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# PROSIDING *Seminar Internasional*

*"Optimizing the implementation of physical education  
in the attempt to enhance the learning quality  
of physical education"*

Editor :  
Dr. Ridha Mardhiani



**STKIP Pasundan Cimahi**

Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi

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### **Editor :**

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### **Desain Sampul:**

Studio BW Design

### **Tata letak:**

Aay Yartika, S.Pd.

### **Sumber Gambar :**

- [http://sports\\_wallpaper\\_quality\\_vector\\_wallpapers\\_high\\_walls\\_array\\_wallwuzz\\_hd\\_wallpaper\\_8306.jpg/](http://sports_wallpaper_quality_vector_wallpapers_high_walls_array_wallwuzz_hd_wallpaper_8306.jpg/)

**ISBN : 978-602-72326-0-0**

Cetakan pertama : 2015

### **Penerbit :**

STKIP Pasundan Cimahi  
Jl. Permana No. 32 B Cimahi  
Telp. (022) 6628311 - 6630345

Bekerjasama dengan :

Penerbit Bintang WarliArtika  
Jl. Gegerkalong Hilir No. 217 Bandung 40152  
Telp. 022-2009124 – 08122477705

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## KATA PENGANTAR

Prosiding ini merupakan kumpulan karya ilmiah Seminar Internasional PEDAGOGI OLAHRAGA yang diselenggarakan oleh STKIP PASUNDAN tahun 2012, yang diselenggarakan pada tanggal 26 - 27 Maret 2012 oleh Jurusan Pendidikan Jasmani, Kesehatan, dan Rekreasi Sekolah Tinggi Keguruan Ilmu Pendidikan Cimahi. Pemateri dan penulis prosiding ini diantaranya terdiri dari dosen PJKR STKIP PASUNDAN CIMAHI, dosen FPOK UPI, dosen Universitas Gorontalo, dosen Fakultas Ilmu Kesehatan Universitas Negeri Padang, Universitas Negeri Solo, Universitas Hasanudin Makasar, dan Direktorat Jendral Pendidikan Dasar.

Sesuai dengan tema "*Optimizing the implementation of physical education in the attempt to enhance the learning quality of physical education*", maka diharapkan prosiding ini dapat memberikan kebermanfaatan bagi masyarakat di Indonesia pada umumnya dan para guru penjas, mahasiswa, dosen, dan Lembaga/Perguruan tinggi yang berkaitan dengan jurusan pendidikan jasmani, rekreasi, dan kesehatan sebagai bahan rujukan ilmiah untuk penyusunan tugas akhir, skripsi, tesis dan disertasi, dan sebagai pengokohan disiplin ilmu. Serta pedoman dalam pengajaran yang berlandaskan pada hasil temuan/kajian dalam proses penelitian.

Sehingga diharapkan mampu meningkatkan kualifikasi akademiknya maupun Tri Dharma Perguruan Tinggi dalam membangun bangsa yang maju di bidang pendidikan jasmani.

Kami berharap kepada peserta seminar dan pembaca berkenan memberikan masukan-masukan jika terdapat kekurangan pada isi prosiding ini, kami dengan senang hati menerima kritik dan saran yang membangun.

Cimahi, Maret 2015

Tim Penyusun

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# PHYSICAL EDUCATION INTEGRATED LEARNING MODEL IN ELEMENTARY SCHOOL

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## **Abstract**

*This paper based on the fact that education in elementary school learning has many constraints. Physical education courses are considered less important than other subjects. Physical education in elementary school has allocations hours of lessons that are still lacking. Physical education lessons are boring and tend to be more directed at the acquisition of skills. On the other side of learning in primary schools are generally less attention to the growth and development of students. The learning in school is more likely to be inconvenient and not in accordance with the needs of the child who needed a learning approach which involves all aspects of the students. Integrated learning is a discourse that has been implicated in recent years. The presence of integrated learning provides fresh air to the framework of primary school teachers in learning innovation. Physical education as a subject in primary schools use integrated learning as a way to mitigate some deficiencies in the teaching of physical education. Integrated learning of physical education can be a combination of two or more materials that exist in physical education, are realized in the study. Integrated learning in physical education physical education can also be a combination of two or more physical education materials with materials other subjects, such as mathematics, Indonesian, religious education, science, social sciences, and arts and crafts. The Integrated learning curriculum unit level based on education in 2006, both in terms of competence standards, indicators, and the results of learning. Integrated learning is an innovative teaching and learning in accordance with the curriculum of educational unit level in 2006. The integrated learning involves the development of all aspects of the student so that it aligns with national education goals that human being. Integrated learning of physical education provides a solution to various problems arising submarine is about teaching physical education in elementary schools.*

**Keywords:** *learning, integrated, physical education*

## **A. BACKGROUND ISSUES**

Physical education is an integral part of the educational course in which there is a learning process. When compared to learning other subjects, physical education learning process is very different. Physical education invites students to develop according to his wishes, but it is another reality on the ground resulting in physical education became a subject boring and tedious, and inconsistent with the basic concept of physical education itself. Another fact is that there is continuity between the curriculum that teaches children to real life everyday as revealed by Siswoyo states that learning in elementary school (SD) defined curriculum experts tend to be exclusive, narrow, and too academic and impressed all of the students about to be redirected scientists (SuaraMerdeka, Thursday, May 6, 2004).



The Physical education subjects have allocated time of 2 hours of lessons per week, with one hour lessons ranging between 30-40 minutes. Time allocation is very clearly will affect the objectives of physical education, so that the learning process cannot achieve the real goal of physical education and cannot give the maximum contribution to a child's development. As revealed by Wiryawan (Pikiran Rakyat, 11 April 2003), the American study has shown, learning curriculum with separate subjects make less successful learners develop our potential to the fullest. Curriculum with subjects separated in 50 minutes per hour meetings to be unrealistic.

The learners have the opportunity to learn something lacking in depth These schools tend to provide allocation waktu very much on subject-specific subjects. In elementary school, it is in opposition to the development. Lack of time for primary school children to meet the desires of the movement result in problems in the process of learning the subjects, when the child wishes to move in the ongoing classroom learning, then the child can not resist the desire to move that resulted in the learning process to be "chaotic".

It is a fact that a challenge for primary school teachers in order to create conducive learning environment for children of primary school age. Elementary school physical education teachers should know and understand the characteristics of the growth and development of children of primary school themselves, then understand and know the learning strategies appropriate for the child's age. It is a plus, as an effort to improve the quality of teaching physical education in elementary schools.

Through the regular physical education program, planned and guided expected to achieve a set of objectives that include growth and development aspects of physical, intellectual, emotional, social, spiritual and moral optimal. Referring to the importance of the child's growth and development, it is necessary the existence of a learning model of physical education is combined with other subjects. The learning model is one of the innovations that can provide rides for children in activities that match their interests and needs. Learning model is also expected to provide a creative and innovative mindset for teachers in concocting the learning process so children feel happy and do not feel burdened by the subject matter lessons in the curriculum.

## **B. INTEGRATED LEARNING**

### **1. Integrated Learning meaning**

Learning with an integrated approach, especially in other countries has long been recognized, as raised by Saud (1997:2-3) that an integrated approach is basically not a new idea in education, especially preschool and elementary education. John Dewey, A Modern American Education experts have suggested the idea of the need for the implementation of an integrated learning approach in the process of education and learning to the children since the beginning of abad-20. However, a new approach to integrated learning attention in the 1970s, as an effective alternative to children's learning, after various studies provide evidence that traditional learning approaches have failed to develop an optimal child. Hopkin in RusliLutan (1994:26). Further explains that there are aspects of the integration in education, namely: psychology, sociology, and pedagogy, while the integrated understanding is a process that sees things as a whole or as a single unit.



Integrated learning itself is a model of learning that brings the learning conditions that are relevant and meaningful for children. Integrated learning an instructional media effectively help children to learn in an integrated way in the search for relationships and linkages between what they already know to new things or new information that they find in their learning everyday. Collins and Dixon (1991:6) states about integrated learning as follows: integrated learning Occurs when an authentic event or exploration of a topic in the driving force in the curriculum. He also explained that the implementation of the child can be encouraged to participate actively in exploring the topic or event, students learn the process and content (matter) more than one field of study at the same time.

The Integrated learning is very attentive to the needs of the child in accordance with the holistic development by engaging actively in the learning process both physically and emotionally. For that activity will include actively searching and digging and finding concepts and scientific principles of holistic, meaningful, and authentic so that students can learn to apply the acquisition of solving real problems in everyday life. Bredekamp (1992:7) explains that in the adult learning process should provide a variety of activities and materials are rich and offer options for students so that students can select for small group and independent activities and provide opportunities for students to take the initiative themselves, perform the skills own initiative as an activity of his choice. Integrated learning also emphasizes the integration of a variety of activities to explore objects, topic, or theme that is events, facts, and events that are authentic.

Wiryawan (Pikiran Rakyat, 11 April 2003) suggested that the integration of the concept of integrated learning is not simply combine the contents of several subjects, but more broadly that combine different types of skills, attitudes, or other abilities so learning more meaningful. In line with that Wilson et al., (1991:2), states that the integration can be done through the integration of the curriculum in which teachers plan a lesson subjects for students at the same time they also learned something else such as science, social studies, and mathematics. Also explained that integrated learning aims to develop children's understanding of the ability of their physical and social environment that they can take part in which children learn together and learn the language. In this case some children have focused talk and learn together, and to develop an understanding of their capabilities. They learn in groups. In groups they freely dispense argument. This means that integrated learning efforts of teachers integrate the various issues related to learning a subject and mixed into one unified implementation of learning tailored to the reality of children's lives. Like the spices that one another have properties similar decline herbs mixed into the wind.

shortly, it can be concluded that integrated learning is essentially integrate the various efforts related learning materials, either in a single discipline or interdisciplinary science with real life and the needs of the students, so that the child's learning process into something meaningful and fun child. Integrated learning refers to two main points, namely: 1) the relationship between the learning materials relevant disciplines tied / merged with the main theme, and 2) the principal theme of connectedness with the actual needs and lives of the students. Thus, the level of integration depends on the strategy in linking and connecting learning materials with flawless real students.



## 2. Basic Concepts Integrated Learning Approach

Children naturally develop integrated; we need a unified learning to foster the child correctly. Aspects of intellectual, socio-emotional, and physical child must be developed at the same time. Integrated learning approach is a strategy that provides opportunities for children to develop their potential in a balanced, optimized, and integrated well. The integrated approach is basically to help the child to develop itself as a whole, helping children to become developers and builders of science through real experience. Through an integrated learning process children are trained to work together, relax, and collaborate with colleagues or teachers in developing science and solving problems. Integrated learning approach tries to make learning meaningful and relevant teaching and learning process is more informal, this approach increases the child's learning activities (RusliLutan, 1994: 27). There are two reasons for the application of blending learning one subject with another subject, or a subject with a particular teaching material, so that it becomes a menu that will be presented in the learning process (Personnel Directorate, Directorate of Basic Education, Ministry of Education: 2004), ie :

- a. Empirical reasons, because essentially life experiences are complex and integrated, meaning that involves various interrelated aspects. Go to the market, for example, is the complexity of life experiences that are not only social (relating to others), economics (the household), but also mathematics (related to calculating the price), and biology (related with about goods and materials that we buy), and so on. Thus, the learning process at school can actually be implemented model mimics the experience of life in the community, such as the learning process more in line with the reality of our lives.
- b. Scientific Theoretical reasons, because of the situation and problems in life will continue to evolve in line with the development of science and technology. For example, science has become more open space after the shuttle could land on the moon. The computer is now the engine of information that has been entered in our homes without permission. That's why the teaching materials in schools certainly should be enriched with the charges of the development of science and new technologies. Given the many problems in life, a lot of new material proposed by the public for inclusion in the school curriculum, such as environmental, marine science, knowledge about drugs, HIV and AIDS, moral and character education, faith and devotion, reproductive health and sex education, stock exchanges, and much more. To put things into a separate subject, of course, it has not being incorporated into the curriculum as a stand-alone subject. In other words, loads of knowledge and information is becoming increasingly unlikely it can be incorporated into the curriculum of a stand-alone subject. Therefore, it is necessary that the content of the curriculum organization is more a choice of teaching materials specifically prepared a menu for the learning process. From this came the birth of fusion subjects integrated curriculum (integrated curriculum), and then gave birth to the core curriculum (core curriculum).

The curriculum developers should think back to basics in the process of curriculum development. In the implementation of the curriculum, there arose an integrated learning model, with the aim to make the process of learning to accommodate the development of



science and technology, as well as the complexity of the problems in society. Similar disclosed Wiryawan, combines the reason is largely a matter of learning and experience in life is essentially interdisciplinary and need to use a variety of skills. Through integrated learning, students can learn from the experience to solve everyday problems, whether simple or complex. Further Wiryawan (Pikiran Rakyat, 11 April 2003), a significant integrated learning can make students as learners comprehend the concepts learned through direct experience and Making connections with other concepts. Integrated learning mathematics not only blends with the natural sciences into the field, but also involves the science of language, literature, social sciences, and the arts in the learning process.

#### **4. Integrated Learning Models**

Integrated learning has several models such as expressed by the Personnel Directorate, Directorate of Basic Education, Minister of Education integrated learning models consist of:

- a. Model of integrated learning between the two subjects in the curriculum structure and regulations. For example, the subjects of Mathematics and Indonesian Language, Mathematics or the subjects of Social Sciences, etc..
- b. Integrated learning model from one particular subject with teaching materials that do not stand alone as a subject, such as the subjects of Religious Education with teaching materials on population and environment education, the subjects of Biology with reproductive health education and HIV / AIDS, among subjects CIVICS with character education teaching materials, Lesson of Indonesian with faith and devotion of teaching materials, etc..
- c. Model of integrated learning some subjects, more than two subjects, such as Mathematics, Science, Social Sciences, Art and Crafts are incorporated into a learning activity project (project method).

Forgarty (1991:4-5) says there are 10 models associated with the integration of these models are as follows:

- a. Fragmented Model, This model is learning conducted separately
- b. Model Connected (connected) model of connectedness is an integrated learning model that deliberately sought to link the topic to topic began in one area of study, for example, linking the concept with kosep writing in Indonesian Language.
- c. Nested Model Integrated Learning nested models is a rich learning model integrated with the design by the ability of the teacher
- d. Sequenced model is an integrated model of learning in which the teacher teaches at a subject so he can rearrange the order of topics and the inclusion of a subject topic other subjects in order of teaching it, of course in the same subject or relevant. At the core of the subject brings another lesson, and vice versa.
- e. Shared Model is an integrated learning model in which the development of an overarching discipline cross curriculum, for example, and IPA Matemaika aligned as science. Literature and History combined on the label of humanity, art, music, dance and drama under the umbrella of the principal arts, computer technology and home industry as an art that needs to be practiced.

- f. Webed model is an integrated learning model that uses a thematic approach. This approach begins with the development determine a specific theme, for example, transportation. Themes can be determined by negotiations between teachers and students, but can also be by way of discussion among teachers. Once the theme is agreed upon, then the sub-theme developed by considering relation to other fields of study. Of sub-sub-theme was developed learning activities undertaken by students.
- g. Threaded model is a model of an approach like looking through binoculars at which point of view (focus) can start from the closest distance to the farthest point from the eye to eye.
- h. Integrated Model is a learning model that uses the approach between fields of study. This model that cultivated by combining field studies, by establishing curricular priorities and find the skills, concepts, principles, and attitudes overlap in several areas of study.
- i. Immersed Model This model is intended to filter the contents of the entire curriculum by using a certain perspective. For example, a person who combines all the data from various disciplines (subjects) and displays it through something that really interested in an idea.
- j. Networked Model is a model of integrated learning related from outside sources as input and everything is improving and expanding new ideas or develop ideas. For example, an architect adapted the technology to design a network with engineering programs and expand the knowledge base as he has traditionally worked with part of the room designer.

Based on the above idea can be drawn a conclusion that the integrated learning has certain models that relate to the learning process in schools. Integrated learning is a combination of two or more materials that are relevant to a subject in school, which is mixed in a learning scenario, for example in physical education subjects no matter incorporation of basic motion basic motion locomotive motor and non-locomotive motor. Integrated learning is also a combination of learning materials that exist in two or more subjects, which are mixed in a single study on the subjects combined, for example a combination of motion base jump and jump in physical education combined with learning basic arithmetic math, carried on learning in the field of physical education.

### **C. PHYSICAL EDUCATION IN ELEMENTARY SCHOOL**

The elementary school is one of the phases through which the children to begin to learn things. As the name suggests, these institutions provide something very basic knowledge for children. One of the subjects in the curriculum of primary school is physical education. Physical education is an integral part of education, the use of physical activity as a medium for teaching children in the pursuit of the development of the cognitive, affective, and psychomotor.

Motion is the ultimate goal of the learning process of physical education that has meaning and understanding of the dynamic. Learning that is able to explore children's creativity in moving may be helped to achieve learning objectives. Schmidt (188-346) suggests that the study of motion is essentially a process of responding to a relatively permanent change as a result of training and experience. While the skills associated with



muscle movement or body movement to succeed in the implementation of the desired activity (Singer, 1982: 9).

Every child has the ability to be moved with the quality of each other differently. Many factors which affect the development of the motion of which is innate and environmental (Gallahue, 1988: 63-71). The differences may underlie the curriculum of 2004 or the Education Unit Level Curriculum (SBC). Along with that physical education teachers are required to implement the curriculum properly, so there needs to be a learning model that enables the implementation of the curriculum.

In 2006 Curriculum Physical Education Elementary Physical Education stated that education is a process that uses physical activity that is planned systematically aimed at improving individual organic, neuromuscular, perceptual, cognitive, and emotional. Physical Education in the learning process, teachers are expected to teach a variety of basic movement skills, techniques and strategies of the game / sport, internalization of values (sportsmanship, honesty, cooperation, etc.) and habituation healthy lifestyle, which in practice is not through teaching conventional in the classroom that is theoretical study, but involve an element of physical, mental intellectual, emotional and social. In addition, given the teaching activity should get a touch didactic-methodical, so that activities undertaken to achieve the goal of teaching.

While the purpose of Physical Education in Primary Schools 20,046 implicit in curricula is to 1) Laying the foundation of strong moral character through internalization in Physical Education, 2) Build a foundation of strong personality, peace-loving attitude, an attitude of tolerance in the context of social and cultural diversity, ethnicity, and religion, 3) Developing critical thinking skills through the implementation of teaching duties Sport Education, 4) Developing sportsmanship, honesty, discipline, responsibility, teamwork, confidence and democratically through physical activities, games and sports, 5) Developing movement skills and the skills of various games and sports such as games and sports, development activities, self-test / gymnastics, rhythmic activity, aquatic (water activity), and special education classes (outdoor education), 6) Develop self-management skills in developing and maintenance of physical fitness and a healthy lifestyle through physical activity and exercise, 7) Develop the skills to maintain the safety of themselves and others, 8) Knowing and understanding the concept of physical activity and exercise to achieve health information, fitness and healthy lifestyle , 9) Being able to fill leisure time with physical activities that are recreational. The purpose of physical education should be achieved through a learning process, planned and organized.

In addition to these ends implicit also in 2006 that the curriculum of physical education functions include aspects of Organic, Neuromuscular Aspects, Aspects of Perceptual, Cognitive Aspects, Social Aspects, Emotional Aspects. The learning process of physical education has not been able to function as such, a variety of approaches learning physical education has not been able to reflect the functions of physical education. Learning process needs to be done regularly and systematically in order to function physically education as mentioned above. Physical education needs to have a learning approach to cover all aspect of the student. Integrated learning approach is no longer simply a discourse but should be implemented in the learning process of physical education, especially in elementary school, because children naturally develop integrated. There are aspects that need to be developed



at the same time so that an integrated approach to learning is a strategy that provides opportunities for children to develop their potential in a balanced and integrated, it is certainly in line with the Education Unit Level Curriculum (SBC) 2006.

Based on the 2006 curriculum, the scope of learning materials in elementary school physical education include:

1. Games and sports games and sports activity contains a variety of sports activities and games are not well structured and carried out individually or in teams. In this activity includes the development of a value system such as teamwork, sportsmanship, honesty, critical thinking, and comply with regulations.
2. Development Activities development activities contains activities that serve to establish the ideal posture and the development of physical fitness components and the values contained in it, such as: strength, endurance, flexibility, balance, and flexibility of the body, forms of exercise performed in the activity This for example: pull-ups, sit-ups, back-ups, push-ups, squat-jump and others.
3. Test yourself / gymnastic activity self-test features of the activities associated with such dexterity; gymnastics floor gymnastics equipment and other physical activity that aims to train the courage and capacity of self.
4. Rhythmic activity contains activities related to rhythm problems. In the learning process that focuses on the suitability or the integration of motion and rhythm.
5. Water Activity (aquatic) contains water activities, such as water games, swimming styles, and water safety, and ethics in the pool.
6. Outdoor Education (Outdoor Education) Nature School contains about activities outside the classroom / school and the other in the wild, such as playing in the school, in the park, in the village farming / fishing, camping, and activities that are adventurous (mountain climbing , down the river, "Cano" and others), as well as behavioral components related to the outdoors activity

In the implementation of physical education through certain stages, for example: 1) Preparatory Phase, which includes the preparation steps, such as setting learning objectives, selecting instructional methods, selecting learning materials, Determining the allocation of time, resources and tools Determining learning materials However, choosing the type of evaluation, etc., 2) Implementation Phase, the implementation phase is essentially applying what has been done in the preparation stage, and 3) evaluation phase, which include: Gather information about the achievement of competence, purpose of evaluation is to assess the extent to which students are able to achieve the learning outcomes and competencies Provide feedback on the course of learning.

#### **D. INTEGRATED LEARNING IN PRIMARY SCHOOL PHYSICAL EDUCATION**

Many possibilities for linking physical education with other subject matter especially for the early grades as integration with arithmetic, language, outdoor education, social education, and so on. Education Unit Level Curriculum 2006 gave an opportunity to the teachers to develop lesson plans appropriate to the circumstances of students and schools. The curriculum also helps the teachers to collaborate on the subject of physical education with other subjects that the material is relevant and can be actualized in an integrated



learning that allows develop the existing aspects of the student in accordance with the standards of competence. As stated in the 2006 Curriculum Signs that consist of: that in developing learning activities, teachers can combine some basic competence in some activities, and can also combine learning outcomes and indicators in the learning activities.

Learning materials contained physical education in elementary schools curriculum 2006 consisting of: Games and Sports, Development Activities, Test yourself / gymnastics, Water Activities (aquatic), Rhythmic Activities, Outdoor Education (Outdoor Education), can be combined with the level of relevance of the materials to each other.

Integrated learning of physical education can include two or more materials are included and implemented in a matter of learning the physical education. For example, in learning the game and exercise also involves other materials contained on or self-test development activities / exercises. As another example, we will implement the learning water (aquatic) activities in the pool, we also include other materials that exist in games and sports, using a small ball or big ball, and we can also involve materials development activity or self-test / exercise.

Integrated learning of physical education can also involve the materials contained in other subjects in elementary school that is based on the basic competences, indicators, and learning outcomes, such as Religious Education, Indonesian Language, Mathematics, Science, Social Sciences, and Crafts art.

The materials contained in the subject-other subjects may be involved in a process of learning the material relevant physical education. The material in physical education selected then combined with materials other subjects. Education Unit Level Curriculum 2006 also gives teachers an opportunity for building the theme of learning that includes some of the subject matter in different subjects this model is better called Thematic. For example, the theme of a physical education lesson, connecting with learning basic reading and math for elementary school children.

## **E. CONCLUSION**

Integrated learning is an innovation that can be developed by elementary school teachers in an effort to achieve the goal of education is human being. As it has been discussed above that the children are experiencing growth and development in all aspects of the activity so requires a learning approach that can cover it all. Integrated learning approach allows for the implementation of effective and efficient learning, especially for physical education that is still considerably lower than the other subjects. Integrating physical education with other subjects, especially in primary school is an attempt to align the physical education with other subjects.

Integrated learning will add hours of physical education lessons that have been considered are lacking. Two hours of physical education lessons will increase indirectly by learning other subjects by using physical education lessons that are more than happy to do. Learning mathematics has a lot of class hours can be used for physical education for the learning process through the integrated learning.

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