

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



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Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

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The Effect of Learning Methods and Courage Towards The Outcomes of Learning Physical Education Students Class V Public Elementary School in Sub-District Tanah Jawa

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Abstract— The purpose of this study was to see the effect of thematic and conventional learning methods on learning outcomes of physical education. This research will be carried out in Public Elementary School 091523 Pardamean Negeri Asih and Public Elementary School 091519 Hataran Jawa. The stages of this research include collecting data about students' courage, implementing learning methods, and collecting data on learning outcomes of physical education. Implementation of learning methods (thematic and conventional). The time for applying the treatment of learning methods (thematic and conventional) was carried out for 4 weeks. With a research time of 8 meetings in July 2020, to be exact, the odd semester of the 2020/2021 school year. The research was conducted using the experimental method. The research design was by level 2 x 2 with three research variables, namely one dependent variable and two independent variables. In this sampling, it was oriented towards a population of 150 people, then each class leader from the 2 schools took a lottery containing the words "thematic class" and the words "conventional class". So it can be that the thematic class is class V B Public Elementary School 091523 Pardamean Asih totaling 38 students, and for the conventional class is a grade V A students at Public Elementary School 091519 Hataran Jawa, totaling 37 students. The conclusions of the study were: 1) There were differences in physical education learning in the group of students who were treated with thematic learning methods and conventional learning methods. 2) The learning outcomes of physical education in the group of students treated with thematic learning methods that have high courage are better than students treated with conventional learning methods who have high courage. 3) The learning outcomes of physical education in the group of students treated with thematic learning methods that have low courage are better than students treated

with conventional learning methods who have low courage. 4) There is an interaction between learning methods and courage in learning outcomes of physical education.

Keywords— *Courage, Learning Methods, Physical Education*

I. INTRODUCTION

The 2013 curriculum is a concrete step taken by the Government (Minister of Education and Culture) to revitalize character education in all types and levels of education. The 2013 curriculum emphasizes character education, especially at the basic level, which will become the foundation at the next level. In the implementation of the 2013 curriculum, character education can be integrated into all learning in each field of study contained in the curriculum. One of them is physical education learning. Physical education is a process of educating a person as a member of society which is carried out consciously and systematically through various physical activities in order to gain increased physical abilities and skills, growth, intelligence, and character formation.

The 2013 curriculum is a competency-based curriculum that was initiated in the 2004 Competency-Based Curriculum (KBK) but has not been resolved due to the pressure to immediately implement the 2006 Education Unit Level Curriculum (KTSP). It is possible to have different perceptions about how the curriculum should be designed. This difference has led to the emergence of various criticisms from those who are accustomed to using a material-based curriculum. For this reason, it is better to understand in advance the construction of

competencies in the curriculum in accordance with the corridors outlined by the National Education System Law.

As it is known, the 2013 curriculum (K-13) which was initiated when Anies Baswedan was Minister of Education stated that there are four (4) aspects that become students' benchmarks, namely assessment, knowledge, skills, and aspects of attitude or behavior. These four aspects are studied in this paper to see their relevance to the change in world order called the 4: 0 industrial revolution (Kompasiana). The 2013 curriculum applies to all subjects, one of which is physical education.

Physical education is a very interesting broad field of study with an emphasis on increasing human movement. Physical education uses physical activities as a vehicle for developing each individual as a whole, developing the mind, body, and soul into one unit so that connotatively it can be conveyed that "the voice of the mind is the voice of the body". Physical education is a process of learning to move, Hanief & Sugito in Albadi Sinulingga (2017: 300) explains that physical education is a learning process to move and learn through motion. The point is that through physical education students are able to learn to move properly and through movement students also get learning. Not only limited to moving, but physical education teaches movement and development.

Physical education has clear and directed pedagogical goals because movement as physical activity is a natural basis for humans to learn to know the world and themselves which develops according to the progress of the times and the prevailing educational orientation. So far, there has been a tendency to give meaning to the quality of education which is only related to aspects of cognitive abilities. This view has resulted in neglecting moral, moral, character, art, psychomotor, and life skills (Yunis, 2012: 2).

Physical education which is held informal education facilitates the development of basic movements for its students. The 2013 curriculum is explicitly explained in Basic Competencies based on Permendiknas No.22 of 2006 that one of the competencies that elementary school students must have is "Practicing basic walking, running and jumping in simple games, as well as the value of sportsmanship, honesty, cooperation, tolerance, and confidence". One of the learning concepts in the 2013 curriculum for physical education subjects is thematic learning.

Thematic learning in elementary schools is a relatively new thing so that its implementation is not as expected. There are still many teachers who find it difficult to carry out traditional learning now. This occurs partly because teachers have not received intensive training on current localized learning. Besides that, teachers also find it difficult to leave the habit of learning activities whose presentation is based on subjects/fields of study. The implementation of thematic learning in elementary schools is currently focused on the lower classes (grades 1 and 2) or classes whose children are still classified as early childhood, even though in fact this thematic learning approach can be done in all elementary school classes. Therefore thematic learning in elementary

schools really needs to be implemented and applied to students and the importance of teachers' understanding of thematic learning in elementary schools (Prastowo, 2013: 90).

Thematic learning is a way of implementing physical education learning in elementary schools. Thematic learning includes various subjects that are presented in an integrated manner with the theme as the unifier. Efforts to unify various basic competencies from various subjects, it is necessary to have an in-depth study with reference to the competency standards of graduates. Thematic learning is presented in a flexible, non-forced, complementary, interrelated, and inseparable manner. In the implementation of thematic learning, teachers are required to have qualified competencies in accordance with their respective fields of expertise from the subjects taught by the teacher. Primary school teachers should be able to understand the concept of thematic learning to be implemented. Thematic learning management (planning, implementation, and evaluation) must also be considered by elementary school teachers.

The advantages of thematic learning are: (1) Providing experiences and learning activities for children relevant to their level of development, (2) Activities selected according to children's interests and needs, (3) meaningful learning activities for children so that the results can last a long time, (4) Children's thinking skills develop in an integrated learning process. Children's thinking skills develop in an integrated learning process, (5) Teaching and learning activities are pragmatic according to the child's environment, (6) Children's social skills develop in an integrated learning process. (Trianto, 2010: 18 88). Thus thematic learning is suitable to be applied in the PBM of Physical Education which is adjusted to the characteristics and abilities of fifth-grade elementary school students. The thematic approach is a learning strategy used by teachers to implement PBM which is now often called thematic learning. Thematic learning has actually been around for a long time since the 1994 curriculum, due to the limited abilities of the teacher, namely the educational background of the teacher and training on thematic learning resulting in thematic learning cannot be implemented properly and optimally.

The facts in the field of Physical Education teachers are still many who have not implemented and implemented thematic learning, this is because physical education teachers do not understand how and what thematic learning is. The average difficulty of physical education teachers is described as follows (1) making lesson plans and teaching aids, (2) infrastructure, (3) the surrounding environment emphasizes children's achievement, (4) assessment, (5) Difficult to generate children's responses and interests. There are eight themes in grade V elementary school students (Living in harmony, playing in my neighborhood, daily tasks, me and my school, clean life).

Based on this, the researchers conducted observations in the Elementary School education unit in the Simalungun Regency area, especially Tanah Java sub-district, which had simultaneously implemented the 2013 curriculum and in learning Physical Education for Sports and Health at Public

Elementary Schools in Tanah Jawa District in grade 5, it was found that Sports and Physical Education Health is taught not in a thematic form. The implementation of the 2013 Curriculum in the Subject of Sports and Health Physical Education which is taught thematically and conventionally is very basic and it is necessary to carry out further research to see the effect of learning with thematic and conventional models on learning sports and health physical education, whether it has a significant effect on psychomotor learning outcomes, cognitive grade V elementary school students in Tanah Jawa sub-district. Then the observation of the implementation of the theme of the form of objects and their environment (Theme 1 in grade 5 SD odd semesters) is that the implementation of learning is still technical without paying attention to thematic elements, where the material should be related to existing themes according to the semester.

Based on the results of the initial interviews conducted by the author with Neci Debora S.Pd as the supervisor of the Physical Education and Health subjects at Public Elementary Schools in Tanah Jawa District, several gaps were found regarding the application of the 2013 Curriculum in elementary school students (September; 2019), namely, teachers Physical education Sports and health: 1) Do not fully understand how to teach physical education in an integrative thematic form, 2) To see the results of the learning process, UTS and US tests are carried out and the form of health sports physical education questions is not related to the theme 3) Not yet comprehensive understanding of what the 2013 Curriculum is about. 4) There has never been a study comparing the conventional 2013 curriculum learning and the thematic 2013 curriculum.

Problems that often occur in the implementation of sports and health physical education learning focus on the development of technical material, especially in Public Elementary School 091523 Pardamean Negeri Asih and Public Elementary School 091519 Hataran Jawa, especially in grade 5, namely learning that does not pay attention to the needs of each individual student. All students are required to perform basic movements with achievement measures, for example emphasizing that all students must run as fast as possible, so that time is used as a reference. So that the process of cognitive, affective is still not visible because the teacher's emphasis is only on psychomotor.

According to observations made in grade 5 at Public Elementary School 091523 Pardamean Negeri Asih and Public Elementary School 091519 Hataran Jawa that in the learning carried out that teachers find it difficult to instill and develop basic motion forms according to thematic properly and correctly because for children aged 8-10 years still unable to perform the basic movements of running, kicking, throwing and walking patterns properly. Associated with students' courage, the researcher observed that students looked less independent because of the influence of technology which had a negative impact where students did not show an attitude of willingness and desire to learn and believed in a challenge the teacher gave.

Then the observations made by researchers for approximately 1 month at Public Elementary School 091523 Pardamean Negeri Asih and Public Elementary School 091519 Hataran Jawa from January 10, 2020, to January 30, 2020, for 5 times at school that it was for the application of thematic learning in elementary schools, especially physical education, was not realized. In the field, physical education learning is just a physical movement without any different themes brought up for each meeting. This is a problem in the field. So that the concept of understanding students is still fragmented, meaning that they are only able to understand what is explained and demonstrated by the teacher without thinking about the analysis of a movement.

Several facts exist, the need for understanding to be given to Physical Education teachers about thematic learning, and given examples of what thematic learning materials are so that Physical Education teachers understand more easily, it is likely that Physical Education teachers in elementary schools will not be able to apply and implement thematic learning. It is hoped that with a clear example of the Physical Education thematic learning material, Physical Education teachers will more easily understand the concepts of thematic learning then apply it in the field and later Physical Education teachers can also be creative to create and produce other thematic learning models according to their own inspiration and imagination.

An elementary school is a form of education unit at the basic education level. Elementary School level implements physical education in the form of integrated or thematic learning. For this reason, researchers chose thematic and conventional learning methods because these two learning methods are always carried out by physical education teachers anywhere.

The thematic learning method is a way of teaching and learning that is carried out in a way that several themes in the curriculum are integrated and linked with a theme. This is to reduce the separation between subject matter and learning more naturally because it utilizes the surrounding environment as a learning resource. Thematic learning is an integrated learning applied model that integrates several subjects in one unit bound by themes. Integrative thematic learning is learning that uses themes to link several subjects to develop affective, cognitive, and psychomotor aspects of students in order to provide meaningful learning. Thematic terms are used because the learning uses themes to link several subjects, while the term integrative refers to the development of the entire totality of the child's self which includes affective, cognitive, and psychomotor aspects.

Thematic learning according to Rusman (2011: 254) is an integrated learning model that uses thematic learning methods that involve several subjects to provide meaningful experiences to students. It is said to be meaningful because, in thematic learning, students will understand the concepts they learn through direct experience and relate them to other concepts they have understood. Meanwhile, according to Andi Prastowo (2014: 56), thematic learning is integrated learning that involves several subjects (even across subject groups) which are tied with certain themes. Meanwhile, the

conventional method is a traditional learning method or is also called the lecture, command and demonstration method because this method has been used as a means of oral communication between teachers and students in the learning and learning process, in the history of conventional learning it is characterized by explanation, division of tasks and exercises.

Conventional learning is the usual learning that is most often carried out by teachers in schools. In this lesson, the teacher provides information or narrative verbally to a number of students. Students listen and take notes as needed. In general, students are passive, that is, they accept what the teacher explains. In carrying out their duties, teachers often use various tools, such as blackboards, chalk, and pictures.

Learning methods are procedures, sequences, steps, and methods used by teachers in achieving learning objectives. It can be said that the learning method is a description of the approach. One approach can be translated into various learning methods. It can also be said that the method is a learning procedure that is focused on achieving goals. According to Nana Sudjana (2010: 76), the learning method is the method used by the teacher in making relationships with students during teaching.

The learning method is characterized by the teacher teaching more about concepts, not competencies. The learning objective using conventional models is that students know something, not being able to do something. During the learning process, students listen more. Here it can be seen that the conventional learning method in question is a learning process that is more dominated by teachers as "knowledge transfers", while students are more passive as "recipients" of knowledge.

Thematic and conventional learning is closely related to students' courageous attitudes. Because learning in the 2013 curriculum not only measures the success of students on academic scores but also measures the value of their attitudes and skills, this has implications for changes in the learning process carried out in the classroom. In the learning process, the attitude shown by students is one of the supporters of learning success, one of which is student courage.

Courage has a very important role in efforts to increase learning, that is, if an increase in learning is desired, it takes greater courage in implementing the learning process. This puts courage and motivation to learn in a very important position in the learning process of mathematics, but the reality in the field shows that many students do not have high learning courage in the physical education learning process. According to Gede Raka, et al (2011: 39) emotional strength includes a strong will to achieve a goal in the midst of the challenges faced, both from within and from outside.

Courage is learning is a student activity that is carried out in an effort to carry out learning without asking for help from others, students who are independent in learning have the initiative in planning, implementing, and evaluating, so they don't ask for help from others. Courage is defined as a

character that is brave enough to take risks in making decisions quickly and on time (Frinaldi and Embi, 2011: 1).

On the basis of this thought that aroused the author's attention to conduct research in the form of a thesis entitled "The Effect Of Learning Methods And Courage Towards The Outcomes Of Learning Physical Education Students Class V Public Elementary School In Sub-District Tanah Jawa". The reason the researchers chose this title was in order to compare the learning process with thematic and conventional learning methods because even though the 2013 curriculum was implemented with the thematic learning concept, conventional learning still dominates the learning process of physical education.

II. LITERATURE REVIEW

A. *The Nature of Learning*

Learning is an accumulation of individual processes, which transform the stimulation that comes from one's environment into a number of information which in turn can lead to learning outcomes in the form of long-term memory. These learning outcomes give the ability to perform a variety of performances. The abilities that are the result of this learning can be categorized as practical and theoretical.

Indeed, learning is a characteristic of humans, so that humans can be distinguished from animals. According to Hamalik in Hamdani (2011: 17), learning is carried out by humans for the rest of their life, anytime, and anywhere, whether in school, class, on the streets, and in an undetermined time. Learning occurs when there is an interaction between individuals and the environment, both the physical environment and the social environment. The physical environment is a teaching aid book and natural surroundings. The learning environment is an environment that stimulates and challenges students to learn.

B. *The Nature of Learning Methods*

Learning methods are methods or techniques for presenting learning materials that will be used by teachers when presenting lesson material, either individually or in groups. In order to achieve the learning objectives that have been formulated, a teacher must know various methods (Istarani, 2012: 1).

C. *The essence of Thematic K 13 Learning*

Thematic learning which is called integrated learning as a translation of integrated teaching and learning. Some even mention it with an integrated curriculum approach or a coherent curriculum approach (Kadir, 2015: 5).

D. *The Nature of Conventional Learning*

The conventional learning model is a traditional learning model, one of which is the lecture method. According to Djamarah (2011: 97) and Khairani et al., (2019), the lecture method is a method that can be said to be traditional because this method has long been used as a means of oral

communication between teachers and students in the learning and teaching process. The conventional model of learning is characterized by lectures accompanied by explanations, as well as a division of tasks and exercises. Conventional learning as a "bank style" education delivery. The provision of education is only seen as an activity of providing information that students must "swallow", which must be memorized and memorized.

E. The Nature of Learning Outcomes

Learning according to Purwanto (2017: 38) is a process of interacting with the environment to get behavior changes. Learning is a mental/psychic activity that takes place in active interactions. Behaviorists according to Purwanto (2017: 41) that learning outcomes will be better mastered if memorized repeatedly. Learning outcomes are often used as

F. Student Courage

Courage (courage) is an emotional strength that includes a strong will to achieve a goal in the midst of the challenges faced, both from within and from outside according to Supardi (2011: 103). Learning according to Ahmad Susanto (2013: 84) is an activity that is carried out by a person deliberately in a conscious state to obtain a new concept, understanding, or knowledge so as to allow a person to change behavior that is relatively constant in thinking, feeling, and acting.

III. METHOD

The research was conducted using the experimental method. The experimental method is a research method used to find the effect of certain treatments (Sugiyono, 2010: 12). In this study is to compare two different learning methods, namely thematic learning methods and conventional learning methods with the attribute variables of students' courage, consisting of high student courage and low student courage. First, raw data processing is carried out which aims to find the mean, median, mode, standard deviation, range, maximum value, and minimum value. Furthermore, the frequency distribution is visualized through tables and histograms. Furthermore, testing the analysis requirements is carried out, namely the normality test and the homogeneity test. After that, hypothesis testing was carried out using a two-way analysis of variance (ANOVA) and continued with the Tukey test to determine which group had better physical education learning outcomes which were carried out at the significance level $\alpha = 0.05$.

The statistical hypothesis tested in this study is as follows:

- Hypothesis 1
H0 : $\mu A1 = \mu A2$
H1 : $\mu A1 > \mu A2$
- Hypothesis 2
H0 : $\mu A1 B1 = \mu A2 B1$
H1 : $\mu A1 B1 > \mu A2 B1$

- Hypothesis 3
H0 : $\mu A1 B2 = \mu A2 B2$
H1 : $\mu A1 B2 < \mu A2 B2$
- Hypothesis 4
H0 : $A \times B = 0$
H1 : $A \times B \neq 0$

IV. RESULTS AND DISCUSSION

This research will be conducted at Public Elementary School 091523 Pardamean Negeri Asih and Public Elementary School 091519 Hataran Jawa. The stages of this research include collecting data about students' courage, implementing learning methods, and collecting data on learning outcomes of physical education. Implementation of learning methods (thematic and conventional). The time for applying the treatment of learning methods (thematic and conventional) was carried out for 4 weeks. With a research time of 8 meetings in July 2020, to be exact, the odd semester of the 2020/2021 school year.

The treatment in this study is to use learning methods as independent variables, namely thematic and thematic learning methods, and student courage as moderator independent variables. Before the teacher/team teaches the material in each treatment class, the researcher first gives signs to the teacher/team regarding the steps taken in the implementation of teaching and learning.

The conditions created for these two treatment groups were attempted to be the same, except for the use of learning methods. The same treatment includes competency standards, material, time (number of meetings), and semester.

In accordance with the research design, there are two kinds of data that must be collected, namely: (1) data on physical education learning outcomes, and (2) data on students' courage. To obtain data on physical education learning outcomes and data on students' courage, tests, and measurements were carried out. To measure the learning outcomes of physical education and students' courage, a research instrument was made.

The results of this study are:

- There are differences in the learning outcomes of physical education in groups of students who are treated with thematic learning methods and conventional learning methods.
- The learning outcomes of physical education in groups of students treated with thematic learning methods that have high courage are better than students who are treated with conventional learning methods who have high courage.
- The learning outcomes of physical education in the group of students treated with thematic learning methods that

have low courage are better than students treated with conventional learning methods who have low courage.

- There is an interaction between learning methods and courage in learning outcomes of physical education.

V. CONCLUSIONS

The conclusions of this study are:

- There are differences in the learning outcomes of physical education in groups of students who are treated with thematic learning methods and conventional learning methods.
- Physical education learning outcomes in groups of students treated with thematic learning methods who have high courage are better than students treated with conventional learning methods who have high courage. Physical education learning outcomes in the group of students treated with thematic learning methods that have low courage are better than students treated with conventional learning methods who have low courage.
- There is an interaction between learning methods and courage in learning outcomes of physical education.

The suggestion in this study is that learning should be carried out with innovative methods of treatment at present so that it will have an impact on learning outcomes, especially for

learning actors, namely teachers where teachers must be able to have innovative literacy methods.

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