

Development of Physical Education Learning Model Based on Bed Learning Environment to Improve Basic Movement Ability in Elementary School Students

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ABSTRACT

Research and development of physical education learning models utilizing the learning environment for paddy field beds on the locomotor ability of grade III elementary school children, specifically there are several objectives, including: 1) Developing and implementing a physical education learning model utilizing the learning environment for paddy beds in learning motion for elementary students Negeri 105354 Purwodadi, Pagar Merbau District. This research was conducted at SD Negeri 105354 Purwodadi, Pagar Merbau sub-district, this research was conducted in June 2020. Subjects or users who were the targets in the research on the development of physical education learning models utilizing the learning environment of paddy fields towards learning motion of third grade students of SD Negeri 105354 Purwodadi, Pagar District Merbau, amounting to 20 students of class III A and 40 students of class III B. In this research, the development of a physical education learning model utilizes the learning environment for paddy fields to learn motion in grade III elementary school children. The results of this study are where students can play by using environment-based with a percentage of 85% where the category is valid in large group tests.

Keywords: *learning environment, learning model, development*

1. INTRODUCTION

Sports and Health Physical Education (Penjasorkes) is an integral part of education as a whole. The general objectives of physical education are also in line with the general goals of education, namely the development of aspects of values in the growth, development, and behavioral attitudes of students as well as improving basic human movement skills. In the learning process the most important thing is to produce inherent behavior change. The learning process in physical education also aims to generate behavior. Through the teaching and learning process activities between teachers and students, there will be changes in behavior that are relatively inherent. In simple terms physical education is a learning activity through movement.

Physical education besides learning and being educated through the activity of movement to achieve learning objectives in children's physical education is also taught to get along. Through this association, changes will be formed in the physical and spiritual aspects (Rusli Lutan, 2002: 15). The learning process in

physical education wants to realize its motto of child development, an impartial development. Child development in physical education is comprehensive, which includes cognitive, affective and psychomotor aspects.

The cognitive aspects of students are related to students' understanding, insight or mastery of the subject matter. The affective aspects are the behavior or attitudes of children when participating in learning, while the psychomotor aspects are related to the movement activities of students while carrying out learning. Elementary school age children are in the stages of development and growth, both physically (physically), mentally and psychologically (spiritually). They are generally aged 6 to 12 years or usually they sit in classes I, II, III, IV, V and class VI. Class I and II are called small classes and classes III, IV, V and VI are called large classes.

Elementary school age children have weaker physical, mental and psychological conditions than adults. When there is a large class, it is expected that they

have the ability to think and have good physical abilities compared to the lower classes. The physical education learning process at this school is often carried out in the classroom, if the atmosphere is foggy and rainy. The learning facilities and infrastructure in this school are also very minimal, especially in sports facilities. Basically, physical education must have been instilled since childhood because in general, if you master various kinds of activities, you must get used to it from childhood. Elementary school age is a period that greatly determines the growth and physical development and movement of children. The structure and curriculum of physical education in primary schools currently consists of basic skills and several sports. Sports skills will not be mastered until mastering movement skills. Basic movement skills in elementary schools can be divided into three types, namely locomotor, non-locomotor, and manipulative. According to BNSP (2006: 2), one of the goals of learning sports and health physical education in elementary school is to improve basic movement skills and abilities.

Basically the basic human movements are walking, running, jumping and throwing. These basic forms of motion are already owned by elementary school students. The basic movements of running, walking, jumping must be developed in learning physical education in elementary school. Because this motion is an initial movement for children to continue to develop automation of their movements. It's just that basic motion learning which includes walking, running and jumping is usually carried out just running, jumping and walking without any values that can be built from this movement.

In field observations, the researcher looked at several elementary schools in the Pagar Merbau sub-district where, the researchers saw that: 1) the physical education teacher's ability was less than optimal in teaching basic motion material, it was seen that the teacher did not fully provide interesting material but only taught running, jumping and road, 2) seen from the environment where the average is rice fields, the teacher should be able to see what opportunities and things will be used for learning, but on the contrary students have never been taught with the surrounding environment, 3) children's motivation in learning physical education is not that high, where it appears that students often feel bored in learning because students are more interested in the concept of learning that is game, 4) learning and assessment of movement abilities carried out by physical education teachers are not in accordance with the major points of basic motion (locomotor, non locomotor and manipulative).

Based on the objectives of Physical Education, Physical Education teachers must first be able to manage Physical Education learning in SD which leads to the meaning of Physical Education goals. This means that the management of Physical Education learning does not only lead to abilities and skills but is more oriented

towards meeting the needs of moving school students. Basic which is more appreciative and recreational. In contrast to what has been done so far, especially the practice of Physical Education learning tends to reflect a rigid coaching approach, is tied to the operational guidelines and technical guidelines of the curriculum, lacks creativity and appreciation, and is dry in values. What Physical Education wants to achieve is solely the aspect of physical skills, while the inculcation and appreciation of the value of prison is completely ignored. The results of research by Cholik Mutohir and Maksun (2000) show that the Physical Education program emphasizes the results of skills and performance rather than taking into account the needs of students as learners and even as student objects as has happened so far in the field. The presentation of the material should pay attention to differences in the diversity of students' characters both horizontally (differences in class) and vertically (differences in class levels), so that students carry out activities happily because they are in accordance with their abilities.

The Physical Education crisis that occurs like that, actually cannot be separated from the ineffective physical education learning in schools. The current management of Physical Education by teachers has not shown an effective and efficient direction. Based on the observations of researchers in the field, it was found that Physical Education teachers in learning activities are monotonous, teacher-centered, only use a drill approach, and only emphasize motor mastery while other aspects are neglected such as intellectual, mental and other physical values. As a result, students tend to be indifferent, lack motivation in learning, feel bored, and less creative. They should design a goal-oriented learning program and try to adapt to the physical and psychological conditions of students so that they carry out learning activities according to their interests, desires, talents and creativity. according to the students' abilities.

One of the educational problems faced today, especially in Physical Education lessons in Elementary Schools, is the low quality of learning, both from the aspect of the learning process and from the results of the mastery of student subject matter. In the process aspect, the weakness lies in learning activities that do not develop students' basic skills, whereas seen from the learning outcomes, student achievement in mastery of Physical Education learning materials is still not satisfactory (Ayi Suherman, 2018: 113).

The Physical Education learning model that will be developed in this study is a physical education learning model based on a learning environment for beds that require efficient movement skills. In achieving learning success, the environment is one of the supporting factors. A comfortable learning place and environment makes it easier for students to concentrate. By preparing the right environment, students will get better results and can

enjoy the learning process that students do. Furthermore, in the book *Basic Education* written by Marlina Gazali: Environment can be interpreted as everything that is outside the child.

This model is designed to assist students in developing themselves and their environment and their relationship with the community around the school. The learning model with the Physical Education bed learning environment emphasizes a pleasant learning experience and recognizes an adaptive environment with student characteristics [9]. Students will interact with the environment during the learning process. The environment provides a stimulus to the individual and on the other hand the individual responds to the environment. In the process of interaction there can be changes in individual behavior. Changes in behavior that occur can be positive changes and can also be negative [10].

Based on this, the researcher will pour out the ideas in the study entitled "Development of a Learning Model for Physical Education Based on a Bedding Learning Environment to Improve Basic Movement Ability in Elementary School Students".

2. METHOD

In this research, the development of a physical education learning model utilizing the learning environment of paddy fields towards learning motion in grade III elementary school children is a process used to develop and validate learning products. Research and development in this learning uses the Research & Development (R & D) development model from Borg & Gall (1983: 776) which consists of ten steps, including:

- (1) Conduct research and information gathering (literature review, subject observation, subject matter report preparation)
- (2) Planning (defining skills, formulating objectives, determining teaching sequences, and small-scale trials)
- (3) Developing initial product forms (preparation of teaching materials, preparation of handbooks, and evaluation equipment)
- (4) Conducting initial field tests (using 40 subjects)
- (5) Revising the main product (according to suggestions from the results of preliminary field tests)
- (6) Conducting field tests main (with 30-100 subjects)
- (7) Revise the product (based on suggestions and results of the main field trials)
- (8) Field test with 40-200 subjects
- (9) Revision of the final product

- (10) Make a report on the product on journals, working with publishers that can do commercial distribution.

3. DISCUSSION

Research and development of physical education learning models utilizing the learning environment of rice fields on the locomotor ability of grade III elementary school children, specifically there are several objectives, including:

1. Developing and implementing a physical education learning model utilizing the learning environment for paddy fields in learning motion for students of SD Negeri 105354 Purwodadi, Pagar Merbau District.
2. Obtaining empirical data about the effectiveness, efficiency and attractiveness of the development of a physical education learning model utilizing the learning environment for paddy field beds to increase mobility in students of SD Negeri 105354 Purwodadi, Pagar Merbau District.

4. CONCLUSION

In this research, the development of a physical education learning model utilizing the learning environment of paddy fields towards learning motion in SD grade III children. The results of this study are where students can play by utilizing an environment-based with a percentage of 85% where the category is valid in large group tests. Suggestions in this study are that it is necessary to make use of the learning environment.

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