**Developing a learning model of physical education, sport, and health in inclusive primary school**

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**ABSTRACT**

 This research is aimed at arranging a learning model of physical education, sport, and health in inclusive primary school, equipped with a guide book and model dissemination to a broader target. The aim was achieved in three stages, during the last three years, employing research and development (R&D) research design.

 In Stage I, the draft of the development of a learning model of physical education, sport, and health in inclusive primary school has been prepared. Meanwhile, the result of the research in Stage II was the arrangement of a learning model of physical education, sport, and health in inclusive primary school which was validated and tested, in the form of a guide book.

 The research in Stage III is the dissemination of the learning model of physical education, sport, and health in inclusive primary school to a broader community. The subject of the research was 89 teachers of inclusive primary school in Yogyakarta Special Region. The method used in this study was action research, consisting of two cycles. Cycle I was conducted in three regencies, including five stages of socialization: (1) explaining the concept; (2) demonstrating the model; (3) training the teachers; (4) peer-teaching; and (5) transferring the model from teachers to students. In terms of the participants’ level of understanding, the result of the post-test related to the socialized materials increases significantly compared to the pre-test result. Cycle I reflects that the time needed exceeds the allocated time (less efficient) and the quality of the questions is low because the participants do not have any insight about the learning model yet. Cycle II was conducted in Yogyakarta Municipality and Sleman Regency, involving 42 participants. Dissemination was started by giving training to a few teachers who role as the key who will help the researchers to disseminate the learning model broader to many more teachers. Then, concept explanation and peer teaching practice were conducted, followed by real teaching to students. Reflection was also conducted while taking a break. The result of the post-test compared to the pre-test, related to the socialized materials, increases significantly. The t-test indicates that the participants’ understanding of the socialized materials increases significantly (p=0.01). The time needed is more concise; that is, four effective hours (five effective hours were previously planned). The quality of the questions increases, focusing on the benefit of each move. This research concludes that the developed learning model of physical education, sport, and health is eligible to be disseminated to a broader community. The effective socialization model is the phases of training a small group of teachers as the key persons, concept explanation, peer teaching practice, and real teaching to the students.

**Keywords: learning model dissemination, physical education sport and health, inclusive primary school**