

Socialization of Integrative Thematic Model: Sports Education in Learning English Vocabulary

¹Alwi Fahruzy Nasution, ²Ramadhya Yanti Parinduri, ³Siti Aminah Hasibuan,
⁴Fatin Nadifa Tarigan*, ⁵Ismayani

¹Physical Education Department, Universitas Pembinaan Masyarakat Indonesia
²Public Administration Department, Universitas Pembinaan Masyarakat Indonesia
^{3,4} English Education Department, Universitas Pembinaan Masyarakat Indonesia
⁵Law Department, Universitas Pembinaan Masyarakat Indonesia
* nadifafatin11@gmail.com

Abstract— The right learning model is one of the keys to success in learning. The integrative thematic learning model is a model that combines two subjects where in this service activity was carried out the preparation of physical subjects for language teaching, especially foreign languages such as English. This service activity was carried out with the aim of introducing an integrative thematic learning model of physical education in learning English vocabulary so that students can improve their mastery of the language. Located at SD Adhyaksa Medan as an activity partner, assisting in learning English through sports education. The participants in this activity were students who were at the elementary level and carried out using an integrative thematic learning model. Before and after the implementation of the activity, interviews were conducted and the results showed an increase in the participants' interest in learning English vocabulary after being combined with physical activity. Furthermore, the results of the evaluation include the expectation that teachers can develop this learning model in other subjects for variations in teaching.

Index Terms— English vocabulary; integrative thematic learning model; Sports

I. INTRODUCTION

Physical Education or also known as sports, has an important role in education. In addition to helping maintain health and fitness, sports can also be an effective learning tool since the physical education learning process is very different. Sports education can invite students to be able to develop based on their wishes. In addition, sports also allows students to engage in group activities that promote cooperation and collaboration. For example, in a basketball game, each team member must work together to achieve a common goal. In the process, students will learn

to communicate, share ideas, and plan strategies effectively. It will enrich their learning experience and build social skills necessary for daily life.

Physical education based on Rosdiani (2012) is an educational process that utilizes systematically planned physical activity aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally within the framework of the national education system. Physical education based on Husdarta & Kusmaedi (2011) is a medium for achieving educational goals as well as for achieving goals that are internal to the physical activity itself. Sport can be a real context in which students can apply skills, one of which is English language skills.

In this social 5.0 era, where one country and another are connected quickly and easily, teaching English from an early age is a must. It is done since it is much easier to teach English when they are young. In foreign language learning that if a teacher teaches using an interesting method so that students do not feel bored while learning and what is taught is useful or can be applied in their daily lives, then this indirectly motivates students to continue to improve their language skills.

In learning there are various learning models, each of which has different goals and objectives, so a teacher must be able to adjust the model used in a lesson. More than one type of learning method, teaching style, and learning strategy can be used in one learning model. Therefore, it is necessary to create a learning model in which this learning model is used by teachers as a guide in implementing learning in schools.

Integrative learning model is essentially a learning approach that allows students both individually and in groups to actively seek, explore and discover concepts and principles holistically and authentically (Trianto, 2014). Learning with an integrated approach, especially in other countries, has long been known, as Saud (1997) found that an integrated approach is basically not a new idea in the world of education. Integrated learning itself is a learning model that brings relevant and meaningful learning conditions for students. Integrated learning is a learning media that effectively helps students to learn in an integrated way in looking for relationships and linkages between what they already know and new things or new information they find in their daily learning process. In practice, students can be invited to participate actively in exploring topics or events, learning processes and content (material) from more than one field of study at the same time.

In t2013 curriculum, which uses integrative thematic, sports learning can be integrated into various other subjects such as religion, science, social studies, civics, English and others. The English subject has the potential to be integrated into the Physical Education subject, therefore the development of thematic Physical Education integrative learning models will be carried out in learning English. Based on the statement above, further in-depth development will be carried out on the implementation of the Sports subject by using thematic integrative learning model in English subject in elementary schools.

In essence, integrative thematic learning is an effort to combine various related learning materials, both in one discipline and between disciplines with the real life and needs of students, so that the child's learning process becomes something meaningful and enjoyable for students. Integrated learning refers to two main things, namely: 1) the relevance of interdisciplinary learning material relevant to being bound through the main theme, and 2) the connection of the main theme with the actual needs and lives of students. Thus the level of cohesiveness depends on the strategy in associating and linking learning materials with students' real experiences.

Learning English can be carried out in a more interesting and fun way by using integrative thematic models so as to increase students' interest in learning English. This service is directed at describing the process of running the service by using qualitative methods that are focused on providing material theories about English vocabulary by practicing movements that are adapted to sports education.

2. METHODS

The activity took place at SD Adhyaksa Medan. Data collection methods used include observations, interviews, and documentation. This service activity was carried out in several stages, namely:

1. Preparation. Preparation was done by collecting student data and dividing into student groups. Data collection was taken by conducting interviews in the form of an interest in knowing English vocabulary
2. The core activities include Introduction to English Vocabulary with sports activities. Activities were carried out by providing games and tests of everyday English vocabulary questions while playing games involving physical activity and gestures.
3. Evaluation. This evaluation stage was carried out after the activity was completed with the aim of knowing how enthusiastic students are about sports and English and the shortcomings of these activities so that the activities to be carried out can run more effectively and efficiently.

3. RESULTS AND DISCUSSION

This community service activity was carried out by conducting face-to-face socialization, followed by presenting English learning videos. In more detail, the stages of the core activities are as follows:

- The service team introduced an integrative thematic model by combining sports subject with English subject.
- Students are introduced to everyday vocabulary in English with themes such as the names of objects at school, the names of animals, the names of sports.

- Together with the participants/students play games with physical activity. Students are asked to mention English vocabulary based on a predetermined theme. Students who can say the vocabularies may kick the ball to another student. The students who gets the ball must continue the English vocabulary.
- Sports activities can be done in a variety of ways, such as throwing the ball, putting the ball in the basket (basketball hoop) and so on. It can even be combined with traditional sports (Nasution, Tarigan, Tanjung, 2022).
- Provide stimulus to participants in their efforts to improve their speaking skills in English.
- Conditioning the training atmosphere to be more comfortable, thereby indirectly providing space for participants to dare to mention sports terms in English so as to create mutual support for improving English proficiency.

From the results of the activity, it was found that the enthusiasm of students for sports activities was very high because of these participants there were more students than the specified target. As long as students' activities can be more active than usual and students are more compact than before, the coaching carried out was easier for students to understand by paying attention to the characteristics of students. This activity was also useful for broadening students's knowledge of sports and religion. The implementation of this service was carried out in January 2023. At this stage our group carried out sports activities for students through games at SD Adhyaksa Medan.

4. CONCLUSION

Sport is one activity that is very important for health, there are various aspects that we can do to be able to grow and develop students' interests. One of them is by combining it with other learning so that students' interest increases in this case, learning English.

From the discussion of the results and discussion, it can be concluded that there is an increase in students' interest and also in English vocabularies after the community service activities were carried out. It was evidenced by the results of interviews conducted at the beginning of the activity and after the activity ended. This community service activity at each meeting went very well, the enthusiasm of the participants was very high, as well as their motivation in activities. Activities always took place in a cheerful and interesting atmosphere. Assistance for improving English was not boring at all.

Integrative Thematic learning model is an innovation that can be developed by elementary school teachers as an effort to achieve the goals of education. As stated above that students experience growth and development in all aspects, so a learning approach is needed that can cover it all. The thematic integrative approach allows for the implementation of effective and efficient learning. Integrating physical education with English in elementary schools is an attempt to align physical education with other subjects.

REFERENCES

- [1] N. Kusmaedi, “Pertumbuhan Dan Perkembangan Peserta Didik (Olahraga Dan Kesehatan),” *Bandung Alf.*, 2010.
- [2] F. N. Tarigan and T. Hidayati, “Membangun Partisipasi Orang Tua Dalam Adaptasi New Normal,” in *Prosiding Seminar Nasional Hasil Pengabdian*, 2020, pp. 402–406.
- [3] A. F. Nasution, F. N. Tarigan, and Y. T. Tanjung, “Traditional Games In Improving Learning Outcomes Of Squat Style Long Jump In Elementary School Students,” *J. Phys. Educ. Heal. Recreat.*, vol. 7, no. 1, pp. 14–19.
- [4] N. Schulenkorf, E. Sherry, and K. Rowe, “Sport for development: An integrated literature review,” *J. Sport Manag.*, vol. 30, no. 1, pp. 22–39, 2016.
- [5] F. I. Fauzi and F. N. Tarigan, “Strawberry Generation: Keterampilan Orangtua Mendidik Generasi Z,” *J. Consulen. J. Bimbing. Konseling dan Psikol.*, vol. 6, no. 1, pp. 1–10, 2023.
- [6] F. N. Tarigan, “Fostering university students’ attitude toward utilization of E-learning,” *J. Community Res. Serv.*, vol. 5, no. 2, pp. 52–57, 2021.
- [7] Y. Z. Ansori, “Pembinaan karakter siswa melalui pembelajaran terpadu di sekolah dasar,” *J. Educ. Fkip Unma*, vol. 6, no. 1, pp. 177–186, 2020.
- [8] D. Rosdiani, “Model Pembelajaran Langsung Dalam Pendidikan Jasmani,” *Riduwan, Ed.). Bandung Alf.*, 2012.
- [9] A. F. Nasution and F. N. Tarigan, “Upaya Meningkatkan Kebugaran Jasmani Pada Mahasiswa Fakultas Keguruan Ilmu Pendidikan Universitas Pembinaan Masyarakat Indonesia,” *AFoSJ-LAS (All Fields Sci. J. Liaison Acad. Soc.*, vol. 1, no. 1, pp. 27–41, 2021.
- [10] J. H. Placek and M. O’sullivan, “The many faces of integrated physical education,” *J. Phys. Educ. Recreat. Danc.*, vol. 68, no. 1, pp. 20–24, 1997.