

ENHANCING DISCIPLINE VALUE THROUGH LEARNING PHYSICAL EDUCATION BY USING INTEGRATED THEMATIC APPROACH AT ELEMENTARY SCHOOL

MUHAMMAD MUHYI*, LUQMANUL HAKIM

Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya, INDONESIA.

*Email: mmuhyi@yahoo.com

How to cite this article: Muhyi, M., & Hakim, L. (December, 2016). Enhancing discipline value through learning physical education by using integrated thematic approach at elementary school. Journal of Physical Education Research, Volume 3, Issue IV, 25-32.

Received: November 02, 2016

Accepted: December 23, 2016

ABSTRACT

Discipline is a very important attitude which must be implemented in the early stages to the elementary school students because it could motivate students' good attitude and behaviour that could use as the basic principle to reach the better achievement of the students. This research is an experimental research which is conducted to three classes at the second grade of elementary school students in learning physical education. The research is conducted in Surabaya city which applies curriculum 2013 and focuses on the enhancing value through learning physical education. The t-test was used for data analysis. The result of this research showed that in three different classes there was no significant difference in enhancing discipline value through physical education by using integrated thematic approach to the elementary school students especially grade 2.

Keywords: Discipline, physical education, students, elementary school.

1. INTRODUCTION

Nowadays, based on the fact, many students behave less discipline, furthermore what they do tends to become criminals and break the law (Sarwirini, 2011). School is the place where changing the students' behaviour becomes better and is positively strengthened in creative and innovative ways.

Curriculum 2013 focus on building students' character including discipline value (Widarsa, 2013). The goal of this curriculum is to change and develop the students' attitude and behaviour in creative and innovative learning to face the changes and challenges in globalization era. This is one of the reasons

Correspondence: Muhammad Muhyi (Ph.D.), Assistant Professor, Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya, INDONESIA, Email: mmuhyi@yahoo.com.

why the government changes the previous curriculum which is called KTSP to Curriculum 2013. Curriculum KTSP focused on knowledge and skills while Curriculum 2013 focuses on attitude, knowledge and skills.

Enhancing discipline at the very early stage to the elementary school students is very crucial since it has a very important role in the students' learning process, especially in keeping the promise among students and also among the teacher and the students. For example, when the teacher asks the students to submit their assignment on time, they will do it. Another example that is the students will come on time for following the lesson. In the other words, discipline is used as the basic principle to build students attitude and behaviour. Based on the previous statement, discipline is very important to be taught since it has a very important role in improving students' achievement (Paiman, 2013).

Some research in physical education shows that enhancing discipline value could be done through learning physical education but not all of the physical education research could reach it (Omar-Fauzee, Nazarudin, Saputra, Sutresna, Taweesuk, Chansem, Latif, & Geok, 2012). Character building including discipline value does not automatically change in practical learning activities (Pala, 2011), or it is implemented everyday school life (Agbolaa & Tsai, 2012). Based on the previous statement, this research is conducted in order to know whether learning physical education will give to the student's discipline value or not.

2. METHODS AND MATERIALS

2.1 Research Design

This research applies mixed methods procedure which focuses on the students' discipline value when they make interaction with their friends in learning physical education. Pre-test was done at the initial part of the research, then observation on the students' discipline value was done by using assessment sheet based on the teacher's book of the curriculum 2013. The theme that was chosen for this research was Clean and Healthy Life. The interview was done in the middle of the teaching and learning process.

2.2 Respondents

The respondents of this research are the second grade students of elementary school. There are three classes 2A, 2B and 2C. Each class consists of 27 students. The total amount of the students is 81 students who are accompanied by a classroom teacher and a physical education teacher.

2.3 Instrument

The instrument of this research was in the form of discipline score which is based on the teacher's book (Ministry of Education and Culture, 2014). The scoring system is based on the four steps: the first step is Anatomy step which indicates that the students show the first sign of behaviour stated in the indicator but it has not consistent yet. The second step is Heteronomy step is which indicates that the students show the sign of behaviour stated in the indicator and it has already consistent because their comprehension on discipline value has already better. The third step is Socionomy step which indicates that the students show the sign of behaviour stated in the indicator and it has already broadened because their comprehension on discipline value has already good. The fourth step is Autonomy step which indicates that the students have already comprehend and realized the importance of discipline value and moral (MNERDCC, 2010).

2.4 Procedure

This research was conducted in one of elementary schools in Surabaya city which applies curriculum 2013. The research's subject was the three classes of the second grade students of elementary school who learnt physical education with the theme Clean and Healthy Life and sub-theme Clean and Healthy Life in School Environment. In learning physical education, the teacher used games which could enhance the students' discipline value. Before it was began, the pre-test was done based on the instrument in teacher's book, then the learning process began. In the initial part of the learning process, the concept of discipline was introduced to the students, then it was implemented in games. In learning physical education, there was one theme which consisted four sub-themes. In one sub-theme consisted six learning processes which had two types of learning physical education. The last step of the procedure was post-test which was based on the teacher's book.

2.5 Analysis

Data analysis was done by using *t*-test by applying SPSS 20 version to know how effective the physical education learning for enhancing the students' discipline value.

3. RESULTS

Table 1: Grade 2 class 2A tests of normality^b

	Pre Test A	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post Test A	1.00	0.52	11	0.000	0.34	11	0.000
	2.00	0.53	12	0.000	0.32	12	0.000

a. Lilliefors Significance Correction

b. Post Test A is constant when Pre Test A = 3.00. It has been omitted.

Based on data in Table 1 data normality test on the class 2 A, it can be inferred that the normality test results in an increase research data to pre-test Class 2A and post-test class 2A all values obtained significantly smaller than the p -value ($0.00 < 0.05$), then the distribution of data normal.

Table 2: Test of homogeneity of variances grade 2 class 2A

Levene Statistic	df1	df2	Sig.
0.836	2	24	0.446

If seen from the results of the data post-test class 2A and pre-test class 2A in table 2, shows that significant value from all the data of more than 0.05, then it can be concluded that the data are homogeneous. After the analysis of that data produced normal distribution and homogeneous, the research data is feasible to be used in subsequent analyzes.

Table 3: Paired samples test grade 2 class 2A

	Paired Differences			T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pre-Test A Post-Test A	-0.07	0.26	0.05	-1.44	26	0.161

Based on table 3, it is found that the level of significance of the pre-test class 2A and post-test class 2A variable obtained sig < 0.05 thus not a significant difference or differences between data pre-test and post-test. Using 95% degree of trust, it could be concluded that using integrated thematic approach for enhancing discipline value through learning physical education is not effective.

Table 4: Grade 2 class 2B tests of normality^{b,c}

	Pre Test A	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post Test B	1.00	0.46	12	0.000	0.52	12	0.000

- a. Lilliefors Significance Correction
- b. Post-Test B is constant when Pre-Test B = 2.00. It has been omitted.
- c. Post-Test B is constant when Pre-Test B = 3.00. It has been omitted.

Based on the data in table 4 data normality test class 2B, it can be concluded that the normality test results in an increase research data to pre-test class 2B and post-test class 2 B obtained significant values of all smaller than the p -value ($0.00 < 0.05$), then the normal distribution of data.

Table 5: Test of homogeneity of variances grade 2 class 2B

Levene Statistic	df1	df2	Sig.
38.76	2	24	0.06

If seen from the results of the data post-test Class 2B and pre-test class 2B in Table 3.5, based on the results of the homogeneity test data indicate that the significant value of all the data of more than 0.05, then it can be concluded that the data are homogeneous. After the analysis of that data produced normal distribution and homogeneous, the research data is feasible to be used in subsequent analyzes.

Table 6: Paired samples t-test grade 2 class 2B

	Paired Differences			T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pre-Test B Post-Test B	-0.11	0.32	0.06	-1.80	26	0.083

Based on table 6 which is the t test results showed that the level of significance of the pre-test class 2B and post-test class 2B derived variables $\text{sig} > 0.05$ thus not a significant difference or differences between data pretest and post-test. Using 95% degree of trust, it could be concluded that using integrated thematic approach for enhancing discipline value through learning physical education is not effective.

Table 7: Tests of normality grade 2 class 2C

	Pre Test C	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post Test C	1.00	0.47	14	0.000	0.51	14	0.000
	2.00	0.42	13	0.000	0.57	13	0.000

a. Lilliefors Significance Correction

Based on data in table 7 data normality test class 2C, it can be concluded that the normality test results on the research data on the increase in pre-test class 2C and post-test class 2C all the values obtained significantly smaller than the p-value of 0.05, then the data were normally distributed.

Table 8: Test of homogeneity of variances grade 2 class 2C

Levene Statistic	df1	df2	Sig.
2.28	1	25	0.143

If seen from the results of the data post-test class 2C and pre-test class 2C in Table 8. homogeneity test data indicate that the significant value of all the data is greater than 0.05, it can be concluded that the data are homogeneous. After learning that the resulting data were normally distributed and homogeneous, the research data is feasible to be used in subsequent analyzes.

Table 9: Paired samples t-test of grade 2 class 2C

	Paired Differences			<i>t</i>	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pre-Test C Post-Test C	-0.11	0.42	0.08	-0.27	26	0.185

Based on the test results table 9 *t*-test class 2C showed that the level of significance of the pre-test class 2C and post-test class 2C variables obtained sig> 0.05 thus not a significant difference or differences between data pre-test and post-test. Using 95% degree of trust, it could be concluded that using integrated thematic approach for enhancing discipline value through learning physical education is not effective.

4. DISCUSSION

There are four development pillars of character education in Indonesia though the heart, though the thought, though the flavor and sport, the value of discipline is on the pillars of sport (Mutohir, 2011). In the 2013 curriculum for the elementary school level for Character Education became one of the main objectives. Learning physical education by integrated thematic approach based on curriculum 2013 which focused on affective, cognitive and psychomotor was dominant on

affective compared to cognitive and psychomotor. Discipline value in learning physical education would give impact to the students' physical activities which could be risky for them if they do not obey the rules of the games. For example, bumping among students could endanger themselves.

Students who obey the rules in learning physical education were considered as those who had good moral and discipline value. Furthermore, they could come on time, always listen to the teacher's instruction, especially to avoid the serious accident in following the lesson. Use and always put back the tools after using them. These good habit also considered as the implication of discipline value.

The result of this research showed that there was not changing of students' discipline value in learning physical education which had already designed by the teacher of the second grade. The discipline value in this research was not only in the form of physically discipline, but also mentally discipline. The indicators of discipline in this research were i) the habit of coming on time at school, ii) the habit of obeying the physical activities during the physical education learning, iii) wearing the physical education uniform during the physical education learning, and iv) use and always put back the tools after using them in the proper place.

Discipline has very important value to support the students in order to be active and can get the best achievement (Ministry of Education and Culture, 2014). Discipline activities in learning physical education which was based on curriculum 2013 could be used to enhance character education and discipline value. The activities for enhancing discipline value based on the indicator of discipline as they were mention previously.

5. CONCLUSIONS

On the basis of the findings of this study it has been found that there are no significant changes of the students' discipline value through learning physical education by using integrated thematic approach for grade 2 at elementary school. Based on these findings it could be concluded that physical activities or games that have been selected to enhance the value of the discipline of the students still do not show any influence on the value of student discipline, especially in the second grade. It was also found that time allocation for learning Physical Education Sport and Health (PESH) in a theme (healthy life and clean) with four sub-themes have not been an impact on the value of discipline for students in grade 2. Implementation learning of Physical Education Sport and Health (PESH) were scheduled 2 times a week does not give effect to changes in the value of discipline in grade 2.

6. REFERENCES

- Agboola, A., & Tsai, K.C., (2012). Bring character education into classroom. *European Journal of Educational Research*, 1(2), 163-170.
- Bakirtzoglou, P., & Ioannou, P. (2011). Discipline of Greek students in relation to gender, interest in physical education lesson and sport activity. *Sport Logia*, 7(2), 103-111.
- Bredemeier, B.L., & Shields, D.L. (2007). Sport and character development. *President Council on Physical Fitness and Sport, Research Digest*, 7(1), 1-8.
- Doty, J. (2006). Sport build character? *Journal of College and Character*, 7(3), 1-9.
- Ministry of Education and Culture (2014). *Theme 5, clean and healthy life*. Handbook Teacher, Jakarta: Kementrian Pendidikan dan Kebudayaan. [in Indonesian].
- MNERDCC (2010). Training materials reinforcement learning methodology based on the cultural values nation to establish the competitiveness and national character. Jakarta: Kementrian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum.
- Moreno, J.A., Cervelló, E., & Martínez-Galindo, C. (2007). Perception of discipline according to gender, type of school, sport activity and interest in physical education in Spanish students. *International Journal of Applied Sports Sciences*, 19(2), 35-49.
- Mutohir, M.A. (2011). *Character with sport, sport with character*. Surabaya, Java Pustaka. [in Indonesia].
- Omar-Fauzee, M.S., Nazarudin, M.N., Saputra, Y.M., Sutresna, N., Taweesuk, D., Chansem, W., Latif, R.A., & Geok, S.K. (2012). The strategies for character building through sports participation. *International Journal of Academic Research in Business and Social Sciences* 2(3), 48-58.
- Paiman (2013). Contributions of physical education in shaping character of students. *Journal of Physical Education Indonesia (JPJI)*, 9(2), 134-140. [in Indonesian].
- Pala, A. (2011). The need for character education. *International Journal of Social Science and Humanity Studies*, 3(2), 23-32.
- Sarwirini, (2011). The child delinquency (juvenile delinquency): Causality and abatement efforts. *Perspectives Journal*, 16(4), 244-251. [in Indonesian].
- Widarsa, A.N. (29 July, 2013). *New 2013 curriculum for new school year in Indonesia*. Available online at: <http://www.globalindonesianvoices.com/8813/new-2013-curriculum-for-new-school-year-in-indonesia/> (Accessed 12 August 2016).