AN INTEGRATED PHYSICAL ACTIVITY GAMES MODEL FOR KINDERGARTEN STUDENTS

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Abstract

Background and Aims
Early childhood is an important moment for enhancing perceptual motor skills as well as developing cognitive, affective, and psychomotor domains. Developing media that can facilitate children in learning on those domains is crucial. This study aimed at delivering games model for kindergarten students which integrating perceptual motor, cognitive, affective, and psychomotor domains.

Methods
The method of this research was an educational research and development (R & D) that consists of (1) collecting information, (2) analyzing information, (3) developing initial product, (4) expert validation and revision, (5) preliminary field test and revision, (6) main field test and revision, and (7) developing a final product (adapting from Borg & Gall, 1983: 775).

Results
The result of this study is a book of integrated physical activities for kindergarten students. The book consists of seven games: (1) game of face puzzle, (2) game making a pair, (3) game grouping category, (4) game throwing balls, (5) game seeking, (6) game imitating pattern, and (7) game looking for number and color.

Discussion
The conclusion is that the games model is good and effective. It fits with the curriculum and characteristics of kindergarten students, makes students happy, and is safe for students.

References