

INTRODUCTION OF PHYSICAL EDUCATION LEARNING MODEL KINESTHETIC BASED ON TEACHER TEACHER KINDERGARTEN IN BANTUL KABUBATEN

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ABSTRACT

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Development of multiple intelligences in children as early as possible needs to be done. Multiple intelligence is the ability of the body as a complex and required in many aspects of life in the future. Many attempts have been made by the parents that the baby can be smart so that it can be proud of in the future, learning physical education based kinesthetic great opportunity to develop multiple intelligences in children of preschool age, because in education allows interaction using various media, but this case received less attention. The impact of this, physical education learning model was not developed, including the provision of support in the learning process. The purpose of this service is that the kindergarten teachers recognize learning model-based physical education and implementing kinesthetic learning models to help develop the multiple intelligences. The method used in this training is motode lectures, exercises (Drill) and method of administration tasks. The lecture method is used to equip the trainees. These theories need to be given as a foundation for teachers in performing their duties in the learning process so that they can practice physical education learning model based on kinesthetic. The introduction of the model-based physical education kinesthetic learning is done through several phases: 1. Giving the theory related to physical education learning process consists of theory play, physical fitness and learning models. 2. Give an example of a model-based physical education kinesthetic learning by playing a DVD. 3. Giving khaki and assigns tasks to the participants to practice physical education learning model based on kinesthetic.

The results of community service at a training program demonstrates the antusiasnya the participants and measuring instruments used by using non-test instrument of observation. Observations made during the trainees do peer teaching in small groups and at the time of the actual learning process. The results show the participants were very enthusiastic in following the PPM it is proved: 1) The arrival of the participants much earlier. 2) The spirit in participating in lectures and the number of participants who asked questions after the lecture., 3) When the demonstration attention focused only on the show and teachers still require additional time for training is conducted.

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