

TEACHING VALUES THROUGH SPORTS SCIENCE FROM ELEMENTARY LEVEL TO HIGHER EDUCATION: A CASE OF MAKASSAR INDONESIA

Author:

Sudirman¹

Lecturers Faculty of Sport Science, Universitas Negeri Makassar, Makassar, Indonesia

Email: sudirman@unm.ac.id

Juhanis²

Lecturers Faculty of Sport Science, Universitas Negeri Makassar, Makassar, Indonesia

Email: juhanis@unm.ac.id

Hasmyati³

Lecturers Faculty of Sport Science, Universitas Negeri Makassar, Makassar, Indonesia

Email: hasmyati@unm.ac.id

Abstract

Today, the spirit for sports is considered low within Indonesia. This is due to the lack of a clear implementation model of physical instruction from elementary schooling to higher education. One of the problems identified is the low quality of instruction. In relation to process, it has been found that teachers' instruction techniques are still low hence, contributing to the students' low sportivity attitudes, meanwhile, in regard to results, the students' mastery on basic motoric ability is still poor. Physical instructional learning at elementary level leads to improved basic motor abilities of the students. The research applied a research and development approach with pre-survey analysis on 6th graders which resulted into a systemic model of instruction comprised of planning, implementing, and evaluation of results. The result shows that this model is of positive impact on the students' scores and has significant influence on students' mastery of the subject.

Keywords: sports, sports values, students, physical education, and elementary schools/education

Introduction

Elementary education is a factor which determines whole education quality. It means that the quality of high-schools graduate is determined by elementary schools graduate. Therefore, in a bigger scale, elementary school's education has a very big impact on the human resources establishment. In order to get the improvement of graduate quality, the instructional learning in elementary school should be designed to be able to create high ability generations. The biggest problem is that instructional process in elementary education is not meaningful enough. Elementary education should have reached the learning goals which are providing basic ability to the learners to develop their lives as individuals, society members, and citizens as well as preparing the learners to continue their studies to secondary school. Elementary school students are demanded to have good competences on cognitive, affective and psychomotor aspects. All of these basic competences are highly needed to prepare the students for continuing their next-level studies where they have to deepen, enrich and develop their learning experiences on every aspect. Therefore, learning activities in elementary schools require the students to have elementary school graduate's competences. Actually, students who have graduated from elementary schools have to master not only the learning materials, but also competences on searching, selecting, processing and informing materials given at

schools although they have finished elementary education level. Thus, students will be equipped with ability on solving problems faced on their daily lives.

Literature Review

Physical education is one of the subjects in compulsory elementary school curriculum program which has to be given to learners. Skills, procedures, equipments and specific characteristics are needed to deliver physical education materials. Thus, physical education teacher should have physical education instructional competence. Physical education condition during this time is a reflection on the ineffectiveness of physical education instructional learning which is caused by unprofessional physical education management held by the teachers. This could be easily seen on teachers who teach physical education in elementary schools. Generally these teachers are guardian teachers who do not have formal competence and experience in managing physical education learning. The result of research held by Cholik Mutohir (1996) said that physical education learning at schools in Indonesia is not really satisfying. The indicators are that students' physical fitness tends to get lower, students' participations on physical education activity are low, and physical education infrastructures at schools are limited.

The physical education crisis which is previously described is related to physical education existence which often focuses on motor mastery only. A comprehensive students' abilities development including physical, mental, intellectual aspects are neglected by physical education teachers. This kind of physical education condition is related to ineffectiveness of physical education instructional learning in schools which dues to limited physical education teachers' ability. One of several efforts to conquer this problem is through instructional learning management which is oriented to learners' need and trying to suit students' physical and psychological conditions, so the students can feel more freely in doing learning activity. If this condition could be reached, students can do movement learning activity which suits to their interests, talents, and abilities. Entering the world of students' lives is an important step in instructional learning and becomes a license for teachers to help students to reach satisfying result.

Conceptually, physical education mission is a comprehensive education. It means that physical education not only is regarded as physical ability development effort, but also covers intellectual, mental, social and emotional dimensions. Supandi (1997) said that physical education and sports concerning human basic need called human movement is not merely physical event but also spiritual event which processes or moves various spiritual aspects as intellectuality and moral. Researches related to this case show some evidences which support this idea. It has been believed for a long time that physical education and sports is a nation character building education. Generally it is admitted that physical education is potent to develop national character.

The symptom observed in physical education context in schools is instead of directed to affective dimension such as students' social development, learning tendency is mostly directed to goals related to physical ability and sports skills mastery. Probably this tendency is resulted by a teaching strategy implementation which does not optimize teaching role functions. Psychomotor, cognitive and affective domains and students' social behaviors get relatively less attention.

A weak implementation on physical education values as character and morality builder for increasing togetherness situation, tolerance, respecting each other, respecting

other peoples' rights, social responsibility and helping each other will heighten the probability of conflicts, mainly conflicts caused by the lack of sportsmanship. Soesilo Soedarman (1997) said that from the beginning we cannot place physical education and sports in a mere physical dimension. Besides physical aspect building and health maintenance, sports building is also directed on human's mental and spiritual aspects in order to build character, personality, discipline and sportsmanship.

However, it is shown empirically that some parts of society still have misconceptions on programs related to the trends of physical education instructional learning in schools which still focus on movement aspects and sports. This caused that physical education program implementation as a comprehensive education is not fulfilled yet. Therefore, mental, moral and social aspects developments are displaced. This problem should be immediately resolved. Knowledge progress including recent instructional learning theories has encouraged and inspired instructional learning model innovation. To strengthen physical education program implementation as a comprehensive education, it has been recorded that there are some modern physical education instructional learning model as acceleration instructional learning model, cooperative instructional learning model and a model with-computer-technology instructional learning. The implementations of these models can be seen on Sport Education instructional learning model where teachers prefer to teach sports techniques and games, followed by rules and games which seemed more suitable for adults or for professionals. This is unsuitable with *developmentally appropriate practices concept*. The weakness of *Health- Related Fitness Model* is on the program coverage which is very limited on physical fitness activity only. The material on this model focuses on development of various skills and experiences which enable students to participate on some kinds of sports and physical activity. The previous physical education models do not seem enough to solve classical problems on sports, sportsmanship problems for instance.

Physical education instructional learning implementation in elementary school is often oriented towards movement development. Behavior aspect especially sportsmanship is often ignored on physical education teaching-learning process. Therefore, it is not surprising if in sports world, unsportsmanlike behavior could result society's negative perception on sports activity. People consider that sports do not have morality values which are appropriate with society's norms, including religion norms and customs as references in society life. Since long time ago, Indonesian are well-known as people who are friendly and polite. This is because Indonesian has strong cultural roots in accordance with the norms and rules applied in Indonesia. Indonesian has this friendliness due to customs of politeness in talking which is already embedded when an Indonesian is still a child. There are even some levels of talking in Sundanese culture for every stage of children development, from a child to a grown-up. This is continuously embedded in a person and becomes a custom. Many other nations are amazed by Indonesian's friendliness.

Along with the times, slowly the values in Indonesian are shifted away. It is marked by some phenomena in the society, such as unlawful acts, actions violated norms and ethics. This actions happened in many places, times, age groups, society groups, including in sports. These phenomena become all of the society members' concerns which should be solved with appropriate steps in using various approach, through formal education in schools as well as informal education such as at home, because these

phenomena are everyone's responsibility. Students figure in national education goal is a portrait of human personality which is the goal of physical education. Physical education is an interaction process between students and the surroundings through physical activities which is managed systematically towards integrated- Indonesian. From the general education's point of view, Sikun Pribadi (1971) said that "General education is developed from the basis that there is a law of universality, regularity in life, and complex reality which is multidimensional."

Formal education consists of some education levels such as elementary school, junior high school, senior high school and university. Each level has ability qualification tiered academically, suited to skill ability and mental maturity aspect. Elementary education (elementary school) has a strategic role to establish an integrated human being because elementary education is a foundation for intelligence, skill and behavior. Various subjects in elementary school have same goal and direction to establish students who has intellectual ability, movement skill and behavior which are appropriate with their level of physical and psychological development and growth.

Among subjects taught in elementary schools, physical education is based on cognitive, affective and psychomotor maturity attainment. Physical education develops basic ability on fast and accurate thinking power, coupled with basic body movement development and also sportsmanship values achievement. Sportsmanship values uphold obedience to the rules, honesty, discipline, admitting others' strength, accepting self-weaknesses, and no arrogant behavior. Those things are the physical education's responsibility, so physical education has a very important role in elementary school students' physical and psychological establishment. Physical education is given in elementary school, junior high school, senior high school and even in university level in order to get integrated human beings who are intellectual, skilled and have high moral standards. However, it is found in reality that people in sports do not behave appropriately like it is stated on physical education goal. Therefore, it is a big question in the society, how further physical education contributes on achievement and sportsmanship establishment in sports.

Methodology

Physic's instructional learning in elementary level tends to formulate basic motor ability yet ignore the formulation of sportivity values which is also a part of the goal. The research is aimed at developing physical instructional model with sportivity value based system for students in elementary school as one alternative of effective and meaningful instruction. Some effects of this research were also considered to be beneficial in terms that it also revealed the weaknesses and strengths of physical teaching and learning models that have been applied by physics teachers of elementary schools in Sumedang District throughout years.

The research applies R&D approach with pre-survey analysis on 6th graders resulted in the systemic model of learning started from planning, implementing, and evaluating the result. In the planning phase, there are pre activity, main activity and close activity; in implementing / executing phase, sportivity values are inserted in every step. Evaluating phase included the process and result of the teaching and learning.

The result shows that this model gives positive impact on students' scores and significant influence on students' mastery toward the subject. Having gained the results,

it is recommended to physical education teachers, principal, Education Board and Education Institutions that the result is significantly distributed and discussed through Elementary School Teachers Training continuously and periodically.

Result and Discussion

Physical education has to be taught in schools because physical education has strategic role to build an integrated human-being. Physical education has positive impact not only to children's growth, but also to children's mental aspect, intellectuality, and emotion development. These positive impacts could be reached if there is a condition which supports those aspects growing and developing normally. In this case, physical education has a function as a tool to support growth and development of the students normally and effectively.

Generally, physical education goal is that a person is adaptive to the environment. This means that physical education goal is classified to development goal, movement goal, mental goal and social goal. Therefore, physical education goal is comprehensive. It covers organic, neuromuscular, perceptual, cognitive, social and emotional aspects. (Depdiknas, 2003). It is similar to Rusli Lutan explanation (1996) which stated that physical education in elementary school aims to help students in increasing their movement abilities and to make students enjoying various activities. Students are also expected to have strong foundation for developing movement skills, cognitive understanding and positive attitude towards physical activity in their future in order to become a grown-up human being who are healthy and have steady personality. Physical education's goals on Elementary Schools Curriculum (2004) are:

- To develop movement ability and skills on various games and sports, 2) to develop sportsmanship, honesty, discipline, responsibility, teamwork, self-confidence and democratic behavior through physical activity, 3) to develop self-organization skills on physical fitness maintenance and healthy living style through various physical activities, 4) to know and understand physical activity concept as an information to attain healthy, fitness and healthy-living style, 5) to be able to use spare-time with recreational physical activities.
- Based on physical education's goals above which aim to achieve students' comprehensive maturity, physical education should embed and develop positive values for physical, psychological, social and emotional growth. Therefore, to carry out good physical education instructional learning, teacher of physical education should understand the concepts and goals' meaning of physical education especially in elementary schools. This understanding could result a physical education instructional learning process which not only leads to skills and ability but also fulfills elementary-school students' need which is more appreciative and recreational.

Mosston and Ashwrth (1994) believed that to be able to lead students to physical education learning which have adequate educational content, teacher has to master and apply various teaching style which each of it has positive target. For instance, physical education teacher can use command teaching style, he/she can also use problem-solving assignment style. This change of teaching models can avoid monotonous teaching-learning environment. With command-teaching style, every decision is controlled by the teacher and teacher gives feedback, but in problem-solving teaching

style teacher provides problems and students try to solve those problems. Siedentop (1990), Graham (1992) and Rink (1993) have a view that a requirement of being an effective teacher is mastering a set of instructional learning skills. This view is different from the view of Seidel et al. (1975) which said that a good physical education learning characteristic is physical education learning which gives broad opportunity to students to explore movement concepts understanding and mastering as well as its mechanics principles. Whereas Hellison (1995) and Lavay (1997) said that it is important to stress the positive behavior management strategy in physical education learning atmosphere.

Physical education learning will succeed if it is designed and held conforming students' characteristics and maturity to learn. Students' learning experience takes effect on following stage of development. Bucher (1964), one of the experts, has no doubt in the importance of physical activity as a basic necessity to learn, both in nature learning as well as learning to get living experience. Physical education instructional learning emphasizes more on a comprehensive person development, which means that intellectual, affective, moral spiritual, physical development and fitness could be well-developed through well-programmed physical activities. Based on this opinion, physical education in schools is directed to students' motor development process from time to time which is appropriate with students' development-stages. Rusli Lutan (1996) explained that physical education is an education process through physical activities, games and sports to reach education goal. In line with efforts to reach education goal, in physical education personal potential, physical ability, intellectuality, emotion, social ability and moral spirituality are developed. Through physical education, intelligence aspect in broad meaning including perceptibility, fast decision-making skill, and understanding toward every consequence of his/her action will always be developed.

Recent physical education learning practice tends to reflect a rigid training approach which is attached to Basic Course Outline (*GBPP = Garis-garis Besar Program Pengajaran*). It is poor in substance and values, moreover minimizing of goals occurred because positive accompanying impact as values embedding and values appreciation such as tolerance, enjoyable atmosphere and cheerful condition are hardly accomplished or absolutely ignored. Research result by Cholik Mutohir (1998) shows that physical education program emphasizes more on skills result and performance without considering students' need as the subject of education. It could be seen in the real education process that students are treated as an object of education. Therefore, learning material should be delivered with focus on students' characteristic variety on horizontal differences which happen on the classroom or vertical differences which mean grade differences and school-level differences. Hence students could do activities joyfully because the activities suit to students' eagerness and abilities. Through physical education material understanding, students are expected to grow their pleasures on physical activities which are very useful for themselves throughout their lives. Through physical education students will get personal impression which is delightful, creative, innovative, skilled and students will have physical fitness and healthy living habits and also have knowledge and understanding towards human's movement. In Physical Education Curriculum (2004) it is explained that teachers in physical education process are expected to teach various basic movement skills, sports strategies, values internalization (such as sportsmanship, honesty, teamwork, discipline, responsibility), and healthy lifestyle habituation. This should not be taught theoretically through conventional education

teaching in classroom but it has to involve physical, mental intellectual, emotional and social aspects. Activities given on learning have to get didactic methodic touch, so learning activity could reach the teaching goals.

The low of physical education learning result is caused by some factors such as the limitation of physical education teacher ability on organizing and managing physical education subject. Data shows that from 120.000 Elementary Schools in Indonesia, teachers with physical education backgrounds are provided by 40% schools only. The rest of elementary schools does not have physical education teacher with knowledge and skills related to physical education (Depdiknas, 2003). This data is strengthened by Soegiono research result (1999) about extracurricular practice by elementary school physical education teachers. This research result shows that elementary school physical education is taught by teacher with science, social, guidance and counseling, Islamic religion, English, and civics backgrounds. Research on physical education teaching effectiveness (Smith, 1983; Brophy, & Good, 1986; Rosenshill, & Stevens, 1986; Everton, 1989; Mosston, 1997) shows that learning activity given should suit student development level and should not only be enough to provide challenge to students, but also provide probability towards high learning success level increase, so learning activity could be more meaningful to students.

Some of the causes of the unsuccessfulness of physical education learning in elementary schools are:

- Teachers give excessive emphasis on high competition atmosphere,
- Teachers punish or push students to do something deliberately in front of other students,
- Teachers let failure occur continuously,
- Teachers repeat the lessons that have been mastered by students,
- Teachers never give enough feedback as soon as possible (Mahendra, & Makmun, 1998).

Those things above could result failures on activities to do movement task because there are fears of injury and students were not well-prepared to do the activities. If the failure continuously occurred, this could make students less enthusiastic, more surfeited, and bored in learning activities so students' participation decreases. This could affect on physical education learning success.

The most realistic effort to improve physical education quality in elementary school is through teacher qualification improvement. A professional physical education teacher should have five characteristics and abilities that should be improved, which are: (a) master the curriculum, (b) master the material of the subjects, (c) skilled to use instructional learning multimedia, (d) is highly-committed to do his/her job, (e) has discipline in broad meaning (Depdikbud 2001). The first three characteristics are classified as teachers' mastership. A professional teacher is a teacher who can analyze and broaden the subject curriculum and should be able to use various learning methods to make students active. As a consideration, physical education teacher should take notice on factors that affect physical education teaching-learning process, which are: 1) internal condition, and 2) external condition. Internal condition covers factors inside the person meanwhile external condition covers factors outside the person which affect motor appearance. Movement result quality is a person's movement ability to do movement task.

Through competence instructional learning model in physical education learning, students do complex movements, such as body control, balance and flexibility. Hence teacher should really improve the students' ability and development. Competence teaching-learning process through playing-games approach will be well-organized if teachers could choose correct playing-games approach, so the effectiveness and efficiency of movement in playing-games approach could be supported. Research result of Adang Suherman (2006) shows that play- activity instructional learning model is more effective than an instructional learning model with combination skills activity towards basic motor ability formation of elementary school students.

Through physical education instructional learning model improvement, physical education development in Indonesia especially in Elementary School is expected to progress significantly. This is confirmed by finding from the research of Cholik Mutohir et al. (1996) which shows that through physical education instructional learning model with sports modification approach, students participated more actively than if traditional teaching is used. Teachers are more freely in implementing learning resources from surroundings. Students are delighted in following the physical education learning process in school. Other finding which also similar to the previous finding is research result by Mc. Leish (1981, in Siedentop, 1991) which said that in a group of lessons containing 104 hours if there is positive interaction, there will be a guarantee that expected students' behaviors could be realized so students' learning could be successful. This finding shows that children's growth and development, physically as well as intellectually will take place normally if a condition that enable those aspect to grow and develop normally is created. Physical education is one way to grow and develop children normally. Therefore, it is proper that physical education gets proportional attention and is implemented efficiently, effectively and suits to children's physical and psychological conditions.

One of the significant problems faced by teachers at school recently is the ineffectiveness of learning organization caused by some factors such as curriculum material organization which are too much and inflexible in structure. It is added by teaching activity by the teacher which is oriented to final result by not considering other factors influencing the students' understanding on the material. Therefore, teacher is difficult to increase learning quality in schools. Research result by Philip Edward Gerney (1980) about teaching style in Mosston (practice and reciprocal style) on psychomotor skill proficiency and social development of Grade V Elementary School students shows that 1) both teaching style resulted significant improvement on psychomotor skill proficiency, 2) reciprocal style reached more significance than practice style in subjects' ability to initiate and to give feedback to their partners (Sengkey, 1991).

It is often found that physical education teacher organizes the physical education learning in a monotonous and ponderous way, so students become apathetic and has less motivation to participate in learning activity. This is causes by physical education learning process which tends to be held traditionally, such as teacher-centered learning process. Usually teachers give instructions to students and students have no other choice. It is abstinence for teacher to give freedom to students. All of the activities are set by the teacher. Students have no opportunity to be creative and to explore lessons suited to their own interests. Learning atmosphere tends to use drill approach for a specific sport rather than joy and excitement. Research result by Filley and House (2002) shows that

democratic approach tends to increase students' satisfaction. However, they also said that there is no ground to conclude that democratic leadership will be profitable to get more achievement. People like democratic style, but democratic style does not always result more productivity (Robbins, 1978; in Rusli Lutan, 1992).

Conclusion

Physical education instructional learning model in elementary school which is held nowadays tends to basic movement formation meanwhile other aspects such as sportsmanship values are neglected. Basically, sportsmanship instructional learning model development could be implemented and could increase physical education learning in elementary schools, in good category elementary schools, as well as in moderate or 'poor' elementary schools. Sportsmanship Instructional Learning Model (SILM) is more effective than other learning models implemented by teacher in Elementary Schools so far.

References

- Agus Mahendra. (1998). Kajian terhadap teori khusus pembelajaran untuk peningkatan kualitas penjas. *Makalah*. Bandung: FPOKIKIP Bandung.
- Cholik Muthohir, & Rusli Lutan. (1995/1996). *Pendidikan Jasmanidan Kesehatan*. Depdikbud. Dirjen Dikti, PPTG. Bagian Proyek Pengembangan Pendidikan Guru Sekolah Dasar.
- Cholik Muthohir, T. et al. (1996). *Studi Identifikasi Model Pengajaran Pendidikan Jasmani dan Kesehatan di Sekolah Dasar*. Lembaga Penelitian: IKIP Surabaya .
- Cholik Muthohir. (1998). Pengembangan Model Pembelajaran *Pendidikan Jasmani di SD*. Surabaya: Lembaga Penelitian: IKIP Surabaya.
- Departemen Pendidikan Nasional. (2003). *Standar Kompetensi Mata Pelajaran Pendidikan Jasmani Sekolah Dasar dan Madrasah Ibtidaiyah*. Jakarta: Pusat Kurikulum.
- Graham, G. (1992). *Teaching Children Physical Education*. Human Kinetics Publisher Inc. Champaign, Illionis.
- Hellison, Don. (1995). *Teaching Responsibility Through Physical Activity*. Champaign. H. Human Kinetics.
- Lavay, B. W., French, R., Henderson., & Hester, L. (1997). *Positive Behavior Management Startegis for Physical Education Champhaign, IL*. Human Kinetic.
- Mostton, M., Ashwrth, S. (1994). *Teaching Physical Education*. New York: Longman Inc.
- Mahendra, & Makmun. (1998). *Teori Belajar dan Pembelajaran Motorik*. Bandung: IKIP Bandung Press.

- Philip Edward Gerney. (1980). *The Effect of Mosston "Practice Style and Reciprocal Style" on Psychomotor Skill Aguisationnand Social Development of Fifth Grade Student* In Dicertation Abstrack International, Ed. Patricia Calling, University Microfilm, vol. 41 no.01.
- Rusli Lutan. (1996). *Modifikasi Cabang Olahraga dan Model Pembelajarannya dalam Pendidikan Jasmani di Sekolah Dasar*. Proyek Pengkajian Pelaksanaan Penelitian Hibas Bersaing. Bandung: FPOK-IKIP Bandung.
- Sengkey. (1991). *Pengaruh Gaya Mengajar dan Umpan Balik Terhadap Keterampilan Menembak dalam Permainan Bola Basket*. *Tesis*. Jakarta: PPS IKIP Jakarta.
- Seidel, B. L., Bile, F. R., Fingley., Grace., & Numan, B. J. (1975). *Sport Skills, A Conteptual Approach to Meaningful Movement*, Dubuque, IA.WM.C. Brown.
- Siedentop, D. (1990). *Introduction to Physical Education Fitness and Sport*, Mayfield Publishing Company, Mountain View, California.
- Suherman, A. (1998). *Revitalisasi Keterlantaran Pengajaran Dalam Pendidikan jasmani*. Bandung: IKIP Bandung Press.
- Sukmadinata, N. S. (2003). *Pengendalian Mutu Pendidikan Sekolah Dasar: Konsep, Prinsip, dan Instrumen*. Bandung: Kesuma Karya Bandung.
- Supandi. (1997). *Strategi Belajar Mengajar Pendidikan Jasmani*. Jakarta: Proyek PTK Dirjen Dikti Depdikbud.