

INTERDISCIPLINARY LEARNING
IN SPORT PHYSICAL EDUCATION AND HEALTH

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Abstract

Matter of physical education subject, sport, and health very solid. Meanwhile learning time allocation but 2 x 40 minute per week. Then not an a simple to setting learning in order to reached all desired targets.

Interdisciplinary learning gives opportunity for teacher to be able to carry out physical education, sport and health maximally, until desired target is reached and subject of physical education, and health not to marginal by other subject.

Interdisciplinary learning offers some ways to integrate subject matter, that is: 1) Content Linkage Approach, 2) Share Integration Approach, 3) Thematic Unit Approach.

INTRODUCTION

Implementation of Permendiknas no 22 tahun 2006 about Standar Isi, no 23 about Standart Kelulusan, and no 24 about execution as continuity from Undang-undang Nomor 20 Tahuns 2003 about Sistem Pendidikan Nasional and Peraturan Pemerintah Nomor 19 Tahun 2005 about Standar Nasional Pendidikan, is new homework for teacher. It is not happens change in a curriculum then teacher as the curriculum executor in school must immediately develop it in course of study.

Change that fuse in Kurikulum 2006 is new matter appearance (that actually old matter) in scope of Physical education subject that is health matter. Initialy at Kurikulum Berbasis Kompetensi in 2004 and Kurikulum tahun1994 matter is referred as there is no, nevertheless at some former curriculum health matter not a matter alien to physical education teacher. Ironically at time allocation in curriculum structure happened degradation mount SMP from 3 hour studies become 2 hour studies and fixed 4 hour studies to mount SD and 2 hour studies SMA. This condition is hard work for physical education teacher to be able to reach all interests that specified to all participant to educate.

Game matter and sport, development activity, gymnastic activity, activity ritmik, water activity, and external education class is matter that signalize skill psychomotor in the form of practic, whereas health matter more signalizes cognate skill and afektif in the form of theory. Ideally if conducive time allocation activity praktik to improve bodily fitness can be carried out

minimize two-time look in the face and once duty terstruktur at extracurricular and available activity time for health theory. Promatical Problems of time allocation classic for physical education teacher and health (penjasorkes) especially in arranging and management of study process during limited. Time limitation and matter density physical education is felt concerned about will influence success the goal or interest that was established. Add time allocation is not a wise matter in curriculum execution, because will influence other allocation of subject time. Action that conducted to overcome it is integrates physical education matter and sport with health education.

DISCUSSION

All the times we can make learning more relevant and personality meaningfull to the child's life. Study like this will more have an effect on and will be remembered for a long time (Robert Kellough, 2000; in Graham 2004:665). For some children, especially those that are "kinesthetic" learners (Gardner,1993), the conections are best made throug movement.

In the effort unite between physical education, sport and health education can be conducted by integrate matter not only simply name federating penjasorkes, Fogarty (1991:xv) state that course material integration can be conducted (1) in one subject, (2) between subject, and (3) in and between subject. Furthermore Fogarty (1991:76) enhance that model of subject integration are conducted by specify priority of discussion fundamental that will be taught with concerned about concept equality, attitude, and ability in subject integrated.

Defining Interdisciplinary Learning

A major thrust in curriculum development in school this time is the integration of subject content across the curriculum (Wood, 2001; in Graham, 2004:665). "Intediciplinary learning is an educational process in which two or more subject areas are integrated with the goal of fostering enhanced learning in each subject area" (Cone, et.al., 1998; in Graham, 2004:665). Integration helps children make sense of what they know as it pertains to them and their world. The terms interdisciplinary and integration are usually considered synonymous and will be used in in this study. Integration improved learnt pass by:

1. Reinforcing curriculum content in a variety of educational setting.
2. Encouraging children to trasfer what is laearned in one setting or situation to new , adding meaning to what is being learned.

3. Providing children with multiple opportunities to practice particular concepts and skill.
4. Encouraging children to better understand and to see the connectedness of what they are learning and how it relates to their own world.

Integrating Physical Education

Integrating physical education in a school curriculum works in two directions—integrate content/matter other subjects into physical education curriculum and integrate concept and skill in physical education into area of curriculum area other subjects. Various of integrative curriculum types likely will inspire characteristic of new appreciation and improve enthusiasm between teacher and about study area each. A physical education teacher that integrate one lesson unit with mathematics curriculum and science in elementary school tells him/hers feels appreciation from other teachers in school that see more significant contributor to perfection of school curriculum (Placek, 1992; in Graham, 2004:666).

As a result of the connections among learning domains and between subject-specific information sets that integration allows, children often sees knowledge that the of more important in the context of their reality life everyday. For example: childrens that normally enthusiastic about physical education maybe motivated by their conducive integrative activity prosper in the case of cognate domain or psikomotor, like: learn swim at the same time study “water” from side matapelajaran science. By the same way, remarkable children in the case of bodily activity but weaken in other matapelajaran, maybe can be looked for its dependability until children motivation for instruction mentioned and weak matapelajaran. For example: for children that found difficulties in read can be triggered spirit [of] read it when asked to read history of athlete struggle is recognized Bulutangkis when like play within class badminton physical education. In other word, integrative approach improves potential children motivation for instruction.

Benefits of Integration

Important for comprehended why integrating subject areas is worthwhile and to reflect on the benefits of integration for both and subject content areas. Following some of the most notable benefits—from physical education and the class-room perspectives.

Benefits of Integrating Other Subject Skill/Concepts Into The Physical Education Class.

1. Children learn by seeing relation/link in what they study, Physical education for many children is pleases. A bodily education program that with quality help them to become easier control skill and send them are become accustomed active life at various of existing opportunities. Learn kinestetik from content/matter other matapelajaran often helps children controls concept in language art, science, and mathematics that maybe otherwise must seriousness in class environment that more assure.
2. Childrens that feel less in motion skill but extraordinary in academic system will find relation/link between area of area study so that more motivation and please.
3. When physical education environment is used to strengthen skill and concept academic other, physical education must come up to show physical education the importance in school. Nevertheless, the importance of bodily education program target are must recognized in school, manakala teacher cooperates to help success children reaches desired standard.

Tables 1.1. Example of Two Directional Integration between Physical Education and Science

Physical education	Integrate	Science	Plan a hike through a nearby park to identify Trees, flowers, and other plants.
Science	Integrate	Physical education	Childrens uses deferent locomator movements to travel through a large replica of the heart on the gym floor to shoe the pathway of blood flow.

Benefits of Integrating Physical Education Skill/Concepts in The Regular Classroom

1. Suggested childrens active in at least physical for 60 minute everyday (IOM; in Graham, 2004:667). In some cases this suggestion can be applied in school. With other word for physical education, class teacher can facilitate for the happening of bodily activity alongside day. By integrate skill and physical education concept with concept at other matapelajaran, children can be in simultaneous exercise motion, meanwhile also find account to become

active in physical. Divided bodily Activity becomes 20 till 30 minute help children to be more concentration and ready for learn.

2. Children love to move! For children, movement is a critical means of communication, expression, and learning. Involvement becomes “active” than “passive” in learning motion sends children more excited and motivated to learn.

Important Consideration

Before set mind on use the interdisciplinary approach in program, there are some important consideration that must be done. To integration successfulness, teacher must have knowledge and appreciation about content/matter other matapelajaran, prepare to be more frequently conduct effort, and always control target in mind marrow.

Resiprocal Respect for Subject Content. Integrating physical education and other subject content is not always easy. Physical educators will have to alter the way they think about physical education. They will have to become familiar with developmentally appropriate content in other subject areas in order to promote real learning. The classroom teacher and administration must see bodily activity and physical education skill just as important as components from child education, and see physical education teacher as kontributor for perfection of child education.

Extra Effort. Developing effective interdisciplinary learning experiences, as the same manner as with various of curriculum innovations, require effort and time. Teacher must sequence arrange-repeat from instruction in order to in accordance with concept of study or theme that class teacher on call teaches, conversely. Some could probably succeed while onother not. Prepare for merefleksi experience learns, make change, and try repeatedly.

Your Goal. One challenge of interdisciplinary teaching is not to lose sight of the educational goals and objectives you want to accomplish as you plan integration activities with other subject areas. Always potential advantage value from integration activity that raised and if intention and target are not reached, then it should not be considered a worthwhile endeavor. Remember, exactly passed by bodily education program that children learn to present locomotor motion, non-locomotor, and manipulative in correctness and accurate, which will improve their interdisciplinary learning.

The Process of Teaching Using Interdisciplinary Learning

There is various of models interdisciplinary that had been introduced by some sport researchers pedagogy for years. In integrative study, can be developed model name by it self as [the] its guidance. In understanding Graham (2004:669) said there is three approaches to be able to comprehend integrative study, that is: content linkage, shared integration, and thematic unit all combination the teaching of skills and concepts from at least two subject areas. The content linkage approach can be applied by one teacher independently, while the shared integration approach and the thematic unit approach both require collaborative effort between at least two teacher from subject areas matapelajaran in school curriculum.

Content Linkage Approach

The content linkage approach is applied by one teacher to connect the content of at least two subject areas. One content area may be the primary focus of the lesson, while skill and concept from another subject are enhance the learning experience and gives opportunity practic learns skill and concept in other subject. Physical education teacher can find way to strengthen study content without forget principal focus of skill theme, concept of motion, concept of fitness by using approach of content dependability. For example: physical education teacher in nursery school can strengthen concept counted/calculated in mathematics from number 1 till 30 on the happening of focus learns collect gymnastic equipments or skip small circle that join in gymnasium room.

Other Example is portrayed pass by Figure 1.1., that show how certain deftness content for class children four elementary schools can be integrated in temporary physical education curriculum also focus at praktik skill theme dribbling with arm. Like matter above, class teacher can use motion to teach special concept in one area matapelajaran from curriculum. For example: class teacher that is teaching language can conduct motion of ball throw-catch skill at the same time mentions word/frase language topic. Complete Example is portrayed at figure 1.2., that portrayed how filled mathematics study was for second class taught pass by motion and reinforcement from concept of physical education.

Shared Integration Approach

Another Strategy to connect more than one subject-specific content area is the shared integration model. At this approach, two teacher work together give lesson or some lessons as

the concept focus of share from two different subjects. For a comparison between this approach and linkage approach, see see tables 1.2. Both this type of lesson integration can be used either on class room and within class physical education to strengthen concept and skill. When teacher work together to teach and reinforce related skill from two or more subject areas, it help integrate the cognitive, affective, and psychomotor domains of learning.

For example for shared integration approach is a lesson activity at box activity 1.3. that discuss “Stepping across the U.S.” for sixth grades. Activity-it strengthens three physical education targets :1) important-it of bodily activity, 2) activity more promotes motion and in consequence, more stageable, and 3) amount of bodily activity required just for reach a set target in every its day. With other word experience learns that strengthen concept of social study from geography—location, distance, and fact about a province a country. Can be also used to exercise mathematics skill to estimate and compare to. This Study requires either physical education teacher or class teacher to cooperate strengthen concept in common.

Developing an Integrated Learning Experience

When teacher has selected a class and teacher are referred will conduct integration study that use the content linkage approach, first teacher must assesment of content scope, sequence, and interest standard to integrate subject and compare those with your own. Later, select skill/concept for every subject matter that will be integrated, and design accurate and precise learning experience that focus at concept that has been selected. (use example at box 1.3 as the guidance). Before implementing the lesson, share opinion with teachers other content area for awareness and feed back. After teaching the lesson, asses the success of the learning experience. For the shared integration approach, both teachers must share scope program and sequence, and standard, discussed conducive integration experience. Together write experience learns accurate and precise of each subject area that will be integrated. Decide on the implementation date so that lesson can be adjusted, if necessary.

Criteria for Integrated Lesson Development

When preparing and implementing learning experiences using either the content linkage approach or the shared integration approach, raise question to ownself. Does the integrated lesson:

- Provide developmentally and instructionally appropriate tasks for children?
- Focus at one particular skill theme, movement concept, and/or concept of fitness that consistency with sequence and scope?
- Reinforce specific content standard(s) in one or more other subject areas for, and is consistency with sequence and program scope at class level intended?
- Include assessment strategies for assessing effectiveness in both subject areas?

Thematic Unit Approach

Third approach toward content integration is unit approach tematik, teacher allied curriculum content pass by sequential period, when focus at one theme. Some teachers believe that integrate some matapelajarans like physical education, art, and music with nucleus/core of mathematics study, science, social science, and language by using approach worth considering thematic in curriculum application (Roberts & Kellough, 2000; Wood, 2001; in Graham 2004).

In thematic unit approach in physical education suggested by Evaul (1980; in Graham, 2004) and some bodily educationists a few years ago by suggest that theme development like: cooperation, bravery, freedom, and general responsibility are used as theme when pengorganisasian physical education curriculum. At this time, thematic interdisciplinary unit approach is being developed in various of elementary school curriculums in [the] United States to help relation/link learns children at a number of subjectmatter, entered physical education. Thematic unit can be planned and implemented by teacher and children, but entered subject area in curriculum, teacher works as [the] team to plan and implementing experience learns centered at theme or topic at specified period. An thematic unit maybe walks during a week lesson that maybe used to connect content different subject matter in nursery school school "The Jungle". Easier Children take an interest in animal. This Theme must correlate easy with animals in forest, entered various of different characteristic of animal types, forest habitat, concept of mathematics, like measurement and comparison (for example: foot/feet elephant with human foot/feet), and various of motion concepts (room awareness, keterhubungan, and effort).

Tips for Developing an Interdisciplinary Thematic Unit.

1. Select one theme, together with your students, that their motivation and that can be connected concept/skill from various of subject areas. If you in collaboration with other teacher, entangle him/hers in theme election.
2. Inform to school administration and teacher other about study that will be conducted and ask for their support and assistance. (Team teaching maybe requires certain time planning, field visit, etc.)
3. Form of instructor team from teacher teacher that related from various of subject areas. The team will:
 - Share content/significant and “brainstorming” idea of one unit.
 - Develop an unit view, target, and instructional target.
 - Develop theme based learning experiences that meet subject areas subject content standard and those of the thematic unit, including in culminating event, assessment strategy, and timelines.
4. Inform to old fellow and try entangle old fellow role. For example: old fellow that asked to help children with special project, invite expert to come in class, in collaboration with children at one certain event, and discuss with atlet local figure to converse about certain children presentation, etc.
5. Instructional Resources at unit, entered community resources. For example: if you plan to do study one unit about/around “heart health”, maybe require doctor of heart surgeon
6. Implement the interdisciplinaty thematic unit and assess the success of the unit (student learning).

Conclusion

References:

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