

Developing a Model of Play Learning in Character-Based Sports, Health, and Physical Education in Primary School

Waluyo^{1✉}, Furqon Hidayatullah², Agus Kristiyanto²

¹ Universitas Negeri Surakarta, Indonesia

² Postgraduate Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received 21 December 2016

Accepted 26 January 2017

Published 01 June 2017

Keywords:

play learning model, PJOK, character values

Abstract

The goals to be achieved through this research is to result in a product in the form of a model of learning to play in the Health, Sports, and Physical Education (PJOK) in Primary School (SD). This learning model is expected to motivate and appeal learners to learn PJOK which in turn can be a means of internalizing the character values for learners. This study uses research and development approach developed by Borg and Gall. In this research and development design, there were 10 steps that should be implemented. For the benefit of this study, the researcher simplified the ten steps of research and development from Borg and Gall into three stages, namely (1) preliminary study, (2) model development, and (3) assessing the effectiveness of the model. As for the learning design model, this study refers to Dick, Carey, and Carey (2009). The trial employed a small group of students of SDN 15 and SDN 16 Laweyan. The full trial employed a large number of learners of SDN 15 Laweyan, SDN 16 Laweyan, SD N Sumber I and SD N Sumber II. The test of the effectiveness was conducted in SDN 15 Laweyan attended by 32 students and the final product was disseminated in an international seminar. Instruments for gathering data were questionnaire and observation guidelines. Simple quantitative descriptive analysis techniques were employed to analyze the data. The results obtained in this research and development is an increase of scores from the first effectiveness test to the second one. The results of this research and development leads to some conclusions as follows: (1) The model of learning to play is capable of improving character values of hard work, discipline, tolerance, caring, creativity, honesty, friendship, responsibility; (2) The model learning to play is very effective as efforts to internalize the character values of hard work, discipline, tolerance, caring, creativity, honesty, friendship, and responsibility in learning Health, Sports, and Physical Education (PJOK) that is based on character education in primary schools.

© 2017 Universitas Negeri Semarang

✉ Correspondence:

Jalan Ir. Sutami No. 36A, Jebres, Kota Surakarta, Jawa Tengah
57126, Indonesia
E-mail: muhsinsuryani@gmail.com

p-ISSN 2085-4943
e-ISSN 2502-4469

INTRODUCTION

The problem of moral decline lately plagued most of the younger generation. The symptoms of such moral degeneration is among others characterized by the widespread of drugs abuse, promiscuity, crime, violence and various other less commendable behavior (Lubis, 2009: v; Parji, 2002: 78). Besides, there are a lot of members of the younger generation who fail to show finer appropriate parental expectations. The characteristics of being modest, friendly, tolerant, humble, helpful, social solidarity and so on which are the national identity for centuries as though are not strongly embedded in their mind. It can be said more specifically that education in Indonesia tends to focus on the dimension of knowledge (cognitive oriented) or intellectual/ academic issues and ignore moral education.

The effort to improve the students' achievement is inseparable from a variety of factors that influence it. In this case, education needs creative teachers to make learning more interesting and being preferred by its learners. The learning process in the School-Based Curriculum (SBC) requires the active participation of all students. Learning activities are expected to focus on the learner, the teacher functions as motivator and facilitator in it so that the classroom atmosphere is more alive. Therefore, the classroom atmosphere should be planned and constructed in such a way by using appropriate learning models so that the students can have the equal opportunities to interact with each other so that in turn they can obtain personal skills or attitudes and social skills in addition to the achievement of optimal learning. The teacher plays a strategic role especially in the effort of forming the national character through the development of desired personality and values. Because in the learning process teachers are not only equipped with adequate knowledge regarding the subject areas being taught but need to pay attention to aspects of holistic learning that supports the development of the learners' potential. Of these dimensions, the role of the teachers is difficult to be replaced

by others. Therefore, teachers are not only the agent for the transfer of knowledge but also the transfer of values. Educating is thus defined more comprehensively, namely the comprehensive effort to build the learners' mind as a whole, both cognitive and affective as well as psychomotor aspects in order to grow into personal human beings.

The success of the learning process can not be separated from the ability of the teachers to develop learning models which are oriented to build the effective intensity of the students' involvement in the learning process. Expected learning model development is the development of models that allows the students to learn actively and enjoyably so that they are able to achieve optimal learning achievement and outcome. In order to develop effective learning models, each teacher should have adequate knowledge of the concepts and ways to implement these models in the learning process. The affective learning model has been related to the teachers' level of understanding the development and condition of the learners in the field. Likewise, the teachers' understanding of the school infrastructure and facilities available, the field conditions and the other factors related to learning. This suggests that the quality of character education among the learners is essential to be improved.

The success of the learning process can not be separated from the teachers' ability to develop learning models oriented to intensively and effectively improving the student involvement in the learning process. Expected learning model development is the development of a model that allows the students to learn actively and enjoyably so that they are capable of achieving optimal learning. In order to develop effective learning models, each teacher must have adequate knowledge of the concept and the ways to implement these models in the learning process. The effective learning models have been linked to the teachers' level of understanding of the development of the teachers and the conditions of the earners in the field. Likewise, the importance of the teachers'

understanding of the availability of the school's infrastructure and facilities, conditions of the field, and other factors related to learning. This suggests that the quality of the learners' character education is essential to be improved.

Furthermore, the following results of researcher's survey shows that the state of learning in the PJOK subject at the Elementary School in Surakarta is as follows: (1) The current models of innovative learning has not been widely practiced; (2) The teachers just implement conventional manner in teaching, i.e. a way of teaching that is focused on the branches of the subject and is centered to the teacher; (3) The available quality and quantity of learning tools and supporting facilities is not adequate (4) Enthusiasm of male learners in playing is especially on football, they are not excited in attending subjects; (5) In order to implement character education, most activities are still largely limited to the syllabus and lesson plans and they have not been implemented in learning (interviews with association of PJOK teachers in Surakarta, March 8, 2011). Based on the above-mentioned circumstances, both the process and evaluation of PJOK learning in primary schools are still limited on psychomotor aspects, whereas the cognitive and affective aspects have not been touched, and neither have the models of learning to play and character-based education, whereas the PJOK learning curriculum must lead to the knowledge, skills, attitudes and behaviors or Bask (behavior, attitude, skill, and knowledge) (Cholisin, and Djihad Hisham, 2006: 123). The teachers should use the learning model that not only makes learning interesting but also provides space for the students to be creative and actively involved in the learning process, and knowledge and skill building (Brunner, 2000: 214). Based on these assumptions the development of models can be offered to health, sports, and physical education and hereinafter is referred to as Taat play Model as an effort to internalize the characters values in PJOK learning based on the nation's character education in primary school.

METHODS

Model Development

This study was designed as a research and development study. Borg and Gall (2007: 589) explains that research and development come from industry-based development model which is used as a procedure to design and develop a new quality product. In other words, the research and development are research that is oriented to develop and validate the products which are used in education. Borg and Gall (2007; 564) propose ten steps in development research as follows: (1) Researching and collecting information; (2) Planning; (3) Developing a preliminary form of the product; (4) Preliminary field testing; (5) Main product revision; (6) Main field testing; (7) Operational product revision; (8) Operational field testing; (9) Final product revision; (10) Dissemination and implementation. For the purposes of this study, the researcher simplifies the ten steps into three stages, namely (1) a preliminary study, (2) development model, and (3) testing the effectiveness of the model. The design model of the learning is referred to Dick, Carey, and Carey (2009).

Preliminary Study

Preliminary study consists of activities of researching and collecting information which includes two main activities, namely the study of related literature (literature review and the results of previous research) and field studies. The result of this activity is the implementation of PJOK learning in the field that will be used as the basis for the development of the model.

Model Development

This stage of the model development is a combination of the planning phase (planning) and development of a draft product (developing the preliminary form of product). The main activity is goal setting, determining the qualifications and forms of participation of the parties involved in research and development, determining working procedures and feasibility

study. The result of these activities is a draft of the model design that is ready for a try-out.

The field test phase contains the following stages: preliminary field testing, main product revision, main field testing and operational product revision).

Assessment of the Model's Effectiveness

The assessment of the model's effectiveness consists of operational field testing and the refinement of the final product (final product revision). The result is used as a consideration in making recommendations about the effectiveness of the model of learning to Taat play in primary school.

Data Sources

The sources of data for the study are:

- 1) Informants: teachers, students, and principals,
- 2) Event: PJOK teaching and learning activities.
- 3) Document: documents related to syllabi, lesson plans, teaching materials, instructional media, and other relevant documents.

Technique of Collecting Data

Data collection techniques that implemented in this study were questionnaires, interviews, observation, analysis of the documents related to the PJOK learning.

Data Validation

The data in the study was validated implementing data triangulation and a triangulation method. The data triangulation was employed to test the validity of the data from different sources, whereas the triangulation method was implemented to test the data using different methods.

Technique of Data Analysis

The data were analyzed by means of quantitative-descriptive techniques with percentages. The evaluation of Likert Scale questionnaire and closed questionnaire were analyzed using average analysis techniques. The

data from the open questionnaire and observations were analyzed using qualitative descriptive analysis techniques.

RESULTS AND DISCUSSION

At the outset of the research results, a detailed preliminary study conducted in several primary schools in Surakarta will be presented mainly as the research subject. One of the purposes of the preliminary study was to know the initial conditions of the PJOK elementary teacher competence in Surakarta currently. The results of the findings were used as a basis to consider what efforts might be done to improve these outcomes.

The sources of data required in this preliminary study included teachers, learners, and several primary school principals in Surakarta, syllabus and lesson plans, as well as the ongoing PJOK learning process. Data on teachers which were the focus of this preliminary study included the background of the teachers, the teachers' competence and performance, the teachers' ability in planning the lessons, teachers' activities in learning, the PJOK learning materials which are primarily related to character education. The data extracted from the students in the study included their response, opinions, and expectations in attending PJOK learning, especially concerning the teachers' performance, the presentation of the materials, and the students' opinions about character education. The data from the principal/ vice principal of curriculum areas include response and assessment of the teachers' competence in planning and implementing learning processes, as well as their advice and hope for the improvement of the teachers' competence in implementing the PJOK learning based on character education.

Based on the results of the preliminary studies, the teachers recognized that PJOK learning in the primary school in Surakarta that was based character education was rarely performed. In detail, the seven items that had been answered by the 32 respondents were as follows: (1) The teachers rarely had a positive

attitude to differences and diversity from the perspective of gender, culture, language, religion, and ethnicity; (2) the teachers felt that rarely related the issue of gender, culture, language, religion, and ethnicity in delivering a specific topic of the PJOK learning; (3) they even felt that they never explained how to build knowledge/theory by linking the perspectives of culture, religion, language, ethnicity, and the like; (4) they also felt that they never corrected negative attitudes towards race, gender, culture, ethnicity when they happened to the learners; (5) the teachers felt that they rarely treated all learners of the different race, religion, language, gender, and culture fairly in the process of learning, assessment, and interaction beyond the classes; (6) the teachers also felt that they never developed PJOK learning that was based on character education by developing standard and basic competencies that had already existed; (7) the teachers felt that they never fixed the syllabus and lesson plan that had already existed linking the values of character education in PJOK learning.

The PJOK teacher also claimed that the values of character education were rarely developed in the PJOK learning. In detail, of the eleven items that had been answered by the 32 respondents were as follows.

- 1) The teachers never developed the values of faith, attitude, and behavior that reflected the belief/ confidence of the individuals in God Almighty for the learners;
- 2) The teachers rarely related the PJOK subject matter with values of tolerance, i.e. the attitude to tolerate /appreciate/allow others to practice their religion, belief, opinion, and ideology which were different from the learners’;
- 3) The teachers rarely implanted humanistic values, i.e. the attitude that upheld human values in PJOK learning to the students;
- 4) The teachers rarely related the PJOK learning to the values of equality, namely the attitude that recognizes degrees, equal rights, and obligations as human beings;
- 5) The teachers rarely emphasized the value of love of the Homeland through the PJOK

material, namely the attitude to create a harmonious life among fellow citizens of a nation that had the cultural diversity in order to realize a united nation;

- 6) In PJOK learning, the teachers rarely implanted the value of cooperation, that is an attitude that stressed more on common interests without being limited by the elements of cultural diversity to the learner;
- 7) The teachers rarely related the PJOK learning materials to the value of discussions for consensus, i.e. the attitude that emphasizes on deliberation and consensus in solving the problems of mutual interest;
- 8) In PJOK learning, the teachers never implanted the values of kinship that was born out of a sense of brotherhood and became part of a group or community;
- 9) The teachers rarely created awareness among the students about the balance between the rights and obligations of human beings;
- 10) The teachers never related the PJOK learning materials to the value of rationality between cultures, namely an attitude assuming that by using mind intelligently was able to solve all the problems in the community.

Teachers rarely implanted the attitude of anti-discrimination and marginalization, which is an attitude showing equal rights and opportunities in life activity as citizens.

Results of the Model Development

Based on the observations in the field, the results of the questionnaires, and interviews with the PJOK teachers of SD Negeri Surakarta, the learning model that integrated the values of characters in the PJOK learning had not been available. The findings of the implementation of PJOK learning in the field included the factual aspects of the followings. (1) learners, (2) PJOK teachers, (3) approaches, strategies, models, and methods, (4) learning materials, (5) barriers, and (6) evaluation. All of them had motivated the researchers to develop a model of learning to play which was based on character education

which was expected to provide part of the solution in PJOK learning. The model in question is "Taat Play".

At this stage of the model development, a number of stages were carried out; they included small group trial, revision of the test results, the tryout in large groups, and improvement of the products. The effectiveness of the model was tried out in a two-cycle classroom action research each consisting of four meetings. and finally, a final product was produced that is a model of effective and efficient learning model.

Small Group Product Assessment

A small group field tryout is a test intended to develop and early model that has been designed and validated by experts and practitioners. The purpose of this tryout was to determine the feasibility of the procedures (syntax) and the "Taat Play" learning model. The tryout process was assisted by three teachers as collaborators, as well as practitioners who assessed the "Taat Play" learning model and assisted by one lecturer who helped observation and reflection of the test results.

End Product Assessment in Large Groups

The tryout in large groups of the product of the "Taat Play" learning model was carried out in November 2012 at SD Negeri 15 Laweyan class VA and VB, SD Negeri 16 class VA and VB, SD Negeri Sumber I, and SD Negeri Sumber II. In this tryout, researchers also employed the same three practitioners. The instrument used for assessing was also the same as that used the small group tryout.

From the analysis of the large-group tryout, it was shown that the large-group assessment of the "Taat Play" learning model resulted in the predicate GOOD. The tryout result achieved in the large group was better than the result of the small group tryout although the criteria were the same. The improvement of the test results can be interpreted that the "Taat Play" learning model increasingly gained feedback that could make the "Taat Play" learning model better.

End Product as a Result of the Development

After the draft model of the "Taat Play" was assessed in the small groups and large groups tryouts and had been revised based on the feedback from the subject matter experts and practitioners, it became a final product of the model development of learning to play. The end product of the model development of learning to play includes (1) the learning steps (syntax), in this case the researchers referred to Permendiknas 41 Year 2007 on Process Standard, in which learning must refer to the three main steps: (a) Introduction (apperception), (b) Core Activities, consisting of exploration, elaboration, and confirmation, (c) conclusion; (2) Construction of the learning to play model. (3) Six games as the implementation the model of learning to play, i.e. the games of (a) Street Soccer, (b) Kick Ball, (c) Grab Ball, (d) Head Ball, (e) Police and Criminals, and (f) Egg Keep; (3) Observation guidelines to assess the activity of the learners.

The six games are the implementation of the learning to play model. Besides, the six examples of the game were also packaged in the form of a DVD. The construction of the learning to play model and the observation guide had been described in other sections of this study. The end product of the development of the "Taat Play" learning model in the fifth grade Elementary School was packaged in a guide book. The guide book was also equipped with a DVD supplement containing six examples of the games for the learning model.

In an effort to determine the effectiveness of the learning model, after the big group tryout was conducted the effectiveness of the model was tested. After completing the test measuring the effectiveness of the end product of the learning to play model development, the next step was disseminating it through seminars and journal articles. The model was disseminated at the International Conference of ASEAN Counsel of Physical Education and Sport (ACPES) 2015: Enhancing the Quality of Serviced in Physical Education, Health and Sports for A Better Future. Sports Science Faculty, Semarang State University, Indonesia.

Then, the end product of the learning to play model development was published in the Proceedings of the International Conference of ASEAN Counsel of Physical Education and Sport (ACPES) 2015: Enhancing the Quality of Serviced in Physical Education, Health and Sports for a Better Future. Sports Science Faculty, Semarang State University, Indonesia entitled "Development Play Learning Model on Character Building Physic Education in Elementary School Grade V".

Test of the Model's Effectiveness

The results of the analysis of the learning model's effectiveness for the first cycle indicate that the internalization of the character values has not been optimal. The results were Very Good: 0% Good: 9.4% Average: 62.5% Poor: 28.1%. In other words, the internalization of the character values in the first cycle is not successful or is still under the minimal standard criteria (KKM). Therefore, the unsuccessful parts observed in the first cycle needs to be continued in the second cycle and it was necessary to have optimal planning and evaluation program so that the outcome is better than ever.

The results of the analysis of the learning model in the second cycle showed that the internalization of the character values was Very Good: 9.4% Good: 84.4% Average: 6.3% Poor: 0%. In other words, the internalization of the character values in the second cycle was good, 9.4% was even very good with the scores above the KKM after the fourth meeting in the second cycle. With the success of the internalization of the character values in the play models during the second cycle, it was not necessary to proceed to the next cycle.

From the comparison of results between Cycle I and Cycle II, it can be explained as follows. (1) There is no score in the classification of Very Good in the first cycle but in the second cycle, there are three scores in it implying that there is a significant rise of 9.4%. (2) There are only three scores or 9.4% in the Good classification in the first cycle, but in the second cycle, there is a change to 24 scores or 75%. (3)

In the first cycle, there are 20 scores or 62.5% while in the second cycle there is a 56.3% change to Good classification. (4) In the first cycle, there are 9 scores or 28.1% in the Poor classification while in the second cycle there is an increase of 28.1% to the average classification.

The results of Cycle I and II can be summarized as follows. (1) The average score of the hard-work character value in the first cycle is 69%; in the second cycle, it changes to 99% meaning an increase of 30%. (2) The average score of the tolerance characters values in the first cycle is 68% while in the second cycle it changes to 88% meaning an increase of 20%. (3) The average score of the creative character value in the first cycle is 70.5%; in the second cycle, it changes to 83.5% implying an increase of 13%. (4) The average score of responsibility character value in the first cycle is 60%, while in the second cycle it changes to 82% meaning an increase of 22%. (5) Value code of discipline in the first cycle average score of 67.5% in the second cycle changes in the mean score being 100% means an increase of 32.5%. (6) The average score of caring character value in the first cycle is 67% while in the second cycle it changes 87.5% implying an increase of 20.5%. (7) The average score of friendship character value in the first cycle is 70.5%, while in the second cycle it changes to 88% signifying an increase of 17.5%. (8) The average score of the honesty character value in the first cycle is 61.5%, whereas in the second cycle it changes to 82.5% meaning an increase of 21%.

Discussion of the Final Product

After the draft of the model was tested for effectiveness through the Small Group and Large Group tryout, the discussion of end products of the Taat Play model still referred to the five steps (Joice: 2002) with some changes or improvement as follows.

- 1) The learning steps (syntax) in this case referred to the Permendiknas 41 Year 2007 regarding the process standards, in which learning should be based on three basic steps, namely (1) Introduction, (2) Core

- Activities, consisting of exploration, elaboration, and confirmation, (3) Conclusion.
- 2) The social system describes the educational communication in learning between the teachers and the learners, and between one learner and the others. In this social system of there is an educational communication consisting of the communication of (a) action, (b) reaction, and (c) transaction.
 - 3) The principle of reaction describes the attitude, behavior, and teachers' ways to understand, respond to, and pay attention to the activities of the students during the learning process.
 - 4) The support system refers to all media that support the implementation of learning models. Related to the learning, the support system in question is a set of learning tools implemented for the learning to run effectively and efficiently, namely
 - a. Syllabus, i.e. the syllabus for grade V of PJOK;
 - b. Lesson plans, i.e. the PJOK lesson plans, for grade V of PJOK with the related competence standard and basic competence.
 - c. Teaching Materials, that is the PJOK appropriate teaching materials in line with the curriculum and based on relevant books.
 - d. Media, i.e. the facilities and infrastructure supporting the teaching-learning process.
 - e. Evaluation

The impact in question is the impact of the learning itself, which consists of two points, i.e. (1) the instructional impact, that is the direct impact of learning and (2) the accompanying impact, that is the other impact of that learning. The instructional impact is related to the learning objectives that have been established, while the accompanying impact or moderating impact is an impact beyond the learning objectives but is still related to the learning objectives.

The instructional impact of this model includes (1) The increase of the learners'

competence and (2) Increase of the learners' character values. Meanwhile, the accompanying impact includes (1) activity and creativity of the learners in attending the learning process, (2) increase of the learners' sense of togetherness (social attitudes), (3) tolerance for diversity, (4) Potential pleasure and high motivation towards PJOK learning.

The discussion of the end product of the Taat Play model is not separated from the discussion of the research results. In this case, the test for effectiveness indicates that in order to achieve the minimum completeness criteria (KKM), hard work, tolerance, creativity, responsibility, discipline, caring, friendship, honesty (with a value of > 4.0 or the Good Criteria) takes 7 to 9 meetings. There is a profound message that is implied and to be conveyed through this statement and fact concerning the importance of the process to achieve the learning outcomes. The changes in the behavior of the target learners of this learning process are not instantly achievable but require certain stages. In this regard, it should be understood that the learning process is done through several stages, i.e. verbal-cognitive phase, motor phase and automatic phase. In the early stages of learning the motion tasks, the learners need information to understand how to perform such motion tasks. After going through the first phase, the students begin to try to do the activity and finally find the movement patterns corresponding to the motion tasks. After repeatedly practicing, eventually, the learners are able to carry out their motion tasks skillfully or automatically. The results of the effectiveness test of taat play learning model in the first cycle at the initial meetings show that some of the character values have not reached KKM. However, it has reached average classification although two-character values are classified as Poor, i.e. honesty and responsibility. At the fourth meeting of the Cycle I, it is only the character values of honesty and responsibility that can be categorized as Average indicating the gradation that the play learning model is well applied. Looking at the analysis results of the effectiveness of the learning model in the Cycle

II, the internalization of the character values is optimally effectiveness. The complete results are as follows: Very Good: 9.4%, Good: 84.4%, Average: 6.3%, and Poor: 0%. In other words, the internalization of the character values of the Taat Play learning model in the second cycle is generally good, 9.4% of them are even very good and they are successfully above the KKM after the fourth meeting in Cycle II.

From the summary of the Cycle I and II results it can be explained that there is an increase of scores from the first to the second test. For the character values of hard work, there is a change in the average score to 99% meaning an increase of 30%. For the character value of tolerance, there is a change in average score to 88% meaning an increase of 20%. For the character value of creativity, there is a change in the average score to 83.5% meaning an increase of 13%. For the character values of responsibility, there is a change in the average score to 82% meaning an increase of 22%. For the character value of the discipline, there is a change in the average score to 100% meaning an increase of 32.5%. For the character value of Cares, there is a change in the mean the score to 87.5% meaning an increase of 20.5%. For the character value of friendship, there is a change of the mean score of 88% meaning an increase of 17.5%. For the character value of honesty, there is a change in the mean score of 82.5% meaning an increase of 21%.

Playing as the main alternative form of PJOK material delivery for primary school learners, they are in the group of play age. The PJOK learning process will become attractive if it is packaged in the form of play, both in the warming up and in the core part. Therefore, when the PJOK subject is packaged in the form of a play the learners feel that they are in a world allowing them to completely express the desire to move. The learners' hard work, tolerance, creativity, responsibility, discipline, caring, friendship, and honesty during the PJOK learning process are increasing significantly. Among the aspects being observed, the aspects of honesty and responsibility showed the lowest results. It shows and is an illustration that the

characteristics of elementary school learners in learning responsibilities are low. Therefore, the PJOK material should be packaged properly and appropriately in accordance with the growth and development of the learners. The other characteristics of the learners are their low level of honesty. The characteristics of being honest among the learners to make them often act spontaneously to the objects they face. For example, when they do not like the subject, they immediately respond to it negatively by doing other activities or interfering the other learners. The implemented learning model has provided an impact on the internalization of the character values significantly to the learners from the process of testing in the small groups, through the large groups, and to the effectiveness test of the model.

CONCLUSION

Based on the results of research and development that have been done it can be concluded as follows

The learning model to Taat play is capable of fostering that values of hard work in PJOK learning based on character education in primary school.

The learning model to Taat play can foster the values of discipline in PJOK learning that is based on character education in primary school.

The learning model that can foster the values of tolerance in PJOK learning based character education in primary school.

The products resulted in through this research and development activities have theoretical and practical implications. Theoretically, the findings of instruments for measuring the values of hard work, discipline, tolerance, caring, creativity, honesty, friendship, and responsibility can be used as indicators to foster the values of characters on the learners through learning model of playing in PJOK. Practically, this learning model of playing can provide a solution for the PJOK teachers to add the learning model of playing in order for the

PJOK learning to run in active, innovative, creative, effective, and enjoyable manner.

The instruments in the Taat Play model can be implemented in other materials that have basic competencies or indicators which are almost the same as and in accordance with the syllabus.

ACKNOWLEDGEMENT

We would like to express our most heartfelt and sincere gratitude to Prof. Dr. Tandiyoh Rahayu for her encouragement, patience and invaluable supervision and guidance. Her kind, generous, and thoughtful assistance meant a great deal to us in completing this article.

REFERENCES

- Bandura, A. (1986). *Social Foundations of Thought and Action*, Engelwood Clift, NJ: Prentice Hall.
- Bloom, B.S, Madaus, G.F, Hesting, J.T. (1981). *Evaluation to Improve Learning*. USA: Mc. Graw Hill.Inc.
- Creswell, John W. (1994). *Qualitative Inquiry and Research Design*. London-New Delhi: Sage Publications
- Carison, S.A. et al. (2008). Physical education and academic achievement in elementary school: Data from the early childhood longitudinal study. *Am J Public Health*. 98(4).
- Corbin, C.B. dan Lindsey, R. (1997). *Concept of Physical Fitness with Laboratories*. USA: Brown&Benchmark.
- Creswell, John W. (1994). *Qualitative Inquiry and Research Design*. London-New Delhi: Sage Publications
- Dick, Walter; Carey, Lou & Carey, James O. (2009). *The Systematic Design Instructional*. New Jersey: Pearson Education Upper Saddle River
- Elias, J.L. (1989). *Moral Education: Secular and Religious*. Florida: Robert E. Krieger Publishing Co. Inc.
- Espenschade, A.S. dan Eckert, H.M. (1980). *Motor Development*. 2nd ed. Ohio: Merrill Publishing Company.
- Gabbard, C., LeBlanc, B. dan Lovy, S. (1994). *Physical Education for Children: Buliding the Foundation*. 2nd ed. NJ: Prentice Hall.
- Gall, D. Meredith. Joyce P Gall & Walet R. Borg. (2003). *Educational Research an Introduction*. New York: Pearson Publishing
- Gibbon, S.L, Ebbeck, V., & Weiss, M.R (1995). *Fair Plya For Kids. Effek On The Moral Development of Children in Physical Education*. *Research Quarterly on Exercise and Sport*. 66(3): 247-255
- Gilbert, R., (ed) (2004). *Studying Society and Environment, A Guide for Teacher*, third edition, Australia: Thomson, Social Science Press.
- Givler, J.I. (2002). A physically active lifestyle starts at birth. *Teaching Elementary Physical Education*. 13(6): 12.
- Griffin, LL., Michael, S.A. dan Oslin, Y.L. (1997). *Teaching Sports Concepts and Skill: A Tactical Games Approach*. Champaign IL.: Human Kinetiscs.
- Irianto, D.P. (2005). Bermain sebagai upaya dini meletakkan dasar kebugaran bagi anak. *Jurnal Pendidikan Indonesia*. 1(2): 81-89.
- Johnson, D.W . & Johnson, F.P. (1991). *Joining Together* (4th Ed.). New Jersey: Prentice-Hall Inc.
- Jones, C. (2005). Character, Virtue and Physical Education. *European Physical Education Rivew*, 11(2): 139-151.
- Joyce, Bruce, Marsha Weil, & Emily Calhoun. (2000). *Models of Teaching*. New Jersey: Prentice-Hall Inc.
- Maksum, A. (2005). Olahraga Membentuk Karakter: Fakta atau Mitos. *Jurnal Ordik*, 3(1).
- Lickona, T. (1992). *Educating for Character: How our School can Teach Respect and Responsibility*. New York: Bantam Books.
- Lickona, T. (2012). *Education for charater: how our school can teach respect and responsibility*. Terjemahan Juma Abdu Wamaungo. Jakarta: Buki Aksara.

- M. Furqon Hidayatullah. (2010). *Guru Sejati: Membangun Insan Berkarakter Kuat dan Cerdas*. Surakarta: Yuma Press
- Metzler, M.W. (2005). *Instructional Models for Physical Education*. 2nd Ed. North Cattletrack Rd: Holcomb Hathaway, Publisher, Inc.
- Mosston, M. dan Ashworth, S. 2008. *Teaching Physical Education*. First Online Edition.
- MoreHouse, L.E. dan Miller, A.T. (1976). *Phycology of Exercise*. Saint Louis: The CV Mosby Company.
- Mutohir, T.C. dan Maksun, A. (2007). *Sport Development Index: Konsep, Metodologi, dan Aplikasi*. Cetakan Pertama. Jakarta: PT Indeks.
- Podulka, D. et al. (2006). Effect of Physical education and activity levels on academic achievement in children. *Med. Sci. Sports Exerc.* 38: 1515-1519.
- Rachman, H.A. (2005). Bermain: Media pengembangan keterampilan gerak anak pra-sekolah. *Jurnal Pendidikan Jasmani Indonesia*. 1(2): 91-100.
- Raviv, S. dan Nabel, N. (1992). Physical education as a part of ab integrative approach to pre-school teacher's professional training. *International Journal of Physical Education*. 19/3: 16. Quarter. Germany: Verlag Karl Hofmann.
- Sanjaya, Wina. (2006). *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi*. Jakarta: Kencana Predana Media Group.
- Savage, Tom V. David G. Armstrong, (1996). *Effective Teaching in Elementary Social Studies*,
- Sheilds, D.L.L and B.J.L Bredemeier. 1995. Character development and physical activity. Champaign IL.: Human Kinetiscs.
- Siedentop, D. (2002). Junior sport and the evolution of sport cultures. *Journal of Teaching in Physical Education*. 21(4): 394-410.
- Sugiyono. (2010). *Metode Penelitian Pendekatan Kualitatif, Kuantitatif, dan R & D, 9th Ed*. Bandung: Alfabeta.