

Empowerment of teacher of Physical Education, Sports and Health in Learning Attitudes and Basic Movements as an Effort to Optimize Elementary School Children Growth

Akhmad Junaedi

*Department of Elementary School Teacher Education, Faculty of Education,
Universitas Negeri Semarang, Semarang, Indonesia
Email: akhmadjunaedi143@mail.unnes.ac.id*

Abstract—One of the aims of physics education subject is to help grow and students body shape. The function of body shape is directed to optimize the physiologic potential of students so that their growing and developing can go optimally suitable with their basic potential. This includes the establishment of the good habitual life and effort to minimalize habitual which are wrong in body attitude and moving. In the elementary education curriculum, this duty is acted in learning PKJ, especially in body attitude material and basic move to have a strategic chance in body shape. The good body posture which is established by good backbone structure will decrease the possibility many diseases as result of disorder backbone structure, included growing and physical ability sufficiently to hold the learning which has to realize this aim. Learning of attitude and basic movement are still directed in movement and attitude. While the long-term goal - body structure shaping - hasn't got enough attention. The causes are the lack of physical education teachers understanding in learning aim of body attitude and basic movement include the effect of body attitude mistake and move to the children health, hasn't been an easy, cheap and accurate the detection way, hasn't had the ability to analyze the causes of this happens and the effect of this rise, also the effort following up in practicing of improving the ability even the rehabilitation practice to them who have attitude and moving mistake. Therefore it is needed socialize about body attitude and basic move learning intensively, so the aim of attitude and basic move learning substantially can be reached. Thus, physics education teachers participation is more strategic in realization nation generation who is healthy and strong in future.

Keywords—*physical education learning, basic attitude, and a basic move.*

I. INTRODUCTION

Physical development cannot be ignored. Comprehensive education is education that is still carried out as a whole as a combination of the soul (psychic) and body (physical). Then education must be interpreted as an effort to help develop the spiritual and physical potential of students towards their maturity. For this reason, there is no complete education without physical education.

Seeing the importance of physical education as part of overall education, physical education must be conditioned to optimally give birth to the achievement of

national education goals. One of the roles of physical education subjects is the formation of the body of students. The role of body shaper is directed to optimize the physiological potential of students so that growth and development can run optimally in accordance with the basic potential of growth and development that is owned by students. This case includes the formation of healthy living habits and efforts to minimize errors in posture caused by habits that are wrong in attitudes and gestures.

Physical education teachers have an important role to be able to help their students have habits that support the formation of positive attitudes and physical abilities. In learning physical education this has not received adequate attention from physical education teachers. Physical education teachers are still oriented to motor activities or motion lessons, especially in basic attitude and motion material. Physical education teachers should be able to reach preventive efforts for the growth of students by making early detection of faults in the body.

The attitude of the body and the wrong habits that occur during growth will greatly affect the shape of the body's anatomical structure that is not good. The shape of the body's anatomical structure that is wrong in elementary school age children is still possible to be given rehabilitation exercises, but if it is already up to adulthood rehabilitation efforts through physical exercise are less effective.

Errors in the form of permanent anatomical structures will have an impact on the body shape that is less harmonious and can even reduce the effectiveness of physiological functions thereby reducing physical capacity. Physical abilities that are lacking will also have an impact on the decline of spiritual potential so that in general it has an impact on the low work capacity, which nationally will greatly negatively affect national productivity.

For this reason, serious attention is needed to the growth and development of elementary school-age children from teachers, especially physical education teachers. It is they who are specifically given authority and responsibility as mandated by the physical education subject curriculum in elementary schools. Only in reality

physical education learning still does not reach effective efforts to carry out this task.

This condition is caused, among others, by the lack of understanding and skills of physical education teachers adequately to reach efforts to overcome the problems of growth and development of students. Internal problems from teachers are always a factor that influences the attention and efforts of learning that it does, especially the problem of meeting the family's economic needs. However, with the gradual improvement in the level of welfare of teachers, it is expected to become an increasingly conducive condition in supporting the performance of physical education teachers. Enlightenment in the form of increasing understanding accompanied by empowerment and assistance is one of the time-consuming efforts that must be taken. Increasing the role of physical education teachers in the implementation of learning is expected to be a significant contribution to improving the quality of education in primary schools and national education as a whole.

II. DISCUSSION

1. Physical Education, Sports, and Health in Primary Schools

Definition of Physical Education

Education is interpreted as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Law No. 20 of 2003 Article 1 paragraph 1).

Physical education which is a translation of the "physical education" used in America is part of the overall education, which in the period 1950 to 1966 was defined as follows: "Physical education is education that actualizes the potential of human activities in the form of attitudes, actions, and works that are given content, form, and direction for the roundness of the human personality with the ideals of humanity".

According to the Minister of State for Youth and Sports gives the understanding that "physical education is a process of education of individuals as individuals and as members of society carried out consciously and systematically through various physical activities in order to obtain an increase in physical abilities and skills, growth, intelligence, and character formation".

Syefudin (1992) gives an understanding of "Physical education as a process through physical activity, which is designed and arranged systematically, to stimulate growth and development, improve physical abilities and skills, intelligence and character formation, and positive values and attitudes for every citizen in order to achieve educational goals".

Referring to the National Education Law and some of the meanings that have been stated, the definition of physical education is a conscious and planned effort to realize the learning atmosphere and the learning process through physical activity, which is designed and

arranged systematically so that students actively develop their potential to stimulate growth and development, improve physical abilities and skills, intelligence and character formation, values and attitudes, and skills needed by him, society, nation, and state.

2. Purpose of Physical Education

In general physical education has four objectives as explained in the Decree of the Minister of Education and Culture No. 044 / U / 1987 dated July 14, 1987, which includes:

A. Organically developing individuals

Physical education activities that are carried out regularly, orderly and programmed will improve physical function, which physiologically includes eleven systems, namely: (1) skeletons, (2) muscles (3) nerves, (4) hemo-hydro-lymphatic, (5) respiration, (6) cardiovascular, (7) digestive, (8) excretion, (9) endocrine, (10) sensory and reproduction [5]. The eleventh Sistem will increase work power and quality if physical exercise activities are carried out in accordance with the demands of physical needs. For this reason, the intensity and effectiveness of physical training must be properly measured and programmed. The role of physical education teachers is very important in determining the training load and intensity of training, especially in children who experience impairments or growth errors. Such children need different portions and practices so they need to get individual service.

B. Development of neuromuscular individuals

Children who do physical exercise regularly will experience increased ability in the muscles and motor nerve function so that the muscles get bigger and stronger, the elasticity improves including the joint connective tissue, the reaction speed, and coordination increases. Thus daily activities become more efficient and effective without experiencing significant difficulties.

C. Intellectual development of individuals

In the process of learning motion children will use various methods or tactics to more quickly master certain movement techniques outside of the ways suggested by the teacher according to their potential and characteristics. In sports tactics, awareness games and playing strategies will be developed to gain victory within the limits that are justified by the rules and spirit of sportsmanship. For this, children will creatively practice developing their intellectual power in a moving and short time and conditions that are limited by the actions of the opponent. Thus this intellectual ability is directly or indirectly increased, which cannot be developed by theoretical subjects in the classroom.

D. Emotional individual development

Physical education pays attention to children's emotional development. Through various matches and children's competitions, they are guided to control their

emotions, both when they experience victory and when they experience defeat. When winning he does not vent his excitement excessively which will socially lead to jealousy and dislike for the losers. Conversely, when losing, it is also not too sad so that it is no longer able to clearly see the shortcomings for self-improvement.

In the process of training and competition or competition, children are trained to be diligent, patient, disciplined and hard work and high enthusiasm to achieve and show their achievements. But on the other hand, he must be able to control himself so as not to commit fraud or things that are contrary to the spirit of honesty and sportsmanship, such as the use of drugs (doping), playing rough to hurt opponents and other ways of unsporting.

3. Physical Education in Primary Schools

Primary school is a formal education institution that is obliged to provide learning services for children in the age category (6-12) years. At this age the rate of growth and development of children is high. Environmental conditions are required to be conducive to growth and development. Conditioning errors can affect the rate of growth and development and can even occur in the wrong growth and development.

Environmental influences include in this case elementary school education has a great opportunity to participate in determining the abilities and character of children, in addition to inherent factors that are inherent in children. Education in primary schools has a long enough period of six years. From the length of time is a very strategic opportunity for the formation of abilities and character of children. This is because at this time the sensitivity of children to form a mindset and attitude in a mature condition, as well as the ability to learn motor skills.

Forms of movement programmed in physical education teaching in elementary school the only function as a means of achieving educational goals. Thus it can be argued that it is not the teaching of Physical Ability Development (PKJ), athletics, gymnastics, elementary school games, but educating elementary students through the forms of movements contained in athletics, gymnastics, games and other movements. The achievement of a certain achievement in the sport is the impact of learning held by the teacher as a result of the formation and development of personality as well as the improvement of basic movement skills and skills that are properly implanted in children through guidance, teaching and various exercises designed by the teacher. In other words, achievement is not a goal but as a further impact of the success of physical education learning.

Physical education teachers must strive to process the achievement of tangible goals of improving physical education teaching in accordance with the state of the level of ability. In this case, it means that children must obtain an increase in achievement or achievement in their learning, both increasing and mastering movement skills, improving movement, knowledge, as well as

values and attitudes. Physical education teachers can be said to fail or not succeed in carrying out their professional duties if children do not get progress or increase their growth and development in taking physical education lessons (Syarifudin, 1992: 7) In addition to paying attention to the learning objectives physical education teachers must also pay attention to the development of their students. In primary school children, ages 7 to 14 years, the development of specialization occurs. In these age stages there is a sub-movement of motion as follows: (1) Stage of transition from basic motion to transition motion; (2) The stage of application of motion in the forms of skills that specialize and demand a better quality of coordination; (3) The stage of utilization in various activities that foster movement skills with good quality coordination. In connection with this, in the learning process, physical education is expected to direct the subject to the direction of the student's development in accordance with the stage of development that is being experienced by the child. With hope, at the end of the developmental stage of the child can have a set of skills that can equip entering and adapting to the development of age and role in life (Sutrisna, 2008).

4. The scope of Physical Education in Primary Schools

The scope of physical education learning material at elementary school includes the main activities and optional activities. Included in the main activities are (1) Physical Ability Development, (2) athletics, (3) gymnastics and (4) games. Whereas the included activities include: (1) pencak silat, (2) swimming, (3) badminton, (4) table tennis, (5) sepak takraw and (6) traditional games. The main activity is an activity that must be taught to all students while the chosen activity is an alternative subject matter that is directed to the introduction and formation of positive appreciation in children towards sports and other sports activities. This material is chosen or determined based on the situation and condition of the school with regard to carrying capacity for its implementation.

5. Physical Ability Development (PKJ) in Primary Schools

As one of the physical education materials in elementary schools, PKJ has a strategic role in the formation of a foundation for the nation's resources in the future. Whatever type of work will require a healthy and strong physique. This healthy and strong condition cannot be obtained by chance but must be sought. One such effort is through physical training, especially the development of physical abilities.

In this material various basic attitudes and movements are taught, namely various techniques of body posture in various situations such as sitting, standing, lying down and various basic movements such as walking, running, jumping right. In addition, various formation exercises are provided to develop physical abilities so that all children's physical potential can

develop optimally.

The attitude and basic motion material are intended to form healthy living habits that are expected to have an impact on the optimal physiological functions of the child's system, thus the child will grow well and optimally according to his potential. On the other hand, the teaching of attitude and basic movement must be able as a means of early detection of child growth errors as a result of wrong habits in everyday life. Like mistakes in how to sit, stand, sleep, walk, run and habit in using learning or playing tools.

6. The Role of Teachers of Physical Education, Sports, and Health in Learning Basic Attitudes and Movements

In the first subject matter, the development of physical abilities was designed various activities in the form of basic attitudes, basic movements, and various physical fitness training programs along with several physical fitness tests that are suitable for elementary school age children. In the main material of activity, especially this attitude and basic movement, physical education teachers are required to be able to do learning efforts that use various attitudes and natural movements of children to detect various attitude and movement errors. In this attitude and motion error, various weaknesses in the anatomical structure of the body and limbs can be found that are caused by habits that are wrong in daily activities.

Elementary school children, especially in the lower classes, namely the first, second and third perceptual classes of motorbike still have not been able to feel the fault of their attitude and movement. Especially the attitude and movement that has become a daily habit. If we leave it to the parents of students, parents of all students do not have a concern or sufficient ability to make corrections to the mistakes in their attitudes and movements. Thus the results of observations and motion analysis carried out by the teacher become information material that is very important for improving the attitude and movement of the child.

Data and information about the condition of the child, a history of growth and development of the child and a medical history and even the daily habits of the child are needed as a material consideration for analyzing any weaknesses or errors in attitudes and movements of the child. Furthermore, the results of the analysis can be used as material to determine what steps will be taken by the teacher. If the results of the analysis get a conclusion that abnormalities, weaknesses or errors experienced by students are still within the limits that are possible to be given special treatment, then the teacher is obliged to provide the treatment needed by his students. But if it is outside the limits of its authority, the teacher should be able to work with parents and other parties who are competent to provide the best solution for solving the problem of student development. For example, children who have severe bone abnormalities require consultation and even medical action from orthopedic surgeons, the role that can be performed by

physical education teachers, namely: giving advice to parents of students to try to get medical treatment in hospitals, a kind of physiotherapy, orthopedic surgery, rontgen and other medical services.

For that understanding of various attitudes and basic movements accompanied by various cases of abnormalities, weaknesses or errors in attitudes and their consequences are very much needed by physical education teachers. For example, scoliosis is an abnormality in the arrangement of the backbone (os vertebral) which experiences a lateral (lateral) bend. This disorder can be seen from the basic stance of standing "ready" that is on the straight or not the body or on the similarity of the right shoulder height with the left shoulder.

If the case of scoliosis is not immediately treated, it will become a permanent abnormality which in adulthood will result in a body shape that is not harmonious. In terms of physiology, there will also be various weaknesses, including the poor circulation of blood and nerve function due to blood vessels and nerves that are compressed by vertebrae that are not in a perfect position. As a result, endurance is not good, tired quickly, even in a relatively young age have experienced various complaints of pain in the spine and reduced organ function due to disturbed nerves.

Such health conditions are clearly not possible to enjoy happiness well, let alone be relied upon to be able to work productively. This case of scoliosis can be caused by the habit of sitting sideways in one particular direction, standing on one particular leg, carrying items with certain hands or shoulders and the habit of tilting the body in one particular direction.

But if this can be detected early while still in elementary school, physical education teachers still have the possibility to provide rehabilitation assistance by giving reprimand and advice to eliminate their bad habits. Can even be given advice, instructions, and guidance to do certain exercises/movements so that gradually the structure of the spine can be normal again.

Other abnormalities or weaknesses include lordosis and kyphosis in the spine, knee abnormalities in the form of "O" or "X" legs, slightly tilted head, limited joint motion, limited muscle weakness, and other weaknesses while not in severe conditions still it is possible to be assisted by physical education teachers. In this case, the condition of physical fitness that is not good also needs to get attention because it will greatly affect the endurance of student learning and even health. The better the level of physical fitness, the more resistant to disease attacks.

Thus the physical education teacher who has been able to be entrusted by the parents of students with various limitations must strive to be able to provide assistance to students who have problems in their growth and development. If this can be done professionally, the physical education teacher is increasingly recognized, loved and proud by the community.

7. Practical Ways to Detect Child's Attitude and Motion Errors and their rehabilitation exercises.

To know practical attitude errors is to make observations that are assisted by using a transparent plank board (can be made with glass or wire) with a distance between lines of one or half centimeters. In the center of the board vertically a center line is created and given the number "0" as the central point. The next line to the right or left is numbered 1,2,3 and so on until it can load the entire width of the child's body. While the bottom line is vertically given the number "0", then the top is given a number 1,2,3 and so on so that it can load all the body height of the elementary school child.

This tool is used to see the level of deviation experienced by students, especially in the structure of the spine. To see the level of deviation to the side of the child standing right back to the Tglass / screen. The teacher looks from behind so that the back grooves will appear. If the middle groove of the back is not straight, then just see how the level of deviation is based on how many grid lines or gauze is calculated from the line on the number 0. Other deviations that can be observed with this tool are the slope of the right shoulder with left shoulder, head/neck slope, deviation occurs in the spine both forward (lordosis), to the side (scoliosis), or to the back (kyphosis), the shape of the legs in the form of 'X' and 'O'.

With the knowledge of various structural and body shape deviations, the teacher has been able to make a decision to provide appropriate treatment for rehabilitation exercises for his students. But if the deviation is too extreme, the teacher should consult with parents so that their children get medical rehabilitation or even orthopedic surgery. These last two actions can only be carried out by doctors, although the teacher can still provide rehabilitation exercises using rehabilitation exercises.

Rehabilitation exercises can be done in three ways. The first way is to do flexibility exercises both actively and passively in the muscles that according to the results of the analysis are the cause of irregularities (pulling too strong or too short) so as to cause the position or direction of the bone not to the right. The second way is by exercising strength in muscles that are too weak so that they are not able to provide the same contraction power as the opposite muscle (antagonist) so that the attraction is not balanced so that the bone structure deviates towards stronger muscles. The third way is to combine the first method in a second way at the same time, which is to exercise weak muscle strength and at the same time stretch strong or short muscles. The third method is easier to do because the target of the exercise is more moderate because the total target will be divided in half, half will be done by stretching on the part of the muscle that is excessively stretched and half the target will be done by strengthening the muscle that is too weak. Thus the burden of the child becomes lighter so that the time needed for rehabilitation can be shorter.

If this exercise is carried out routinely and regularly it will be able to recover the wrong bone structure errors, especially in the case of mild structural errors, for severe bone structure errors even this exercise is very helpful to speed up recovery or at least maintain the condition of deviation is not getting worse. However, if the case has been handled by an additional medical team, a recommendation from the medical team is handled.

An excessive portion of exercise can aggravate the condition of irregularities or slow down the recovery process, especially in postoperative cases (surgery) so that it can make surgery or surgery fail. For this reason, teachers who will provide rehabilitation exercises must work together and coordinate with the medical team and provide training within the limits recommended by the medical team and carried out carefully.

In the learning process, the provision of special training for children that needs to be done carefully and monitored by the teacher. After the child understands and executes correctly, it can be continued with the exercise assignment at home with the portion of the training determined by the teacher. This can take advantage of time during heating or in forming gymnastic material.

To support all training activities so that they can be carried out systematically and programmed, all the results of the detection of growth and habit errors must be properly administered, including training programs that must be done. Then a special notebook is needed for each class and for children who experience weaknesses and need special rehabilitation measures, there should be a personal notebook. For this purpose, so as not to increase the burden of teachers for classes 3,4,5 and 6 can ask for help from students or small doctors at school, while for grades 1 and 2 can ask for help from their class teacher.

III. CONCLUSION

From this discussion it can be concluded that the role of physical education teachers is not only enough to teach basic attitude and motion techniques. The additional role of the teacher is needed by students to diagnose basic attitude and motion errors and at the same time help with rehabilitation exercises. This increase in the role can be carried out well if cooperation between physical education teachers and all parties at the school level including parents of students goes well.

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