

EFFECTIVENESS OF CONTEXTUAL-BASED YOGA LEARNING MODEL ON STUDENT CHARACTER

I Wayan Muliarta

Universitas Pendidikan Ganesha

Email : noblerta_iwayan@yahoo.com

Abstract

Low fitness is a projection of low movement skills and student learning energy so that it is possible to experience a decrease in mastery of values for each subject. Objectives This study was to analyze the effectiveness of the Contextual-Based Yoga Learning Model (PYBK) on the character of VIII grade junior high school students. This study uses a quantitative research design with the type of research that is Experimental with this research design following the basic experimental design pattern with the *Post Test Only Control Group Design design* to know the character of students. This research was conducted in a junior high school with a population of 144 students divided into 5 classes. The sample of this research was taken by *random sampling technique* so that 2 classes were determined to be the sample of this study. Class A with 27 students as the control group and class D with 30 students as the experimental group. The method used to collect data in this study is non-test. The data analysis used is descriptive and inferential. The data obtained were analyzed using a prerequisite test and a different sample t test using the *SPSS 25.0 for Windows program*. The results of the hypothesis test showed that the significance level of the character count was 0.000. This result is smaller than the (α) 0.05 significance. This means, that there is a significant difference between students who are taught using a contextual-based Yoga learning model (PYBK) and students who are not taught a contextual-based Yoga learning model, after learning PJOK using the PYBK model.

Keywords: *yoga, contextual, PYBK, CharacterCharacter*

INTRODUCTION

Education is often touted as a way to instill goodness in students, and virtues include honesty, integrity, respect, and self-discipline (Cheung & Lee, 2010; Mei-Ju et al. al., 2014). Meanwhile, according to Fahmy et al., (2015) Character education is a form of human activity in which there is an educational action intended for the next generation. The purpose of character education is to form continuous individual self-improvement and train self-ability in order to lead to a better life. There are 18 characters including: religious, tolerance, honest, hard work, disciplined, independent, creative, curiosity, democratic, national spirit, love for the homeland, respect for achievement, love peace, communicative, social care, care for the environment, love to read, Responsible. Character formation in children cannot be separated from the learning process carried out. The learning process that collaborates with character building will be able to develop the character of a child

(Ansori, 2020; Suheli, 2018). To make this happen, it takes a teacher's ability to develop and choose a varied learning model. The external factor that influences the success or failure of students to learn is the competence of the teacher (Dirgantoro, 2018). Not all teachers can choose varied learning models, this is illustrated by the low pedagogical competence of teachers.

The current low level of teacher pedagogic competence can be seen from the ability to sort out the right model to empower students' situations and the material they are facing. Sorting and packaging models learning according to the needs and culture in which students grow and develop is very basic because it is in accordance with the local culture. The results of observations on teachers in the field and several schools in Bali confirm that some teachers have implemented a contextual learning model but the essence of the applied contextual learning model has not been optimal. If this is allowed, it will have a direct impact on student learning outcomes, student character and the achievement of educational goals. This condition is according to what happened in the field.

According to data from *The Organization for Economic Co-operation and Development (OECD)*, the reading culture of the Indonesian people is ranked the lowest among 52 countries in Asia. *UNESCO* reported that in 2012 the reading ability of European children spent an average of 25 books a year, while in Indonesia it reached the lowest point of 0%. This means that out of 1000 Indonesian children, only 1 child is able to finish a book in one year (Helaludin, 2019). The low interest in reading children is certainly influenced by various factors, one of which is the most prominent is the low body fitness of children. According to the 2006 data *Sport Development Index (SDI)* on the physical fitness of the Indonesian people, 37.40% fall into the very poor category; 43.90% less; 13.55% moderate; 4.07% good; and only 1.08% excellent (Darmawan, 2017; Yoda et al., 2015). The lack of kinesthetic intelligence of fourth grade elementary school students in Buleleng-Bali District based on the results of the 2011 test shows that the stimulation of learning model variations still needs to be done. Meanwhile, at the junior high school level in Buleleng Regency, Bali, data on fitness is also low. Based on the results of research conducted by I Ketut Yoda in 2008 the level of physical fitness of students in class XI and XII SMA/SMK Negeri 4 Singaraja Bali in 2008 was categorized as very poor (64%).

Looking at the description of the data information above, it can be indicated that the implementation of learning both in elementary, junior high, and high school / vocational schools in Indonesia, especially in Buleleng-Bali Regency is not optimal. Learning should always touch and manage every potential layer of the student body. The potential in question is the five layers of the body, namely the physical layer, the energy layer, the emotional mental layer, the intelligence layer, and the pure soul layer, which have not been managed optimally in the education process as an integral part of the overall education system which is the central point in realizing the achievement of national education goals. Low fitness is a projection of low movement skills and student learning energy so that it is possible to experience a decrease in mastery of values for each subject.

Overcoming the problems described requires a learning model that can improve student fitness which will have an impact on improving learning outcomes and developing student character. One solution that can be used is to develop learning Yoga is the main way of various

ways for a healthy mind and body to always be in a state of balance. A balance of physical and spiritual conditions that are not easily attacked by stress and disease. Yoga is a system that cultivates the body and spirit in order to achieve inner peace and physical health by doing exercises on an ongoing basis. Physically and spiritually owned is very important to be maintained and nurtured. Yoga can be followed by anyone to realize spiritual freshness and physical fitness. Yoga. Yoga is an activity that directs a person to concentrate, regulate breath, calm the mind, with certain poses (Gunarta, 2017; Wirmayani & Supriyadi, 2018). Besides yoga, one approach that can be used is a contextual approach.

Contextual learning is a learning system that matches the brain that produces meaning by connecting academic content with the context of students' daily lives (Mahardita et al., 2017; Putra, 2017; Sariningsih, 2014). Learning using a contextual approach can train students to be able to express their opinions with confidence, learning becomes more fun because learning involves students, learning becomes more meaningful for students and firmly embedded in students' memories, students become more active because they are motivated to continue learning, and students can get their own knowledge not the result of giving from the teacher (Ulya & Irawati, 2016). So, with the contextual approach, it will have an impact on student learning outcomes and character. this is supported by research conducted by Suriadi, (2018) which states the application of a contextual approach in student-centered Fiqh learning so that they understand the material learned through direct practice, and group study. Research conducted by Fitriani et al., (2013) shows that the generative learning model with a contextual approach can improve student learning outcomes in class VII H SMP 9 Banjarmasin on the subject of heat.

The purpose of this study was to analyze the effectiveness of the Contextual-Based Yoga Learning Model (PYBK) on the character of VIII grade junior high school students in PJOK subjects. Contextual-based yoga learning model (PYBK) is an appropriate learning model used as an alternative to solve problems faced by teachers and must be felt by every child in the implementation of learning in Bali. The application of the PYBK model to children in Bali is very much in accordance with the characteristics of students, because children aged 16-20 are a period where children have entered adolescence/ *adolescent*, this is a period of transition from children to adulthood. This is usually seen in terms of sexual maturity and physical growth and mental instability, so that the period of adolescence is a time that is vulnerable to deviant behavior.

METHOD

This research uses a quantitative research design with the type of research that is Experimental. Because the two groups could not be completely randomized. The design of this research follows the basic pattern of experimental design with *Post Test Only Control Group Design* to determine the character of students. This research was conducted at SMP N 3 Singaraja with a population of 144 students divided into 5 classes. The sample of this research was taken by *random sampling technique* so that 2 classes were determined to be the sample of this study. Class A with 27 students as the control group and class D with 30 students as the experimental group.

The method used to collect data in this study is non-test. The data collected is student character data. The number of questions used in measuring the character of these students is 30. In the questionnaire test using 5 alternative answers with a score for positive statements including: 1) A score of 5 is given to students who answer strongly agree, 2) A score of 4 is given to students who answer agree, 3) Score 3 is given to students who answer less agree, 4) Score 2 is given to students who answer disagree, 5) Score 1 is given to students who answer strongly disagree. As for the negative statements include: 1) Score 1 is given to students who answer strongly agree, 2) Score 2 is given to students who answer agree, 3) Score 3 is given to students who answer less agree, 4) Score 4 is given to students who answered disagree, 5) A score of 5 was given to students who answered strongly disagree.

The data analysis used is descriptive and inferential. The data obtained were analyzed using a prerequisite test and a different sample t test using the *SPSS 25.0 for Windows program*. Prerequisite tests were carried out, namely the normality test of the data distribution and the homogeneity of variance test. The data distribution normality test was conducted to find out the data came from a normally distributed population. The homogeneity of variance test was carried out to determine whether the data obtained were homogeneous or not. Hypothesis testing is done by using a different sample t test.

RESULT AND DISCUSSION

From the results of data analysis conducted on student character values, the results of the calculation of the prerequisite test were obtained with the help of the *SPSS 25.0 for Windows program*. Based on the data normality test, the significance value of Shapiro Wilk's character value in the experimental class was 0.060 while for the control class it was 0.064. This means that the significance value of each data group is greater than 0.05. Thus, all data distributions are said to be normally distributed. After the normality test was carried out, the next test was carried out for the homogeneity test. The results of the homogeneity of variance test with a significance value for character data of 0.196, where the significant value is more than 0.05, so all student character data have homogeneous variances. Based on the results of the normality test and homogeneity test that have been described previously, the data on the character data of class VIII SMP students is declared normal and homogeneous. Because the data has been declared normal and homogeneous, the hypothesis test can be continued.

The hypothesis test carried out in this study is the t test. The t-test with the help of the *SPSS 25.00 program* at a significance level (α) of 0.05. The results of the calculation of the T test obtained a significance level of character count of 0.000. This result is smaller than the (α) 0.05 significance. This means, that there is a significant difference between students who are taught using a contextual-based Yoga learning model (PYBK) and students who are not taught a contextual-based Yoga learning model, after learning PJOK using the PYBK model.

Based on the research results, the PYBK model has a positive effect on students' character because this PYBK model combines Yoga learning and a contextual approach. The combination of

yoga learning with a contextual approach provides opportunities for students to learn real problems together in groups. Contextual learning is a learning system that matches the brain that produces meaning by connecting academic content with the context of students' daily lives (Putra, 2017; Sariningsih, 2014). Learning using a contextual approach can train students to be able to express their opinions with confidence, learning becomes more fun because learning involves students, learning becomes more meaningful for students and firmly embedded in students' memories, students become more active because they are motivated to continue learning, and students can get their own knowledge not the result of giving from the teacher (Ulya & Irawati, 2016). Yoga learning is an activity that directs a person to concentrate, regulate breath, calm the mind, with certain poses (Gunarta, 2017; Wirmayani & Supriyadi, 2018). So the PYBK model in learning always seeks to develop humans in totality, namely soul, intelligence, mental/emotional, energy, and psychomotor/physical. Regarding human development as a whole in relation to the values of human life, in the application of the PYBK model it will appear when students study in groups, where currently all individual students learn about ethics and morals. Such as: working together to help friends, respecting the opinions of friends who are different, behavior not dominating one another, learning to convey ideas with polite language and behavior, accepting friends' opinions sincerely and sincerely, and feeling a high sense of togetherness in a group.

Given that the PYBK model is a combination of contextual learning models with the concept of *yoga*, it gives birth to a learning model that is ideal for implementing PJOK learning in junior high schools. In learning PJOK in the classroom/field with the PYBK model students will be facilitated so that students can succeed in the learning process. The class is seen as an integration of the characteristics of its members who are very heterogeneous, and students work together in harmony and respect each other. In this PYBK model, each student learns to listen to the views of other students, helps each other in the learning process, respects each other's strengths and weaknesses, and contributes to working together in solving big problems that cannot be solved alone through cooperative group work and collaborative, *sharing* experiences and knowledge from different perspectives to enrich thinking and to solve practical problems faced together in groups. The PYBK model also provides opportunities for students to have discussions in cooperative groups, because the PYBK model makes it easier for students to complete learning and life problems they face, because its implementation is very simple and not too complicated, but can be used as a strategy in training affective abilities. students such as respecting the opinions of other friends, considering or observing, criticizing, and accepting the opinions of other students without having to sharpen existing differences. In simple terms, it can be said that with this PYBK model, every student always gets inspiration from each other's opinions. Good interaction between peers will make character cultivation easier. With peers, students tend to maintain friendly relationships, cooperate with adults, and can cope with stress well (Aminudin, 2016). Peers are friends of the same age. So these peers are needed by a student to exchange ideas and opinions, so that new thoughts emerge (Andhini, 2017; Mar et al., 2015; Negara & Latifah, 2015). So, the existence of the model

PYBK Model will make the relationship between students better and by itself this will have an impact on the child's character. This statement is in accordance with the results of research conducted by Andhini, (2017) showing that the results of the study show that peer association has an influence of 32.8% on the character of students at MTs Negeri 3 Tangerang Regency. Based on the abstract above, peer association has an effect on character building at MTs Negeri 3 Tangerang Regency. Research conducted by Yanti & Marimin, (2017) showed that the results showed that motivation, family environment, and peers had a positive and significant effect on student discipline. Motivation, family environment, and peers influence 68.7% of students' discipline simultaneously. Motivation has an influence of 9.36%, family environment has an influence of 8.29%, and peers have an influence of 10.56% partially. The conclusion of this study is that motivation, family environment, and peers affect student discipline simultaneously or partially.

The development and implementation of contextual-based yoga learning from the perspective of a democratic learning community has several advantages and advantages. Some of the benefits that students get, among others are: increasing the self-confidence and self-esteem of each student in learning; increase commitment and mutually beneficial cooperative efforts, increase student achievement motivation, the learning process becomes more comfortable and enjoyable, students avoid boredom, student attitudes are more positive towards lessons and teachers, improve critical and creative thinking skills, learning is more production-based, students learn to respect each other, students recognize and respect individual differences, students learn to make the best use of study time, students learn to develop commitment and social skills, students are more daring to show their potential to the group and above all students become healthier and more creative by discovering his potential through yoga. With the advantages of the PYBK model, it will certainly be able to develop student character. Character is the character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality, which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, manners, culture and customs (Abdullah et al., 2015; Basri & Dwiningrum, 2020; Utomo & Muntholib, 2018).

The PYBK model also provides opportunities for students to learn according to their abilities, because when the teacher gives an explanation to students through the concept of yoga, it takes the ability of each student both verbally and visually, as well as when students observe phenomena according to the material presented by the teacher. The teacher is then processed with cognitive abilities, this requires the individual abilities of each student. Furthermore, the ability to process this information is combined with the ability of other friends in the study group by learning to adapt, respecting the opinions of other friends, learning to communicate, to be further reprocessed as material in showing the level of ability in mastering the subject matter when completing tasks in the form of quizzes that must be completed. done by each individual. This model also provides flexibility for teachers to take advantage of the surrounding environment in learning. In yoga activities in the PYBK model, learning is designed in such a way into several lines, so that students in interacting can respect each other from each individual, not sharpen existing differences, help

each other and the teacher maximizes the potential possessed by each student by using the concept of yoga. If the teaching activities carried out by the teacher and the learning activities carried out by the students are connected with the way of learning used in yoga, a relationship is obtained.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is a significant difference between students who are taught using a contextual-based Yoga learning model (PYBK) and students who are not taught a contextual-based Yoga learning model. The PYBK model is able to develop character because this model is more about helping students to interact in groups in solving problems or given material with healthy physical and spiritual conditions.

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