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Integrated Learning Model as The Best Practice on Physical Fitness

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ABSTRACT: The aim of this research was to build the best practice teaching model for physical fitness and motivation through Integrated Learning Model. This reasearch was an explanatory mixed methods design. Ten teachers from three elementary schools were selected to analyze the Integrated Learning model design in the construction of a physical education. Seventy six students-five grade were selected based on their school's reputation for comparative analysis based on 4 sub variables of motivation and 5 sub-variables of physical fitness. Comparative results were developed by using inferential statistic of independent t-test. Findings of the observation showed that the most impressive motivational effect were on the Interated Learning was significant different with TGFU and Inquiry. Based on the findings, the Integrted Learning Model could serve as a guide to help elementary school teachers of Padang Pariaman understand key aspects that need to be emphasized to stimulate students' motivation and physical fitness performance.

1. INTRODUCTION

Intensee learning models was applied to the basic education in Padang Pariaman regency. They are TGFU and Inquiry. Eggen in Wardani (2005) states that the teaching games for understanding the tactics of the game to develop physical fitness of children and is expected to increase the motivation to participate, as well as improving mental health and physical fitness instructional model of teaching games for understanding (TGFU) is not a concept new for physical education teachers in developing physical fitness in school students. TGFU can be applied to a child's experience in school activities to improve physical fitness and improve physical health.

Toto, Tite and Yudiana (2011), the inquiry as a search for meaning and to create the experience. Inquiry means a series of learning activities involving the actualization of all students to explore and investigate systematically, critically, logically so that they can formulate their own findings with aplomb. From this description it can be said that the model of inquiry is a model where the student-centered learning activities.

From previous studies comparing the effectiveness of sport learning between TGFU and inquiri models to increased motivation and physical fitness (Abbas, 2013) showed no significant differences increased motivation and physical fitness. It is known that in practice has not been able to combine the two to increase students' motivation and achievement of physical fitness.

Based on these findings, the authors were invited to develop a model of integration of TGFU and Inquiry to be more effective in increasing students' motivation and physical fitness.

2. METHOD

This study is a development research that is run through three phases, 1) a quantitative approach, 2) a qualitative approach and 3 explanatory mixed methods design (Creswell, 2007; Wiersma 2005). The incorporation of these two approaches allow researchers to get more comprehensive data to achieve the goal of development learning model of integration are the main objectives of this study. The integration of two model in research could provide a more detailed picture of something considered problem (Creswell 2005; Creswell 2007). The study was conducted in low school Padang Pariaman District from January 2015 through July 2016. The study population was the entire lower school fifth grade students at three elementary schools as much as 76 people. Development of qualitative and quantitative models involving 10 physical education teachers, three experts on education, curriculum and learning exercise.

Instruments of motivation in this research using a Likert Scale and and Instruments of Physical Fitness Test. Qualitative data analysis was performed through the analysis process in the field, surveys and interviews through the display of data, coding, triangulation of data, verification and conclusion. While the quantittive data analysis calculate the frequency distribution, descriptive and inferential statistics with a confidence level of 5%.

3. RESULTS AND DISCUSSION

1. Development of integrated learning model through the model TGFU and Inquiry

Integration learning model was developed by combining the advantages of the model TGFU and Inquiry so as to create an integration model. This integration model enables improved students' motivation and physical fitness is better than the previous two models, namely TGFU and Inquiry.

The design of learning model of integration that has been validated by three experts of education, curriculum specialists and sport instructional specialist is used as a final product. The final products were tested in the learning activities that run nine times by 10 teachers. Activities are provided by the design of learning developed. Allocation of time spent in each meeting is 2 x 40 minutes. Prior to teaching and learning is done, first carried out observation and monitoring so that each learning activity completed can be given feedback to teachers to assess things need to be done to achieve the effectiveness of learning and lesson plans are optimal.

2. Effectiveness of Learning TGFU

a. Motivation Achievement by TGFU Learning Model

ElementsMotivation	Stage			Average	standard deviation
	Low (0-2.5)	Medium (2.6-3.9)	High (4.-5.)		
Interest to learn	64 (84.2%)	12 (15.8%)	-	1.6	3:49
Diligentand sincerity	66 (86.8%)	10 (13.2%)	-	1.4	3:54
A strong curiosity	63 (82.9%)	13 (17.1%)	-	1.5	2.68
The spirit of learning and practicing	70 (92.1%)	6 (7.9%)	-	1.4	2:21
Average				1:48	2.98

Table 1. Student's Motivation After following TGFU Learning model in Padang Pariaman

Based on Table 1 shows the stages of students of Elementary school students Padang Pariaman district's to motivation element is 1.6 with a standard deviation of 3:49, where from 76 students, 64 (84.2%) lower stage, and 12 (15.8%) were in medium stage. Elements diligent and seriousness with a mean value of 1.4 and a standard deviation of 3.54 obtained from 66 persons (86.8%) lower stage, and 10 (13.2%) were in medium stage. Meanwhile, a strong curiosity element

average is 1.5 with a standard deviation of 2.68 consisting of 63 persons (82.9%) lower stage and 13 students (17.1%) in medium stage. Elements learning spirit and practice have an average value of 1.4 with a standard deviation of 2:21 consisting of 70 persons (92.1%) lower stage and 6 (7.9%) were in medium stage.

b. Physical Fitness Achievement by TGFU Learning Model

Table 2: Physical Fitness After follwoing TGFU Learning model in Padang Pariaman

Based on Table 2 above shows the stages of physical fitness of elementary school students in Padang Pariaman district to the physical fitness elements of running 40 meters is 2:41 with a standard deviation of 1.06 at 39 people (51.3%) lower stage, 25 people (32.9%) medium stage and 12 people (15.8%) good stage. The pull-up element is 2.80 with a standard deviation of 0.71 consisting of 26 people (34.2%) lower stage, 38 people (50.0%) sufficient stage and 12 (15.8%) good stage. Meanwhile, the 30-second sit-ups element obtained mean 0.79 standard deviation 3.50 consist of 4 (5.3%) lower stage, 40 people (52.6%) sufficient stage and 32 (42.1%) good stage. In addition, the average vertical jump element is 2.37 the standard deviation 1.14 consist of 44 persons (57.9%) lower stage, 20 people (26.3%) sufficient stage and 12 (15.8%) good stage. The latter is the element run 600 meters. For these elements mean 1.54 obtained with a standard deviation 0.75 consisting of 70 people (82.2%) lower stage, 3 (3.9%) sufficient stage and 3 (3.9%) good stage.

Elements physical Fitness	Stage Low (1-2.9)	Enough (3-3.9)	Good (4-5)	mean	standard deviation
Running 40 Meters	39 (51.3%)	25 (32.9%)	12 (15.8%)	2:41	1:06
pull up	26 (34.2%)	38 (50.0%)	12 (15.8%)	2.80	0.71
Sit up 30 seconds	4 (5.3%)	40 (52.6%)	32 (42.1%)	3:50	0.79
Vertical jump	44 (57.9%)	20 (26.3%)	12 (15.8%)	2:37	1:14
Running 600 Meters	70 (82.2%)	3 (3.9%)	3 (3.9%)	1:54	075
Average				2:52	

The indicators of Physical Fitness Test (PFT) of Indonesia which was held on the fifth grade elementary school students Padang Pariaman overall physical fitness items measured values obtained as follows:

Table 3: Indicators Stages of PFT Students After following TGFU Learnig Model in Padang Pariaman

No.	Indicators PFT	Mean	TCR	Stage
1	Running 40 Meters	2:41	43.2	Low
2	pull up	2.80	55.8	Enough
3	Sit up 30 seconds	3:50	70.0	Enough
4	Vertical jump	2:37	42.1	Low
5	Running 600 Meters	1:54	19.2	Low
mean scores		2:52	46.1	Low

Based on Table 3 above shows that average of physical fitness on TGFU learning model at Elementary School of Padang Pariaman is 2.52 with the achievement stage of the respondents (TCR) 46.1%. It shows that the achievement of physical fitness of students follow TGFU learning model is a lower stage.

3. Effectiveness of Inquiry Learning Model

a. Motivation Achievement by Inquiry learning Model

Table 4. Student's Motivation After following Inquiry Learning model in Padang Pariaman

Elements of Motivation	Stage			Min	SD
	Low (0-2.5)	Medium (2.6 - 3.5)	High (3.6-5.0)		
Interest to learn	15 (19.7 %)	58 (76.4%)	3 (3.9 %)	2.95	3.92
Diligent and sincerity	13 (17.2 %)	60 (78.9%)	3 (3.9 %)	3.0	3:54
A strong curiosity	19 (25.0 %)	57 (75.0%)	-	2.87	2:20
The spirit of learning and practicing	26 (34.2 %)	48 (63.2%)	2 (2.6 %)	2.6	2:48
Average				2.86	3:04

Based on Table 4 shows the motivation stages of elementary school students in Padang Pariaman district to the highest motivation element is diligence and sincerity have an average value 3.0 with a standard deviation of 3.92 with 13 persons (17.2%) in lower stage, 60 people (78.9%) in medium stage and 3 (3.9%) in higher stage. Elements of learning interest with a mean 2.95 and standard deviation of 3:54 consisting of 15 people (19.7%) in lower stage, 58 people (76.4%) were in medium stage and 3 (3.9%) in higher stage. Average curiosity element is 2.87 and standard deviation of 2.20 with 19 (25.0%) in lower stage and 57 people (75.0%) were in medium stage. Lastly, most low motivation element is The spirit of learning and practicing had a mean 2.6 with a standard deviation of 2.48. The results showed 26 (34.2%) lower stage, 48 people (63.2%) were medium stage and 2 (2.6%) higher stage

b. Physical Fitness Achievement by Inquiry learning

Table 5: Student's Physical Fitness After following Inquiry Learning model in Padang Pariaman

Elements physical Fitness	Stage			Min	SD
	Low (1-2.9)	Enough (3-3.9)	Good (4.0-5.0)		
Running 40 Meters	17 (22.4 %)	27 (35.5 %)	32 (42.1 %)	2.82	0.91
pull up	26 (34.2 %)	36 (47.4 %)	14 (18.4 %)	2.87	0.82
Sit up 30 seconds	6 (7.9 %)	14 (18.4 %)	56 (73.7 %)	3.86	0.86
Vertical jump	38 (50.0 %)	24 (31.6 %)	14 (18.4 %)	2:59	1:06
Running 600 Meters	55 (72.4 %)	18 (23.7 %)	3 (3.9 %)	2:12	0.86
Average				2.85	

Based on data in Table 5 above shows the physical fitness stage of elementary school students in Padang Pariaman district for running elements of 40 meters is 2.82 with a standard deviation of 0.91 where 17 (22.4%) in lower stage, 27 people (35.5%) medium stage and 32 people (42.1%) in a good stage. The pull-up element is 2.87 and a standard deviation of 0.82 which consisted of 26 people (34.2%) lower stage, 36 people

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(47.4%) were in sufficient stage and 14 (18.4%) in a good stage. Meanwhile, the average of sit-ups 30-second element is 3.86 with a standard deviation of 0.86 obtained 6 (7.9%) lower stage, 14 people (18.4%) sufficient stage and 56 (73.3%) in good stage. In addition, the average vertical jump element is the standard deviation 2.59 to 1.06 consist of 38 persons (50.0%) lower stage, 24 people (31.6%) sufficient stage and 14 (18.4%) in good stage. For running 600-meters obtained meaning value 2.12 with standard deviation 0.86 composed of 55 people (72.4%) lower stage, 18 people (23.7%) and a sufficient stage 3 (3.9%) good stage.

The indicators of Physical Fitness Test (PFT) of Indonesia which was held on the fifth grade elementary school students Padang Pariaman overall physical fitness items measured values obtained as follows:

Table 6: Indicators Stages of PFT Students After following Inquiry Learnig Model in Padang Pariaman

No	indicators PFT	value Min	TCR	Stage
1	Running 40 Meters	2.82	55.8	Enough
2	pull up	2.87	57.1	Enough
3	Sit up 30 seconds	3.86	76.8	Good
4	Vertical jump	2:59	48.9	Enough
5	Running 600 Meters	2:12	34.2	Low
Average Score		2.85	54.6	Enough

Based on Table 6 above shows that the average value of physical fitness on learning models in Elementary School by using Inquiry model is 2.85 with the achievement stage of the respondents (TCR) 54.6`%. This shows that the physical fitness achievement of students with learning model Inquiry is enough stage.

4. Effectiveness of Integration Model

a. Motivation Achievement by Integration learning Model

Table 7. Student's Motivation After following Integration Learning model in Padang Pariaman

Elements of Motivation	Stage Low (0-2.5)	Medium (2.6-3.9)	High (4.0-5.0)	Min	SD
nterest to learn	-	19 (25.0%)	57 (75.0%)	4:34	2.85
Diligent and sincerity	-	17 (22.4%)	59 (77.6%)	4:26	3:02
A strong curiosity	2 (2.6%)	19 (25.0%)	55 (72.4%)	4:32	2:35
The spirit of learning and practicing	-	29 (38.2%)	47 (61.8%)	4:23	2:19
Average				4:29	2.60

Based on Table 7, the stage of students' motivation in Elementary School of Padang Pariaman for learning interest is 4:34 with a standard deviation of 2.84 consisting of 19 people (25.0%) were medium stage and 57 (75.0%) were higher stage. Diligent and seriousness elements with 3.02 with a standard

deviation 4.26 consisted of 17 subjects (22.4%) were medium stage and 59 (77.6%) higher stage. Meanwhile, the element has a strong curiosity 2.35 with a standard deviation is 4.32 by finding 2 people (2.6%) in lower stage, 19 people (25.0%) were medium stage and 55 (72.4%) in higher stage. In addition, elements of The spirit of learning and practicing has an average value of 4.23 with a standard deviation of 2.19. The results showed 29 (38.2%) were in the medium stage, and 47 (61.8%) were in higher stage.

b. Physical Fitness Achievement by Integration learning

Table 8: Student's Physical Fitness After following Integration Learning model in Padang Pariaman

Elements of physical Fitness	Stage			Min	SD
	Low (1-2.9)	Enough (3-3.9)	Good (4.0-5.0)		
Running 40 Meters	4 (5.3%)	12 (15.8%)	60 (78.9%)	3.91	0.77
pull up	-	26 (34.2%)	50 (65.8%)	3.84	0.71
Sit up 30 seconds	-	5 (6.6%)	71 (93.4%)	4:25	0:57
Vertical jump	12 (15.8%)	42 (55.3%)	22 (28.9%)	3:22	0.87
Running 600 Meters	8 (10.5%)	36 (47.4%)	32 (42.1%)	3:47	0.89
Average				3.74	

Based on data in Table 8 above shows that the stage of physical fitness of elementary school students in Padang Pariaman district for running 40 meters element is 3.91 with a standard division of 0.77 is composed of 4 (5.3.%) were lower stage, 12 people (15.8%) enough stage and 60 (78.9%) good stage. The average value of pull-up element is 3.84 with standard division 0.71, obtained 26 students (34.2%) were in sufficient stage and 50 (65.8%) were in a good stage. Further elements of sit ups 30 seconds is 4.25 with 0.57 division standard in which 5 (6.6%) were in sufficient stage and 71 people (93.4%) were in a good stage. The next element is 3.22 to jump straight division standard 0.87. This study showed 12 (15.8%) are in the lower stage, 42 people (55.3%) in sufficient stage and 22 (3.21%) in good stage. For element of running 600-meter was obtained by the average value of 3.47 with a standard deviation of 0.89, where 8 people (10.5%) are in the low stage, 36 people (47.4%) sufficient stage and 32 (42.1%) good stage.

The indicators of Physical Fitness Test (PFT) of Indonesia which was held on the fifth grade elementary school students Padang Pariaman overall physical fitness items measured values obtained as follows:

Table 9: Indicators Stages of PFT Students After following Inquiry Learnig Model in Padang Pariaman

No.	indicators PFT	value Min	TCR	Stage
1	Running 40 Meters	3.91	81.2	Good
2	pull up	3.84	80.8	Good
3	Sit up 30 seconds	4:25	83.8	Good
4	Vertical jump	3:22	79.2	Good
5	Running 600 Meters	3:47	79.5	Good
Average Score		3.74	76.9	Good

Based on the data in Table 9 above shows that the average value of physical fitness achievement in the integration learning model in Elementary school is 3.74 with the achievement stage of the respondents (TCR) 76.9%. This shows

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that the achievement of physical fitness of students with learning model of integration is on a good stage.

5. Test Comparison

a. Comparison of Motivation Achievement between TGFU Models and Inegration Model

Table 10 Comparison of Achievement Motivation Model between TGFU and Integration learning model in Padang Pariaman at Elementary School.

Data	t-acc	Sig	Df	Stage
Motivation Comparison TGFU and Model Integration	12 458	003 1	1 5 0	0.031 <0.05 Significa nt

The output SPSS 17.0 showed a significant level of 0.031 < 0.05, which means that there is significant influence between motivation among students who follow the physical education by TGFU learning model and Integration learning model. It means students following taught of physical education with integration learning model in Elementary School class V in Padang Pariaman have positive impact on the improvement of children's motivation to learn.

b. Comparison of Motivation's Achievement between Inquiry Model and Integration Model

Table 11 Comparison of Motivation's Achievement Model Inquiry and learning model of integration to sport education in Padang Pariaman District.

Data	t-acc	Sig	Df	Stage
Motivation comparison Inquiry and Integration Model	12 713	003 6	150	0.036 <0.05 Signifi cant

The output SPSS 17.0 showed a significant level of 0.036 < 0.05, which means that there is significant influence between motivation among students to follow the physical education classes with classes given Inquiry and Integration Learning model. This means physical education classes taught by instructional model integration for Elementary School class V in Padang Pariaman district must give a positive impression to increase students' motivation. This figure is higher than the class that uses the model of Inquiry.

c. Comparison of Achievement Physical Fitness between TGFU Models and Integration Model"

Table 12 Comparison of physical Fitness Achievement between TGFU and Integration learning model

Data	t-acc	Sig	Df	Stage
Comparison of physical Fitness TGFU and Model Integration	14 721	000 4	1 5 0	0.004 <0.05 Significa nt

The output SPSS 17.0 showed a significant level of 0.004 < 0.05, which means that there is a significant effect of physical fitness among students following the physical education classes with classes taught TGFU and integration learning model. It means that physical education classes taught by the integration of classroom learning model in Class 5 is allowed to give a positive impression to increase the physical fitness of students. The achievement of physical fitness to the learning model of integration is higher than the traditional class data by TGFU.

d. Comparison of Physical Fitness Achievement by using TGFU Models and Integration Model

Table 13 Comparison of physical Fitness Achievement between Inquiry and Integration learning model

Data	t-acc	Sig	Df	Stage
Comparison of physical Fitness Inquiry and Integration Model	12 242	004 1	1 5 0	0.041 <0.05 Significant

The output SPSS 17.0 showed a significant level of 0.041> 0.05, which means that there is significant influence physical fitness following the physical education students between classes Inquiry with classes taught by instructional model of integration. This means physical education classes taught by the integration of classroom learning model in Elementary school of Padang Pariaman district is allowed to give a positive impression to increase the physical fitness of students. The achievement of physical fitness by Integration learning model is higher than the class that uses the Inquiry learning model

4. IMPLICATIONS

Hypothesis tests is obtained by doing the comparative test between integration learning model can increase students' motivation and physical fitness is higher than TGFU learning models and Inquiry learning model. This success is due to the integration learning model in the implementation the holistic approach by combining learning, games, training and cognitive reinforcement compared to the previous two models of TGFU and Inquiry. The success of the integration learning model can serve as the best model for physical fitness education teachers to carry out the process of learning and teaching the physical education at the elementary school of Padang Pariaman because the integration learning model has advantages among others, as follows:

a. Product development of integration learning model can increase elementary school students' motivation achievement and physic-cal fitness.
b. Product development of integration learning model may be used as a good learning model, because it has been shown that it can improve learning achievement and students' motivation to learn.
c. Product development of integration learning model has been through several endorsements ranked by the experts of learning. Who establilshed the development product by physical fitness education pratitioner, academc experts and curriculum and succeeding teacher. In the validation stages, these experts provide input and advice that are used as references to improve the product for future development.

5. CLOSING

From the research and discussion above it can be concluded that the integration learning model can serve as the best model in improving students' motivation and physical fitness achievement for elementary school students in Padang Pariaman district. As an inovative model of integration teaching model, it would still need development for further refinement in order to increase students' motivation and physical fitness achievement for all the stduents elementary schools in Indonesia.

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