

accordance with appropriate guidelines such as: (1) Do the exercises as much as 3-5 times a week, (2) Do the exercises in a relatively long time that is at least 30 minutes a day, with heating and cooling enough, (3) Do the exercises with low intensity is between 65% - 75% maximum heart rate, (4) Do emotional control during practice to avoid tension or stress which may increase the frequency of breathing and heartbeat.

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PROPOSAL FOR PRE-SERVICE PROFESSIONAL TEACHER EDUCATION

(A BACKWARD DESIGN APPROACH FOR CRITICAL CURRICULUM DEVELOPMENT)

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ABSTRACT

The purpose of this paper is to propose curriculum development for pre-service teacher education in the field of physical education. Informed by critical perspectives, this proposal expects a well-developed critical capacity for the graduates of the program. In addition, it will employ a backward design in the development of courses supported critical perspectives in physical education. The paper will firstly elicit author's philosophical beliefs with regards to society, education, and physical education. As this proposal is heavily informed by critical perspectives, the theories and assumptions underpinning critical pedagogy will be explored. In addition, the paper reviews the critical views about curriculum development. To some extent, the program is a national government policy which is similar to that of the US program namely alternative route to teacher licensure. The program will briefly be described as possible alternative notion to traditional teacher education program. While the proposal will practically inform curriculum policy and development in the level of university, it will unpack the available standards for such program. Using backward design, several sample courses are proposed. The authors conclude the important of surfacing philosophical beliefs in developing curriculum. Infusing critical pedagogy is also essential for socially and politically disadvantaged society. Furthermore, the idea of alternative route is more than fulfilling merely technical shortage of teacher profession but it provides democratic opportunities to teacher career. Finally, backward design is a useful approach for curriculum developer not only in making the curriculum easier but also in delivering critically and quality program.

Key words: Pre-service Teacher Education, Backward Design, Critical Curriculum Development

INTRODUCTON

Philosophy could be defined as the way one sees world. The world itself is too broad to be framed by certain ways of seeing. In articulating our philosophical belief about education, we would therefore acknowledge that we include only small parts of the world and omit others. We will only consider two strands of our philosophical beliefs. They are views about human society and student learning. The reasons to include these two strands are grounded in the notion that education is social and cultural phenomena. In other words, education is not an isolated area. Indeed, it is strongly linked to society because it is socially constructed. In addition, we will also structure our philosophical beliefs historically in order to acknowledge our past time influences towards our present point of views. We also admit that our philosophical beliefs continuously develop overtime so we provide a sketch of our anticipative beliefs for the near future. Thus, our philosophical beliefs would be open for external examination.

First, we used to advocate a didactical approach. At this point, our view about human society was that human beings behaved in a particular way in a certain context. According to Jones (2003), it implies that people behaviors were determined by values and norms. Therefore, social organization was structured by these values and norms (Jones, 2003). We saw that education was the place in which values and norms were transmitted. We regarded Durkheim's Moral Education (1961) as an essential reading about education. In fact, most of our educational experiences were plagued by this approach. Consequently, a didactical approach was so influential in shaping our understanding about teaching and learning in the very beginning of our involvement in educational discourses. In physical education and sport contexts, we expected students to have a strong commitment to making knowledge and mastering movements in the way they currently existed. Students should learn acquired knowledge by following a method. Physical education took place in schools where privileged knowledge and formal learning occurred. Under this point of view, best practice in physical education was determined by the strictness of the instruction used. Our initial professional experiences were dominated by a pedagogical approach that encouraged students to acquire facts, theories, literature and to be able to repeat the received knowledge in a test (Kalantziz & Cope, 2008). In our idea, curriculum consisted of courses of study prescribed to the students to be followed strictly.

The second stage reflects our more current philosophical beliefs. We were now more aware that values and norms were not neutral (Jones, 2003). They even tended to be abused by those in privileged positions. People were sustained in a privileged position because they were supported by norms and values. In fact the notion that values and norms changed overtime could possibly endanger their position. Therefore, these privileged groups would need to maintain their status by manipulating values and norms based on their interests in a hegemonic way. In addition, the first author's New York experiences have contributed to developing a new understanding that human beings are not merely the puppet of social values and norms, but the actors and their social actions were the product of

choices and intentions (some discussion points from Lawson's class). Since then we began to believe that human beings were agents of change.

Our notions about education at this stage were also influenced by modernity. Unlike our previous beliefs that students were merely the recipients of knowledge, we expected that the way students came to know something should be plagued by skepticism and critical thinking toward whether an individual's way of making knowledge could produce "truth" (Kalantziz & Cope, 2008). Students' subjectivity, identity, and self were important capitals for learning. In physical education settings, students learning should be closely connected and influenced by experience and identity. In addition, we admired constructivism ideology in education. Our pedagogical preferences advocated that students' understanding was obtained by deconstructing and reconstructing knowledge and then by ending up with their correct answer on their own (Kalantziz & Cope, 2008). This did not mean that learning took place in an isolated way. It took place, however, in socio-ecological settings, in which knowledge was co-constructed. Lave and Wenger (1991) called this situated learning. We saw curriculum and instructional models such as Teaching Games for Understanding and Sport Education that were underpinned by constructivism, student centered and situated learning, cooperative learning, and project based learning.

In addition, we also concerned with the notion that education should enable social change. With regard to the student knowledge, Chris Argyris argues that the best way to know a phenomenon is to change it (discussion points from Lawson's class). The change should however be driven toward a better social justice. At this point, education needed to accommodate critical pedagogy (this notion will be explored more in the next section). Using this pedagogy, the purposes of school physical education would be directed to challenge domination in physical activity and sport culture along with the beliefs and practices that dominate this thinking. Inspired by Paulo Freire (1970), physical education would entail a theory and practice intended to help student develop a critical consciousness about the link between physical activity and society. We realized that constructivism in education had limited possibilities to address the structures of inequality in physical education. Therefore, we always wanted to blend it with critical pedagogy.

Finally, we are now seeing that the boundaries between societies have been more and more blurred. The power of globalization is undeniably changing our today's society. Technology has put together human society around the world. Information hidden in certain places now appears in a real time. More than being available, information became flooding. Some scholars described this condition as postmodernism, as it has moved away beyond modernism. Therefore, in order to make sense of this new world we needed to develop a new way of knowing. Since information has become everywhere, learning then is ubiquitous. Our educational beliefs expect that knowledge is not anymore transmitted from an authority (e.g. teachers), but it could be from anywhere. Influenced by Kalantziz and Cope's book *New Learning* (2008), we would advocate physical education as a site for students to promote knowledge repertoires related to movement culture, but not be trapped into a particular set of knowledge. In physical education classes, students will learn to find the ways of knowing, moving, and being in the movement culture by developing a range of things they can do to know, to move, and to be. Thus, social construction and collaborative learning would be at the very heart of physical education pedagogy in order to help students learning. PE classes would situate students to be active knowledge makers (Kalantziz & Cope, 2008). Postmodernism would advocate that learning about, in, and through physical activity could take place everywhere...school physical education, after school sport program, sport club, physical subculture, community sport, and playground.

Those philosophical beliefs have greatly influenced our understanding and provided a framework for this curriculum proposal. While our educational philosophical beliefs address school physical education rather than teacher education, we strongly suggest that they should also be at the very heart of teacher education. As this proposal is heavily informed by critical pedagogy, it tries to tailor such critical capacities needed to teaching physical education. We regard that such capacities are important for Indonesian context. The following paragraphs will explore the notion of critical pedagogy and alternative route to teaching profession.

DISSCUSION

Theoretical Sketches about Critical Pedagogy and Alternative Route to Teaching

Critical Pedagogy

The idea that education should be part of liberation and emancipation efforts underpins critical pedagogy. Critical pedagogy is a type of pedagogy that is "geared toward creating a society in which humans live in harmony and respect nature is sorely needed" (Fernandez-Balboa, 1997, p. 123). More specifically, Fernandez-Balboa (1995) believed critical pedagogy will help teachers to be able to make elicit; the link between schooling and society, to problematize knowledge production/reproduction, to uncover power relations operated in such oppressive ways, and to transform self and society for the better. In PE, "critical pedagogies seek to move practice beyond the

reproduction of elitist, gendered and exclusive ideologies toward more inclusive and socially just practice" (Garret, 2006, p. 341).

Developing critical capacity for PETE students could be done in several ways. Fernandez-Balboa (1995) at the University of Northern Colorado used graduate classes to foster critical perspectives by employing a critical pedagogy stance. His courses attempted to link the courses content to the issues in society, to criticize and to problematize power relations in the classroom, to carry out the self and politic to the learning (Fernandez-Balboa, 1995). More recently, some findings from classroom-based research showed that some pedagogical approaches for PETE students are inspiring. Garret (2006) uses critical story telling in facilitating student critical capacity development. While Curtner-Smith's (2007) efforts in putting a critically oriented field experience course for preservice classroom teachers generated more technical and practical level of reflection than a critical reflection counterpart, his approach would potentially be developed by further research.

Alternative Route to Teaching

The government new policy on teacher education namely Teacher Education Profession could be categorized as an alternative route to teaching preparation. It is called alternative because one enters teaching profession traditional route to teaching profession which is usually through four year post secondary teacher education. While the alternative was just developed in 2009 in Indonesia, it has been prolong educational efforts in the US. The first alternative program was offered in early 1980s following teacher shortage (Adcock and Malious, 2005). Another reason for alternative program is the notion of democratization towards teacher profession by opening more opportunity for anyone from any discipline.

A bunch of research in alternative route has been done during the last 20 years. For example, recent research includes one by Heinen and Scribner (2007). While it has been more than two decades, alternative route program now still appears to be heterogenic. Heinen and Scribner (2007) then studied to answer why five alternative programs in Missouri have evolved in different ways. These researchers found two key findings from multiple case studies. The findings suggest that external factors are influential in shaping how the program will look like.

Another research provides conclusion on the perception of teachers from alternative program about their first four years in the classroom (Maloy et al, 2006). These teachers showed dissatisfaction about the effectiveness of the programs. For example, professional development and mentoring experiences seemed to be insufficient. Bradbury and Koballa (2007) also investigated on how mentoring in alternative program gave imbalanced advice with regard to more general pedagogical knowledge rather than the content knowledge. This calls for developing communication strategies in order to make it more effective.

The Purpose of the Program

The purpose of the program is to prepare physical education teachers from alternative route. The program has been tailored to prepare teachers who are not only technically competent, but also socially responsible.

Expected Competencies/ Unpacked Standards (Directorate of Manpower, 2008)

The provision to unpack the standards is the one from the Directorate of Manpower in 2008, namely the Guidance for Professional Teacher Education. There are six competency standards that teachers must meet as a result of teacher education program. These competencies include;

1. Content knowledge: content mastery enabling a beginner teacher to guide students in accomplishing the school physical education standards,
2. Pedagogical knowledge: including students' growth and development,
3. Subject specific pedagogy: including learning and teaching, learning assessment, instructional planning, media assisted learning, and research for improving teaching in physical education,
4. Student teaching: involving teaching practice in school settings,
5. Personal integrity: including physio-motoric, intellectual, social, and affective competencies, and
6. Social competency: comprising abilities to develop social relations either directly or indirectly using media in school or off-school settings

Backward Design for Teacher Professional Education Curriculum

Standard 1

Desired Results	
Established Goals: Standard 1: Content knowledge (content mastery enabling a beginner teacher to guide students in accomplishing the school physical education standards)	
Understandings: Students understand the concepts and principles of movement	Q Essential Questions: What are the 7 content areas in physical education and how they can be attained as teachers' content knowledge?
Students will know... Students will know 7 content areas in school physical education (i.e. games and sport, fitness education, gymnastic, rhythmic activities, aquatic, outdoor education, and health)	A Students will be able to... <ol style="list-style-type: none"> 1. St udent will be able to develop basic skills and tactics in games and sports through knowledge of the history, rules, and terminology and through participation in game situations 2. St udent will be able to explain components and principles of fitness, to assess fitness level, to develop strategies to begin, design, and maintain exercise programs 3. St udents will be able to develop basic skills for rhythmic activities, developmental gymnastics, and aquatics activities along with the safety skills for these three content areas 4. St udents will be able to develop basic skills for outdoor pursuits through knowledge about the objectives and programs of outdoor/ adventure activities 5. St udents will be able to develop practical skills needed for application of health education program development and evaluation issues
Assessment Evidence	
Performance tasks: <ol style="list-style-type: none"> 1. lass participation 2. kills test 	Other evidence: <ol style="list-style-type: none"> 1. iten exam Wr 2. oup project portfolio Gr 3. onal fitness portfolio Per 4. eo analysis Vid
Learning Plan	
Learning activities: <ol style="list-style-type: none"> 1. Students with PE/sport & exercise science backgrounds: take activity classes up to 3 credit hours covering at least 40% of the 7 content areas in school physical education 2. Students with no PE/sport & exercise science 	

<p>backgrounds: take activity classes up to 8 credit hours covering all of 7 content areas in school physical education</p> <p>3. Health Promotion and Education: the purpose of this course is to provide learning environment for student teachers to learn health promotion related content in school physical education curriculum. Some strategies and methods to teach health related content will also be addressed (2 credit hours).</p>
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Standard 2

Desired Results	
Established Goals: Standard 2: Pedagogical knowledge (including students' growth and development)	
<p>Understandings: Students understand the principles of education and physical education</p>	<p>Q Essential Questions:</p> <ol style="list-style-type: none"> 1. What does learning mean? W 2. How to be an effective, reflective, and transformative teacher? H 3. What does it mean to be a physical education teacher? W 4. What are the links among society, education, school, physical education, sport, physical activity in postmodern era? W
<p>Students will know... Students will know the major theories in student learning (i.e. behaviorism, cognitivism, constructivism, situated learning, ecological perspectives, and socially critical learning) and their implications for instructional practices, basic principle of teaching including PE teacher as profession, and the existed links between schooling and society.</p>	<p>A Students will be able to... Student will be able to explain (with examples), interpret cases, have perspectives, and have self-knowledge about student learning and teaching as well as their relations to the society. Students will also be able to relate instructional methodology to learning theory, to be consciousness on how they act as a teacher and the impacts to students, and to take role as a transformative agent.</p>
Assessment Evidence	
<p>Performance tasks:</p> <ol style="list-style-type: none"> 1. Written assignment W 2. Learning portfolio L 	<p>Other evidence:</p> <ol style="list-style-type: none"> 1. Project based assignment reports P 2. Case study discussion reports C
Learning Plan	
<p>Learning activities:</p> <ol style="list-style-type: none"> 1. Student learning theories: this course introduces students with major theories in student learning and then help the students to critically examine and apply those theories, perspectives, and strategies and their implications for instructional strategies (3 hours). 2. Critical theories and education: this course does and is about a teaching approach attempting to help students critically question and challenge domination in society, school system, school physical education, and physical activity settings including their dominated beliefs, values, ideologies, and practices (3 hours). 	

Standard 3

Desired Results	
Established Goals: Standard 3: Subject Specific Pedagogy (including learning and teaching, learning assessment, instructional planning, media assisted learning, and research for improving teaching in physical education)	
<p>Understandings:</p> <ol style="list-style-type: none"> 1. S 	<p>Q Essential Questions:</p> <ol style="list-style-type: none"> 1. W

<p>tudents critically understand about curriculum making and development</p> <p>2. S tudents understand what should be attained in the teaching efforts and how to get the intended outcomes</p> <p>3. S tudents understand that teaching can be improved through action research</p>	<p>hat are the factors that influence curriculum development?</p> <p>2. W hat should be teaching in PE?</p> <p>3. W hat are the appropriate contents, approaches, methods, and assessment for contemporary postmodern students?</p> <p>4. H ow teaching can be improved through a specific research approach for practitioners?</p>
<p>Students will know...</p> <p>1. S tudents will know the complex nature of curriculum development and the factors influencing it</p> <p>2. S tudents will know standard based curriculum and how to derive these standards into instructional plans</p> <p>3. S tudents will know a variety of curriculum and instructional models in PE</p> <p>4. S tudents will know various approaches of assessment in PE</p> <p>5. S tudents will know how to conduct a classroom action research</p>	<p>A Students will be able to...</p> <p>1. S tudents will be able develop their personal philosophy as it shapes the view about teaching and student learning, set curriculum goals and objectives, select particular models/ approaches (or combination of several models) appropriate for their students, design learning experiences for particular set of time/ units, and develop student learning assessment</p> <p>2. S tudents will be able to plan a research project aimed at improving their teaching</p>
Assessment Evidence	
<p>Performance tasks:</p> <p>1. C urriculum project</p> <p>2. L esson/ unit plan creation</p> <p>3. M icro teaching</p> <p>4. A ssessment design and development project</p> <p>5. R esearch proposal writing</p>	<p>Other evidence:</p> <p>1. C lass participation</p> <p>2. L earning portfolio</p>
Learning Plan	
<p>Learning activities:</p> <p>1. The Social Construction of Curriculum in PE*: this class will examine curriculum design and development. It covers several topics such as standard based curriculum, curriculum models, and the methods in developing curriculum (2 hours).</p> <p>2. Teaching Elementary/Secondary Physical Education*: this course will help students to plan their instructions, select appropriate content and model based instruction, and develop their lesson/unit plan. Students will also have opportunities to implement what they have planned in peer teaching sessions (3 hours).</p> <p>3. Assessment in PE*: students will learn the essential meaning of assessment and its link to student learning and learning outcomes. Students will learn a variety of approaches and techniques to assessment and how to design and develop assessment aligned with what they intend to attain (2 hours).</p> <p>4. Action Research for Physical Education Teachers: while this class will help students to gain hands-on experience about doing action research, they will learn about action theories and the basic notion of action research aimed at improving teaching and learning. Students then will learn about the principle of action research together with how to conduct such research and how to develop a proposal (3 hours).</p>	

*: These classes will be held in schools. The instructions will involve cooperative teachers and their students.

Standard 4

Desired Results	
Established Goals:	
Standard 4: Student teaching: involving teaching practice in school settings	
<p>Understandings:</p> <ol style="list-style-type: none"> 1. S Student teachers will understand school systems and how they operate 2. S Student teachers will contextually understand concepts and principles taught in Curriculum, Methods, and Assessment classes 3. S Student teachers will increase their understanding of learning process in physical education and apply skills in order to facilitate student learning 4. S Student teachers will understand how to improve teaching through an action research project 	<p>Q Essential Questions:</p> <ol style="list-style-type: none"> 1. W What are the contexts in which teaching takes place? 2. H How to apply pedagogical concepts and skills into real teaching situations? 3. H How to facilitate student learning in physical education? 4. H How to critically reflect our teaching? 5. H How to conduct a classroom action research?
<p>Students will know...</p> <ol style="list-style-type: none"> 1. S Student teachers will know the school life, cultures, rituals, rules, administration, and management 2. S Students teacher will know how to facilitate students learning in real situations and how to improve it 	<p>A Students will be able to...</p> <ol style="list-style-type: none"> 1. S Students will be able to observe the context in which they will teach and critically examine it 2. S Student teachers will be able to help their students becoming conscious about their social situation in connection with physical activity, motivate students, manage classroom, and design teaching and assessment strategies 3. S Students teachers will be able to critically reflect upon their teaching 4. S Students teachers will be able to conduct action research for their classes
Assessment Evidence	
<p>Performance tasks:</p> <ol style="list-style-type: none"> 1. O Observation report 2. T Teaching portfolio 3. R Research report 	<p>Other evidence:</p> <ol style="list-style-type: none"> 1. C Cooperative teacher checklists/ notes 2. S Students questionnaire evaluation 3. F Faculty supervision notes
Learning Plan	
<p>Learning activities:</p> <ol style="list-style-type: none"> 1. School Observation: The purpose of this course is to provide the students with the opportunities to get to know school environment early in their preparation program. Students will be sent to local schools. The university provides the list of surrounding schools that students can choose based on their specific needs and interests. The 	

<p>chosen school should be the school that they want to go for field based experience/ action research project. The options include urban, suburban, rural, public, private, special need schools, international standard based schools, religion based schools (1 hour).</p>
<p>2. Critically Oriented Practice I: The student teachers are expected to assist the teachers and gain the experience from shadowing the teaching. The kind and the load of assistance might vary from school to school. But it should be about teaching related duties. While critical observation is needed during the practice, the student teachers are not expected to challenge and criticize their cooperative teachers' practices (2 hours).</p>
<p>3. Critically Oriented Practice II: The students will be teaching for at least 10 hours per week during the semester. They are allowed to create their own teaching units, strategies, style, and assessment upon cooperative teachers' approval. Critically and reflective teaching practices are expected from this class (3 hours).</p>
<p>4. Action Research Project: Student will conduct an action research project aimed at improving their teaching from previous semester. Rather than teaching parallel classes, they will need to choose one class and do the research within a semester time frame. They have the whole teaching responsibility within this class. At the end of the semester, students will present their project and findings with their cohorts (6 hours).</p>

Standard 5 and 6

Desired Results	
Established Goals:	
Standard 5: Personal integrity: including physio-motoric, intellectual, social, and affective competencies	
Standard 6: Social competency: comprising abilities to develop social relations either directly or indirectly using media in school or off-school settings	
Understandings:	Q Essential Questions:
Student will understand the importance of professional engagement that is central to successful career and ultimately impacts student learning.	1. W What is the essential notion of professional learning and development?
	2. W What are the professional activities that are meaningfully appropriate for professional engagement and student learning?
	3. W What does it mean to keep professional portfolio and how to do it appropriately?
Students will know...	A Students will be able to...
Students will know the meaning of learning and development in support of their career as teachers and the professional activities impacted to student learning	1. S Students will be able to identify and select what activities are appropriate for their professional learning and development.
	2. S Students will be able to reflect on their personal life influencing their professional career, to document their professional activities, to bond these activities together, to interpret the coherence and unity, and to foresee possible future development.
Assessment Evidence	
Performance tasks:	Other evidence:
1. V Written exam	Class participation
2. P Paper-based/ electronic portfolio	
Learning Plan	
Learning activities:	
Professional Learning and Development for PE Teachers: The purpose of this course is to provide student teachers with the learning environment enabling them to engage meaningfully in the professional activities that are key to a successful teacher career and are central to the impact of student	

learning. By the end of the semester, students will develop the important skills and strategies related to professional involvement (3 hours).

Plan of Study

Teacher Professional Education (Pre-Service) for Physical Education Department of Physical Education, School of Sport Science Yogyakarta State University

Semester I

No	Courses	Credit Hours
1	Sport/ Physical Activity classes include Health Promotion and Education	Up to 3
2	Student Learning Theories	3
3	Critical Theories and Education	3
4	School Observation	1

Semester II

No	Courses	Credit Hours
1	Sport/ Physical Activity classes	Up to 3
2	The Social Construction of Curriculum in PE	2
3	Teaching Elementary/ Secondary PE	3
4	Assessment in PE	2
5	Critically Oriented Practice I	2

Semester III

No	Courses	Credit Hours
1	Sport/ Physical Activity classes	Up to 2
2	Health Promotion and Education	2
3	Action Research for PE Teachers	3
4	Critically Oriented Practice II	3

Semester IV

No	Courses	Credit Hours
1	Professional Learning and Development for PE Teachers	3
2	Action Research Project	6

Total Credits:

1. Students with sport and exercise science backgrounds: 36 credits
2. Students with no sport and exercise science backgrounds: 40 credits

CONCLUSION

The authors conclude the important of surfacing philosophical beliefs in developing curriculum. Infusing critical pedagogy is also essential for socially and politically disadvantaged society. Furthermore, the idea of alternative route is more than fulfilling merely technical shortage of teacher profession but it provides democratic opportunities to teacher career. Backward design is also a useful approach for curriculum developer not only in making the curriculum easier but also in delivering critically and quality program.

Within this proposal, we see that society influence the way education is delivered. But we believe that education can also change the direction to where our society will be heading. We also believe that today's young people are the ones who will make tomorrow's society. As most young people spend most of their time in schools, education is then critical element in changing society for the better.

Finally, we acknowledge that the idea this article is a more conceptual model. How this model may look like in a real situation and practice is still a big homework. We recommend further studies on how this conceptual model works in practice.

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SPORT EDUCATION: TOWARDS A COMMUNITY SPORT CULTURE THROUGH SCHOOL

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ABSTRACT

The real experience that experienced by children, until adults, about the decrease of movement activities/sports, make improvements in symptoms hipokinetik disease. With a patter of excessive nutrients, the child moves the conditioned series will accumulate fat in the body. These conditions lead to the risk of degenerative disease (decrease in organ function) is greater. Forms of activity that can be done in schools, to overcome the above, with sport education, performed in units of time/season (three feet). The students become members of a team or group for one season at the school. Schedule established by the formal training programs and organized games. Thus, at the end of the season/semester occurs with peak achievement of a decisive championship game. A lot of time allows student can learn more (techniques, tactics, refereeing, recording scores and other roles) and willingness of time making them for competent players in the game (enjoying the game confident and want to learn and develop further).

Keyword: Pendidikan, Budaya Olahraga, Sekolah

PENDAHULUAN

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