



Learning Innovation Training (PAIKEM) Physical Education based on the 2013 Curriculum for PJOK Teachers

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ABSTRACT: The purpose of the training is (a) it is hoped that PJOK teachers will understand the latest physical education paradigm and the learning process. (b) After actively participating in training activities, it is hoped that elementary school PJOK teachers will gain theoretical and practical experience regarding PIKEM learning in physical education through play models and modification of learning facilities so that they can be applied and developed in their respective schools. This community service method is carried out by providing training to teachers regarding active, innovative, and fun PJOK learning and making PJOK learning media by modifying fun learning infrastructure tools and game models so that children don't get bored and bored quickly. The results of this service, the free test ability level was found that 50% of PJOK teachers' knowledge related to theory and practice of Physical Education learning was classified as low category, while after being given training, 83% post test results were classified as high category. Effective and Fun (PAIKEM) Physical Education Based on the 2013 Curriculum and teachers can innovate in physical education learning. And they promised to start carrying out motivation and fun learning after receiving this counseling.

Keywords: Training, PAIKEM, PJOK Learning, Curriculum 2013.

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INTRODUCTION

In essence, physical education is education through physical activity which means that education takes place through physical activity as a means to achieve educational goals in general. Physical activity is the center of attention of physical education teachers in order to improve the quality of life of students as a whole, both physically, psychologically, mentally, morally, and socially in order to become fully human. Physical education can also help children in physical growth and development, motor skills, psychological development, social development, appreciation of values and norms, emotional maturity, intelligence, knowledge, and healthy living habits.

In the implementation in the field of physical education which has the same goals as education in general, it is still considered less important than other subjects. It is proven that until now there is no national exam for physical education subjects, the number of physical education teachers in schools is also not proportional to the number of schools and the number of students, the state of physical education facilities and infrastructure in schools is also not adequate. In addition, there is an assumption that physical education is a sport that requires achievement in certain sports. Even in one area there is a perception among students that there is no physical education for baseball and soccer. And the ability to understand and apply the methods needed to teach Physical Education is the ability to integrate various knowledge and experiences. Therefore, every Physical Education teacher is required to be intensively involved in learning experiences and practicing continuously. This means that every Physical Education teacher has an obligation to always learn from personal experiences and from other people who are supported by the development of learning science and technology. That is the essence of the physical education teacher competency development orientation.

The main competencies of Physical Education Teachers can be grouped into general competencies and specific competencies. One of the special competencies that are very vital to be formed and improved is the teacher's ability to understand and apply the various methods needed to teach Physical Education. Physical Education Teachers in general have a tendency to use the same way to teach Physical Education. This not only makes the impression of teaching Physical Education as a boring routine activity, but also keeps it away from creative and innovative learning practices.

Such a view should be able to spur physical education teachers to be able to show and prove to the public that physical education is truly noble and very important to help children reach maturity. So it takes a creative physical education teacher to be able to teach as well as possible. This is in accordance with the demands of the current curriculum, namely the 2013 curriculum.

Good and creative physical education teachers are teachers who can mix learning factors into an active, innovative, creative, effective and fun learning atmosphere or PAIKEM learning. This kind of learning atmosphere is a conducive atmosphere because with an active, innovative, creative, effective and fun learning atmosphere or PAIKEM learning, the educational goals are easy to achieve or vice versa one of the active, innovative, creative, effective and fun

learning models or learning PAIKEM is in the form of playing and modifying teaching aids. Playing is done by all humans regardless of age, gender, status, race/ethnicity, religion/belief or other different roles. In particular, elementary school-level children like to play because at that age level playing is their world. So it is appropriate to play for the learning model at the elementary school level, because playing is essentially a physical activity that is done seriously, voluntarily, to achieve goals/happy (Sukintaka, 2014: 24).

Physical education in Samarinda City is also inseparable from the general description of physical education as described above, therefore to assist elementary physical education teachers in Samarinda City in responding to and implementing physical education according to the 2013 Curriculum, so that it is expected to become better teachers. creative and productive and able to carry out teaching tasks in a PAIKEM atmosphere, the PKM team intends to hold a refresher of physical education learning training that is active, innovative, creative, effective and fun learning or PAIKEM learning through play models and modification of learning teaching aids for physical education teachers in the city Samarinda. In addition, the physical education schedule in elementary schools throughout the city of Samarinda which allocates a long lesson time in one block of time is an obstacle for physical education teachers to provide physical education subject matter properly. If the learning is monotonous, it will saturate the students, therefore for a long time it takes interesting, fun and exciting learning so that students feel tired, bored, and tedious so that by itself learning objectives are easy to achieve, one of which is through physical education learning through play models. and modification of physical education learning suggestions.

Problem Identification and Formulation

Problem Based on the description above, the following problems can be identified:

1. The meaning and new paradigm of physical education that still do not agree.
2. Physical education has not been considered important.
3. Curriculum 2013 demands creative physical education teachers.
4. Learning the physical education play model that creates a physical education learning atmosphere that is PAIKEM active, innovative, creative, effective and fun learning.
5. Limitations The teacher's innovation and creativity can also be seen from his ability to modify equipment, fields, or game rules that are tailored to the needs and limitations of his students.

Based on the identification of the problem, the formulation of the problem in this service is: "How to increase the role of teachers and the creativity of PJOK teachers in creating PAIKEM learning innovations, active, innovative, creative, effective and fun physical education learning through play models and modification of tools in school physical education learning basis based on the 2013 Curriculum.

Objective

After actively participating in training activities, it is hoped that elementary school education teachers in Samarinda City will gain theoretical and practical experience regarding physical education PIKEM learning through play models and modification of learning facilities so that they can be applied and developed in their respective schools and it is hoped that PJOK teachers understand about the latest physical education paradigm and the learning process.

IMPLEMENTATION AND METHODOLOGY

This service focuses on the basic problems that partners have regarding the lack of creativity and innovation in learning for primary school teachers at the primary school level that is made in the PJOK learning process. Therefore, it was agreed to conduct an Active, Innovative, Creative, Effective, and Fun Learning Innovation Training (PAIKEM) for Physical Education Based on the 2013 Curriculum for Elementary School Physical Education Teachers in Samarinda City. The implementation stage system is broadly shown in Figure 1 as follows:

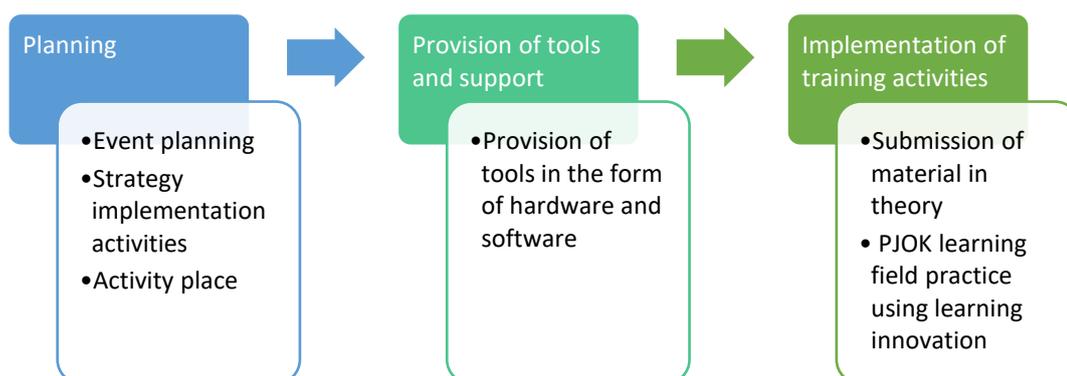


Figure 1. Stages of Service Implementation

Based on Figure 1, the first stage of event planning will be carried out with partners. This planning stage discusses the schedule of activities, time allocation, and place of implementation. The second stage regarding the provision of supporting tools and facilities is very important because in this training participants will practice directly with assistance and direction. In the implementation stage of training activities, participants will be guided and directed to direct theory and practice in PJOK learning with the PAIKEM model in the 2013 Curriculum. Training The methods used in this training are as follows:

1. Lecture Method

The lecture method is used to explain basic theories and general knowledge about the new physical education paradigm and the importance

of physical education learning in schools and the theory of the PAIKEM learning model in the 2013 curriculum.

2. Demonstration Method

This method is given to explain the steps on how to make learning innovations both modification of tools, games and other sports facilities.

3. Practice Method

In this method, the primary school primary school teachers directly practice how to implement the existing learning modifications so that they are expected to be applied in their respective schools. guided directly by the presenters.

RESULT AND DISCUSSION

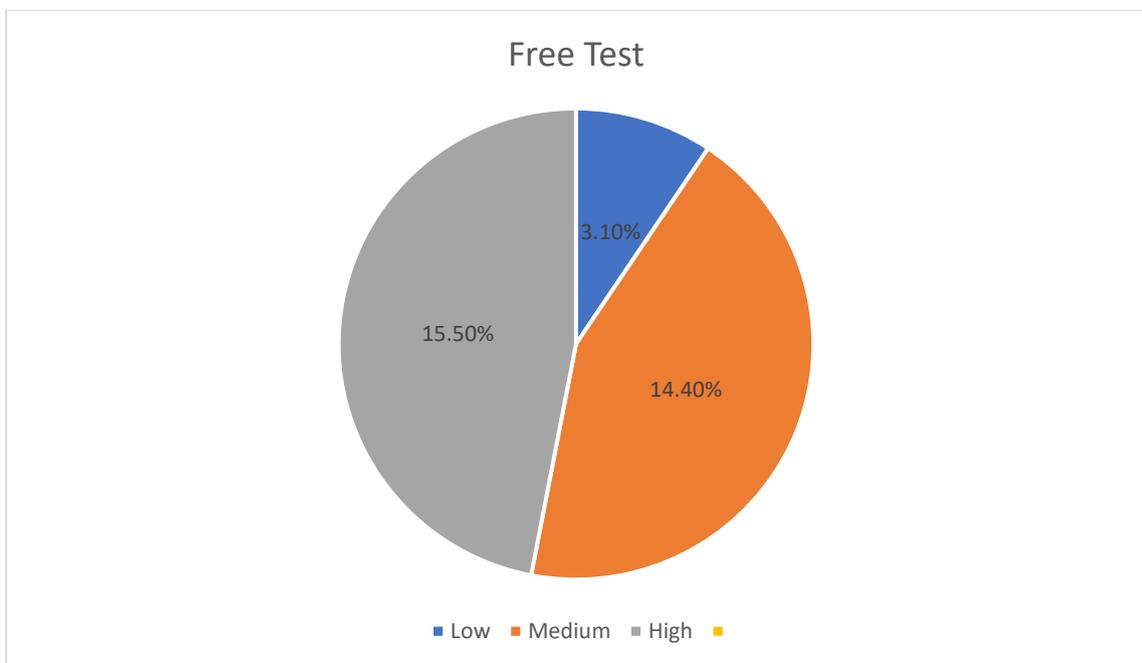
This activity was held on August 5, 2019 for teachers at KKGO Samarinda City and was attended by 30 PJOK teachers. Presentation on PAIKEM learning approach in Physical Education Learning (attached schedule). Furthermore, the participants were given an assignment to make lesson plans using the PAIKEM approach in Physical Education Learning with various methods based on student activities. The interesting thing is that most teachers are aware of mistakes in the implementation of learning so far. Some of the views that raise awareness are:

- a. a. PAIKEM learning in Physical Education learning actually helps teachers or facilitates the learning process for teachers, is efficient, and effective in achieving goals.
- b. b. Submission of the new paradigm of physical education to be able to perceive in line with the new PJOK understanding is not wrong in carrying out PJOK learning and adjusting to student characteristics.
- c. c. The 2013 curriculum material demands creative physical education teachers, in this case there will be the provision of identical learning materials for PJOK learning in the 2013 curriculum based on integrated learning.
- d. d. PAIKEM physical education learning is active, innovative, creative, effective and fun learning, in this case there will be the provision of physical education learning materials and practices with the PAIKEM playing model so that learning PJOK is creative.
- e. e. Making learning innovations and creativity of teachers can also be seen from their ability to modify equipment, fields, or game rules that are tailored to the needs and limitations of their students.

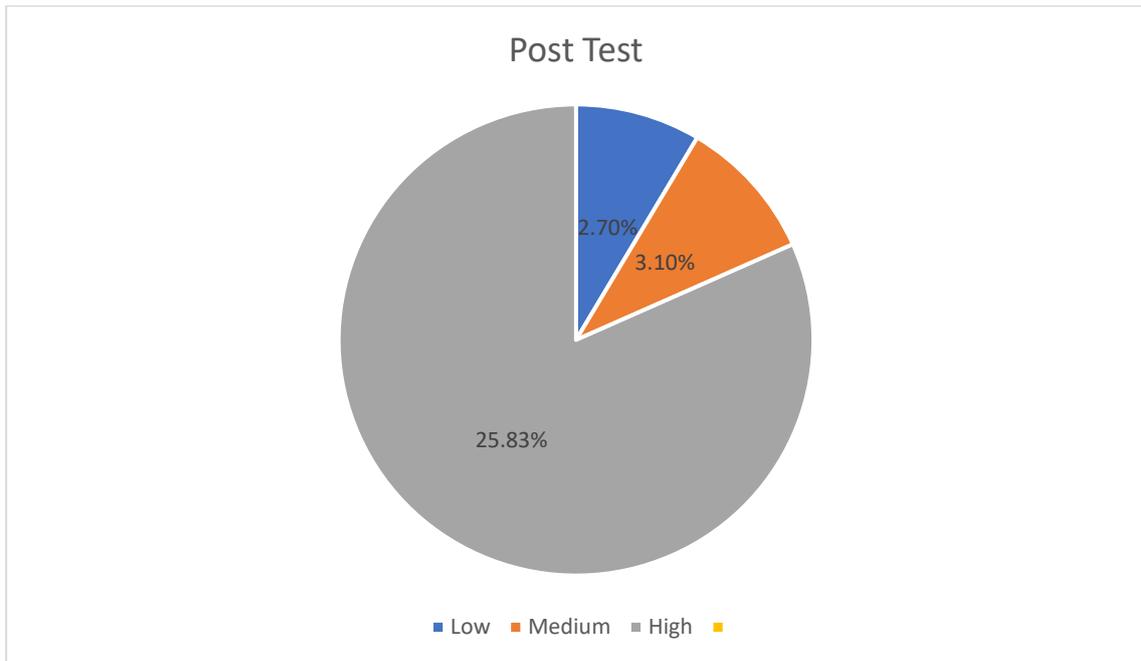
Stages of implementing material delivery



Figure 2. Submission of material for the new physical education paradigm and the importance of physical education in schools and the PAIKEM physical education learning model in the 2013 curriculum.



Graph 1. Free test of the ability of PJKO teachers in understanding physical education PAIKEM learning before being given training



Graph 2. Post test of the ability of PJOK teachers in understanding physical education PAIKEM learning after being given training

Community service is actually really needed by teachers, there is post-activity assistance so that there is an opportunity for teachers to receive feedback from the knowledge and skills application activities conveyed. Meaningful learning experiences and mental changes for teachers should be a priority in the next PKM. Submission of the new paradigm of physical education to be able to perceive similar to the new PJOK understanding is not wrong in carrying out PJOK learning and adjusting to student characteristics. The 2013 curriculum demands creative physical education teachers, in this case there will be the provision of identical learning materials for PJOK learning in the 2013 curriculum based on integrated learning. PAIKEM physical education learning is active, innovative, creative, effective and fun learning, in this case there will be physical education learning materials and practices with PAIKEM playing models in creative PJOK learning. The teacher shows his ability to modify the equipment, field, or game rules that are tailored to the needs and limitations of the students.

CONCLUSION AND RECOMMENDATION

- a) Based on the results of the PKm implementation that has been carried out, it can be concluded as follows:
- b) a) This PKm activity can provide direct benefits to PJOK teachers in increasing knowledge, skills and awareness of appreciating the knowledge construction process in students.
- c) b) PKm activities can be used as a means of innovation in an effort to develop learning models and the quality of the learning process.
- d) c) Increasing further collaboration between FKIP Mulawarman University and PJOK teachers.

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