



## PE through “Mutual adaptation approach model” in Indonesia

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### Abstract

The main purpose of this research is to know the teacher's view on the implementation of PE teaching for junior high school students in Indonesia based on Mutual Adaptation Approach Model. This study used a purposive sampling technique to investigate six teachers taking PE subject in six different schools. The results show that the use of the Mutual Adaptation Approach Model during the teaching session went well. All teachers can utilize the Mutual Adaptation Approach Model to enhance their creativity in PE teaching. In addition, these findings suggest that the Mutual Adaptation Approach Model is well-suited to be a standard tool in the implementation of teaching PE subjects at school. Therefore, the Mutual Adaptation Approach Model in the teaching of PE is given according to the needs and abilities of the students and in accordance with the basic competence and competency standards.

**Keywords:** PE, mutual adaptation model, implementation of teaching

### Introduction

Education will not achieve success without a implemented approach model. Approach model is a way, action or decision applied by teacher in learning to reach the purpose of learning. According to Sumantri and Permana (1998) <sup>[15]</sup>, describes the approach model as the educational process used to achieve strategy teaching outcomes. PE is the process of education through physical activity with the goal to be achieved that is comprehensive by covering psychomotor, cognitive, and affective competencies (Siedentop & Mars, 2012) <sup>[14]</sup>. With regard to PE, it should be emphasized that all citizens have the right to obtain equality in the field of education. The Mutual Adaptation Approach Model is one of the approach models in the PE subject that play an important role in student learning and development.

In PE teaching, the Mutual Adaptation Approach Model of the teachers also not only convey the material but also must be balanced with knowledge, creativity and innovation, the selection of materials and methods should also be considered. Teachers must be creative that can make the modification of learning materials delivered in accordance with the conditions of students and the environment they face (Wicaksono & Hartati, 2014) <sup>[17]</sup>. Therefore, the Mutual Adaptation Approach Model in learning should be designed and planned as well as possible and can be implemented properly. But in reality in schools of teachers who teach physical education subjects in Indonesia are not all backgrounded from the field of PE.

To teach in schools teachers should use the right approach model so that what is the goal in physical education can be achieved. Teachers in schools need a special approach model to convey learning in dealing with students (Julismah Jani, 2009) <sup>[8]</sup>. According Rusli (2001), teachers need the Mutual Adaptation Approach Model because as students are known to have different physical and intelligence, it is below average

and there are students of above average intelligence.

So this is to be the question of whether teachers in schools in Indonesia are able to apply a teaching approach model that includes methods, materials, use of tools and appropriate evaluation of their students. The hope that teachers who teach PE in schools have the knowledge and experience in using the appropriate Mutual Adaptation Approach Model. Good use of facilities and infrastructure used to teach with each of the different student conditions. Teachers need to make appropriate learning modifications to the students and the environment they face in order to achieve these learning outcomes and in accordance with a defined competency standard.

The focus of this research is how Mutual Adaptation Approach Model in teaching PE for students in schools in Indonesia conducted by teachers. The purpose of this research is to describe Mutual Adaptation Approach Model in teaching of PE for student's junior school of Indonesia. Because the approach model in teaching is a teaching activity that teachers do for students so that learning outcomes can be achieved effectively and efficiently. While Sanjaya (2006), said the learning approach model is a learning tool that is used together to get the results of learning students in school. Approach model in teaching is a specification to conduct events in the process of teaching and learning activities for a subject.

### Mutual Adaptation Approach Model

This section describes the approach model used in the teaching activities that will support the achievement of defined competency standards and basic competencies. Making modifications or Mutual Adaptation Approach Model used in the teaching process include opening, delivering material, learning interactions, mastery of materials,

classroom management, use of time allocation, evaluating and closing lessons. There are several components that need to be considered in carrying out Mutual Adaptation Approach Model in the teaching that will be used for the desired goal can be achieved. There are 4 components of learning that are preliminary activities, delivery of learning, student participation and evaluation (Haris & Mohd. Izam Ghazali, 2016b)<sup>[4]</sup>.

While Haris and Ghazali (2017)<sup>[5]</sup>, Mutual Adaptation Approach Model can motivate students to achieve their learning goals. The Mutual Adaptation Approach Model provides the prerequisite competence, gives stimulus, encourages learning, improves student performance and provides feedback to the school. In the teaching activities there are various strategies, at least according to Metzler (2000)<sup>[11]</sup>, there are three strategies related to teaching as follows, organizing strategies, strategies for delivering teaching and managing strategies for learning.

Teaching strategy is a planning or tactics that teachers use in the teaching process to achieve the outcomes of the learning process both from planning and in decision making that will be done on the teaching process. Using the Mutual Adaptation Approach Model in running the teaching process of PE subjects there are various strategies that can be used. Teachers should be able and select and make modifications that will be used on materials to be used let alone facilities and infrastructure faced is not sufficient and especially the level of difficulty and needs of students are not the same. In brief Mutual Adaptation Approach Model basically covers main things such as teaching objectives, tool selection, selection of methods and instructional techniques and the determination of the success of the teaching and learning and process of student evaluation (Jung & Kirst, 1986)<sup>[9]</sup>.

Law no. 14 of 2005 teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education formal education, primary and secondary education. Thus, the PE teacher is an educator and instructor on the subject of PE. While Pate, O'Neill, and McIver (2011)<sup>[12]</sup>, declared a good teacher is flexible, optimistic, respectful, nimble, humorous, inspirational, gentle, disciplined, responsive, empathic and good association. As explained how great the role of PE teachers in realizing the goal of education for students in school.

McLaughlin (2004)<sup>[10]</sup>, detailing the objectives of the Mutual Adaptation Approach Model is to help students with the conditions at hand, to help students measure themselves from their circumstances through the modification of certain tools, to provide students with opportunities to learn and participate in physical activities, teachers implementation creative, help students understand the limitations of their mental and physical abilities, help students make social adjustments, help students develop their knowledge and appreciation, students understand and appreciate activities they can be interested in.

Haris and Mohd. Izam Ghazali (2016a)<sup>[4]</sup>, Mutual Adaptation Approach Model aims to stimulate the development of students as a whole and can develop a positive self-concept. From some of the above opinions it can be concluded that the purpose of the Mutual Adaptation Approach Model is to achieve a thorough development of both physical, mental,

social emotions and positive self-concept. Haris and Mohd. Izam Ghazali (2016)<sup>[4]</sup>, the Mutual Adaptation Approach Model benefits gained when actively participating in the PE activities program are, benefits to the body, benefits for intelligence, benefits for motion skills, benefits for freshness, emotional and social benefits.

Meanwhile, Haris and Mohd. Izam Ghazali (2016b)<sup>[4]</sup>, expressed the benefits of PE in using Mutual Adaptation Approaches Model that can help students provide a fun play experience, help students achieve physical training according to their abilities, provide opportunities to learn skills appropriate for them to achieve learning outcomes, contribute to a more productive life for student. Develop the physical qualities necessary to meet the demands of everyday life. In order to provide maximum service then the teacher must have the ability and special skills that make modifications or run the Mutual Adaptation Approach Model in implementing the learning of Physical Education in school.

Abdoellah (1996)<sup>[1]</sup>, the role of teachers involved in the planning and implementation of teaching PE can Provide direct services to students in the classroom. Each student has a different character so that the Mutual Adaptation Approach Model can be run for students because it does not have the same ability. To meet the needs of these students then the teacher can make a modification of teaching PE in accordance with the state of the school environment faced. Ihsan and Hasmiyati (2011)<sup>[7]</sup>, factors that teachers need to modify in an effort to increase student participation are like, create concrete concepts, make tools according to student needs, adjust game periods, and create rules that are age-appropriate.

There are several factors that need to be considered in determining the Mutual Adaptation Approach Model for students such as, the weakness and the advantages of the students based on the test results of PE and games that students are interested in. This is because students who have less ability cannot be equated with students in general. The Mutual Adaptation Approach Model should be specially designed because the needs of each student will not be equal due to their different characteristics and levels of ability. Mutual Adaptation Approach Model of teaching or modification design to students in the process of teaching PE where the given material is adjusted to the state of the students faced either from the level of age, needs, abilities, even the lack or barriers it has. For each student to benefit from of the PE, in this student used a modification design where one student can be learn from teachers, other friends or cooperation. Therefore it is necessary to make various modifications both from the curriculum of learning, facilities and infrastructure used must be adjusted to their ability and environment so that everything runs smoothly in accordance with the needs of students (Rusli, 2001).

## Methodology

### Research Design and Sample Size

The research method used is descriptive qualitative with survey approach, that is describing Approach of Mutual Adaptation in learning of physical education for junior high school student in Indonesia. The population of this research is the process of teaching PE teachers by using Mutual Adaptation Approach Model for 1 semester year 2018. Sample

used 12 times meeting. The sampling technique used is purposive sampling technique that is the determination of the sample of PE subject teachers in junior high school and sampling until the data is considered saturated (Hastie & Hay, 2012) <sup>[6]</sup>.

Technique of collecting data in this research is direct observation technique of spaciousness at the time of teaching process of PE subject. Direct interview techniques on PE teachers, and documentation techniques that collect various images or data that support this research. Instrument used in this research is interview guideline. The observation data has been collected through direct observation at the time of Physical Education teaching process. Direct interviews with PE teachers as well as drawings and data collected through documentation to obtain an overview or conclusion about the Mutual Adaptation Approach Model in the process of teaching PE from teachers for students at schools in Indonesia.

### Results

This research was conducted at junior high school in Indonesia. Through the sampling technique used, Mutual Adaptation Approach Model was chosen in the teaching of PE for teachers in the school as sample in this research. Prior to conducting the research, researchers prepared various purposes to be used in research, such as recording device and cameras that will be used to record the teachers' activities of the Mutual Adaptation Approach Model in PE subject. Record the results of interviews to PE teachers to collect data in the form of photo or images that support this research.

The Mutual Adaptation Approach Model in teaching PE at school is conducted simultaneously during the teaching process and all can do their job well. So students can do the learning activities provided by their teachers in movement. Teachers teaching materials to students by making various modifications of both the rules and the facilities and infrastructure used. Mutual Adaptation Approach Model in teaching PE in schools there are some things that need to be considered in providing teaching materials because at each level of different needs and abilities students.

For example, the selection of learning activities that will be given should be modified because not all games are suitable to be given to students such as heavy exercise with high risk level. If still given will be dangerous for students because it can cause injury because it is too heavy and too difficult. Mutual Adaptation Approach Model in teaching PE is that teachers make game or exercise modifications into fun and not boring forms of play to create a sense of fun and excitement for students while learning in school. Students who are difficult in learning then the teacher should provide material that is modified and simplified possible so that can be done by students, that students can still do movement activities in learning PE subject.

Discussion of the Mutual Adaptation Approach Model of teaching PE in schools in the standard of competence and basic competence in each class is different, especially at every level. The needs of each student are also different and at the time of the process of teaching PE teachers provide activities such movement must avoid dangerous which can lead to injury for students. Mutual Adaptation Approach Model to the teaching of PE, the students are also given basic sports that are

modification so that by playing can be able to give students a sense of fun and excitement. So that students can be more excited and motivated in following the teaching of PE. Mutual Adaptation Approach Model is an approach in learning activities that is done by giving pleasure and develop the imagination in the students (Berman, 1980). However, the Mutual Adaptation Approach Model in PE teaching has not been maximally utilized so that the objectives of the teaching PE outcomes in schools in Indonesia are largely unachieved.

This study found that the quality of teaching of PE teachers using the Mutual Adaptation Approach Model in schools was classified very well. These findings report that they know how to make the Mutual Adaptation Approach in teaching the PE subject. The teachers success leads them believe that the Adaptation Mutual Approach will be a good job in their classroom. This research underscores that teachers can indeed be actively involved in the teaching of the junior high school physical education curriculum. While the teachers have some of them serious, they are involved in make the Mutual Adaptation Approach Model to apply the curriculum to address PE teaching issues.

### Discussion

Based on the data collected from the results of direct observation to the field, interviews with PE teachers and documentation collected. It can be concluded that the use of the Mutual Adaptation Approach Model in the subject of PE in schools in Indonesia based on the data obtained all teachers using modification. When students follow the lesson they cannot use standard equipment such as adults but need to be modified. Mutual Adaptation Approach Model in teaching PE needs more modification to the game.

Because in general, students in junior high age like games at the time of learning PE. Mutual Adaptation Approach Model that teachers use in teaching must be tailored to the circumstances of the students and the circumstances they face. Students who cannot do sports then the teacher will make modifications to help and direct the student to perform the activities of the movement that is liked. In learning PE more basic motion then it is necessary to make a modified regulation.

### Recommendation

Based on the conclusions of this study, it is necessary suggestions to improve and become input. Suggestions that can be given are, for example, teachers who teach PE subject still to be given a seminar or training on the use of Mutual Adaptation Approach in PE teaching, teachers can focus more on making modifications because students are more difficult to use standard equipment compared to equipment modified. Therefore, the Mutual Adaptation Approach Model in the teaching of PE is provided according to the needs and abilities of the students, in accordance with the standards of competence and basic competence.

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