



## Thematic Based PJOK Module Development

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### Abstract

This study aims to describe the validity of thematic-based PJOK modules for grade IV elementary schools in odd semesters. The research used is the development (Research & Development), Borg and Gall. The research subjects were 18 PJOK teachers from three sub-districts in Medan City, namely (Medan Johor, Medan Selayang, and Medan Deli), as well as 3 expert validators. A questionnaire is used to collect information. The module category was found to be very practical to use, with an average score of 95% based on the results of the three expert validations. The first PJOK teacher validated the results with an average score of 94 percent. and the average score on the wider cohort test is 92 percent. and operational field trials yielded results with an average score of 92 percent. From the three seasoned professionals (PJOK teachers) an average score of 92.6% was obtained, with a very decent category. This shows that the thematic-based PJOK module is valid for use by teachers in PJOK learning for grade IV elementary schools.



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## INTRODUCTION

A great nation is built on the foundation of education. In the era of the industrial revolution 4.0 and society 5.0, quality improvement must continue to be carried out in order to keep up with changes and respond to challenges. In accordance with Indonesian law, no. Article 1 education is a deliberate and planned effort to create a learning environment and learning process so that students actively develop their potential, have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. Article 2 education is about the National Education System. Government of the Republic of Indonesia Regulation No. 57 of 2021 on National Education Standards, which takes into account the following: an education in Indonesia necessitates national standards that necessitate adjustments to the dynamics and developments of science, technology, and people's lives in order to improve the quality of education.

In accordance with Regulation No. 2 of the Minister of Education and Culture of the Republic of Indonesia, the 2013 curriculum (K-13) is used at the elementary level. Article 1 of Section 1 of Act No. 57 of 2014 Concerning the 2013 Curriculum for Elementary Schools/Madrasah Ibtidaiyah (1) The curriculum for elementary schools/Madrasah Ibtidaiyah that has been in effect since the 2013/2014 school year is referred to as the 2013 curriculum for Elementary Schools/Madrasah Ibtidaiyah. The following is the explanation provided in paragraph (2) of the 2013 Curriculum for Elementary Schools/Madrasah Ibtidaiyah: a Framework for the Basic Curriculum; b. Curriculum Design; c. Coursework; as well as Subject Guidelines and Integrated Thematic Learning. The Government is

in charge of developing the Guidelines for Integrated Thematic Subjects and Learning referred to in Paragraph 2 of Article 10. Also reiterated in Article 11, paragraph 1: An integrated thematic learning approach is used to implement learning in elementary schools and mosques. Aayat (2) The learning of content in Elementary School/Madrasah Ibtidaiyah subjects that is organized into themes is known as thematic-integrated learning. Thematic is an integrated learning model using themes to link several subjects so as to provide rich and meaningful experiences to students, therefore the ministry of education has facilitated educators by publishing thematic books as teaching materials that can be used by educators. As educators at the SD/MI level, they are required to be able to organize learning content using a subject or thematic approach. In the process of organizing learning, a teacher needs to pay attention to the devices used, including teaching materials such as books or modules that are appropriate and supportive.

The teacher has, up until this point, only imparted the fundamental learning material through experience or limited learning; naturally, this is ineffective, and it is challenging to achieve the anticipated learning objectives in accordance with educational ideals outlined in Government Regulation of the Republic of Indonesia No. 57, and Indonesian Republic Law No. 20. In order to achieve appropriate learning and the correct process, the teacher's understanding must be well-established first because if not, it will have an impact on the competence of students who are only able to develop in one particular field, not rich in knowledge and learning experience in other fields, a worse impact is feared can affect the health, mental, and social students. The thematic-based PJOK learning resources for teachers in

schools have not yet been available, so this has become the basis for researchers to develop thematic-based PJOK modules as a guide for teachers for grade IV SD.

Sugiyono (2016) states that "R&D research is research used to make products and test how well certain products work." Hanafi (2013) defines R&D research as a systematic study of design, development, evaluation, learning product processes must also meet practicality, validity criteria, and effectiveness. According to Dwicahyo (2014) also states that the module is "a curriculum package used by teachers and students, consisting of teaching materials that have been formulated in detail". According to Prastowo (2016) argues that the module has several objectives, namely: Helping the teacher's task in the teaching and learning process the teacher can find out the progress of student learning in understanding the material through modules, the teacher can also classify which students are fast in mastering the material and which students are slow so it is necessary to repeat learning of the module, transparently students can find out the ability in master the material being studied. A pressing requirement is the creation of module-based instructional materials. This is a result of schools adopting a unit-level curriculum based on competencies. The competency approach mandates the utilization of modules for learning implementation. Sports and health physical education is a lesson taught at a particular level of education. It is one component of the overall education that places a priority on physical activity and encouraging healthy lifestyles for mental, social, and emotional growth in balance (Sudira, 2006: 37). The curriculum is also all the school's efforts to influence children so that they can learn well at school, outside the school environment or all activities to influence

learning subjects so that they become the person expected by proper things (Trianto, 2010).

The child's development process is coupled with the experience gained during childhood and allows it to grow and develop into an adult human being (Gunarsa, 2008; Hernawan, et al. 2018). Child maturity is very dependent on the environment and habits that are repeated throughout their lifetime (Gullickson, 2011). Children have a strategic position in educational development. The potential of children should be implemented in families, schools and communities (Mahendra, 2006). Middle childhood, from the age of 6 to 11 years, is the average age of students in grades I to grade IV and V of elementary school. According to the theory of Papalia and Martorel in Seto (2015), at this age the thing that really needs attention is the development of the body and movement skills that take place. When they reach the age of being children, they are better able to control their bodies and are able to sit for longer periods of time while paying attention and concentrating. As a result, children need to be physically active and regularly exercise in order to grow and develop perfectly.

## METHODS

Referring to the Borg and Gall development model, this study employs a Research and Development (R&D) method. The R & D model has ten stages of development (Borg, 2002:571).

- 1) Preliminary Study (Research and Information Collecting)
- 2) Planning Research (Planning)
- 3) Design Development (Develop Preliminary of Product)
- 4) Preliminary Field Testing
- 5) Revision of Limited Field Test Results (Main Product Revision)
- 6) Main Field Test.

- 7) Operasional Product Revision.
- 8) Operasional Field Testing
- 9) Final Product Revision

This research was carried out in the Sports Teacher Working Group (KKG-Or) in Medan City, namely in Medan Selayang District, Medan Johor District, and Medan Deli District.

### Participants

The population in this study was KKG-Or in Medan City and the sample used was 19 PJOK Class IV SD teachers. Three teachers participated in the primary field trials as individuals, five teachers participated in limited trials, and 11 PJOK teachers of class IV SD participated in large group trials.

### Sampling Procedures

The purposeful sampling method is used for a number of reasons. For instance, the individuals who were used as respondents in the study were experts in their fields and those who were thought to have credibility. It is hoped that the sample will be truly representative using this method of sampling (Winarmo,2013:80).

### Design or Data Analysis

The data is analyzed and calculated using the percentage score on the developed module. Sudjana (2007) states that module validation is determined through the following steps:

- a. Determine the percentage of the maximum score with the formula:  
 $x100\%=100\%$
- b. Determine the minimum score percentage with the formula:  $x100\% = 20\%$
- c. Determine the range with the formula:  $100\% - 20\% = 80\%$
- d. Determine the length of the interval with the formula:  $=16\%$ .

## RESULT

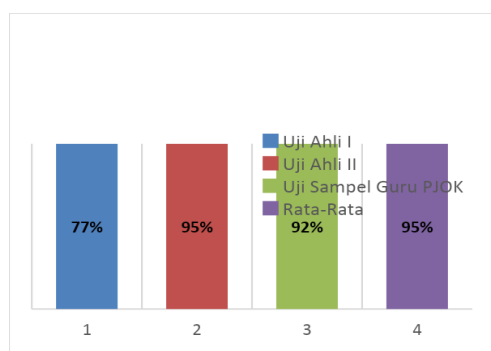
Based on the research's findings, discussion, and findings after the thematic-based PJOK module for grade IV elementary schools was examined, conclusions were drawn as answers to various questions in the problem formulation. Stage II saw revision and testing of the thematic-based PJOK modules developed for grade IV SD based on the test of learning expert informants, so the module was declared very feasible. Then it was tested in phase I with expert linguists then revised and tried out in stage II, the module was declared very feasible. Then the module was tried out in phase I to expert media sources then revised and tried out in stage II, the module was declared very feasible. Next, conduct field trials on PJOK teachers at KKG-Or in the city of Medan. The first field test was tested on KKG-Or Medan Johor District with a total of 3 teachers which have been revised according to input and suggestions. Then the second field trial was carried out to KKG-Or in Medan Selayang District with a total of 5 teachers and has been revised according to input and suggestions. The first field test was tested on KKG-Or in Medan Deli District with a total of 11 teachers who have been revised according to input and suggestions. The conclusion is that the thematic-based PJOK module products show results with appropriate criteria for use by teachers in odd semester PJOK learning. The conclusion is that the thematic-based PJOK module developed for fourth grade SD in odd semesters is very appropriate for PJOK teachers to use as a guide in implementing thematic PJOK learning process.

## Tables & Figures

The text should include figures and tables. Using a word processor, open tables should be created and cited in order in the text. Your figures must be submitted in TIF format with resolutions of at least 300 dpi or higher to guarantee the best print quality. Figure captions and legends will be set to a font size of 8 to 10 below the figures.

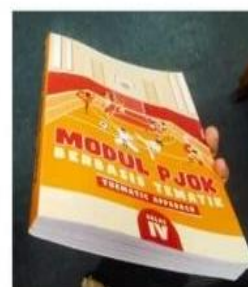
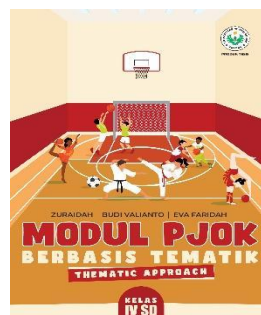
**Table 1.** The results of the accumulated validation of experts (I and II), as well as the thematic-based PJOK module sample validation

Expert Test I			
NO	Resource Person/Expert	Percentage	Of Validity
1.	Learning Expert	72%	Valid
2.	Linguists	97%	Very Valid
3.	Media Expert	64%	Fairly Valid
<b>Average</b>		<b>77%</b>	<b>Valid</b>
Expert Test II			
NO	Resource Person/Expert	Percentage	Of Validity
1.	Learning Expert	96%	Very Valid
2.	Linguists	100%	Very Valid
3.	Media Expert	88%	Very Valid
<b>Average</b>		<b>95%</b>	<b>Very Valid</b>
Teacher Sample Test			
1	First Trial	94%	Very Valid
2	Second Trial	92%	Very Valid
3	Operational	92%	Very Valid
<b>Average</b>		<b>92%</b>	<b>Very Valid</b>
Average Expert Validation (I and II), As well as Teacher Sample Validation		88%	Very Valid



**Fig 1.** Percentage of Cumulative Assessment of Test Experts (I and II), as well as the PJOK Teacher Sample Test.

## Final Products



**Fig 2.** The Final Module After Revision.

## DISCUSSION

In accordance with the background of the emergence of the idea to develop this thematic-based PJOK module, which aims to provide a companion resource for teachers in applying thematic during the PJOK learning process at school. In accordance with Regulation No. 2 of the Minister of Education and Culture of the Republic of Indonesia, elementary school students are required to engage in thematic learning. Article 1 of Section 1 of Act No. 57 of 2014 Concerning the 2013 Curriculum for Elementary Schools/Madrasah Ibtidaiyah (1) The curriculum for elementary schools/Madrasah Ibtidaiyah that has been in effect since the 2013/2014 school year is referred to as the 2013 curriculum for Elementary Schools/Madrasah Ibtidaiyah. An integrated thematic learning approach is used to implement learning in elementary schools and mosques, as explained once

more in paragraph 1 of Article 11. Aayat (2) The learning of content in Elementary School/Madrasah Ibtidaiyah subjects that is organized into themes is known as thematic-integrated learning.

PJOK class II students MIN 4 Langsa with (2-tailed) is 0.00 0.05 assuming a sig value of 0.05 It has been tested based on the results of Lubis's research (2021), which states that thematic learning has an impact on increasing creativity, problem solving, and basic movements of students in learning. Twiningsih (2019), The research was titled "The Effectiveness of Module Problem-Based Thematic Learning to Improve Elementary School Students' Critical Power of Thinking Ability." Students' post-test scores on critical thinking skills were significantly lower than their pre-test scores, according to the findings. As a result, the developed module can effectively enhance students' critical thinking abilities. Febrianti (2021), The study's title is "Integrated Thematic-Based PJOK Learning Module for Students on My Favorite Theme." Love to dance and sing. With a percentage of 90.58%, the study showed that teaching materials were very well validated in terms of content and material aspects. With a percentage of 93.33 percent, the learning media aspect ranks highly. With a percentage of 96.25 percent, the field test results for teacher preparation were in the very good category, and the field test results for student preparation were in the very good category with a percentage of 97.15 percent. Therefore, the creation of an integrated thematic-based PJOK learning module on the theme "My Passion" for first-graders (sub-theme: Likes to Sing and Dance) is suitable for use by students.

## CONCLUSION

Following the examination of the thematic-based PJOK module for grade IV elementary schools based on the findings of the research, discussion, and findings conclusions were drawn as answers to various questions in the problem formulation. The development of thematic-based PJOK modules for grade IV SD was based on the test of learning expert informants in stage I. In stage II, the module was revised and tested, and it was found to be very feasible. Then it was tested in phase I with expert linguists then revised and tried out in stage II, the module was declared very feasible. Then the module was tried out in phase I to expert media sources then revised and tried out in stage II, the module was declared very feasible. Next, conduct field trials on PJOK teachers at KKG-Or in the city of Medan. The first field test was tested on KKG-Or Medan Johor District with a total of 3 teachers which have been revised according to input and suggestions. Then the second field trial was carried out to KKG-Or in Medan Selayang District with a total of 5 teachers and has been revised according to input and suggestions. The first field test was tested on KKG-Or in Medan Deli District with a total of 11 teachers who have been revised according to input and suggestions. The conclusion is that the thematic-based PJOK module products show results with appropriate criteria for use by teachers in odd semester PJOK learning. The conclusion is that the thematic-based PJOK module developed for fourth grade SD in odd semesters is very appropriate for PJOK teachers to use as a guide in implementing thematic PJOK learning process.

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