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# The Development Of A Contextual Based Yoga Learning Model (Pybk) In Physical, Sport And Health Education (Pjok) Subject

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## ABSTRACT

The objective of this study was to develop a contextual based yoga model. The type of this study was R&D development with the chosen development design model referring to the development proposed by Borg and Gall. The subjects of this study were students of grade 8 in Physical, Sport, and Health Education (PJOK) subjects. The types of data collection were interviews and questionnaires. Based on the results of the study, the development of the PYBK model had met the operating criteria of a learning model, namely: syntax, social system, principles of reaction, support system, instructional impact, and nurturant effects), and the resulting PYBK model had met the validity, practicality, and effectiveness requirements, namely (a) model validity, in expert testing 100% the validator states that the PYBK model is based on the strong theory, and all validators (100% ) states that the components of the model are closely related. Both the results of small group trials and field tests of 100% validators state that the PYBK model is based on strong theory and the components of the model are interrelated, (b) the practicality of the model, in expert testing more than 50% of the validators state that the PYBK model can be applied in class, and the teacher states that they can apply this learning model in the classroom. (c) the effectiveness of the PYBK model, from the results of the trial which can be seen from student activities, learning outcomes, and student responses to the implementation of the PYBK model meets all the requirements where student learning activities are classified as very high/very active category, the average of student learning outcomes are classified as good and very good with a Minimum Completeness Criteria (KKM) percentage ≥ 85%. Thus, it can be said that the

PYBK model is successfully developed and it has a positive impact on the learning-teaching process.

## 1. Introduction

Education is a conscious effort to produce a qualified human figure. The success of education can be seen from the human beings and they are cultured, intelligent, and healthy human in line with the national goals of education. Education is a conscious effort to empower an optimal and integrated human potential so that it can be useful to build a common life, have a noble character, knowledge and skills, physic and mental health, a stable and independent personality, and being responsible for him/herself, family, society and the state (Noviar, 2016; Hakim et al., 2014). Education plays an important role in the development of civilization, a qualified education will produce a qualified civilization as well. Because a noble civilization was born from a noble ancestor that was inherited by the Indonesian nation now and in the future. There is a lot of legacy evidence of Indonesian civilization development.

The evidence of the legacy from the Cetoh temple in Solo to the oldest pyramid in the world known as the Gunung Padang Site, located in West Java, is a cultural work of the result of education and the noble civilization of the Indonesian nation that only exists in Indonesia but it is still underestimated by the people themselves. Culture is something noble, noble behavior is all noble things that belong to ancestral heritage, namely in the form of local wisdom, skills, talents, resources, social processes, norms and ethics, and local customs (Leite et al. , 2019; Sumarni et al., 2016). Meanwhile, civilization means a various culture of a nation, behavior, action that is full of high/noble values from generation to generation, for centuries it is still used and developed. Indonesia has a rich culture about life, for instance, tolerance, mutual cooperation, appreciating differences, and yoga or unity. With the variety of Indonesia cultures, education should be developed in line with the existing culture in Indonesia.

During 71 years of independence, the Indonesian nation has not succeeded in bringing the nation to just and civilized prosperity. Education as one of the welfare way has not yet met the intended destination. Educational boats that leak here and there due to the low reading interest; giving birth to an instant generation, people who are immersed in cyberspace, using illegal drugs, free sex, a generation that likes brawls, riots in organizing council sessions, and sports events, discrimination, money politics, and corruption in various dimensions are the evidence of the great failure in education in achieving prosperity and life's civility. The Indonesian education system has not been successful so far because educators assume that every child who is born into the world knows nothing, and religion, ethics, and morality can be taught to them easily. However, it can be said like this. Scientific

discoveries in the fields of biology and psychology prove that even newborn babies already have basic characteristics. Educators need to know the basic nature of the newborn children and then the given education to these children must be in line with their needs.
Although the government's efforts in improving the quality of education in Indonesia are undoubtedly, namely; opening various levels of scholarships to improve the quality of human resources, increasing the education budget to 20%, building educational infrastructure, revising the curriculum, and providing professional allowances, and the performance of teachers and lecturers. However, these efforts have not given a significant impact on improving the education quality in Indonesia. The 2018 PISA results show that the students' reading in Indonesian has an average score of 371, the average score of mathematics is 379, the average science score is 389 so that the achievement of 2018 PISA, among others, is that Indonesia is in the low performance quadrant with high equity (OECD, 2019)

Based on the Sport Development Index (SDI) 2016 data about the physical fitness of the Indonesian people states that 37.40% in the very poor category; 43.90% in the less category; 13.55% in the moderate category; 4.07% in the good category; and only 1.08% in the very good category (Cholik and Ali, 2007). The lack of kinesthetic intelligence of the fourth grade elementary school students in Buleleng-Bali district based on the results of tests in 2011 shows that variation stimulation in learning models still needs to be conducted (Yoda, 2011). Meanwhile, at the junior high school level in Buleleng Regency, Bali, there is also low fitness data (Budiawan, et al, 2011). Based on the results of research conducted by I Ketut Yoda in 2008, the level of physical fitness of the grade eleventh and twelfth grade in the Public Senior High School/Vocational School (SMA/SMK) 4 Singaraja Bali in 2008 is in very low category (64%).

Considering the data description above, it can be indicated that the implementation of teaching-learning at SD (elementary school), SMP (junior high school), and SMA (senior high school)/SMK (vocational school) in Indonesia, especially in Buleleng-Bali Regency, is not optimal. Learning should always touch and manage every potential layer of the student's body. The potential in five layers of the body is, namely the physical, energy, the mental emotional, the intelligence, and the pure soul layer which have not been optimally managed in the educational process as an integral part of the education system as a whole which becomes the central point in achieving national education goals.

Low fitness is a projection of low mobility skills and student learning energy so it is possible to decrease the score of each subject. Several factors cause this downturn, namely the limited ability of the teacher and the limited resources to support the learning process (Cholik and Ali, 2007).

The current low pedagogical competence of teachers can be seen from the ability to select out the right model to empower the situation of students and the material. Selecting and packaging learning models in line with the needs and culture in which students grow and develop because it is in line with local culture. So far, the attention to culture, especially yoga, has not been maximized so that the learning process becomes dry or meaningless in which most students being unable to master the material being studied and relate it to real life (Ardana, 2008). The results of observations to teachers in the field and some schools in Bali, reinforce this that some teachers have implemented a contextual learning model but the essence of the applied contextual learning model is not optimal, and poorly none of the teachers have included the concept of culture or yoga as the foundation for implementing the learning model. There is a study that states the cooperative learning model based on local wisdom is said to be very effective for physical education orchestra learning in Buleleng Regency, Bali (Yoda, 2015).

Based on the description above, the problem is about less optimal quality of learning which includes the ability of teachers in learning, especially in the selection and application of culture based learning models, less innovative, has not yet accommodated the different students' abilities and place students as the learning subjects.

The efforts in developing Indonesian people based on the noble culture and civilization of Indonesia (local genius) are stipulated in Law No. 20 Year 2003 concerning the National Education System. (Astawa, 2019) Local genius, often referred to as the creator of indigenous culture, is a cultural concept of a system that includes various life dimensions of Indonesian people. The stages of change are expected to bring the nation towards a higher civilization advancement but they cannot leave and forget the cultural and civilization roots of the nation (local genius) that have existed and have completely permeated the nation of Indonesian's identity. It is not too late to appreciate our own culture, it is because the educational development in Indonesia which reflects an advanced and prosperous Indonesian society but it is still based on the fundamental culture and civilization of the nation. In line with the motto of RENSTRA KEMENDIKBUD 2015-2019 which states that education and culture are intellectual movements and the formation of a Pancasila spirited generation.

The implementation of human values such as ethics and morals, cooperation ability, and the polite behavior of students to build Indonesian people with character through learning in Bali has not met the expectations. In reality, there are still many deviations in behavior as a piece gap evidence between indicators of achieving Pancasila values and practical implementation in the field (Misnaini, 2018). In fact, one of the competencies to be achieved in the curriculum is to respect and live up to honest behavior, discipline,

responsibility, care (tolerance, mutual cooperation), polite, self-confidence, in interacting effectively with the social and natural environment within the range of associations and existence. Thus, the chosen and applied learning models by the teacher should achieve the formulated competencies in each subject curriculum. Therefore, a contextual based yoga learning model is needed to fits the characteristics of each subject, the cultural environment, and the student characteristics.

The meaning of contextual learning is a conception to help teachers in connecting the subject content to world situations. It motivates the students to make connections between knowledge and its application in their daily lives. Contextual learning is a learning concept that helps teachers to link the material being taught with students' real world situations and encourages students to make connections between their knowledge and its interpretation in daily life Trianto (Fayakun & Joko, 2015). Bern (Ramdani, 2018) states that the contextual learning model is a learning concept that helps teachers to connect the material in school with students' real-world situations and encourages students to make connections between their knowledge and application in their lives as family and community members. Learning should emphasize the student involvement in learning process and relate it to real life situations so it encourages students to apply it in their life. The present study is relevant to a study conducted by (Fayakun & Joko, 2015) where the increase in experimental group students who conduct learning with the CTL model and the POE method is higher than students in the control group. In addition, (Santoso, 2017) in contextual learning students use critical thinking skills, with the method of question and answer, discussion, assignment, students are fully involved in striving for an effective learning process and collaborating with heterogeneous groups, sharing opinions and knowledge. In addition to the learning model, one way to overcome this problem is by applying Yoga (Syahza, 2008).

The development of yoga around the world means that yoga has provided many choices and technical instructions for the right yoga. Yoga is able to guide a person to always be in a healthy state of mind and body. Besides being a guide of life, yoga is also a behavior itself, something good in society should be guided and used as the foundation of life. Thus, yoga has always been accepted throughout the ages. If the mind is confused by what it hears and sees but is not deterred and remains in the balance of yoga, then humans have reached yoga itself (Puja, 2004).

Yoga is the main path of various paths for a healthy mind and body so that they are always in a balanced state. Yoga comes from the word "yuj" which means to bind together, bind, balance, and develop the psycho human powers of Radhakrishnan (Yulinda et al., 2017). The balance of physical and spiritual conditions prevent people from stress and disease. Yoga is a system that cultivates body and spirit to achieve inner calm and physical

health by performing the exercises continuously. Physical and spiritual possessions are very important to be maintained and nurtured. Dinata (2015) states that yoga is very good for increasing concentration and bringing self-awareness to sharpen the mind and distance. Yoga can be followed by anyone to realize spiritual freshness and physical fitness. In fact, what is implied in yoga is clearly expressed in the objectives of developing sports and education in Indonesia which are described in Law No. 3 Year 2005 concerning the national sports system and Law No. 20 Year 2003 concerning the national education system. With united and harmony yoga can be realized, unifying body with nature, unifying mind, soul with His creator.

Likewise in Indonesia education, yoga has not been taught in schools even though the world has recognized the existence of yoga as a science as well as an ideal life role model, in the agreement of the United Nations (UN) convention reached in 2014. Yoga is a physical exercise, an ancient mental and spiritual that originated in India and nowadays it is practiced in various forms around the world. As a concept that yoga comes from Sanskrit which means to unite or bind, symbolizing the union of consciousness between body and soul. Yoga balances body and soul, physical and mental health, and well-being. It concerns for harmony between people, and between oneself and nature. Recognizing this universal appeal, Mr. Ban Ki-Moon (the UN general secretary) declared June 21$^{st}$ as the International Yoga Day, (Moon, 2016)

A conducive environment will encourage the learning process, and conversely, a less conducive environment will hinder the learning process. The physical environment must be handled or designed to be conducive for workers to conduct activities in a safe and comfortable atmosphere (Mochlish & Budiyono, 2018). The environment provides stimulus to the individual and in the contrary, the individual responds to the environment in the process of interaction, where changes can occur to the individual in the form of behavior changes (Ramdhani, 2017). (Subagia)[1] In this regard, culture is the main consideration in planning and implementing the learning process as stated by Kemp, Morrison, and Ross (1994) in (Ardana, 2007) that “Cultural and social differences should be recognized because they can affect such things as the ability to take responsibility for individualized work or to engage in creative activities” The quote shows that students' differences in socio-culture should be concerned to the teacher, especially in planning and choosing a learning model because it will affect the individual's ability to work independently and in creative group and activities.

The findings of the importance of incorporating cultural values into learning experience are also supported by a research report conducted by Dewi et al. (2008) that there is a significant increase in the reading, writing, listening, and speaking ability in elementary school children in Bali after the implementation of the model culture-based English learning. The results of a similar study are also reported by Suastra, et al. (2008) that there is a significant increase in the science learning achievement of junior high school students in Buleleng Regency with the application of a local culture-based science learning model in the experimental group compared to the application of the regular learning model in the control group. A study conducted by Hutama (2016) concludes that social studies teaching materials based on using cultural values have met the elements of applicability so that they can be used in the learning process. In addition, there is a study conducted by Siregar (2017) which concludes that culture values in fostering student religious activities conducted at SDIT Bunayya Padangsidimpuan are running well, it can be proven, among others, that the program of fostering religious activities can be realized through religious culture in schools continuously. Effectively, and efficiently.

Based on this explanation, a contextual based yoga learning model (PYBK) is developed. The contextual based yoga learning model (PYBK) is a learning model that is appropriate to be used as an alternative to solve problems faced by teachers and must be felt by every child in implementing learning in Bali. The PYBK model is developed based on progressivism, constructivism, Developmentally Appropriate Practice (DAP), normative and practical basis for progressivism which states that learning should take place naturally, not artificially. So far, learning in schools is not like the situation in the real world so that it does not give meaning to most students.

The PYBK model is also developed in line with constructivism which states that knowledge is formed by individuals and experience is the main key in a meaningful learning. Meaningful learning will not be realized just by listening to teacher or reading books about other people's experiences. Experiencing for yourself is the key to meaningfulness. The following is the structure of a contextual based yoga learning model that will be developed based on a combination of contextual based yoga learning principles.

***Table 1***. *The Development Structure of Yoga Learning Model (MPY)*

| No. | MPK | MPY |
|---|---|---|
| 1. | Constructivism | Discipline(Yama & Niyama) |
| 2. | Questioning | Firm (Asana) |
| 3. | Inquiry | Constructivism |
| 4. | Learning Community | Sharing/pranayam, |
| 5. | Modeling | Intelegent /pratyahara, |
| 6. | Reflection | Learning Community |
| 7. | Authentic Assessment | Supervision/Dharana |

| | |
|---|---|
| 8. | ReflectionDhyana |
| 9. | Modeling |
| 10. | Unity/Samadhi |
| 11. | Authentic Assessment |

The application of the PYBK model to children in Bali is very suitable in line with the students' characteristic because children in age 16-20 are a period where children have reached adolescence, this period there is a transition from childhood to adulthood. This is usually viewed in terms of sexual maturity and physical development as well as mental emotional stability so that adolescence is a vulnerable time to deviant behavior. This situation demands extra attention and proper treatment. Therefore, it is important to give yoga and participate in various sports/physical activities (Sugiyanto, 1988).

Based on the explanation of the background above, in this study, a contextual based yoga learning model was developed for children's learning in Bali.

## 1. Method

The research and development (R & D) method was applied in this study where the chosen development design refers to the development proposed by Borg and Gall which consists of 10 stages as follows:

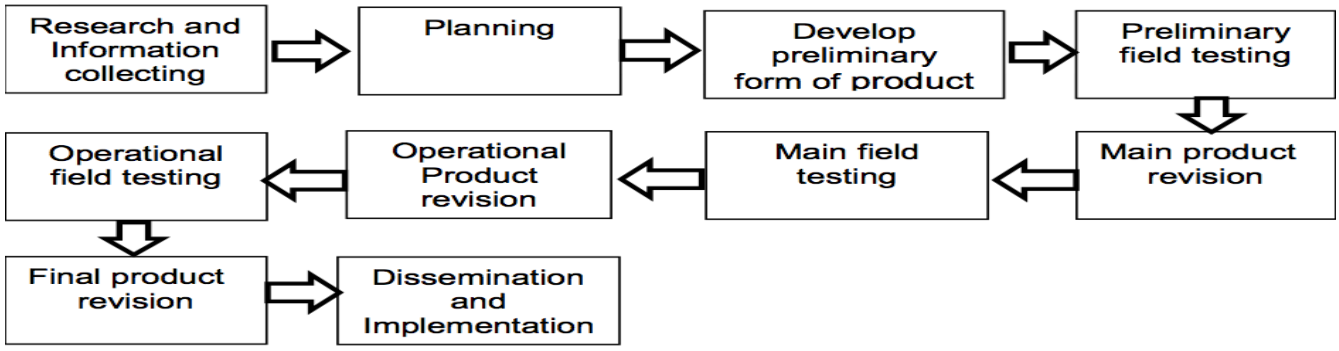


***Figure 1.*** *The Stage of Model Development (Borg and Gall, 2005)*

**Sample and Population**

The population of this study was students of grade VII Junior High School (SMP) Buleleng district while the number of samples in this study was 134 students of grade VIII from Junior High School (SMP) N 4 Singaraja, Junior High School (SMP) N 2 Singaraja, Junior High School (SMP) Lab Undiksaha, and Junior High School (SMP) N 3 Singaraja.

**Data Collection Instruments**

A questionnaire was applied to collect the data where it was distributed before developing the PYBK model where the dating was obtained as the basis for model development. The data collection method was an expert test questionnaire to evaluate the model. The questionnaire was made with Likert scale. Besides using the questionnaire, the learning outcome test was used to collect the data.

**Data analysis technique**

The calculation formula of the validation result done by experts for the developed product can be seen as follows:
The formula for processing the data as a whole as follows.

$$P = \frac{\Sigma X}{\Sigma Xi} \times 100\ \%$$

Description:
P = Percentage of expert validity results
Σ X = The total number of expert answers
Σ Xi = Total maximum score
100% = Constant
In determining the conclusions that have been reached, the criteria are set as in the following table.

***Table 2****. The Conversion of Evaluation Results by Validation Experts*

| PERCENTAGE | DESCRIPTION |
|---|---|
| 80% - 100% | VALID |
| 60% - 89% | SUFFICIENT |
| 50% - 59% | LESS |
| < 50% | INVALID |

## 2. Results and Discussion

The results of this study were in the form of a contextual based yoga learning model (PYBK) in grade VIII SMP in Singaraja, Buleleng Regency, Bali. The PYBK model development applied the Borg and Gall development method which consisted of 10 stages and it was divided into three global stages, namely: (1) the identification and needs analysis stage, (2) the design development stage and the draft model of the PYBK, (3) the testing stage (expert reviews, small group trials, and field trials).

**Need Analysis**

In this study, the needs analysis was conducted in February 2017, the observation was conducted by the researcher using a questionnaire at three sample schools, namely SMP Negeri 4 Singaraja, SMP Undiksha Lab, and SMP Negeri 2 Singaraja. The questionnaire was given to eight teachers, namely two teachers who taught PJOK in grade VIII SMP from each school, and eighty two students of grade VIII SMP consisting of 28 students

from SMP Negeri 4 Singaraja, 27 students from SMP Lab Undiksha, and 27 students from SMP Negeri 2 Singaraja. The results of the data collection can be summarized as shown in Table 3 below.

***Tabel 3.*** *The Result of Need Analysis*

| No. | Type of Data | The Result of Observation |
|---|---|---|
| 1 | Analysis of the PJOK curriculum | All PJOK teachers in three junior high schools have used the 2013 Curriculum. |
| 2 | Analysis of Students Characteristic | (a) the sex of students consists of 50 % and 50% female, (b) the religion of students consists of 80% Hinduism; 3.75% Islam; 10% Christianity; and 3.75% Buddhism, (c) the average age of students is 13-14 years old, namely born in 2000 and 2001 |
| 3 | Sports school facilities and equipment | the average of school facilities is one basketball court while the equipments support the implementation of PJOK learning is the average comparison or ratio between tools and students of each tool type, the ratio can be seen as follows: the lowest ratio is 1 (one) to 10 (ten), and the highest ratio is one to four. |
| 4 | Learning models and scenarios applied in PJOK learning | (a)the applied learning model by PJOK teachers in grade VII SMP at the moment is: (1) 50% cooperative; (2) motion education 100%; (3) fitness education 87%; (4) sports education 75%; (5) 75% direct learning; and (b) the scenario/learning syntax in the implementation of PJOK learning, most of teacher writes in general consisting of: introduction, core, and closing, |
| 5 | Assessment and student suggestions for learning PJOK | (a) 18.75% of students said that the teacher sometimes gave examples while 78.75% of students said that the teacher often gave examples when the learning took place; (b) in the use of textbooks, as many as 5% of students said that the teacher never used student books, 57.5% of students said they used books sometimes, and 35% of students said they often used student books; (c) 96.25% of students said they needed to use a new and innovative learning model that could also train them spiritually (the |

concept of contextual based yoga learning models)


| | | |
|---|---|---|
| 6 | Sourcebooks/teaching materials and lesson plans used in PJOK learning | Published by publishers: Viva Pakarindo, Gramedia Bandung, Graha Pustaka Jakarta, Ministry of Education and Culture, Erlangga Surabaya. Lesson plan (RPP) format consists of: Heading of Lesson Plan, Competency Standards, Basic Competencies, Indicators, Learning Objectives, Learning Materials, Learning Methods, Learning Steps, Learning Resources/Media, and Assessment |

Based on the result of observation, the results of needs analysis about PYBK model on PJOK subject in grade VIII of Junior High School in Singaraja Bali.

**Development of a Contextual Based Yoga Learning Model (PYBK)**

Based on the results of the needs analysis that had been explained earlier so the PYBK model was developed. This model is a combination of two brief models, namely the Contextual model and Yoga Learning. In general, the description of the PYBK model in Figure 2 follows:

***Figure 2*** *Content Planning of PYBK Model Development*

The importance of developingnPYBK model was also supported by student opinion where 96.25% of students said they needed to use a new and innovative learning model that could train students' spirituality. Most of the teacher wrote in general about the learning scenario/syntax in implementing PJOK learning which consisted of introduction, core learning, and closing activities. When the lesson plan was analyzed in depth, the syntax of lesson plans had not been explicitly written about the use of movements in the learning implementation. The syntax made by teachers had not applied cooperative learning models and tended to apply conventional syntax. PJOK teachers only wrote down teacher activities among the introduction, core learning, and closing. It makes the teacher does not have clear guidelines for learning steps so that teaching learning tends to follow the teacher's wishes instead of deep analysis of students' behavior in learning. It will be very different from the developed PYBK learning model in this study. The syntax of this model is clearly visible, namely learning steps with the scientific approach, teacher and student activities following contextual based yoga learning patterns which is learned in depth both from the competencies demanded by the curriculum, student culture, student characteristics, and PJOK subjects themselves. The complete picture is illustrated in Figure 3 below:

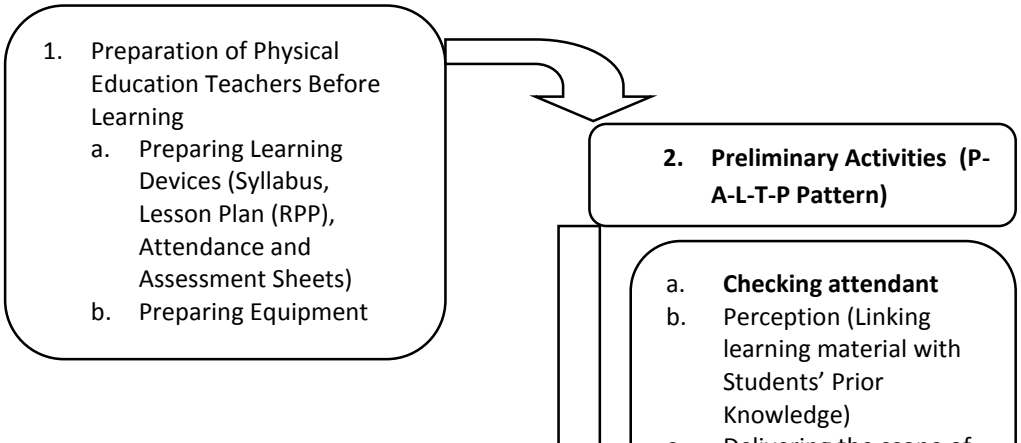

***Figure 3*** *the Syntax of Contextual Based Yoga Learning Mode*l

**Model Eligibility (Theoretical and Empirical)**

**Expert and Practitioners Validity**

In this study, the next process was evaluation and expert and practitioner validity. The result of the evaluation and validity of the developed model can be presented in table4.3 as follows.

***Table 4****. The Result of Model Validity Draft by Expert and Practitioners*

| No. | Assessed Aspect | Category | | | |
|---|---|---|---|---|---|
| | | Strong | Sufficient | Weak | Description |
| 1. | The theory underlying the | V | - | - | |

| | | | | |
|---|---|---|---|---|
| | model | | | |
| 2. | Model component: | | | |
| | a Syntax | V | - | - |
| | b. Social system | V | - | - |
| | c. Reaction principle | V | - | - |
| | d. Support system | V | - | - |
| | e. Instructional impact and accompaniment impact | V | - | - |
| 3. | The relationship between the model components | V | - | - |
| 4. | This learning model can be implemented in class well (practicality) | | | |
| | - The PYBK model can be applied in class | V | - | - |
| | - The teacher states that they can apply the PYBK model in class | V | - | - |

By paying attention to the validation results of the draft model as shown in Table 4.3, it can be said that 100% of validators stated that the initial draft of the PYBK model was based on strong theory, and all validators (100% validators) stated that the model components were interrelated. Therefore, the initial draft of the PYBK model has met the criteria 1) and 2) regarding the validity of a model. Likewise for criteria 1) and 2) regarding the practicality of the model have also been fulfilled because more than 50% of the validators stated that this learning model could be applied in class, and the teacher stated that they could apply this learning model in class.

**Small group validation**

Based on the results of observations on the implementation of the PYBK model, the linkages between the components of the PYBK model can be reported as shown in Table 4.4.

***Table 4.4*** *Linkage of PYBK Model Components in Small Group Trials*

| No. | Assessed Aspect | Category | | |
|---|---|---|---|---|
| | | **Stong** | **Medium** | **Weak** |
| 1. | The design of the learning steps is in line with the PYBK model syntax without significant constraints | V | - | |
| 2. | Able to create a social partnership system so | V | - | |

| | | | |
|---|---|---|---|
| | that it is open to student questions and responses, as well as a democratic and collaborative social situation with answers between groups | | |
| 3. | Able to apply the principles of reaction by appreciating and appreciating every explanation of the material and changes delivered by students, providing support directly for individuals and groups who experience difficulties in learning | V | - |
| 4. | Able to utilize supporting components such as learning tools, worksheets, textbooks, sports equipment or facilities, as well as a comfortable learning environment. | V | - |
| 5. | Associating impact associations with other model components | V | - |

By observing Table 4.4 all observers (100%) state that the components of the PYBK model are related to one another. Thus, it can be said that the results of these trials indicate that the components of the PYBK model are interrelated with one another. By paying attention to the criteria for the validity of a model as stated in Chapter III, and then compared with the results of validation by the validator against the theory underlying the model and the relationship between model components, and the results of testing to see the relationship between model components, the PYBK model have met the criteria of the model validity. Thus, the PYBK model can be declared valid.

**The Practicality of the Model**

One of the criteria for the practicality of the model that you want to see from the results of the small group trial is criterion 3), namely the level of implementation of the PYBK model in the field/class. In this study, the level of model implementation is considered eligible if the model's implementation is in the high category. Based on the results of observations on the appearance of the descriptors of each indicator of the PYBK model implementation which were carried out for three observations in three meetings with different sub-subjects, the level of model implementation can be presented as shown in Figure 1.

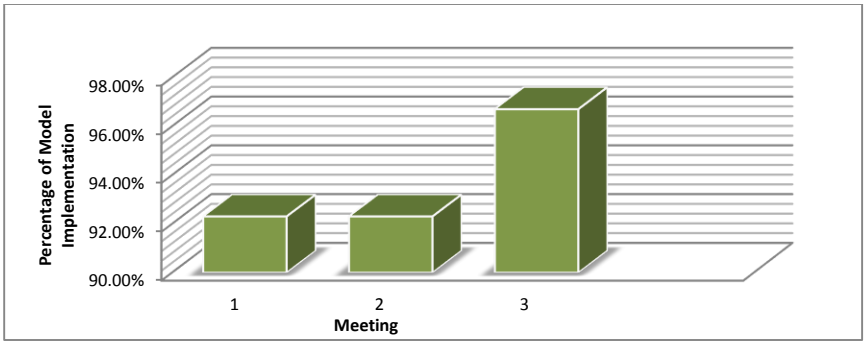


*Diagram 1 Implementation of Small Group Trial PYBK Model*

In diagram 1, it can be seen that the percentage level of the implementation of the model for each meeting is as follows: (1) at the first meeting the level of implementation of the model was 92.3%, (2) at the second meeting 92.3%, and (3) at the third meeting 96 , 7%. From the first meeting to the third meeting, the level of implementation of the model is in the very high category. Thus overall in this small group trial the mean of model implementation was 93.8%, which indicates that the level of model implementation was in the very high category.

**Model Effectiveness**

As stated in Chapter III, the effectiveness of the model in the trial can be seen from the activities of students in participating in learning, student achievement, and student responses to the implementation of the PYBK model. Therefore, based on the results of the student activity questionnaire, the average percentage of student activity in participating in learning using the PYBK model is presented in a summary of the results as shown in Diagram 2 below.

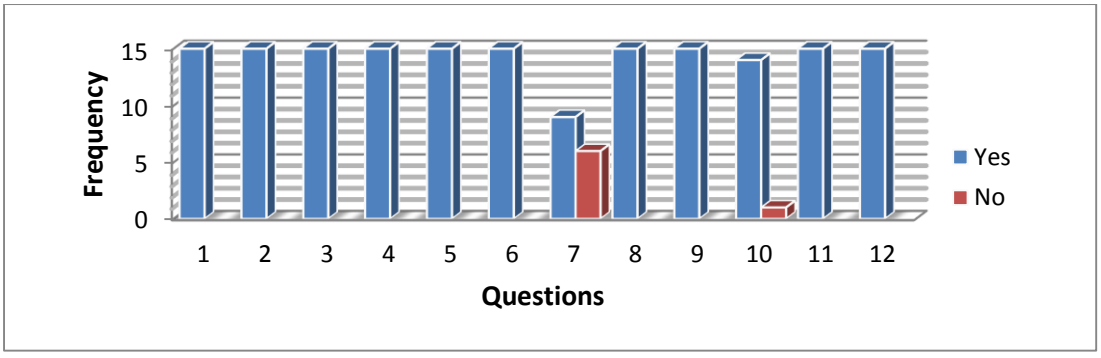


*Diagram 4.2 Student Activities Following the PYBK Model in Small Group Trials*

***Table 4.8*** *Recapitulation of Student Learning Outcomes Assessment in Small Group Trials*

| **Description** | **Material/Assessment Aspect** | | |
|---|---|---|---|
| | **Basket Ball** | **Bandminton** | **Running** |

| | Psik | Afk | Kgf | Krk | Rhn | Psik | Afk | Kgf | Krk | Rhn | Psik | Afk | Kgf | Krk | Rhn |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Average** | 3,14 | 3,28 | 3,13 | 3,12 | 3,26 | 2,99 | 3,69 | 2,97 | 2,97 | 3,67 | 3,05 | 3,44 | 3,70 | 3,03 | 3,42 |
| **Very good/ Percentage** | 2 13% | 2 13% | 2 13% | 2 13% | 2 13% | 2 13% | 9 60% | 0 0% | 0 0% | 4 27% | 3 20% | 3 20% | 3 20% | 5 34% | 5 34% |
| **Good/ Percentage** | 12 80% | 13 87% | 13 87% | 13 87% | 13 18% | 11 73% | 6 40% | 13 87% | 13 87% | 10 66% | 12 80% 80 | 12 80% | 12 80% | 10 66% | 10 66% |
| **Sufficient/ Percentage** | 1 7% | 0 0% | 0 0% | 0 0% | 0 0% | 2 13% | 0 0% | 2 13% | 2 13% | 1 7% | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% |
| **Total Completeness** | 14 | 15 | 15 | 15 | 15 | 13 | 15 | 13 | 13 | 14 | 15 | 15 | 15 | 15 | 15 |
| **Total Percentage Completeness Percentage** | 93% | 100% | 100% | 100% | 100% | 87% | 100% | 87% | 87% | 93% | 100% | 100% | 100% | 100% | 100% |
| **Not completed** | 7% | 0% | 0% | 0% | 0% | 13% | 0% | 13% | 13% | 7% | 0% | 0% | 0% | 0% | 0% |

*Information:*

- *Psik = Psychomotor* *Krk = Character*
- *Afk = Affective* *Rhn = Spiritual*
- *Kgf = Cognitive*

Based on the student learning outcomes of the three materials, all competency aspects are above the criteria set in this study, namely at least 85% in good categories. Likewise, the minimum completeness criteria in every aspect of student competence are above the established criteria, namely at least meeting the KKM of 85%. From these results, the overall KKM average is 93.3%.

**Discussion**

Based on the obtained research results, it can be said that the development of the PYBK model has a positive impact on the learning process of PJOK. It can be seen from the results of expert tests, feasibility tests, practicality tests, and effectiveness tests. It cannot be separated from the combination of the Yoga learning model and the contextual model. Through this combination of models, it has a profound impact on the learning outcomes, character, and spirituality of students.

**The PYBK model influences student learning outcomes on PJOK subjects**

The results of the study show that the PYBK model has a positive influence on the learning outcomes of junior high school students in PJOK subjects, it can be said that the existence of the PYBK model student learning outcomes is higher than students who are not given treatment. It is because this model allows the students learn actively to relate the given material to their daily lives. Learning emphasizes the process of full student involvement to find the given material and relate it to real life situations so that it encourage students to apply it in their lives.

The PYBK model is developed based on progressivism, constructivism, Developmentally Appropriate Practice (DAP), normative and practical basis for progressivism which states that learning should take place naturally, not artificially. So far, learning in schools is not like the situation in the real world so it does not give meaning to most students. The PYBK model is also developed based on constructivism which states that knowledge is formed by individuals and experience as the main key to meaningful learning. Meaningful learning will help students to get better understand, it will make students' memory keep longer and it has an impact on student learning outcomes.

The PYBK model in learning is done thoroughly and authentically related to the real conditions, both related to subject matter and real conditions of life values. Learning activities with the PYBK model take advantage of all the potential possessed by students, namely the mental potential of the student's ability to explain the obtained knowledge through verbal pattern, mental potential is the student's ability to process information in the mental awareness structure through a refinement process in intelligence potential, namely the ability of students to find or face their situation based on what they already have. By developing all the potential possessed by students, it will make students comfortable in the learning process.

The PYBK model also provides opportunities for students to learn based on their abilities because when the teacher provides explanations to students through the concept of yoga, here it takes the ability of each student both verbally and visually, and students observe phenomena related to the presented material by the teacher then processed with cognitive abilities, it requires the individual abilities of each student. Furthermore, the ability to process this information is combined with the abilities of other friends in the group through adapting, respecting the opinions of other friends, learning to communicate, for further processing it as material in showing the level of ability in subject mastery when completing assignments in the form of quizzes that must done by each individual. This model also provides flexibility for teachers to take advantage of the surrounding environment in learning.

In yoga activities of PYBK model, learning is designed in such a way that students can interact with each other in terms of respect for each other, do not sharpen existing differences, help each other and the teacher maximizes

the potential of each student by using yoga concepts. If the teaching activities conducted by the teacher and the learning activities conducted by students are related to the learning methods used in yoga, a relationship is obtained.

The syntax learning of the PYBK model consists of nine phases in which the concept of yoga is clear both in teacher activities and student activities using the scientific approach related to the implementation of the 2013 curriculum. The use of yoga concepts in teacher and student activities provide understanding from teachers in transferring knowledge and information, as well as by students as recipients of knowledge and information so that there is an increase in students 'academic self-concepts, namely students' self-confidence in their academic abilities. Students who have confidence in good academic abilities will have a positive impact on learning achievement. Considering the explanation, Covert, Tangney, Maddux, and Heleno (2003) state that people who consider their level of self-proficiency to be high will try harder, achieve more, and be more persistent in conducting tasks than those who consider their ability to be low.

PYBK model is a combination of contextual learning models with the yoga concept, it results an ideal learning model for implementing PJOK learning in junior high schools. In learning PJOK in the classroom using the PYBK model, students will be facilitated so that students can succeed in the learning process. Class is seen as an integration of the characteristics of its very heterogeneous members, and students work together harmoniously and respect each other. In PYBK model, every student learns to listen to the point of student views, helps each other in the learning process, respects each other's strengths and weaknesses, and contributes to each other. Students in the classroom also work together in solving big problems that are impossible to solve alone through cooperative and collaborative group work, sharing experiences and knowledge from different perspectives to enrich thinking and solve practical problems faced together in group.

This PYBK model can also provide students with a full learning experience regarding the material being studied so that students feel more confident in their abilities. The assignments given by the teacher both in groups and individually are done as well as possible with full responsibility to have an impact on the process and better learning outcomes.

**The PYBK model influences the character aspects of junior high school students in PJOK subjects.**

Based on the research results, the PYBK model has a positive effect on student character because this PYBK model combines Yoga learning and contextual models. The PYBK model system will help students to learn by using the syntax from two collaborative models to foster student character. The PYBK model in learning always strives to develop humans in totality,

namely soul, intelligence, mental/emotional, energy, and psychomotor/physical. This is closely related to the objectives of the subjects. Regarding human development as a whole about the values of human life, the application of this PYBK model will appear when students learn in cooperative groups, where currently all individual students learn about ethics and morals such as: working together to help friends, mutual respect for different opinions of friends, does not dominate one another, learning to convey ideas with polite language and accepting friends' opinions sincerely, and work together in a group. The role of the Physical Education teacher here is as a facilitator so that the potential possessed by students can develop optimally.

PYBK model is a combination of contextual learning models with the yoga concept, it results an ideal learning model for implementing PJOK learning in junior high schools. In learning PJOK in the classroom using the PYBK model, students will be facilitated so that students can succeed in the learning process. Class is seen as an integration of the characteristics of its very heterogeneous members, and students work together harmoniously and respect each other. In PYBK model, every student learns to listen to the point of student views, helps each other in the learning process, respects each other's strengths and weaknesses, and contributes to each other. Students in the classroom also work together in solving big problems that are impossible to solve alone through cooperative and collaborative group work, sharing experiences and knowledge from different perspectives to enrich thinking and solve practical problems faced together in group.

The development and implementation of contextual-based yoga learning from the perspective of a democratic learning community have several advantages and advantages. Some of the benefits obtained by students include: increasing self-confidence and self-esteem for each student in learning; increasing commitment and mutually beneficial cooperation efforts, increasing student learning achievement motivation, the learning process becomes more comfortable and enjoyable, students avoid boredom, student attitudes are more positive towards lessons and teachers, improving critical and creative thinking skills, more production based learning, students learn to respect each other, students recognize and appreciate individual differences, students learn to make the best of their study time, students learn to develop commitment and social skills, students are more willing to show their potential to groups and above all students become healthier and more creative by discovering their potential through yoga.

The PYBK model also provides opportunities for students to conduct discussions in cooperative groups because the PYBK model makes it easier for students to complete learning and life problems. After all, its implementation is very simple and not too complicated but it can be used as a strategy in training an affective student ability such as respecting other opinions, considering or observing, criticizing, and accepting the opinions of other students without sharpening the existing differences. In simple

terms, it can be said that with this PYBK model, every student always gets inspiration from each other's opinion.

The PYBK model also provides opportunities for students to learn based on their abilities because when the teacher provides explanations to students through the concept of yoga, here it takes the ability of each student both verbally and visually, and students observe phenomena related to the presented material by the teacher then processed with cognitive abilities, it requires the individual abilities of each student. Furthermore, the ability to process this information is combined with the abilities of other friends in the group through adapting, respecting the opinions of other friends, learning to communicate, for further processing it as material in showing the level of ability in subject mastery when completing assignments in the form of quizzes that must be done by each individual. This model also provides flexibility for teachers to take advantage of the surrounding environment in learning.

In yoga activities of PYBK model, learning is designed in such a way that students can interact with each other in terms of respect for each other, do not sharpen existing differences, help each other and the teacher maximizes the potential of each student by using yoga concepts. If the teaching activities conducted by the teacher and the learning activities conducted by students are related to the learning methods used in yoga, a relationship is obtained.

**The PYBK model influences the spiritual aspects of junior high school students in PJOK subjects.**

Based on the research results, the PYBK Model has a positive effect on the spiritual aspects of students because of the collaboration of yoga learning and contextual models. The dimensions of the developed model consist of syntax from yoga learning and contextual models so that the learning process is related to what students do in their daily lives. There are several definitions of yoga contained in the Yogasutra book, among others; firstly yoga is the science that teaches in controlling the mind and body to achieve the final goal which is called samadhi. Both yogas are controlling thought waves in order to get in touch with the Creator. The three yogas are defined as a process of union with the Creator continuously. So in general, yoga can be defined as a technique that allows one to realize the union between the individual human soul and its source through the stillness of the mind.

The PYBK model in learning always strives to develop humans in totality, namely soul, intelligence, mental/emotional, energy, and psychomotor/physical. This is closely related to the objectives of the subjects. Regarding human development as a whole about the values of human life, the application of this PYBK model will appear when students

learn in cooperative groups, where currently all individual students learn about ethics and morals such as: working together to help friends, mutual respect for different opinions of friends, does not dominate one another, learning to convey ideas with polite language and accepting friends' opinions sincerely, and work together in a group. The role of the Physical Education teacher here is as a facilitator so that the potential possessed by students can develop optimally

Everyone has a different character, spiritual level, and talents. Thus, in order to promote spiritual development each person can choose a different path. By the power of God Almighty, humans can help themselves to release all obstacles that are currently and may be facing them. Thus the ultimate goal is realized, namely true happiness or self-balance. According to Patanjali, a meditator/yogi/yoga practitioner/ someone who has attained equanimity will become clear. Patanjali gave a strong reason "if that happens you will radiate true knowledge".

Based on this explanation, it can be said that this PYBK model is developed in line with the stages of yoga which is a way of training the human body and spirit, and in its implementation, it also follows the demands of the 2013 Curriculum, this model has several advantages, including the following. 1) The application of the PYBK model in PJOK learning is in line with the characteristics of grade VIII SMP students so that the PYBK model is able to develop the basic competencies (KD) contained in the four core competencies (KI) which are the demands of the 2013 curriculum. 2) The PYBK model is a student-centered learning model so that the role of the teacher is more as a facilitator, motivator, and observer (observer) of students in the learning process because learning using the PYBK model students are divided into cooperative groups so that it will stimulate creativity, activities, and initiatives from students to learn and use of facilities to be more effective and efficient. 3) The PYBK model is a very appropriate model to be used in learning activities for PJOK grade VIII SMP in implementing the 2013 curriculum because this model is in line with the scientific approach (scientific approach) used in the implementation of the 2013 Curriculum which consists of five "M", namely: observing, gathering information, questioning, associating, and communicating. 4) The application of the PYBK Model in grade VIII SMP can provide enormous benefits to students, among others, it can increase each student's self-confidence in learning, increase cooperation efforts, increase student learning achievement motivation, the learning process becomes more comfortable and enjoyable, students avoid boredom, improve students' positive attitudes towards anything both to teachers, friends, and the learning process, improve critical and creative thinking skills, increase mutual respect, train students to learn to make the best of their time, students learn to develop social skills, and students are more willing to show their potential

## 3. Conclusion and suggestions

The development of the PYBK model has met the operating criteria of a learning model, namely: syntax, social system, principles of reaction, support system, instructional impact, and instructional and nurturant effects, and the resulting PYBK model has met the requirements of validity, practicality, and effectiveness, such as the following: (a) model validity, in the expert test 100%, the validators state that the PYBK model is based on strong theory, and all validators (100%) state that the model components are interrelated. Both the results of small group trials and field tests of 100% validators state that the PYBK model is based on strong theory and the components of the model are interrelated, (b) the practicality of the model, in expert test more than 50% the validators state that the PYBK model can be applied in class, and the teacher states that they can apply this learning model in the classroom. The results of small group trials, the mean implementation of the PYBK model is 93.8% which indicate that the level of the model's implementation was in a very high category, (c) the effectiveness of the PYBK model, from the results of small group trials which can be seen from student activities, learning outcomes, and students' responses to the implementation of the PYBK model have all met the requirements, where student learning activities are classified as very high/very active, the average student learning outcomes are good and very good with a KKM percentage of $\geq$ 85%, and student responses to the implementation of the PYBK model are classified as positive, and (d) the results of field tests and product trials, the level of significance of the model effectiveness is below $\alpha = 0.05$, it means that the PYBK model is effective for improving learning outcomes in grade VIII of junior high school students in Singaraja.

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