TEGAR 4 (2) (2021) 106-113
Journal of Teaching Physical Education in Elementary School
Available online at :
https://ejournal.upi.edu/index.php/tegar/article/view/31487
DOI: https://doi.org/10.17509/tegar.v4i2.31487

Thematic Physical Education Games Model for Grade 1 Elementary School Student

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Article Info

Article History:
Received : January 2021
Reviced : February 2021
Accepted : March 2021
Available Online : May 2021

Keywords:
games, thematic learning, physical education

Abstract

The application of thematic learning in Physical Education, Sports, and Health subject in Grade 1 Elementary School often faces difficulties due to the lack of physical activity reading sources and literatures that can be used as examples of activities. The purpose of this study was to develop an integrated thematic-based Physical Education game model for Grade 1 Elementary School on My Favorite theme. The research method used was the R&D method developed by Borg and Gall. In the research stage, the initial developed product had been validated by 3 validators, consisting of design experts, content/material experts, and field practitioners. The product of this research was a thematic Physical Education games for Class 1 on My Favorite theme module consisting of 8 types of games adjusted to the theme and sub-theme. The results of the expert validation test obtained 93% (a very good category) for the design, 93% (a very good category) for the content/materials, and 88.75% (a good category) for the practitioner perception. It concludes that the thematic-based Physical Education game model is feasible and can be used in Physical Education learning. Teachers can use this thematic Physical Education game module as a reading source and examples of Physical Education learning activities.

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INTRODUCTION

The implementation of the 2013 curriculum has been held at all levels of education, including in primary schools. The implementation of the 2013 curriculum in elementary schools uses an integrated thematic method for lower grades, including grades 1, 2, and 3. Learning activities are arranged in a theme and studied from various subjects. Integrated thematic is the merging of several subjects into one particular theme (Ningrum & Sobri, 2015). Based on the results of previous researches, there are several obstacles faced by teachers in implementing thematic learning, such as difficulties to develop thematic lesson plans compared to conventional lesson plans (Sukiniarti, 2014), difficulties in integrating themes with content, and choosing appropriate learning media (Nuraini & Abidin, 2020), and the limited availability of thematic learning book content (Suwardi, 2016). For this reason, it requires extra efforts from the teachers in implementing thematic learning as a mandate from the 2013 curriculum.

Thematic learning aims to make it easier for children to understand a concept with the same theme for several subjects (Wahyuni et al., 2017). Therefore, we can conclude that thematic learning uses the same theme for several subjects so that children gain a more meaningful experience in learning according to the theme. For example, in grade I, several themes are discussed: "My hobby." This theme is studied in several subjects, namely Mathematics, Indonesia Language, Civics, Cultural Arts and Crafts, and Physical Education.

Physical Education is education through physical activity (movement), which aims to increase physical fitness and develop motor skills, knowledge of healthy living, fair play, and emotional intelligence (Samsudin, 2008). So far, implementing Physical Education learning in schools has been adjusted to the developmental characteristics of students and separated from other subjects. By implementing the curriculum of 2013, Physical Education teachers in elementary schools have to adjust to the development of students and the theme discussed. This is a problem because, so far, Physical Education learning has not been integrated yet. Physical Education learning activities are still separated from other subjects.

Through the Ministry of Education and Culture of the Republic of Indonesia, the government has provided teacher books to assist teachers in implementing integrated thematic learning. In addition, they also provided books for students as activity guides that make it easier for students to be actively involved in learning. However, in the implementation, Physical Education teachers still experience difficulties implementing Physical Education learning activities into themes. Although both teacher and student books contain examples of theme-based Physical Education learning activities, these activities are considered inadequate to explore the student movement as the core of Physical Education learning.

Schools in Buleleng District have become a reference for implementing the 2013 Curriculum in Buleleng Regency because of their location in the center of the city/ government. However, based on the results of the need analysis of the Physical Education learning model by distributing questionnaires to 20 Physical Education teachers in Buleleng District, it showed that 17 teachers (85%) stated that they had difficulties in implementing thematic-based Physical Education learning for the reasons: (1) they had not received socialization and training since those who received much training on the 2013 curriculum were classroom teachers and (2) the limited examples of Physical Education activities in teacher and student books. Furthermore, the observations also showed that 20 teachers (100%) expected a thematic-based Physical Education learning model to explore student movements as a guide to learning. For this reason, it is considered necessary to research the development of an integrated thematic-based Physical Education learning model in

elementary schools so that the learning objectives can be achieved. Therefore, several experts have researched developing thematic-based Physical Education learning models in elementary schools. The results are effective in improving student learning outcomes, including research conducted by Giartama, Hartati, Destriani, & Victoriand (2018) regarding the development of integrative thematic Physical Education learning models in Natural Science subjects in elementary schools, which shows that the overall thematic integrative learning model is suitable for the Physical Education learning process in elementary schools where the average score of the student knowledge test is 86.2 which belongs to the very good category. Furthermore, Nurlaela, Samani, Asto, & Wibawa (2018) suggest that the thematic learning model is more effective than conventional learning, where the thematic learning model can accommodate differences in student learning styles and reading abilities.

Based on a preliminary study regarding the limited availability of thematic learning books (nuraini & abidin, 2020) with the support of relevant previous research results, researchers were interested in conducting research on the development of a thematic-based physical education game model for elementary school grade I students on the theme "my hobby" in Buleleng. Play activities were chosen because of the characteristics of children who like to play. Through play, children can learn to accept, express, and solve problems positively.

METHOD

This This study employed the Research and Development (R&D) method. R&D research is characterized by a product resulting from its research. The product development model used in this development research was the Borg & Gall model comprising ten stages (Tegeh & Jampel, 2017). The selection of this model was based on the consideration that there is a match between the development method and the product being developed. The advantage of the Borg & Gall model itself is that it can produce a product that has a high validity value because it goes through a series of field trials and is validated by experts. The following is a picture of the stages of the Borg & Gall Model.

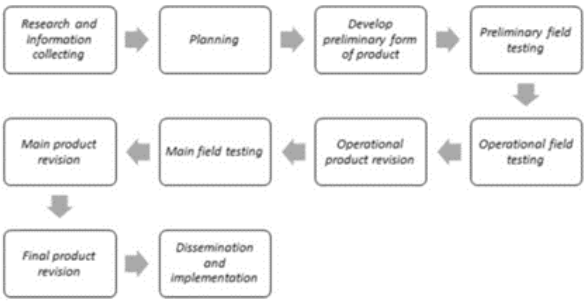

Figure 1. Stages of the R&D Borg & Gall Model (Tegeh & Jampel, 2017).

In the R&D research, the initial product development stage was validated by three validators, consisting of design experts, content/ material experts, and field practitioners. The feasibility test involved three experts in their fields, namely design experts, content/material experts, and field practitioners. The product design experts and content/materials were lecturers of Physical Education Study Program, FOK Undiksha, mastering competence in the learning technology, learning evaluation, and children play subjects. Meanwhile, the validation from field practitioners was carried out by certified Physical Education teachers in elementary schools having over 10 years of experience. The validation process was carried out by providing developed game modules to field experts and practitioners to be further validated under predetermined indicators.

The data collection techniques used in this study were: (1) observations to observe and identify problems in the learning process in the classroom, which were carried out at the beginning as a preliminary study, (2) interviews with school principals, teachers, and students to find out the school needs, especially those related to thematic learning in Physical Education subjects, (3) questionnaire to

determine the responses of research subjects, namely experts and teachers, about the Physical Education game model that has been developed, and (4) documentation in the form of photos as evidence of activities.

The data analysis technique used in this research was a descriptive analysis in percentages. The data in the form of suggestions and reasons for choosing answers were analyzed using qualitative analysis. To determine the interpretation of the results of the data percentage analysis, the percentage classification as mentioned by Tegeh & Jampel (2017) was used, namely: (1) 0 – 20% is not good category (product is not used), (2) 21% - 40% is less good category (product needs a deep revision), (3) 41% - 79% is sufficient category (product can be used with multiple revisions), (4) 71% - 90% is good category (product can be used with a few revisions), and (5) 91% - 100% is very good category (product can be used).

RESULT AND DISCUSSION.

The result of this research was the development of the initial product for later expert validation tests.

Early Product Development

The product produced in this research is a game module in integrated thematic-based Physical Education learning on the theme "My Hobby" for grade I Elementary School. The initial product development process started from:

a. Analyzing Teacher Books and Student Books with the Theme "My Hobby"

There were four core competencies for grade 1, namely (1) accepting and practicing the teachings of their religion, (2) being honest, disciplined, responsible, polite, caring and confident in interacting with family, friends, and teachers, (3) understanding factual knowledge by observing (hearing, seeing, reading) and asking questions based on curiosity about themselves, God's creatures and their activities, and also objects they encounter at home and school, and (4) presenting factual knowledge in a clear and logical language, in aesthetically pleasing works, in movements that reflect healthy children, and in actions reflecting the behavior of children with faith and noble character. The Basic Competencies for Physical Education that appeared on this theme were Basic Competence 3.2, understanding basic non-locomotors movements according to the concepts of body, space, effort, and connectedness in various forms of simple and or traditional games, and Basic Competence 4.2, practicing basic non-locomotor movements according to the concepts of body, space, effort, and connectedness in various forms of simple and/ or traditional games.

The book themed "My Hobby" was divided into 4 sub-themes, namely: (1) fond of sports, (2) fond of singing and dancing, (3) fond of drawing, and (4) fond of reading. Each sub-theme was further divided into 6 learning activities, namely learning activities 1 to 6. Physical Education sessions for each sub-theme appeared in 2 learning activities, namely learning activities 2 and learning activities 4. Basic Competencies for each sub-theme and learning activities were the same, namely Basic Competence 3.2 and Basic Competence 4.2.

b. Drafting Initial Product

After identifying Core Competence, Basic Competence, and the structure of my hobby theme book, the next step was to make Physical Education learning activities for each Core Competence, Basic Competence, and themes. Physical Education learning is identical to physical activity or motion that characterizes it so that learning activities were designed in the form of games. The game was chosen considering the characteristics of children aged 6-7 years, one of which is playing. Through playing activities, children will channel their excess energy, create knowledge through play, and learn to know and solve problems through games. The game chosen was motion-based in accordance with the characteristics of Physical Education learning.

"My Hobby" theme was divided into 4

sub-themes and Physical Education learning appeared in 2 learning activities so that 1 game was designed for 1 learning activity. Therefore, in this study, 8 forms of physical activities or motion games were designed. In sub-theme 'love to exercise' there were 2 games, namely "Guru Berkata" and "Simpai Pos to Pos". Whereas in the sub-theme 'love to sing and dance', there were "Baby Shark" and "Senang Hati" games. In sub-theme 'love to draw', there were games "Gerakanku" and "Cocoklogi". Last but not least, in the sub-theme 'like to read', there were games "Tebak Kata" and "Apakah Aku?"

Expert Validation Test Results

The validity test in this study involved 3 experts, namely design/media experts, content experts, and field practitioners.

Table 1. Expert Validation Test Results

No	Expert	Score	Max. Score	Percent-age (%)
1	Design	56	60	93
2	Content/ Material	79	85	93
3	Field Practi-tioner	71	80	88.75
Mean				**91.58**

Table 1 presents data in terms of design showing that the score of the developed product was 56, out of 60, or 93% (very good category). Product design was assessed based on aspects of appearance, aspects of attractiveness and suitability, and aspects of product packaging. Design experts gave several notes for product improvements, namely the consistency of subtitle coloring from game 1 to another game and the consistency of the creation of writing from beginning to end. The product had been revised according to expert advice.

In terms of content or material, the assessment included 3 aspects, namely (1) the suitability of learning materials with the curriculum, (2) game characteristics, and (3) internalized characters. The data obtained from the content/material validation test were 79, out of 85 maximum scores, or 93% (very good category). The content expert gave some notes for product improvement, namely variations of non-locomotor movements from one game to another to make it more varied and to include the development of aspects of knowledge, attitudes, and skills in the purpose of the game.

Product validation by field practitioners included 3 aspects, namely (1) appearance, (2) relevance, and (3) compatibility with learning demands. The score of the validation test by field practitioners obtained 71, out of 80 maximum scores, or 88.75% (the good category). Field practitioners provided a number of notes for product improvements, namely making video games to make it easier to carry out activities.

DISCUSSION

The final product of developing an integrated physical education thematic-based learning model in elementary schools is the "module of physical education thematic games for grade 1 themed my hobby". The development of this game module aimed to add examples of thematic-based learning activities through game activities. The development of this game module was based on the fact that there were very few examples of thematic-based physical education game activities that teachers could use in the learning process at school, especially in Buleleng district elementary schools.

Product development started from needs analysis, gathering information, designing initial products, and conducting expert validation. Based on the thematic theme 'my hobby,' the physical education game module has been through a validation process by three material experts, namely design experts, content/material experts, and field practitioners (physical education elementary school teachers). The results of product validation tests by design experts obtained a score of 56 or 93%, showing the good category. This means that this product is suitable for further use in limited field trials or small group trials from a design perspective. The results of product validation by material experts obtained a score of 79 with a percentage of 93%, showing the good category so that the game is feasible or

can be used.

The physical education thematic games module for grade 1 consists of cover, introduction, how to use the module, table of contents, and eight types of games. The module is divided into four main sub-themes where each sub-theme consists of 2 games. The four (4) sub-themes belong to 1 theme: "love to exercise" consisting of teacher games and hoops post to post, (2) sub-themes 'love to sing and dance' consisting of baby shark and teacher games, (3) sub-themes 'love to draw' consisting of my movement game and logic match, and (4) sub-theme 'love to read' consisting of 'guessing word' and 'what am I?' games. Each game consists of the title of the game, the meaning of the game, the goal of the game, the playing field, and how to play.

The effectiveness of the developed product still needs further research studies by conducting small group trials, large group trials, and implementation because this research has only arrived at the product development stage, which has been validated by design experts, content/material experts, and field practitioners (physical education teacher). Researches on the effectiveness of developing a thematic-based physical education learning model had been conducted by several researchers, namely kawuryan, hastuti, & supartinah (2018), who revealed that the thematic learning model based on traditional games and oriented to a scientific approach had proven to make a significant contribution to improving student creative thinking skills.

A similar study was also conducted by gandasari (2019) in developing a physical education learning model for elementary school grade ii where the product implementation of the knowledge assessment average was 82.63 (good), the average attitude assessment was 83.06 (good), and the average skills assessment was 82.75 (good). In line with that, nurzaqi & rahayu (2015) found that developing physical education thematic learning materials for elementary school students in grade v could create effective learning, which could develop three learning domains (cognitive, affective, and psychomotor) optimally.

The selection of games as a physical education learning model was based on the characteristics of grade 1 students who are still learning while playing. Play is a learning activity that involves the mind, social, and physical interactions. From various research results, there are several benefits of playing activities, namely developing the potential of children's intelligence (lisnawati et al., 2014), increasing creative thinking skills (novianti, 2018), increasing motor skills (anam, 2019), and increasing social and emotional intelligence. (Santika, 2021).

The research results conducted by kusumawati (2017) stated that traditional games influenced the fundamental movements of running, jumping, and throwing in grade 2 sdn two blitarejo, Lampung. Meanwhile, jihad (2019) found that the target game in physical education learning contributed 41% to emotional intelligence conducted at mulyasari elementary school, sumedang. In addition, the game method, namely the smart circuit game, had a significant influence on mathematics learning outcomes of grade iv elementary school students, lakarsantri ii/473 Surabaya (handayani & budiyono, 2018).

This research is limited to validation tests by experts due to time constraints and the covid -19 situation. However, other researchers who want to do similar research can continue with field tests and effectiveness tests to determine the feasibility and effectiveness of the product in the actual field.

CONCLUSION

The result of this research is a thematic-based Physical Education game module on the theme "My hobby," which has been validated by experts, namely content experts, media experts, and field practitioners. The advantages of this module are that the activities are adapted to the theme as well as the Core Competencies and Basic Competencies in the theme book, the activities are designed in the form of games that

match the characteristics of the students, and the modules are equipped with pictures to make it easier for the teachers to apply them. However, this study has limitations because field tests and effectiveness tests were not carried out in future studies. For this reason, it is recommended for Physical Education teachers and other researchers to develop modules by conducting field tests. .

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