

The Impact of Thematic Learning on Improving Creativity, Problem Solving and Basic Motion Skills in Physical Education Learning

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ABSTRACT

Thematic learning in the 2013 curriculum makes students as a whole more active because students thematic learning is really the main focus in learning. So that students are expected to achieve the objectives of learning well. In Physical Education learning, students often experience problems when the Physical Education learning takes place. The obstacles faced by students include the dominance of the teacher so that students become passive, less participating in learning activities. With thematic learning, it is expected that students have the ability to solve problems, have good creativity and basic movement skills of children will be achieved. The purpose of this study is to look at the impact of thematic learning on improving creativity, problem solving and basic motion skills in physical education learning. The research method used in this study is an experimental method with a one group pre-test-post-test design. Before giving the treatment, conducted pre-test was to determine the initial ability of the students and post-test to determine the ability of students after being given treatment. The results of the tests given to students are processed variance analysis (ANOVA). Before arriving at the research hypothesis test, it is necessary to test the requirements first. The normality test used the Liliefors test and the variance homogeneity test used the Bartlett test. Thematic learning can improve students creativity, problem solving and basic motion skills in physical education learning.

Keywords: *Thematic, Creativity, Problem Solving, Basic Motion Skills*

1. INTRODUCTION

To continue to advance the quality of education in Indonesia, the government continues to seek solutions to educational problems that have been found in the field. One of the efforts made was the establishment of the 2013 curriculum as the curriculum used for learning both in Elementary Schools and High Schools. With the implementation of the 2013 curriculum, learning which has been mostly teacher-centered is more focused on students (student center). With the implementation of the 2013 curriculum, the approach used for elementary schools is an integrative thematic approach.

In Chairinah's research (2015: 2), it is stated that in the view of constructivism, learning must involve activities that support all students to improve and develop analytical and critical reasoning skills, problem solving, and communication, and achieve thinking habits.

In Permendiknas No.22 (2006: 194) states that the application of thematic learning is certainly applied to all subjects in schools, including in the teaching and learning process of physical education in schools. Feri Noperman (2015: 71) that thematic learning is defined as an attempt to integrate knowledge, skills, values and attitudes as well as creative thinking using themes as the binding.

Researchers take research subjects in low classes of course for their own reasons where to improve students' cognitive, of course, they must start from low classes. To strengthen the author's statement, interviews were conducted with the homeroom teacher and Physical Education teacher. This interview aims to strengthen the results of previous observations. From the results of interviews conducted with the homeroom teacher, Mrs. Yusliantina (10 September 2019), information was obtained that in teaching learning, a lot of teachers still teach using a command style. And students are still very difficult to ask to solve problems with the assignment

given by the teacher to students. Furthermore, the interview was conducted with a grade 3 Physical Education teacher, Mrs. Sri Rahmayani (September 21, 2019). Information was obtained that students in grade 3 still had basic motor skills that were not good so this had a profound impact on the Physical Education learning process carried out. In addition, when the teacher gives assignments to students, it seems that the students are very confused and do not have the courage to complete the assignment given to them. This of course cannot be allowed to drag on considering that elementary school is the foundation that will determine the ability of students to continue to the next level of school. In addition, the thematic learning of Physical Education that is delivered by the teacher tends to discuss general learning compared to the movement needs of children for low classes.

In Physical Education learning, students often experience problems when the Physical Education learning takes place. The obstacles faced by students include the dominance of the teacher so that students become passive, less participating in learning activities. Decreased interaction between teachers and students. Learning activities are not conducive and effective. Students tend to be uncritical and not creative in solving a problem.

If students from an early age are able to think creatively and be able to solve problems, of course students will be very easy to follow HOTS-based learning (high order thinking skills) which are applied by teachers in schools.

With thematic learning, it is expected that students have the ability to solve problems, have good creativity and basic movement skills of children will be achieved. Based on the description above, it is very appropriate that related research is carried out to determine the impact of thematic learning in improving problem solving, creativity and basic movement skills in physical education learning.

2. THEORETICAL REVIEW

Physical education is education through physical activity, namely through physical movement or sports to achieve educational goals. According to Sukintaka (2002: 2), physical education is an integral part of total education that tries to achieve the goal of developing physical, mental, social and emotional fitness for society by means of physical activity. According to Yunis (2012: 2) physical education has clear and directed pedagogical goals because movement as a physical activity is a natural basis for humans to learn to know the world and themselves which develop in accordance with the progress of the times and the prevailing educational orientation.

According to Sukintaka, 2001: 44-45 physical education learning can be presented in the form of stories, forms of play, forms of assignment, forms of lessons and exercises, forms of competitions, forms of command, forms of imitation, forms of motion and songs and forms of modification. Furthermore, related to physical education learning is the style of teaching in physical education. The teacher as an educator is a single factor that is very important in the educational process, especially in choosing a teaching style that suits children's needs.

According to H. Daryanto (2005: 58) learning objectives are goals that describe the knowledge, abilities, skills, and attitudes that students must have as a result of learning outcomes expressed in observable and measurable behavior.

According to Rusman (2011: 254) thematic learning is an integrated learning model that uses a thematic approach that involves several subjects to provide meaningful experiences to students. It is said to be meaningful because in thematic learning, students will understand the concepts they learn through direct experience and relate them to other concepts they have understood.

Feri Noperman (2015: 71) that thematic learning is defined as an attempt to integrate knowledge, skills, values and attitudes as well as creative thinking using themes as the binding. Thematic learning is an approach to learning that deliberately links several aspects both in the intramata of lessons and between subjects. With this integration, students will acquire complete knowledge and skills so that learning becomes meaningful for students, Majid Abdul (2014: 85)

This is in line with what Abdul Majid (2014: 86) put forward, integrative thematic learning is a learning approach that integrates various competencies from various subjects into various themes. In addition to the use of integrative thematic learning, in the 2013 curriculum, the learning approach used is the scientific approach (scientific approach).

Trianto (2012: 60) argues that thematic learning is important because considering the child's world is a concrete world and also the level of children's thinking development always starts with real things related to their daily life, thematic learning also helps in the process of understanding children, by integrated learning model,

Learning will be more meaningful and lessons that have been learned by students can be used to learn the next material. Integrated learning provides an opportunity to make use of previous knowledge.

Creativity is a potential that every human being has and not one that is received from outside the individual. Human creativity is born with the birth of humans.

Since birth, the individual has shown a tendency to actualize himself. In this life, creativity is very important, because creativity is an ability that is very meaningful in the process of human life.

Problem solving is a very important activity in Physical Education learning, to be able to understand what is meant by problem solving. Namely, a problem in physical education is a problem that he himself is able to solve without using routine methods and procedures.

According to Amung Ma'mun and Yudha M. Saputra (2000: 20), basic movement skills are skills students usually do to improve the quality of life. Basic movement skills fall into three categories, namely: locomotor, non-locomotor, and manipulative.

In learning in primary and secondary schools, it is very important to pay attention to basic movements in students, especially locomotor, non-locomotor, and manipulative movements. According to Yanuar Kiram (1992: 11), skills are actions that require movement activities that must be learned in order to get the correct form of movement. A person is said to be skilled if he can move according to the right movements.

3. METHOD

In this research, the method used is experimental research. The method used refers to the research objectives and the hypothesis used to study the truth. The hypothesis is a temporary description to guide or direct further research. According to Sugiyono (2010: 107), experimental research is a research method used to find the effect of certain treatments on others under controlled conditions. The purpose of experimental research is to determine the causal relationship between variables.

In this study, a pre-test and post-test will be carried out on the sample. This aims to determine whether thematic learning has an impact on students' creativity, problem solving and basic movement skills in Physical Education lessons. The pre-test aims to determine the initial conditions of the sample used in the study before the thematic learning that has been compiled by the researcher is implemented. After the pre-test is carried out, the students will take part in thematic learning for 4 meetings. After the meeting is over, the sample is given a post-test to find out how the impact of thematic learning on Physical Education learning.

In this research, the type of research used is quasi-experimental research, namely experimental research carried out in one experimental group without any comparison group or control group (Arikunto, 2006). The research design used was one group pre-test-post-test design, which is an experimental study that was carried out in one group which was randomly selected

and did not test the stability and clarity of the group's condition before being given treatment. As in Table 1 below:

Table 1. Research design one group pre test-post test design

Pre Test	Treatment	Post Test
The initial test (pre test) was carried out before treatment	Treatment (Treatment) is given to students using thematic learning	The final test (post test) is done after being given the treatment

4. RESULT AND DISCUSSION

At first, the research was planned to be carried out in April 2020. Due to obstacles in the field, namely the elimination of learning in schools from March to May 2020, the research was continued in July 2020.

To obtain research data, a pre-test was conducted first on the sample. Furthermore, the sample is given treatment, namely thematic learning in accordance with the learning scenario that has been compiled. After learning for 6 meetings, then a post test was carried out to find out whether there was an impact of thematic learning on increasing creativity, problem solving and basic movement skills in physical education learning. To obtain research data in the field the research instruments used in this study were instruments for creativity, problem solving and basic movement skills in students physical education learning, observation and documentation. In this study, the instrument was designed by the researcher. Before being used in the field, it will first be validated by an expert. This is so that the instruments used in research can really meet the demands of research in the field. So that the research results can be obtained properly. The results of testing the hypothesis show that Thematic learning can improve students creativity, problem solving and basic motion skills in physical education learning.

5. CONCLUSION

Based on the research that has been done it can be concluded that thematic learning can improve students creativity, problem solving and basic motion skills in physical education learning.

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