

## Evaluation of Lesson Plan and Learning Implementation in Physical, Sports and Health Education Using the Curriculum 2013 in Junior High Schools in Kediri, East Java

Veni Imawati<sup>1✉</sup>, Rumini<sup>2</sup> & Sulaiman<sup>2</sup>

<sup>1</sup> Universitas Negeri Malang, Indonesia

<sup>2</sup> Universitas Negeri Semarang, Indonesia

### Article Info

#### History Articles

Received:  
June 2019  
Accepted:  
July 2019  
Published:  
August 2020

#### Keywords:

evaluation,  
learning,  
lesson plans,  
permenmendikbud number 22 of  
2016 about curriculum 2013,  
PJOK

#### DOI

<https://doi.org/10.15294/jpes.v9i2.32202>

### Abstract

This study aimed analyzing and evaluating the appropriateness of lesson plan, analyzing and evaluating the conformity of lesson plan compiled with the implementation of learning, and analyzing the conformity of the Physical Health Education Learning (called PJOK) implementation with the conformity of Minister of Education and Culture of the Republic of Indonesia Regulation (called Permendikbud) Number 22 of 2016 about Curriculum 2013 of PJOK in Public Junior High Schools, Kediri. This research is evaluation research that analyzes lesson plans and implementation of learning by referring to the Minister of Education and Culture Regulation Number 22 of 2016 about Curriculum 2013. The sources and subjects of this study were teachers, assistant principal of academic affairs and curriculum, and tutor teachers. Data were collected through observation, interviews, and documentation. Mix method analysis technique with descriptive qualitative and quantitative was used based on four components include data collection, data reduction, data presentation or display, concluding. The results of this study were: percentage of lesson plan conformity compiled by PJOK teachers was 92.78%, the percentage of conformity for learning implementation was 86.37%. Based on the analysis results, it could be concluded lesson plan compiled was categorized very good, learning implementation carried out in Junior High Schools Kediri was categorized very good, and the level of conformity of learning implementation with lesson plans had been done well.

© 2020 Universitas Negeri Semarang

✉ Correspondence address:  
Semarang No.5, Sumbersari, Lowokwaru,  
Malang, Jawa Timur, 65145  
E-mail: [veniimawati@gmail.com](mailto:veniimawati@gmail.com)

## INTRODUCTION

Education is the most important part of building a great nation; therefore, getting an education is the right of citizens. Octaviansyah, Rahayu, and Handayani (2015) stated that Education is a process of human formation that lasts a lifetime. Besides, education has been explained in Law Number 20 of 2003 having the definition and purpose that “Education is a conscious and planned effort to create a learning atmosphere, and learning process that makes students actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble character, and skills needed himself, society, nation, and state”.

Improving the curriculum is one of the efforts made by the government to improve the quality of education in Indonesia, which is adjusted to the current conditions. Curriculum 2013, which was released as a government policy became a breath of fresh air to answer educational problems. Changes in the curriculum are carried out by the government based on the study that the increase of development and demands era lead to changes (Alaswati, Rahayu, and Rustiana, 2016).

Education in the context of Curriculum 2013 is oriented to produce Indonesian people who are productive, creative, innovative, and effective through strengthening attitudes (know why), skills (know-how), and knowledge (know what) that are integrated (Mualifin, Sugiharto, and Soekardi., 2014). This is agreed with the statement of Khudhori (2015) who stated that Curriculum 2013 is a curriculum that uses a scientific approach and authentic assessment directed at character education, which aims at preparing Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and able to contribute to the life of the society, nation, state and world civilization so that it is hoped that Indonesia will become a better country and able to compete with other developed countries.

The main objective of Curriculum 2013 is that students are required to be active in the learning process, but teachers are also required to

participate actively in following the development of the curriculum applied in the school learning so that the implementation of learning can be equal with the learning objectives. This conforms with the statement of Wardani, Soekardi, and Fakhruddin (2017) who stated physical, sports, and health education is a part of the curriculum standards for primary and secondary education. In short, proper curriculum and management are to increase physical growth and development.

Learning material must be adjusted to the content standard contained in Minister of Education and Culture Regulation, the environment, and existing infrastructure that the implementation of the study can run well and learning objectives can be achieved such as students can understand and develop material that has been delivered.

Ongoing learning has been regulated in Minister of Education and Culture Regulation Number 22 of 2016 regarding the standard process of primary and secondary education “Learning planning is designed in the form of a syllabus which is then used as material or reference to make lesson plans based on the Content Standard.”

The lesson plan is the development of syllabus, which contains a series of learning activities that will be carried out by the teachers (Arisandi, 2014). Preparation of lesson plans includes the preparation of media and learning resources, learning assessment tools, and learning scenarios. Preparation of syllabus and lesson plans is adjusted with the learning approach used.

Based on the results of previous research entitled “Evaluation of Lesson Plan of Physical, Sports and Health Education in Semester I at SMPN 6 Malang” stated that the components that had no been in line yet with Minister of Education and Culture Regulation Number 22 of 2016 were an elaboration of learning methods, indicator formulation, learning materials selection, and assessment components. Additionally, based on the result of preliminary observation, there are several PJOK teachers stated that they have problems in determining learning methods that are suitable for existing facilities and infrastructure.

In agreement with the principle of continuous evaluation of curriculum development, Prastyo (2015) also stated that education is highly important to develop and empower humans. Evaluation is a systematic and continuous process to determine the quality (value and meaning) of something based on certain considerations and criteria to make decisions. According to Adzalika, Soegiyanto, and Rumini (2019), evaluation is a systematic, planned, organized, and sustainable coaching process.

Regarding the background above, the researcher would conduct a study entitled "Evaluation of Lesson Plan and Learning Implementation in Physical, Sports and Health Education Using Curriculum 2013 in Junior High Schools in Kediri, East Java". The purposes of this study were to analyze and evaluate the appropriateness of Lesson Plan, the conformity of Lesson Plan compiled with learning implementation, and to analyze the conformity of PJOK learning implementation based on Minister of Education and Culture Regulation Number 22 of 2016 regarding Curriculum 2013 of Physical, Sports and Health Education in Junior High Schools in Kediri.

## METHODS

This research was a kind of evaluation research. Mixed method research was applied in this study. Mixed method research is a combination of quantitative methods, and qualitative data used simultaneously in a study so that data obtained are more comprehensive, valid, reliable, and objective (Sugiono, 2014).

This research was carried out in Public Junior High Schools in Kediri, East Java in March-April 2019. The data sources used were the principal, assistant principal of academic affairs and curriculum, school supervisor, and PJOK teachers. And moreover, the data in this research were collected through the interviews, observation, documentation, and questionnaires.

## RESULTS AND DISCUSSION

Results and discussion in this study were based on the research results of lesson plan evaluation and learning implementation that had been compiled and implemented by PJOK teachers in Junior High Schools in Kediri.

In agreement with Minister of Education and Culture Regulation Number 22 of 2016 Chapter III, several components that must be present in the preparation of Lesson Plan include: (1) subject identity, (2) indicators arrangement, (3) learning objectives, (4) learning material, (5) learning methods, (6) media, tools, and learning resources selection, (7) learning steps, (8) assessment. Whereas learning implementation regulated in Minister of Education and Culture Regulation Number 22 of 2016 Chapter IV explained that learning implementation is an implementation of a lesson plan which includes opening activities, main activities, and closing activities.

### Results and Discussion of Lesson Plan Analysis

Based on the result of lesson plan analysis, the percentage level of conformity in the formulation of identity, formulation of indicators, the inclusion of learning methods and the allocation of teaching time which had been prepared by PJOK teachers in Junior High Schools in Kediri was 100%.

Based on the result of the analysis, there were several components and also the principle of lesson plan preparation that was not in agreement with the provisions of Minister of Education and Culture Regulation Number 22 of 2016 including the preparation of learning objectives, the implementation of learning objectives included in the learning activities compiled with a percentage of 85.62%. This was because the teachers had not included the components of learning objectives B (Behavior) and D (Degree) which is not in agreement with Ruhimat (2011) statement that learning objectives are formulated based on Standard Competence including attitudes, knowledge, skills and ABCD elements (**A**udience, **B**ehavior, **C**ondition, and **D**egree).

Conformity percentage of media and learning resources with the provisions of Minister of Education and Culture Regulation Number 22 of 2016 was 95.62% seen from several statements given by several respondents in analyzing lesson plans compiled by PJOK teachers in Junior High Schools in Kediri in which some teachers only included teacher books and student books as learning resources. Besides, in the use of learning tools teachers tended to use standard tools without modifying tools based on students' characters and school environment. While in Minister of Education and Culture Regulation Number 22 of 2016, it was stated that learning resources could be sourced from anywhere whether from electronic media, print media, the internet, and even field studies. Then, the tools used in learning can be modified according to the character of students and the environment to facilitate the achievement of learning objectives.

Learning steps preparation that was still not in line with the components and principles of lesson plan preparation based on Minister of Education and Culture Regulation Number 22 of 2016 and Law Number 81A of 2013 was found in the opening activity with a percentage of 85%. This was strengthened with several arguments stating that there were lesson plans that did not include statements regarding the benefits that students would get after studying the lesson. Furthermore, in the section of determining learning activities. The percentage of conformity as 90.62% due to several arguments stating that in lesson plan only included the form of a standard game without modifying it based on the character of the students.

The percentage obtained from the overall analysis on the lesson plan assessment component was 95.62% because there was a statement stating that there was a lesson plan that did not include assessment instruments based on the type of assessment such as attitude assessment that reached 84.73%. Additionally, the percentage in the preparation of skills assessment obtained 96.87% because some instruments did not include completeness criteria.

The percentage obtained in the use of language in lesson plan preparation was 88.12%.

This was based on the results of analysis stating that there were lesson plans that did not use communicative language as stipulated in Minister of Education and Culture Regulation Number 22 of 2016.

### **Result and Discussion of Learning Implementation Analysis**

The percentage obtained in apperception activities from the overall analysis was 81.87%. The percentage was based on the analysis of learning activities that there were teachers who did not provide motivation and also did not ask questions related to the previous lesson. Apperception activities are activities carried out before entering the opening activities.

The function of apperception is to help students understand the lesson by linking learning material with daily life or with students' understanding of learning material. Additionally, apperception can also be used to motivate students in learning. This is in line with the opinion of Sunita, and Nardus (2018) who stated that apperception activities are efforts by teachers to connect the new lesson with students' prior knowledge.

The percentage obtained in the opening activities from the overall analysis was 94.37%. This was based on the analysis results of observations found that the teacher did not give students the questions regarding new material to be studied.

The opening activity is an activity having a function as an initial activity aimed at building motivation and focusing on students related to the learning material that will be implemented. This is in line with Arisandi (2014) statement that the opening activity is the initial activity in learning to motivate and focus students' attentions to actively participate in the learning process.

The percentage obtained in the main opening activities from the results of the overall analysis was 82.5%. This was based on the results of the observation sheet analysis used in observing the implementation of learning in which there was a statement that in the main activity the teacher did not maximize the learning

methods that had been included in the lesson plan, based on environmental conditions and also students' conditions.

The main activity is an activity that contains learning material that is carried out in the learning process aiming to achieve basic competence or learning objectives. The statement is supported by Arisandi (2014) statement that the main activity is a learning process to reach basic competence. Learning activities are carried out interactively, inspiring, fun, and challenging that motivate students to participate actively and provide students the sufficient place to be initiative, creative, and independence based on their talents, interests and physical and psychological development.

The percentage obtained in the assessment activities; the results of the overall analysis was 91.87%. Based on these result, the point that was not in line with the learning objectives was the teacher did not provide self-assessment or peer-assessment and based on the result of lesson plan analysis; it did not include attitude assessment instruments.

Imron (2012) pinpointed that assessment is a series of activities to obtain, analyze, and interpret data about the learning process and student learning outcomes carried out systematically and continuously. In Minister of Education and Culture Regulation, it is also explained that the assessment of processes uses authentic assessment methods that would have an impact on knowledge, skills, and attitudes aspects.

The percentage obtained in the closing activity from the results of the overall analysis was 81.25%. This was based on the results of the observation sheet analysis used in observing the implementation of learning in which there was a statement that the teacher did not allow students the opportunity to express impressions related to what they have learned and the teacher did not motivate students to practice at home, and moreover, the teacher also did not convey the themes or metrics that will be studied for the next meeting.

Minister of Education and Culture Regulation Number 22 of 2016 mentioned that in

the closing activity the teacher and the students both individually and in groups must reflect to evaluate several things such as concluding the whole series of learning activities and the results obtained after conducting learning activities to provide benefits directly or indirectly to students, providing feedback questions, carrying out follow-up activities in the form of individual task or group task, and informing the learning activities for the next meeting.

## CONCLUSION

Based on the analysis results of lesson plan conformity and learning implementation based on Minister of Education and Culture Regulation Number 22 of 2016, it can be concluded that lesson plan evaluation is more emphasized in determining attitude assessment instruments, preparing learning activities that are more agreed with the learning methods and students' characters, completing learning resources, and using learning tools to motivate students in learning. In learning implementation, the teacher should review the previous lesson before discussing the new topic to be studied, provide a game related to the topic, and give more motivation and opportunities for students to express their knowledge related to the topic learned during apperception activities and also at closing activities.

## REFERENCES

- Adzalika, A. R., Soegiyanto, & Rumini. (2019). The Evaluation of Athletes' Achievement Coaching Program of Measurable Sports (Athletics, Weightlifting, Archery, and Swimming) in Lampung Province. *Journal of Physical Education and Sports*, 8(1), 56-61. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jpes/article/view/26843>
- Alaswati, S., Rahayu, S., & Rustiana, E. R. (2017). Evaluasi pelaksanaan pembelajaran kurikulum 2013 pjok. *Journal of Physical Education and Sports*, 5(2), 111-119. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jpes/article/view/13447>

- Arisandi, A. (2014). Pelaksanaan pembelajaran pendidikan jasmani olahraga dan kesehatan bagi anak cerebral palsy kelas v.d di slb ypplb padang (deskriptif- kualitatif). *Jurnal Penelitian Pendidikan Khusus*, 3(3). Retrieved from <http://ejournal.unp.ac.id/index.php/jupekhu/article/view/3494>
- Imron, A. (2012). *Suervisi pembelajaran tingkat satuan pendidikan*. Jakarta: PT. Bumi Aksara.
- Khudhori, M. (2015). Implementasi kurikulum 2013 pada mata pelajaran pendidikan jasmani, olahraga, dan kesehatan (pjok) di sma negerise-kabupaten jombang. *Jurnal Pendidikan Olahraga dan Kesehatan*, 3(1). Retrieved from <http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/article/view/13514>
- Minister of Education and Culture Regulation. (2013). *Implementasi kurikulum*. Jakarta. Kementrian Pendidikan dan Kebudayaan.
- Minister of Education and Culture Regulation. (2016). *Standar proses pendidikan dasar dan menengah*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Mualifin, Sugiharto, & Soekardi. (2014). Implementasi pendidikan jasmani olahraga dan kesehatan pada kurikulum 2013 terhadap pengembangan karakter siswa mts se-kecamatan larangan-brebes. *Journal of Physical Education and Sports*, 3(1). Retrieved from <https://journal.unnes.ac.id/sju/index.php/jpes/article/view/4786>
- Octaviansyah, Rahayu, T., & Handayani, O. W. K. (2015). Evaluasi implementasi kurikulum 2013 pada pembelajaran penjasorkes di sekolah menengah pertama negeri kota palembang. *Journal of Physical Education and Sports*, 4(2). Retrieved from <https://journal.unnes.ac.id/sju/index.php/jpes/article/view/9893>
- Prastyo, Z. (2015). Analisis kemampuan guru dalam pembuatan rpp kurikulum 2013 dan pembelajaran pendidikan jasmani kesehatan dan olahraga (pjok) se-kecamatan gununganyar kota surabaya (studi pada guru pjok sd negeri kelas iv semester genap se-kecamatan gunung anyar kota surabaya). *Jurnal Pendidikan Olahraga dan Kesehatan*, 3(2). Retrieved from <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/article/view/13819>
- Ruhimat, T. (2011). *Kurikulum & Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Sugiono. (2014). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan r&d*. Bandung: CV. Alfabeta.
- Sunita, N. W., & Nardus, E. O. (2018). Pengaruh penerapan strategi apersepsi scene setting terhadap pemahaman konsep matematika dengan mengontrol motivasi berprestasi. *Emasains: Jurnal Edukasi Matematika dan Sains*, 7(1), 29-37. Retrieved from <https://zenodo.org/record/1407731#.XUC4fdQzbIU>
- Wardani, K., Soekardi, & Fakhruddin. (2017). Kajian pendidikan jasmani olahraga dan kesehatan di pondok pesantren askhabul kahfi kota semarang. *Journal of Physical Education and Sports*, 6(1), 57-65. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jpes/article/view/17323>