

An Out-door Learning in Physical Education for the Improvement of Motor Skills among Elementary School Students

Ayi Suherman*

Abstract : The low quality of learning both from the aspect of the learning process and the results of students' mastery of subject matter is one of the problems in education nowadays, especially in the Physical Education in elementary schools. The problem of this study is how to develop learning method as one of alternative ways to teach a Physical Education effectively and can be easily used by elementary school teachers. The researcher uses a research and development beginning with preliminary studies, design model, preliminary field testing, main field testing and validation to 6th grade elementary school students. According to data analysis of the study, outdoor learning in Physical Education has positively influenced the score of the students and significantly improved gross motor skill as well as students' creativity. Based on the conclusion of the study, it recommends the teachers of physical education, headmaster, education board and LPTK/PGSD to discuss and spread the learning model Outdoor Study in order to improve gross motor skills and students' creativity.

Keywords : Learning Model, Outdoor Study Model, Gross Motor Skills and Creativity.

1. INTRODUCTION

According to observation, some of Physical Education teachers have not understood about the learning model to reach the goal of Physical Education in Elementary School. The Physical Education management is not only about skills, but also more about the fulfillment of basic movement for elementary students likely to gross motor and creativity development.

Some of the physical education teachers monotonously use the same method that is teacher centered, applying drilling approach, and only focusing on motor skills. They ignore another aspect for instance intellectual, creativity, mental and many others in the Physical Educational field. As the result, the students would be more careless, less motivation, easily bored and less creative. The physical learning should rely on the goal of education and relate it to the student's physical ability, so they can study based on their interest, gift and their own creativity.

In order to improve Physical Education management with Outdoor Education Model while in the same way it can be implemented to develop Gross Motor and creativity, the schools need their environment to be learning resources. This learning model contains of many activities in the form of playing games with full of joy and fun, thereby the students can move freely and get experience as much as possible. This activity is the reference of physical learning process that students acquire skill from their movement. So, the students have to be creative to catch their skills and change their attitude based on their own way.

Thus, the problem of this study is how to boost gross motor and creativity of the elementary students through improvement of outside door learning model in the field of Physical Education.

2. LITERATURE REVIEW

Physical Education is truly important to build human resources. Physical Education is also recognized by the government and asserted in country's law Undang-undang Republik Indonesia No.2 in 2003 about Sistem Pendidikan Nasional Article 42. It states that the curriculum of elementary and high school is assigned Physical Education to be a compulsory lesson from Elementary to Senior High School (Depdiknas, 2004).

The learning model of Physical Education which is developed in this research is Outdoor Education. It needs efficient movement from the students. Therefore, creating plan, implementing and evaluating Outdoor Education in Physical Education must be started from basic to advance level. A systematic Outdoor Education in Physical Education must be done repeatedly and the progress should be well increasing for the quantity and quality, so it will reach the goal of Outdoor Education model.

The learning activity of Outdoor Education is more relevant to the characteristics of the students of elementary school, because the concept of Outdoor Education is basically linear to the principal of Development Appropriate Practice (DAP) which always ties to maximize the individual learning. This is also in line with the idea stated by Pangrazi (2003) that a good Physical Education program must emphasize on helping all young people succeed, regardless of ability or skill level. Experience of Physical Education should be designed and planned to satisfy students' needs or because students lack of ability.

Outdoor Education Model is designed to help students to improve themselves and their environment as well as its relationship with the community around the school. This learning model also emphasizes on learning experience which is fun and full environment awareness that are adaptive to the characteristics of students (Bolt, 1989).

In contrast to what has been done, particularly the practice of Physical Education tends to reflect monotone approach and strict to guidelines as well as curricula technical instructions. It unfortunately directs the students to be less in creativity, appreciation and value. The teachers of Physical Education tend to solely achieve the aspects of physical skills, while cultivation and appreciation of the value of Physical Education are completely being overlooked. A research conducted by Collins (2000) indicates that the Physical Education program is more emphasis on results and performance skills rather than considering the needs of students as the subjects even as the object of education as happened during the time. The material should deliberate on the differences of students' character both horizontally (the difference in class) and vertically (the difference in grade classes), so that students do activities with pleasure because it is suitable to their ability.

Outdoor Education Model is more suitable to the characteristics of elementary school students, due to the fact that the concept of this model is basically in line with the principle of Developmentally Appropriate Practice (DAP) that prioritizes individual learning (Adelia Vera, 2012). This model is designed to help students to develop themselves and their environment as well as its relationship with the community around the school. Siedentop (1998) describes the essence of designing and implementing curriculum and teaching Physical Education provides an authentic experience for the students. The main factor is derived from how the exercise is done in the community and interschool context. Ideally, it combines direct instruction, small-group work and peer teaching. Then it hopefully helps students become competent, literate, and enthusiastic to do sports activities.

Physical Education Model emphasizes learning experience with fun and getting to know the environment which must be done outside the classroom. Outdoor learning is a learning process that is done outside the classroom, school building, or in the wild. Shephard (2008) states there is a suspected positive relationship between outdoor education with cognitive health in Physical Education subjects, but it is not recommended for young age groups. However, the positive influence of outdoor education on children's cognitive is very important for at least two reasons: 1) outdoor education is aimed for solely improving physical education without distracting academic progress, and 2) it is as an alternative effort to reduce deviant behavior in school and prevent drop-outs from the national education program with

an assumption that the students do not know the nature of life in countryside at all. Physical Education teachers and parents hope their children participate in any activities outside the classroom in order to gain much experience by staying in the countryside or wild life.

According to Jamaladin Ancok (2002), the benefits of outdoor activities including: 1) creative thinking, 2) having good interpersonal relationships, 3) effective communication, 4) motivation themselves and others, and 5) having well self-management. Besides that, the benefits of outdoor according to Ewert (1989) such as: 1) getting to know the self-ability, 2) emerging the sense of community, 3) having better understanding in a team building, and 4) relieving saturated feeling due to the pressure of work.

The implementation of outdoor activity is one form of outside class education held by schools began from elementary school to university. The success in the implementation Outdoor activity must always be supported by the role of a Physical Education teachers and facilitators. Physical Education teachers or facilitators have a very important role, because they decide the material and the activity in this program.

3. RESEARCH METHOD

Based on the research problem about development of outdoor education model for Physical Education Subject, Borg and Gall (1979) recommend to use Research and Development (R and D) approach.

Practically, the steps of research were conducted as follows: Pre-survey activity was conducted at several elementary schools in Sumedang. From 26 districts, the elementary schools were divided into 7 regions and each region was assigned one elementary school to be the research sampling. Furthermore, from each elementary school was assigned a teacher of Physical Education, Grade 6th students and one school grandmaster. The planning activity was started by constructing a syllabus and Lesson Plan (RPP) of Outdoor Education activities. It includes introductory, core and closing. The subject of research in preliminary field testing was one of elementary schools in the district of North Sumedang namely SD Panyingkiran III. While in main field testing, it involved five primary schools, such as SD Talbot (city), SD Corenda (southern region), SD Gentur (northern region), SD Warehouse (west) and SD Cimalaka III (eastern region). Each school included school grandmaster, Physical Education teacher and grade 6th students. In the validity phase of particular constancy of outdoor education model carried two groups that were school which acted as an experimental group (SD Cikoneng and SD Palasari), then the controlled group that were SD Rancapurut and SD Manangga.

Data collection techniques used in this study is observation, interviews, documents and questionnaires. Observations conducted at every stage of the research, from pre-survey to main field testing. Interviews and questionnaires were used in the pre-survey, model development and testing. Analysis of documents were used to collect data, especially in the preliminary study to answer research questions related to the planning and implementation of learning Physical Education which had been used by the teachers. The data was analyzed by qualitative method (Bogdan, 1979), while quantitative data such as a preliminary field test's results, main field testing and validity test were processed using application SPSS 21.

4. RESULTS AND DISCUSSION

Results of the Study

Based on survey data, the majority of Physical Education teachers prepare the program semester and lesson Plan (RPP) together in each cluster called MGMP, and about 75% using the conventional approach including command, drill and classical. The major responses of students to Physical Education teachers since the start of learning, deliver the core material, the use of tools and learning media, communication between teachers and students; classroom management; assessment and outcomes; are well responded and it counts 83.75%, the implementation of activities outside the classroom which contains of game is still low at 40%, using teaching methods that are suited to the subject matter; the development of teaching methods that can improve the ability and participation are still enough at 50%.

After that, it moves to review the design of outdoor education learning model including instructional planning, implementation and evaluation. The planning aspects consist of some points: standard competence, basic competence, indicators, learning objectives, learning materials, tools and media; learning resources, types and assessment. The learning implementation consists of preliminary activities; the core activity consists of games, competition and closing. The last, the scoring phase includes assessment and evaluation which states about the performance of students and descriptive assessment.

SD Panyingkiran III got several rounds of preliminary field testing. The first round, the learning style from the teachers was merely influenced by the previous model. In the second round, the learning atmosphere was better and the interaction between students and teacher was also warmer. Students began to ask and proposed a number of ideas to the teacher. At the last round, the teacher's game had been fully implemented so that students feel happy and satisfied.

The results of main field testing conducted in five elementary schools, in three rounds with the pre-test and post-test average results are as follows.

Table 1
Pre-test and Post-test Results on Main Field Testing

<i>Round</i>	<i>Student</i>	<i>Average</i>	<i>Standard Deviation</i>	<i>T Count</i>	<i>T Table</i>	<i>Description</i>
1. Pre-test Post-test	50 50	6.66 7.09	3.71 3.47	1.9	2.03	Significant
2. Pre- test Post-test	50 50	6.83 9.06	4.64 4.14	5.82	2.03	Significant
3. Pre-test Post-test	50 50	7.25 10.34	3.32 3.42	7.38	2.03	Significant

The data as summarized in the table above, at each round of the five elementary schools and both data from pre-test and post-test can be concluded that the results of the post-test always have differences compared to the pre-test, which is statistically very significant.

5. DISCUSSION OF THE RESULTS

The results and discussion of research development of Outdoor Education Model in Physical Education for elementary school are divided into several stages of research, including: pre-survey research, process development, the results of preliminary field testing, the results of main field testing and the result of validity test.

The results of pre-survey research show that outdoor education cannot be implemented in school because teachers have not mastered it yet. Moreover, teachers do not want to take the initiative to develop them. As addressed by Cholik Mutohir (2000), that Physical Education teachers, school conditions, curriculum, students, infrastructure, and government policies especially in education really needs of reparation and improvement, specifically for the management of Outdoor Education model in Physical Education relating to the ability of teachers and the necessary infrastructure.

The process of developing outdoor education model in physical education includes initial design, the implementation of the initial design and preliminary design of evaluation. In line with an idea stated by Tandyo Rahayu (2009), at least in developing a teaching model of physical education, there are prerequisites for example, the ability of teachers, the willingness of students and school policy.

The results of preliminary field testing held twice in SDN Sukamaju Sumedang Regency shows, in the first round, the learning process was still influenced by the conventional style that had been used for daily teaching and learning activity. In the second round, the learning process was running as expected. It could be developed in accordance with the methods of outdoor education model and students actively involved in solving problems by asking and answering questions. However, the preliminary field testing still needs

reparation and improvement. There is no perfect model or method, and certainly there are disadvantages as well as advantages in it. And the best model for Physical Education is to give the opportunity for the students to move freely as much as possible (Syamsudin, 2005).

The results of main field testing and validity test conducted on school which was categorized as 'good', starting from the first round to the second round, showed significant effect on student learning outcomes. This was proven by the data that students' mastery of the subject matter had increased compared to the result in beginning of learning. The results of tests on school categorized as 'good' standing, starting from the first round to the second round, showed increasing in the processes and student learning outcomes. Similarly, the results of tests on school categorized as 'medium'. It shows an improvement in both the process and the student learning outcomes. But on the school which is categorized as 'minus', the improvement is not the same as school that were grouped in 'medium' and 'good'. Each student has different abilities and skills, and they who might be good in motor skill, might be not good enough in intelligence. The environmental conditions truly takes a big portion in developing learning process, besides the capabilities of teachers in the learning management which is significantly improve the level of both intelligence capabilities and skills of learners (Joyce, 1996).

6. CONCLUSION

Based on the data analysis and discussion of this study, it can be concluded that the development of Outdoor Education Model relies on the process of fixing the stages of learning and trying to improve gross motor skills and creativity of students which is classifies as: apperception stage, exploratory stage, application development stage and conclusion. The Outdoor Education Model in Physical Education of elementary school has a positive influence on increasing the gross motor skills of elementary school students. This model also has advantages that the environment around the school can be used as a medium of learning, so in order to overcome the limited infrastructure to support learning activity in school. But, this learning model has some weakness that Outdoor Education Model in Physical Education requires strict supervision, involving other teachers as instructors and cooperation with the community around the school.

7. REFERENCES

1. Adelia Vera. (2012). *Metode Mengajar Anak di Outdoor*. Yogyakarta: Diva Press
2. Borg dan Gaal (1979). *Educational Research An Introduction (Third Edition)*. New York: Longman Inc.
3. Bolt, J.F. (1989). *Executive Development: A. Strategy for Corporate Competitiveness*. New York: Harper Collins Publisher.
4. Collins, J.C. & Porras, J.I (1997). *Built to Last: Succesful Habits of Visionary Company*. New York: Harper Business.
5. Cholik Muthohir, dkk. (2000). *Studi Identifikasi Model Pengajaran Pendidikan Jasmani dan Kesehatan di Sekolah Dasar*. Lembaga Penelitian : IKIP Surabaya.
6. Depdiknas (2004). *Kurikulum Pendidikan Jasmani, Olahraga dan Kesehatan*. Jakarta
7. Djamaludin Ancok. (2002). *Outbound Management Training*. Jogyaakarta: Tim UII Press
9. Ewert, A.W. (1989). *Outdoor Adventure Pursuits: Foundations, Models, and Theories* Scoottdale, Arizona.
10. Joyce, B. and Weil, M. (1996). *Model of Teaching*. Englewood Clifs. New Jersey: Prentice HallInc.
11. Pangrazi, Robert P. (2003). *Physical Education K-12: "All for One and One for All"*. Journal: Quest
12. Siedentop, Daryl. (1998). *What is Sport Education and How Does it Work?* Journal: Journal of Physical Education, Recreation & Dance.
13. Syamsudin (2005). *Pengembangan Motorik pada Siswa Sekolah Dasar*. Fakultas Pendidikan Olahraga dan Kesehatan Jakarta
14. Tandyo Rahayu (2009). *Pedoman Pembelajaran Motorik*. Jakarta: Departemen Pendidikan dan Kebudayaan
15. Trudeau, F & R. Shephard. (2008). *Physical Education, School Physical Activity, School Sports, and Academic Performance*. Publication: International Journal of Behavioral Nutrition and Physical Activity