



International Seminar of
Sport Culture and Achievement

ISSCA 2014 PROCEEDINGS

*“Global Issues of Sport Science &
Sport Technology Development”*



Diterbitkan Oleh:
Fakultas Ilmu Keolahragaan
Universitas Negeri Yogyakarta



International Seminar of Sport Culture and Achievement
“Global Issues of Sport Science & Sport Technology Development”

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24 April 2014

Preface

Salam Olahraga!

Praise and be grateful to the Lord, so that this proceeding can be issued. The International Seminar of Sport Culture and Achievement with "Global Issues of Sport Science & Technology Sport Development" theme is held on 23rd- 24th April 2014 at Yogyakarta State University Hotel. The seminar is conducted by Faculty of Sport Science, Yogyakarta State University.

The seminar was conducted in order to enliven the 50th anniversary of Yogyakarta State University. The Seminar aims at revealing any growing sport potentials and recent worldwide research results. There are three pillars of sport: recreational sports, physical education/ sports pedagogy, and elite sport that in common have one goal to form characters and support achievement.

Hopefully, the publication of this proceeding can bring benefits to the participants in particular and readers in general. Final words for all those who have helped this seminar, we thank you.



Dean of Faculty of Sport Science
Yogyakarta State University,

Drs. Rumpis Agus Sudarko, M.S.

Preface

Assalamualaikum Warrah Matullahi Wabarakatuh

The honorable speakers, Prof. Dr. Djoko Pekik Irianto, M.Kes. AIFO (Deputy of Achievement Improvement of Sport and Youth Ministry), Dr. Wayne Cotton (Australia), Dr. Jose Vicente Garcia Jimenez (Spain), Dr. Achara Soachalerm (Thailand), Dr. Lim Peng Han (Singapore), and Dr. Gunathevan A/L Elmulai (Malaysia). The distinguished guests.

First of all, on behalf of the committee of the International Seminar of Sport Culture and Achievement, let me express great thank to God Allah SWT who gives us opportunity and health, so that we can join this international seminar on sport culture and achievement. It is my pleasure to welcome you to the International Seminar of Sport Culture and Achievement in Faculty of Sport Science Yogyakarta State University.

The international seminar is in order to celebrate the 50th anniversary of Yogyakarta State University. In this opportunity, we invite five speakers from five countries; they are from Spain, Australia, Thailand, Singapore, and Malaysia. The participants of the seminar are 250 participants.

Finally, allow me to express my gratitude to all audiences, especially the honorable speakers and the distinguished guests for paying attention to this seminar. I hope that the seminar will run well and be successful.

Thank you very much.

Wassalamualaikum Warrahmatullahi Wabarakatuh

Yogyakarta, 24th April 2014

Chairman of ISSCA,



Dr. Pangung Sutapa, M.S.

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INTEGRATED PHYSICAL EDUCATION IN THE CONTEXT OF 2013 INDONESIAN PRIMARY SCHOOL CURRICULUM

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Abstract

In the 2013 Indonesian curriculum, it is permitted to integrate of basic competencies between the subjects with other subjects in elementary school. This integration is implemented in an Integrative Thematic approach that is expected to develop a holistic student aspect. Integrated physical education is a model that has the approach to integrate physical education with other subjects. Therefore, the need for research to determine the fit between theory, concepts, and structures of integrated physical education and 2013 Indonesian primary school curriculum in 2013. The study was a descriptive analytic qualitative approach. As a matter of analysis, this study uses the documents of integrated physical education model, like: books, journal articles, relevant studies and documents covering the 2013 Indonesian curriculum, like: structure of the curriculum, competency standards, core competencies, core competencies, guidelines, and Teacher Handbook (guide the learning process and guides the implementation of measurement and assessment of learning outcomes, and syllabus). Collecting data in this study is used the documentation techniques. Analysis of the data is used descriptive qualitative analysis of narrative that seeks to examine the data encountered. This study concludes that there is a correspondence between thematic integrative approaches in the 2013 Indonesian primary school curriculum and integrated physical education model. This specific is seen from the perspective of theoretical aspects, concepts, structures, and the scope and characteristics of learning. Thematic approach to integrative learning focused on science, while at integrated physical education focused on physical education. The results of these studies indicate the need for adjustments between models *Integrated Physical Education with an integrative teaching model that thematic similarities mentioned above can be implemented properly.*

Keywords: integration, curriculum, physical education

INTRODUCTION

Physical Education can not be separated from the general education, but compared to the other study, it is really different. It makes student to be healthy. However, in reality, it is regarded as a boring and tiring subject that contradicted the basic concept of said education. Another fact is that there is no relation between the curriculum and the student's real life in school which is tended to be exclusive, narrow minded, too academic, and it looks like all students are directed to be a scientist (Siswoyo, 2004).

Physical Education takes two hours every week with every hour is consisted of 30-40 minutes. It does not really proportional to its main purpose. Wiryawan (2003) gives an example from a recent research in America shown that education which use curriculum with separated subject failed to maximally build the student self ability. Curriculum with separated subject in 50 minutes for every meeting becomes unrealistic. Student does not have more opportunity to learn something deeply. Schools tend to give more time for certain subjects. In elementary school, it hinders the children growth. It caused problem in educating progress if children does

not have enough time to move their body. Children cannot stop themselves from moving even in the middle of the class.

Organized, planned and well-guided Physical Education program hopefully could reach some set of goals like the optimal growth and development in physical, intellectual, emotional, social, and spiritual aspect. Referred to the importance of the children growth and development, an integrated Physical Education is needed. It is one innovation that would give children a media in doing activity which compatible with their need and interest. It also hopefully could give an idea to the teacher in creating educational progress into interesting activity that would keep the children happy and not burdened by the study material in the curriculum, especially facing the start of 2013 curriculum program.

The start of 2013 curriculum program gives a significant effect to many method and educational teaching model in elementary school. Development concept of 2013 curriculum has adopted various recent educational developments especially in achieving competent graduate with good attitude, relevant skills, and related knowledge (Kemdikbud, 2012:15). The ideal concept of 2013 curriculum to the educational teaching process is focused on the student (Student Centered Active Learning) and contextual (Kemdikbud, 2012:15). Teachers are allowed to adjust their teaching according to the concept.

Physical Education becomes one of the subjects that are the integral part of all study matters in 2013 curriculum. In basic competency for elementary schools for 2013 curriculum is said that there is integration based on the close meaning of the competency content between Physical Education with other subject. Of course this integration needs a suitable process of planning, executing, and evaluating so the main goal of learning Physical Education and other subjects is related. It is suitable with the integrated Physical Education teaching model. Because of this, a research about the relation between integrated Physical Education with 2013 curriculum is needed. So the problem in this research is related with analyzing the compatibility between theory, concept, and integrated Physical Educational structure with 2013 curriculum in the teaching progress for elementary school level.

Teaching with integrated approach actually is not a new innovation in education especially in kindergarten and elementary level. John Dewey, an expert in modern America educational already suggested the idea of the need for the implementation of an integrated approach to teaching and learning in children's education process since the beginning of the 20th century (Saud, 1997:2-3). However, integrated approach only gets the attention around 1970 as the alternative for the effective children teaching method after various researches proven how traditional teaching methods were failed in developing children optimally. Hopkin in Lutan (1994:26) furthermore explained that the aspects of integrated in education are psychological, sociology, and pedagogy, while integrated understanding is a process of seeing something as a whole or a single unit.

Integrated teaching itself is a teaching model that brings a relevant teaching situation which is meaningful to children. Integrated teaching is educating media which is effectively helped the children to learn integrated in finding connection and relation between what they know with new information or things they just learned everyday. Collins and Dixon in Sutresna, et al (2003) state that integrated learning as integrated learning occurs when an authentic event or exploration of a topic in the driving force in the curriculum. Furthermore, it is explained that in practice children could be asked to actively participate in exploring some topic or event, they could learn the process and content (matter) of more than one subject at the same time.

Integrated learning has some models as revealed by Depdiknas (2004). Integrated learning model in question include the following: First, integrated learning model between two subjects in the applied curriculum structure, for example between Mathematic with Indonesian Language and Matematic with Social Science, etc. Second, integrated learning model between one certain subject with learning material which cannot stand alone as a subject, like between Religious Education with Population and Environmental Education teaching material, Biology with Healthy Reproductive Education and HIV/AIDS subject material, between Civic Education with Character Building Education study material, Indonesian Language with Faith and

Devotion study materials, and so on. Third, integrated learning model with two or more subjects such as: Mathematic, Science, Social Science, Handicraft and Art, which combined into one learning activity project (project method). Forgarty in Sutresna, et al. (2003) stated that integrated model is a learning model which used an approach between study subjects. This model is sought by combining field studies by establishing curricular priorities and finds the skills, concepts, principles, and overlapping attitudes in several areas of study subjects.

Based on that statement can be drawn a conclusion that integrated learning has certain models that related to educational progress in school. Integrated learning is a combination between two or more related study subjects in school, which is combined into one learning scenario, for example in physical education that have a combination between basic locomotor movement with basic nonlocomotor movement. Integrated learning also a combination of study materials that exist in two or more subjects, combined into one learning at one integrated study subject, for example in a combination of basic jumping movement with basic numbers counting in matemathic, that done in Physical Education practice at field.

The concept of change in 2013 curriculum consist of some elements like how it is written in 2013 curriculum from Kemdikbud. Those elements are listed as the following: First, Graduate Competence, an increase and balance in soft skills and hard skills which include competence in attitude, skill, and knowledge. Second, the position of subject, the competence which originally derived from study subject changed into a subject whom developed from competence. Third, Thematic Integrative is Approach in all study subjects. Fourth, the structure of study subjects curriculum and time allocation, holistic and integrative focus to nature, social and culture. Teaching is held with scientifically approach. Study subjects are reduced from 10 into 6. The hours increase into 4 hours per week due to the change in learning approach. Fifth, learning is progressive. Standard progress which originally focused on exploration, elaboration, and confirmations completed with analyzing, asking question, processing, reasoning, presenting, summarizing, and inventing. Learning not only happens in classroom, but also around the school ground and society. Teacher is not the only learning source. Attitude is not taught verbally, but by giving example. Learning is used Integrative Thematic approach.

Particularly, Ministry of Cultural Education has issued Basic Competency for Elementary School/Madrasah Ibtidaiyah as part of 2013 curriculum. It contains some element that is described specifically for the start of 2013 curriculum in Elementary School and Madrasah Ibtidaiyah. These elements include Curriculum Structure, Organizational Basic Competence in all Study Subjects, Main Competence and Basic Competence, Thematic Integrative Learning, Main Competence and Basic Competence in every Study Subjects.

Group A is the study subjects which gives more orientation competence to the cognitive and affective aspect while Group B is the study subjects which emphasized the affective and psychomotor aspect. Basic Competence Integration on Science and Social Science is based on the close relation of meaning from the content of Science and Social Science Basic Competency with Religious and Character Building Education, Civic Education, Indonesian Language, Mathematic, and Physical Education for class I, II, and III. Furthermore, for class IV, V and VI, Science and Social Science Basic Competency is stand alone then integrated into the themes for class IV, V and VI?

The burden of learning is expressed in every study activity for each week for one semester. The burden of learning in Elementary School/MI for Class I, II, and III, respectively 30, 32, 34 whereas for class IV, V, and VI, respectively 36 hours each week. Hours of study for Elementary School/MI are 35 minutes. With the additional hours of study and the reduction of the number of Basic Competencies, teachers have

the flexibility of time to develop a student -oriented learning process actively. Active student learning process takes longer than learning the process of delivering information because students need practice to observe, ask, associate, and communicate. The learning process requires the teacher's patience in educating students so that they become aware, able and willing to learn and apply what they have learned in the school environment and society. In addition, the increase in hours of study allows teachers to assess learning processes and outcomes.

Elementary School/MI curriculum is using thematic integrative learning approach from class I to classVI. Thematic integrative learning approach is study approach which integrates a variety of competencies of various subjects into various themes. The integration is done in two ways, namely the integration of attitudes, skills and knowledge in the learning process and the integration of the related basic concepts. The thematic is the basic meaning of various concepts so that students do not learn the basic concepts partially. Learning thus giving full meaning to the learners as reflected in the variety of themes available.

In thematic integrative learning, the theme is chosen with regard to nature and human life. For class I, II, and III, both of which are substantially the giver of meaning to Civic Education, Indonesian Language, Mathematics, Cultural Art and Craft, as well as Physical Education. This is where the basic competencies of Science and Social Studies are organized into other subjects have an important role as a binder and developer of Basic Competence for the other subjects. From psychological point of view, the students have not been able to think abstractly to understand content in separate subjects except for class IV, V, and VI which has begun to think abstractly. View of developmental psychology and Gestalt provides a solid foundation for the organized integration of basic competencies into thematic learning. From the perspective of transdisciplinarity then strictly dividing the curriculum won't provide benefits to the ability to think further.

There are 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. Integrated learning of Physical Education can involve materials contained in other subjects in elementary school that is based on the basic competencies, indicators, and learning outcomes. In accordance with the structure of the elementary school curriculum in 2013, which included subjects in group A consists of: Religious and Character Building Education, Civic Education, Indonesian Language, Mathematics, Natural Science, Social Science, while group B consist of: Cultural Arts and Crafts, and Physical Education.

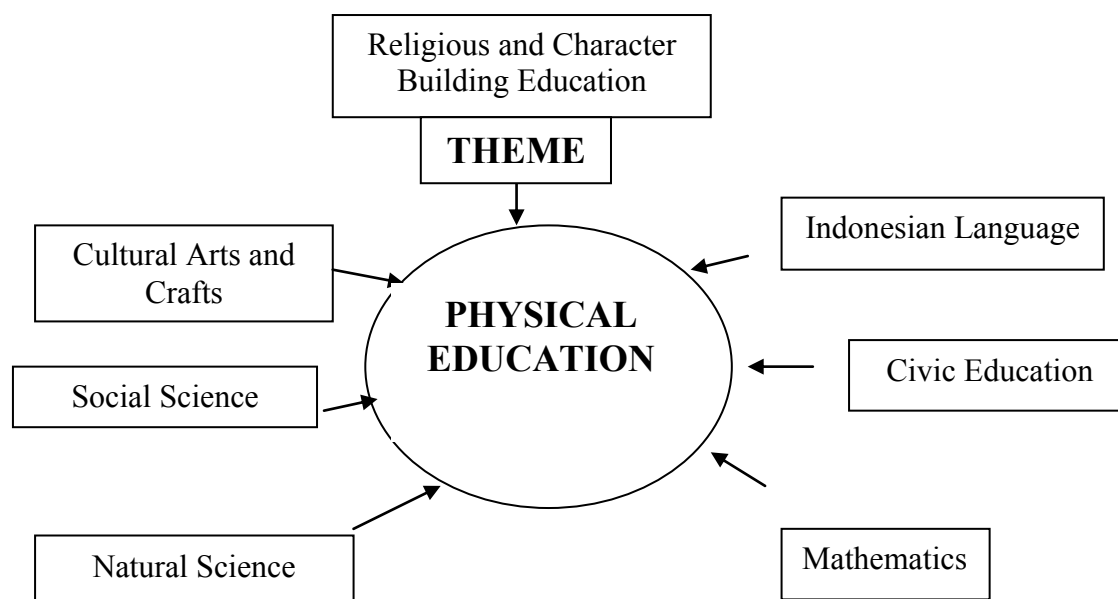


Figure 1. Integrative Thematic in Physical Education based on 2013 Curriculum

The materials contained within the others subjects can be involved in some Physical Education learning progress with relevant study materials. Materials within Physical education then chosen and combined with others materials from other subjects. 2013 curriculum also gives teachers an opportunity to build learning theme that includes several study materials in different study subjects, this model is called Thematic Integratve. For example, the theme in learning Physical Education is associated with basic reading and counting for elementary student. Learning Physical Education with other study subjects as part of the implementation of the Thematic Integrative approach as illustrated in Figure 1.

RESEARCH METHOD

The research that used to finish this problem is by using anlitical description research with qualitative rapprochement. Descriptive research give the illustration about the situation and certain social indications. The illustration here is some suitability that indentified trough a deep analysis between integrated physical education concept and 2013 curriculum in study course Physical educationof elementary school. The subjects of this research is written documents about Integrated Physical Education such as : books, journals, and some relevant researches. Moreover, 2013 curriculum documents that included curriculum structure, a graduate's competency standard, main competency, base competency, and guidance and also teacher's guide book (a guide for doing learning process and guide to measure and rate study result, syllabus). The data collection in this research using documentation technique. The research instrument is a documentation guidance. The data is valid when there is no differences between the report that given by the researcher with the real condition of the researched objects. Reliability was shown as a complex reality, dynamic, so there is no consistence, and to repeat as what it is in the beginning. The word that used to test the data validity and reability in qualitative research is different with quantitative research. The data validity test in this research includedcredibility test, transferability test, dependability test, and conformability test (Sugiyono, 2005: 121). The data analysis that used is qualitative data analysis to narative study result datas for researches that found.

RESEARCH RESULT AND DISCUSSION

The result of the research shows that in general integrative thematic rapprochement with Integrated Physical Education has a suitability from theory, general concept, learning concept, learning characteristic, and the fold up. Theoretically, Integrative Thematic and Integrated Physical Education are due to constructive and humanism theory. They also based on theory assumption that says that children will grow up integratively so there is needed an integrative in learning to achieve comprehensive goal. Due to general concept, both rapprochement are based on integrated concept that integrate some course of study in a thematical learning. To be based on concept and characteristic of learning, it seem that integrative thematical rapprochement and Integrated/interdisciplinary Physical Education specialize on a learning that mix some course of study in a learning process to make a learning that centralize on students, can give a real experiments, flexible and suitable with the need and characteristic of the students. While in coverage side, both rapprochement have same coverage in the study courses in elementary school.

Integrative Thematic and integrated physical education have a same main theory, which is constructivistic that developed by Dewey, Piagne, and Vygotsky. Constructivistic theory in learning process was guided to connect between knowledge and reality (Housner, 2009). In this theoretical concept, students are considered as an active and constructive sense maker. Based on that theory, the Integrative Thematic learning process guided to theme usage that integrated some courses and so do integrated physical education that guided to integrated two or more study areas in an important relation in a way to increase and enrich learning process of students in every courses (Cone, et.al., 1998). Integration trough physical education has gained many attentions from class teacher and physical teacher. Move is an effective way to give integrative context, real, and authentic to enlarge and increase the learning process of students to the context that taken from another study area (Cone, et.al. 1998).

Table 1. Main theory of Integrated/interdisciplinary Physical Education and Integrative Thematic

Integrative Thematic	Integrated/interdisciplinary Physical Education
<ol style="list-style-type: none"> 1. Thematic learning is a study regarding a common theme as a unifier, as a main concern that used to understand indications and concept. 2. Integrated learning process is oriented to learning process that included some courses of study that needed by children. 3. Learning process that uses theme to connect some courses so that can give meaningful experiences to the students. 4. Progressivism, learning process need to be emphasized in crativity forming, offering some activity, natural atmosphere, and observe the student eperiences. 5. Constructivism, children construct their knowledges through interaction with object, phenomena, experience and environtments. 6. Humanism, observe students from the uniqueness, ability, and mitivation that they have. 	<ol style="list-style-type: none"> 1. Constructivists view learners as active and constructive meaning makers. Learning occurs best when students make connections between their previous knowledge and current learning, when students are actively engaged in learning process, and when students collaborate with their peers and teachers (Dewey, 1988; Piaget, 1970; Vygotsky, 1978). 2. Interdisciplinary teaching is viewed as one of the effective learning approaches to meet the educational aims (Lancaster & Rikard, 2002; Lipson, Valencia, Wixson, & Peters, 1993). 3. It integrates two or more subject areas into meaningful association in order to enhance and enrich students learning in each subject area (Cone, Werner, Cone, & Woods, 1998). 4. Interdisciplinary teaching through physical education has received a great deal of attention by K-12 physical educators and

	teacher educators. Proponents view movement as an effective vehicle for providing integrative, concrete, and authentic contexts to extend and enhance students' learning of abstracted concepts in other subject areas (Christie, 2000; Cone et al., 1998).
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Essentially, the rapprochement in Integrative Thematic learning process attempt to make and connect some different courses of study with an expectation that children will study better and meaningful through a theme that can unite the indicator from the course of study using webbed model. While integrated physical education that use three models in learning process such as :Connected Model, Shared Model, and Partnership Model. Those models are integrated models that considered by Robin Fogarty (Sutresna, 2003). Those mean, in Integrative Thematic rapprochement concept and Integrated Physical Education aim at one source. each model has its own good and bad, so that the use of it need to be adjusted with the purpose and the depth of the integrated that wanted.

Table 2. General concept of Integrated/interdisciplinary Physical Education and Integrative Thematic

Integrative Thematic	Integrated/interdisciplinary Physical Education
<ol style="list-style-type: none"> 1. Make and connect some different courses with a prospect that children will learn better and meaningful. 2. The theme have a role as a unifier of learning process that blend some courses and also choose a theme that can unify the indicator from : religion, Indonesian Language, social science, civic education, science, art, physical education. 3. webbed model, this model started from thematic rapprochement as a main guide material and learning process. The theme that had made before, can increase learning process, in its own course and between another courses.(Robin Fogarty , 1991). 	<ol style="list-style-type: none"> 1. Interdisciplinary teaching model: Connected model, Shared Model, Partnership Model 2. Through interdisciplinary teaching in physical education, the primary focus of learning movement concepts and motor skills would be enriched and complemented. 3. A supplementary focus of helping students make meanings of abstract concepts in another subject area also would be augmented and reinforced.

The structure and purview of the Integrative Thematic rapprochement and Integrated Physical Education in learning process are having some similarities in a way to connect study courses. In the Integrative Thematic rapprochement learning process, all of the course that integrated are based on science (nature, social, and culture) so that the theme will be focusing on everyday life that connect with three basic of science. While on integrated Physical Education the base is Physical Education itself that integrated with two or more another courses of study. The purview has similarities in study course in elementary school such as Language Arts, Mathematics, Science, Social Science, and Arts.

Table 3. Structure and Purview in Integrated/Interdisciplinary Physical Education and Integrative Thematic

Integrative Thematic	Integrated/interdisciplinary Physical Education
Holistic based on science (nature, social, and	Physical education

art),total of the course is decreased from 10 to 6, while the time of study increased 4 study hours because of the change of the rapprovement learning process.	2 or more subject
All of the courses on grade 1 to 6 in elementary school such as : religious, Indonesian language, mathematic, science, civil education, social science, art, and physical education.	Physical education with: <ul style="list-style-type: none"> • language arts • Mathematics • Science • Social Studies • Arts

The characteristic on Integrative Thematic rapprochment of learning process and Integrated Phisical Education have a relation in teacher's role and students. The characteristic on Integrative Thematic rapprochment which is focused on the children is flexible, study outcomes could developed into the interest and needs of children, really relevant with the characteristic of integrated Physical Education which emphasized that children who are not skillful in movement but have academic skill will find happiness and joy.

The characteristic on Integrative Thematic rapprochment which focused on the separation of invisible study subjects and presenting concept from several study subjects in one learning process is really relevant with Integrated Physical Education learning process characteristic which gives opportunity for teachers to integrated other study subjects into Physical Education.

Table 4. Concept and Learning Characteristic of Integrated/interdisciplinary Physical Education and Thematic Integrative

Integrative Thematic	Integrated/interdisciplinary Physical Education
Integrative Thematic rapprochment for grade 1-6 uses one book for all the courses so it can be harmonious with the ability of indonesian language as a device to communicate and thecarrier of knowledge.	<ol style="list-style-type: none"> 1. Kinesthetic learning helps some children better grasp concepts in other subjects where they might otherwise struggle 2. Physical education will have a newfound importance to other teachers in the school
<ol style="list-style-type: none"> 1. Focusing on childern 2. Giving the real experiment 3. The gap bbetween courses is invicible 4. Give the concept from some courses in one learning process 5. flexible 6. the result can be increased depends on the interest and need of the children 	<ol style="list-style-type: none"> 1. Teachers can integrate other subject matter into the physical education curriculum 2. Some children who are not as proficient in movement but who excel academically will find the connection to be motivating and enjoyable

CONCLUSION

Based on the result of the research and discussion, it concluded that there are suitability between Integrative Thematic rapprochment learning process in 2013 curriculum in elementary school andIntegrated Physical Education. This suitability observed from some aspects such as theory, concept, structure, and purview and also characteristic of learning process. The suitability is also came from the differences in the focus of the learning process.In the Integrative Thematic rapprochment of learning process, the focus is in the science, while inIntegrated Physical Educationthe focus is in the physical education.

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