

# **INTRODUCTION OF PHYSICAL EDUCATION LEARNING MODEL KINESTHETIC BASED ON TEACHER TEACHER KINDERGARTEN IN KABUBATEN SLEMAN**

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## **ABSTRACT**

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The 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 various aspects of life in the future. Much effort has been made by parents that the fruit can intelligently so be proud of later, Learning of physical education based kinaesthetic great opportunity to develop intelligence compound on preschool age children, because in education enables interaction occurs by using a variety of media, but it is less concentrated. The impact of this, the learning model of education jasmaninya not much developed including the provision of support in the learning process. The purpose of this devotion, namely that the Kindergarten Teachers know the learning model of physical education-based kinaesthetic and apply learning model to help develop intelligence compound Methods used in this training is motode lectures, exercise (Drill) and methods of granting. Lecture method is used to provide a supply on the participants of the training. These theories need to be given as the cornerstone for teachers in carrying out tasks in the learning process so that it is able to put into practice the learning model of physical education-based kinaesthetic. Introduction of physical education learning model-based kinaesthetic done through several stages: 1. Give the theory associated with the learning process of physical education consists of the theory of physical fitness to play, and learning models. 2. Give an example of a model-based kinaesthetic learning physical education by way of playing DVDs. 3. Give drill and gavethe task to the trainee to practice physical education learning model-based kinaesthetic. The results of the public service on this training program showed very antusiasnya the participants and measurement tool used by using a non IE test instrument of observation. Observations made at the time the participants of training do peer teaching in small groups and at the time of the actual process of learning. The results revealed the participants very enthusiastic in following PPM it is proved: 1) the arrival of the participants are far more morning., 2) Spirit in following lectures and the large number of participants asking questions after a lecture., 3) when the demonstration only his attention fixed on the demonstration and the teachers still requires the presence of additional time for training.

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