage
1.	Deeply impress you or move you	115	86%
2.	Acquire new skill(s), which you could not do before	101	75%
3.	Which made you think: "Oh, I Understand it" or "oh, I got it?"	107	80%
4.	Able to do physical activity to the best of your ability and as hard you could	100	75%
5.	The class fun	107	80%
6.	Learn spontaneously	99	74%
7.	Practice many time to achieve your own goal	103	77%
8.	Able to learn in friendly manner with your classmates	102	76%
9.	You and your classmates teach and help each other	99	74%
Mean		104	77%

Table 2 shows that as many as 104 students (77%) gave positive opinions in implementing PE learning using character-based motion cards. After knowing the results of the students' opinions who gave positive appreciation for the implementation of this character-based motion card, the next study described the steps and stages of internalization of sport value.

Internalization of sport value in PE learning for elementary school through character-based motion cards starts from: 1) students and their groups identify the motion task, 2) the groups of students choose the motion task according to mutual agreement, 3) preparing the equipment and settings, 4) carrying out motion task, and 5) creating portfolio of motion task success. These five steps guide the students and their groups to continue collaborating, interacting, communicating, and synergistically in designing, preparing, carrying out and

reporting the implementation of motion tasks. Students indirectly construct character values/sport values during PE learning. Furthermore, the internalization of sports value is directly carried out by the PE teacher with students on 2 occasions, namely: 1) when students carry out motion task, and 2) during the short break (water break) the pauses of each motion task session.

PE learning in elementary school is the first foundation for the development of character values/ sport values. The National Association of Sport and Physical Education's (NASPE) has identified 5 (five) main characteristics of students who are physically educated (physically educated person), one of which is related to character development, which is respecting physical activity and its contribution to healthy lifestyle [10]. The characteristics of students with these characteristics are: 1) respecting the relationships with others obtained from participation in physical activity, 2) respecting the rules contained in physical activity as a way to achieve health and well-being throughout life, and 3) enjoying the happiness gained from regular participation in physical activity.

Furthermore, according to Bart Crum, PE learning in elementary schools is focused on the 'movement vocabulary/ treasury of motion' and 'movement grammar/ provisions of motion' [11]. Treasury motion refers to students knowing, learning and mastering various types of motion by paying attention to various things including body awareness and space awareness. While the provision of motion is more directed to the method or technique of doing the motion. Both of these will be the students' own identity from other students. Both of these aspects are also recorded on the FCE, namely students gain impressive learning experiences, students gain new motion experience, and students carry out motion task earnestly.

PE learning using character-based motion cards in the opinion of students is able to provide happy atmosphere during the learning process. Jenna R. Lorusso, Stefanie M. Pavlovich and Chunlei Lu stated that the happy atmosphere in PE learning is able to increase students' active participation in learning and moving and form students' active lifestyles [12]. This facilitates the teacher in managing the PE class, developing students as a whole, either cognitive, affective and psychomotor aspects, as well as improving the status of the existence and acceptance of PE in the eyes of school leaders and teachers of other study fields in school.

Character-based motion card is a PE learning medium in the form of motion card that facilitates and guides students in carrying out the motion task and building students' character through positive values of PE. At present, the motion card that has been successfully developed includes material about basic motion of PE (locomotor, non-locomotor and manipulative).

Character-based motion cards contain: 1) student motion task, 2) images as visualization of students' motion tasks, 3) sequence of motion tasks, 4) motivation of students to carry out motion tasks, and 5) positive values of PE [13]. The positive values of PE are further developed into the character of students containing values of: sportsmanship, honesty, discipline, responsibility, cooperation, confidence, democratic, skilled, sharing places and equipment, tolerance, respecting

themselves and friends, enthusiasm, hard work, courage, never give up and aesthetics.

Optimization of sport value through character-based motion cards in its implementation is very thick with the nuances of cooperative learning model. This is based on the implementation of learning involving collaboration, interaction, communication and individual cooperation in groups to achieve learning goals successfully. Cooperative learning models provide experience for students to learn and work in groups through positive interactions, increase self-confidence and encourage groups to manage conducive learning environment to achieve learning goals [14,15].

IV. CONCLUSION

Based on the results of research and discussion, the conclusion of this study is that character-based motion card is able to optimize the internalization of sport value for the elementary school students.

V. IMPLICATION AND RECOMMENDATION

Based on the findings in this study, the results of this study are expected to have implications for: 1) PE teachers of SD Buleleng, Bali-Indonesia always give internalization of sport value in PE learning, 2) PE teacher creativity in designing learning media that is easy to use, minimizing the waiting time turn to carry out the motion task, and increasing the active time to practice while still ensuring the students' safety and pleasure in carrying out the motion task.

Based on these conclusion and implications, the researchers recommend: 1) character-based motion cards can be used to optimize the internalization of sport values in elementary school students as guidelines for implementing the model, 2) PE teachers arrange lesson plan by internalizing sport value.

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