



Physical Education Thematic Games

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Abstract: The implementation of the 2013 curriculum gives several changes in learning, one of which was the use of thematic for learning activities in elementary school. Thematic learning is learning that links or combines some subjects that help students understanding the concept completely and meaningfully. This study aims to develop games thematic of physical education with the theme “Diriku” for elementary students grade 1. R&D method was used as the method of the study. Besides, the design developed by Borg and Gall was applied as the design. Moreover, this study only focused on Borg and Gall design until the stage of development of the preliminary form of product which was validated by 3 experts, namely content/material expert, design expert, and field practitioners. This study resulted in 8 games thematic of physical education that were spread into 4 sub-themes. The result of the validation test showed that the average percentage of product worthiness was 92.3% in the very good category. It can be concluded that the prototype games thematic of physical education with the theme “Diriku” are appropriate to be implemented.

Keywords: Physical education, Thematic learning, Games.

How to Cite: Dartini, N. P. D. S., Artanayasa, I. W., and Satyawana, I. M. (2021). Physical Education Thematic Games. *The 3rd International Conference on Elementary Education*, 3(1). 460-465.

INTRODUCTION

The implementation of the 2013 curriculum brought changes to the learning approach model in elementary schools, namely the integrated thematic approach. Thematic learning is learning that uses certain themes that are studied from many related subjects (Trianto, 2010). In thematic learning, teachers design learning curricula, learning methods, and assessments and also associate materials with multiple domains of science within one theme (Retnawati & Munadi, 2017). Thematic learning aims to the students in the learning process can provide meaningfully to the various themes provided. Through thematic learning, students can be active to gain direct experience and discover for themselves the various knowledge they are learning. (Chen, 2012) state that thematic learning has been one of the effective strategies for contextual learning that is related to students’ daily experiences. Thematic learning is developed in elementary schools because children’s thinking abilities are at the concrete operational stage. The children can think rationally to solve concrete problems (actual).

In elementary school children have a tendency to learn: (1) learning through things that can be seen, heard, and touched; (2) learn as a whole and has not been able to distinguish concepts from various scientific disciplines; and (3) learn from simple to more complex (Lubis, 2018). Thus, it will be easier to learn with an integrated learning approach that emphasizes experience and learning meaningful. Learning in grade I is developed based on themes and linked to several subjects such as Bahasa, mathematics, Civics, Culture Art and Craft, and Physical Education.

Physical education is an integral part of education that aims to improve individuals organically, neuromuscular, intellectually, and emotionally through physical activity (Lutan, 2008). The benefits of physical education activities in schools are that they can meet the needs of children’s movement, introduce children to their environment and potential, instill a foundation of skill, take up energy and the educational process simultaneously both physically, mentally, and emotionally (Agus, 2003). It can be concluded that physical education is education that uses physical activity to produce changes holistically (physically,



mentally, and emotionally) in the quality of an individual.

Teachers of physical education will create a welcoming environment, encourage positive social interactions, and promote a healthy, active lifestyle for all their students (Block, 2007). The implementation of thematic learning by the teacher in schools encountered several obstacles. Constraints were the lack of understanding of nature and the objectives of thematic learning, the lack of supporting learning factors such as facilities and infrastructure, difficulties in enhancing teaching material and connecting one material to another, difficulties in designing evaluation instruments, and how to apply them (Dewantara, 2020).

One of the challenges physical education teachers in implementing thematic learning in schools other than for these reasons because they have not received training on thematic learning in physical education. Teachers encountered obstacles in selecting activities that appropriate the themes within thematic learning. It is difficult for the teacher to leave the habit of learning activities whose presentation is based on subjects. Teacher and student handbooks can help in learning, but they are still lacking because examples of activities are few. Based on the results of distributing questionnaires and interviews with 20 teachers' physical education in elementary school in Buleleng District, it was found that 17 people (85%) still experienced difficulties in implementing thematic learning in physical education for various reasons. 20 teachers (100%) expect thematic learning in physical education as a guide in developing learning in schools.

Related to thematic learning in Curriculum 2013, many studies display the effectiveness of thematic learning. According to a study by Nurzaqi & Rahayu (2015), that material development thematic learning of physical education subject for fifth-grade students elementary could create effective learning, which later can be used for optimum improvement cognitive, affective and psychomotor. The results of another study show that the physical education integrative

learning model is effective for improving effective (orderliness and confidence), skills (throwing), and knowledge (mastery of the game knowledge and accuracy of counting the ball) (Purwantyo & Tomoliyus, 2018). Nurlaela, Samani, Asto, & Wibawa (2018) has also found the thematic instructional model was more effective than conventional instruction and the thematic instructional model had a capacity in accommodating different learning styles and reading abilities. Therefore, the researchers through this study want to develop games of physical education thematic learning with the theme "Diriku" for elementary students in grade 1.

METHOD

This study using Research and Development (R&D) methods. R&D is a research method that is directed to formulate, improve, develop, produce and test the effectiveness of products, models/methods/strategies, certain procedures that effective, efficient, and meaningful (Putra, 2012). Design of research used Borg and Gall into 3 stages, namely (1) research and information collection (literature review, classroom observations, identify problems in learning), (2) planning, and (3) develop a preliminary form of the product. After the prototype of the product has been developed then given to expert judgment for validation. Expert judgment consists of a design expert, content expert, and practitioners (physical education teachers). Validator provides assessment and improvement suggestions for the product developed. The data were collected using observation, interviews, questionnaires, and documentation

The technique of data analysis used a descriptive analysis in the form of a percentage. Meanwhile, suggestions and input for improvements of the model will be analyzed by qualitative analysis. The processing of quantitative data using the formula:

$$\begin{aligned} \text{Percentage Score} \\ &= \frac{\text{score is obtained}}{\text{maximum score}} \times 100 \end{aligned}$$



The results are classified as in table 1.

Table 1. Percentage Classification of Data Analysis Results

No	Percentage	Classification	Decision
1	0% - 20%	Very Not Good	Remove
2	21% - 40%	Not Good	Revision
3	41% - 60%	Enough	Used (Provided)
4	61% - 80%	Good	Used
5	81% - 100%	Very Good	Used

RESULTS AND DISCUSSION

The result of this research is the initial prototype product "Physical Education Thematic Game for first Grade of Elementary School Students Theme: "Diriku" which has been validated by the expert. The stages of the research are as follows

Research and Information Collection

A preliminary study was conducted to collect information on the identification of problems encountered in learning physical education in the first-grade class. The preliminary study was conducted by interviewing and distributing questionnaires to many physical education teachers in the Buleleng district. From the interview results and distributing questionnaires to 20 teachers, it was found that 17 people (85%) still have problems in implementing thematic-based physical education learning in low classes. A total of 20 teachers (100%) expects a thematic-based learning module of physical education as a guidance and an example in developing physical education learning in schools.

Planning

Product planning started from (1) conducting curriculum analysis, especially Core Competencies (*KI*) and Basic Competencies (*KD*) in the first grade of elementary students, (2) determining themes to be developed from many themes in the first grade, 3) analyzing the chosen theme, (4) planning the activities to be selected as the material for module

development, and (5) creating a questionnaire for expert judgment.

Based on this mapping, interview, and discussions with physical education teachers, it was determined that the form of the activity was a thematic game on physical activity or movement. Game activities are chosen by considering the characteristics of children aged 7-8 years who like games or playing. Through play, children can learn to accept, express, and deal with problems in a positive way.

Develop Preliminary Form of Product

By the planning that has been done, 8 games are made that adjust to Core Competencies (*KI*) and Basic Competencies (*KD*) physical education in each sub-theme and integrated with other subjects. The format for each game consists of the name of the game, the definition of the game, the purpose of the game, the tools needed, the playing field, and how to play it. From the results of the developed product, it produced 8 games which have 2 games in each sub-theme.

Product Validation Results by the Experts

The product validation test in this study used 3 experts, namely (1) the content or material expert was conducted by Mr. Dr. Made Agus Wijaya, S.Pd., M. Pd who is a lecturer in the Physical Education, Health and Recreation Study Program, FOK Undiksha and has competence in the field of physical education learning; (2) design experts are validated by Mr. I Gede Suwiwa, S.Pd., M. Pd who has competence in the field



of learning technology; and (3) field practitioners carried out by Mr. I Gede Nova Karsawan S.Pd., who is a physical education teacher at an elementary school with 10

years of teaching experience and has been certified as a professional teacher. The results of the validation test from the expert judgment can be seen in table 2.

Table 2. The Results of Validation Product by Expert Judgment

No	Expert	Score	Maximum Score	Percentage	Category
1	Content/Material	79	85	93%	Very Good
2	Design	56	60	93%	Very Good
3	Practitioners	73	80	91%	Very Good
Average				92,33%	Very Good

Based on table 2 showed the results of the validation test from material and design experts obtained a percentage of 93% in very good categories and 91% from field practitioners in very good categories. The average percentage of the three experts is 92,33% in very good categories. Therefore, it could be concluded that the product is suitable for use for early-stage field trials. Before being tried out, several revisions were made according to the suggestions and input from the validator to improve the initial product draft.

The result of this research is a prototype module with the title "Thematic Game of Physical Education for First Grade of Elementary School Students Theme: Diriku". The module consists of a cover, introduction, how to use it, a table of contents, sub-themes, mapping the basic competencies of each sub-theme, and games. There were 8 games developed in this module, namely (1) Find Me, (2) Gymnastics (Say Friends' Names), (3) Sugarcane Game (Guess the Body), (4) X & O, (5) Walk, jump a Hop, (6) *Gawat* (Keep and Care), (7) Right Place and, (8) Word Circuit. Based on the results of the validation test by the experts, the results obtained were (1) the content or material expert score obtained was 79 or with a percentage of 93% in the very good category, (2) the media expert with a score of 56 with a percentage of 93% or in the very good category, and (3) field practitioners with a score of 73 with a percentage level of 91% in the very good category. Those experts gave very good scores to the developed products. Thus, it

could be concluded that the thematic games physical education module for the first grade of elementary students with the theme "Diriku" is feasible or could be used.

The selection of thematic games is by the curriculum 2013 applicable in the first grade of elementary students wherein low classes (I, II, and III) physical education learning is integrated with certain themes. Thematic learning in elementary schools will help students because it is per the developmental characteristics of students who see everything as a whole. Thematic learning emphasizes the implementation of the concept while doing (learning by doing). This is intended for students in the learning process can provide full meaning to the various themes provided (Rusman, 2011). The development of a thematic learning model has been carried out by several researchers such as (Giartama, Hartati, Destriani, & Victoriand, 2018) who developed an integrated thematic learning model of physical education in science subjects in elementary schools which showed the feasibility of a model that can make the average score of students' knowledge tests 82, 6 in the very good category. Another research conducted by Widyaningrum (2012) showed the research revealed that the kindergarten learners who were taught thematically had better ability and readiness in joining the study than those who were not taught thematically.

The game was chosen as a form of physical education activity in the form of the motion-based game because physical education learning is learning through motion as the



medium. Playing is a popular activity for children and adults. By playing, stability and emotional control can be developed which are very important for mental balance (Nurhasan, 2005). Play makes a natural contribution to learn, develop and there is no single program that could be replaced children's observation, activities, and direct knowledge while playing. Through games can improve thinking skills such as the results study by Kawuryan, Hastuti, & Supartinah, (2018) found traditional games-based and scientific approach-oriented thematic learning model proved to significantly contribute to improving students' creative thinking ability.

From various research results as quoted from parentingforbrain.com (2020) it showed that there are several benefits of playing activities, namely (1) stimulating brain development (2) increasing intelligence, (3) increasing creative thinking skills, (4) improving communication, vocabulary, and language, (5) improving the ability to manage emotions, (6) developing social skills and empathy, (7) growing and developing physical and mental abilities, (8) teaching life lessons, and (9) strengthening relationships with others. Have several studies related to play activities such as Hidayatullah & Kristiyanto (2014) regarding a game-based motion learning activity model as a physical education teaching material in the first grade of elementary students? The results of this study showed that the level of student learning completeness was 86.37% after implementing the game-based motor learning activity model. Similar research of games found that traditional games could improve the basic movement skills of low-grade elementary school students (Kusumawati, 2017)

CONCLUSION

Based on the results of the research and discussion, that the development of physical education thematic games Themes "Diriku" is feasible and can be used for first-grade students in elementary schools

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