

Problems with Curriculum 2013 Implementation in Physical Health Education (PJOK) of Junior High School in Sub Rayon 05 Gunungjati District Cirebon Regency

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Abstract

Curriculum 2013 is a new curriculum that has implemented in academic year of 2013/2014 and has carried out in Sub Rayon 05 Gunungjati District Cirebon Regency. The aim of this study is to know the problems with Curriculum 2013 implementation and its analysis in Physical Health Education (PJOK) in Sub Rayon 05 Gunungjati District Cirebon Regency. The type of this research is descriptive qualitative. The method used was survey and the technique of data collection used observation, interview, and documentation. The research population were all of Physical Health Education (PJOK) teachers and the headmaster. The research result showed that the problems of five state junior high schools located in Sub Rayon 05 are facilities and infrastructure from the five schools which are 20% good and 80% inadequate. Meanwhile, the implementation of school report book is 80% highlighted in assessment that is too complicated to be made for giving students score and 20% are said it is understandable. In Curriculum 2013, it requires adequate facilities and infrastructure to support teaching and learning by using Curriculum 2013. In implementation stage, it needs to be improved in order to be more efficient and easy to fill school report book. The conclusion is generally the problem of Curriculum 2013 implementation in Physical Health Education in Sub Rayon 05 Gunungjati District Cirebon Regency, when the facilities and infrastructure is supportive, it will make teaching and learning process goes maximal and Curriculum 2013 assessment will be efficient and easy for teacher to fill school report book.

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INTRODUCTION

Education is the foundation of a country, through education a change can be realized. Darmawati, Rahayu, & Rifai (2017) education is a very important role in the development of a nation and state, because education is an application to improve and develop the quality of human resources intellectually, which will determine the colour and progress of a nation itself. Education is the key to a country & progress, so that the quality of education clearly influences the quality of a country. According to Abdulaziz, et al. (2014) education is a planned effort to create a learning atmosphere and learning process so that students are actively able to develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves and society.

According to Wahyudi (2015) explains that national education is education based on Pancasila and 1995 Constitution of the Republic Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times. However, the education system is often experiencing changes as the times progress to continue to grow and follow changes, then the tools related to changes and developments must always be evaluated and reviewed so that they can keep abreast of existing developments and changes, Syahputra (2015).

Various efforts have been made by the government to improve the quality of education in Indonesia. One of them is by renewing the education curriculum in Indonesia. Aji & Winarno (2016). According to Octaviansyah, Rahayu & Handayani (2015) explains that the curriculum is one of the elements of educational resources that make a significant contribution to realizing the process of developing the quality of the potential of students. One of the reasons for the 2013 curriculum is that Indonesia young generation needs to be prepared in attitude, skill and knowledge competencies, Kustijono & Wiwin (2014). According to Akbar (2015) explained that, 2013 Curriculum is an improved curriculum that is expected to overcome the

weaknesses in the previous curriculum, namely Education Unit Level Curriculum (KTSP) and Competency Based Curriculum (KBK). The 2013 curriculum is expected to equip students with various abilities in accordance with the demands of the times, technological and artistic development, in order to respond to the challenges of globalization, contribute to community development and social welfare, flexibility and adaptability to change, Mulyasa (2017).

Although the government has enacted the 2013 Curriculum for every level of education for a while, not all parties are able to comprehend this curriculum in depth, Kurniaman (2016). Based on observations of researchers in several public schools, the implementation of the 2013 curriculum in 2014 has been carried out, but not all state junior high schools have implemented the 2013 curriculum due to unpreparedness in terms of facilities and infrastructure that are still inadequate, and some public junior high schools that carry out the 2013 curriculum since 2014 as wrong one pilot public junior high school, and finally in 2017 in Cirebon regency is required all junior high schools (SMP) must use the 2013 curriculum including in 05 Gunungjati District, Cirebon Regency.

Kurniawan, Rahman & Soegiyanto (2015), physical education as one of the subjects in school has an important role in the overall development of student behaviour. Physical education as one of the compulsory subjects in school and has an important role in the development of students, behaviour. Yuniartik, Hidayah & Nasuka (2017). The existence of physical education, sports, and health (PJOK) in school is very necessary, not only to improve children's physical fitness, but also to provide varied and also beneficial movement experiences for students of Ivanto (2015). Physical education does not focus on the teacher, but is oriented directly to students, namely physical education itself provides more opportunities for students to be directly involved in learning through physical activity, play and exercise that are carried out systematically, while forming the character and social character of students through these

physical activities. Wardani, Soekardi & Fakhruddin (2016). PJOK learning will run successfully and smoothly is determined by several elements including: teacher, students, Curriculum, facilities and infrastructure, goals, methods, supportive environment. Tangkua, Rahayu, & Soegiyanto (2015).

The 2013 curriculum emphasizes that PJOK subjects have unique content to give color to the nation character education, besides that it is directed to develop movement competence and a healthy lifestyle. However, in its implementation it is still less than optimal in the implementation of the 2013 Curriculum on PJOK subjects in Sub-District 05 Sub-District of Gunung Jati Cirebon Regency, so the researchers want to know the problematic implementation of the 2013 Curriculum on sports physical and health education subjects.

From the description above, the researchers are interested in wanting to know the problematic implementation of the 2013 Curriculum on PJOK subjects in Sub-Rayon 05 of Gunung Jati District, Cirebon Regency.

METHODS

The research approach used was qualitative research or commonly known as naturalistic research since the conducted research done in natural condition (natural setting). The research focus was in Gunungjati 1, 2, and 3 Junior high School and Suranenggala 1 and 2 Junior High School. The research instruments were in the form of interview, observation, and documentation. This research was used primer data as the interview result with five physical health education teachers and the headmaster. Secondary data source was taken from school document related to the problems of 2013 Curriculum implementation in Sub Royan 05 Gunungjati District Cirebon Regency. Data collecting technique was done by doing triangulation. The resulting data is representing research results, and data analysis is carried out by drawing a conclusion. The research steps taken are (1) the researcher determines the resource person includes five PJOK teachers and

the headmaster (2) researchers make research instrument guidelines (3) The researcher takes data from both primary data and secondary data (4) data are classified according to research objectives (5) data is verified (drawn conclusions).

RESULTS AND DISCUSSION

From the research results, it is focused on the 2013 Implementation of Curriculum Problems in Junior High School PJOK Subjects in Sub Rayon 05, Gunungjati District, Cirebon Regency, in terms of several aspects including: Implementation of 2013 Curriculum Problems in the aspects of understanding and applying 2013 curriculum, and government/community support. Both aspects can be explained as follows:

Human Resources (HR) are the main factors that support the implementation of an educational program. In this aspect data was obtained from the headmaster and teacher of Physical Health Education. The understanding of the principal as managerial of a school, towards the implementation of the 2013 Curriculum on PJOK subjects from these 5 schools, 100% understand that because this curriculum has been implemented since 2014 since 2014 all the principals in this Cirebon district often follow training and workshops on 2013 Curriculum, and there are also modules for the 2013 Curriculum guidelines as a reference. The 2013 curriculum was only implemented simultaneously in 2016, and from the data of teachers teaching class VII of the 5 schools this stated 100% of the five understood that the 2013 Curriculum was due to frequent training, workshops and MGMP which often discussed 2013 Curriculum In the course of the past three years, the 2013 curriculum has not run smoothly and can be seen because many schools are not ready to implement the 2013 curriculum. So that schools that are not ready to implement the 2013 curriculum can prepare for the implementation of this 2013 curriculum and only in 2016 it will be synchronized.

In the aspect of PJOK subject hours, from 5 schools, 80% of Physical Health Education subject teachers chose 3 hours in a row and 20%

chose 2 hours apart and 1 hour apart. The addition of Physical Health Education subject hours from the original 2 hours to 3 hours in the 2013 curriculum is to provide learning time in an effort to achieve the broadest possible competencies and provide opportunities for students to be more active and more able to explore the movements learned. Physical Health Education subjects should not be separated between 3 consecutive hours and 2 hours and 1 hour apart. So that students can explore their kinesthetic abilities more. The difference in understanding of Physical Health Education teachers was made possible because at the time of the assessment there was no explicit explanation about the application of the hours in the Physical Health Education subjects, so there were formed MGMPs for Physical Health Education lessons to harmonize the differences in perceptions, so that there were no more differences of opinion about the hours of Physical Health Education teaching.

Considering the results of government and community support research from the five schools in Sub-Rayon 05, Gunungjati District, Cirebon District, 80% allocated the boss's funds to purchase books and trainings on the 2013 Curriculum, and 20% had been allocated but not yet realized. According to Physical Health Education teacher, government assistance to principals from the five Physical Health Education teachers 40% said there were other books and props and 60% said they did not know or there was no assistance received by the school, therefore usually the assistance/government support came five years so that in the following years the assistance was not obtained by schools that had received the assistance.

From the sub-aspects of community support from the five state junior high schools in Sub-Rayon 05, Gunungjati Sub-district, Cirebon District, according to the principal, there was no assistance from the committee to the school because the community was not allowed to contribute because it was feared as illegal fees so the principal from 5 schools in Sub-Rayon 05 in Gunungjati Sub-district, Cirebon Regency through MKKS agreed not to allow the

community to provide fees/donations to schools. From five Physical Health Education teachers also stated that there was no assistance from the committee or supervisor to support teaching and learning activities. From these two factors it can be seen that government assistance is realized through training and in the form of books and support for learning Curriculum 2013, from the community there is no assistance at all because it has been explained at the beginning that the community is not allowed to make any donations because it is feared as extortion.

The results of the research problematic implementation of the 2013 curriculum in this stage in Sub Rayon 05, Gunungjati District, Cirebon District, namely the availability of Physical Education Health subject facilities and infrastructure and the ability of teachers to develop teaching materials.

From the results of the study obtained data from the 5 state junior high schools in Sub-District 05 of Gunungjati District, Cirebon District, according to the principal of the five schools. 1 school said that it was good or 20% and 80% was inadequate for learning Curriculum 2013. However, judging from the efforts to fulfill the facilities and infrastructure 100% of the 5 schools wanted to fulfill the facilities and infrastructure of Physical Education Health subjects, because in this 2013 Curriculum requires adequate facilities and facilities to support the 2013 Curriculum learning so that students can explore the movements taught by the father of the teacher.

The results of this stage of the analysis are reviewed from the ability to develop teaching materials and manage learning by creating learning models as a result of the limited infrastructure available in schools. It turned out that the teacher was able to make learning devices in accordance with the demands of the 2013 curriculum, and from the 5 schools in Sub-Rayon 05, 100% of the teachers made learning tools even though learning was not optimal because of the limitations of sapras. And from the 5 schools interviewing there were 3 teachers who were able to make learning models or 60% and 2 teachers did not make learning models or 40%.

Implementation of Curriculum 2013, from five schools in Sub-Rayon 05, Gunungjati District, Cirebon Regency, they stated that they were 100% good.

The challenges faced by these five schools are about understanding assessment. From five schools in Sub-Rayon 05 in Gunungjati Sub-district, Cirebon Regency, stated that 40% said they understood about assessment and 60% lacked understanding. Well, the 40% are predominantly young teacher teachers so they can operate computers and the 60% are predominantly senior teachers who no longer want to study.

Challenges that teachers and headmaster often complained of were the availability of facilities and infrastructure, from these five schools 20% said that the condition of facilities and infrastructure was good, and 80% said it was not good. As the result that facilities and infrastructure are very supportive for learning Physical Health Education, therefore if the facilities and infrastructures are inadequate learning will not run optimally. Hence, the facilities and infrastructure for PJOK subjects must be sufficient so that learning runs optimally.

From these five schools all agreed the biggest factors that must be refined in the 2013 Curriculum, 80% highlighted in assessments that were too complicated to make it difficult for students to score report cards, and 20% said they understood or were good, because for Physical Health Education teachers who are seniors or older, they have difficulty in using technology/computers, making it difficult for them to fill report cards, but for teachers who are young and understand the technology, they do not feel significant difficulties in completing student report cards. So it needs to be refined to be more efficient and fairly easy to fill in the report card.

From the results of the analysis of the success stage of the implementation of 2013 Curriculum in Sub Rayon 05, Gunungjati District, Cirebon Regency, as follows:

The results of the analysis of the five five schools in Sub-District 05 of Gunungjati Sub-district, Cirebon Regency, all stated that they

were 100% better than KTSP. Especially in all fields of learning Physical Health education developed in terms of time is also quite adequate. Because many students try and explore the movements that have been exemplified by the teacher and in terms of cognitive students also understand more, not only the psychomotor is trained but also the cognitive.

From these five schools, 100% said there was an increase in PJOK learning. Because PJOK learning in the 2013 Curriculum uses 3 hours of learning that fosters students' interest in exercising. Learners are happier outside the classroom than doing learning in the classroom.

For availability of student learning / report card books, all state junior high schools located in Sub-Rayon 05 of Gunungjati Sub-district, Cirebon Regency are 100% good or available. In the preparation of report cards, all of them are available from the government, which works well for report cards.

The results of observations made by researchers by observing the learning process, available infrastructure facilities in schools and learning tools owned by the teacher are presented:

Overall, all the teachers in Sub-Rayon 05 in Gunungjati Sub-District, Cirebon District, have partially fulfilled the 2013 Curriculum learning principles, as well as providing the widest possible opportunity to try the movements that have been exemplified. And give understanding of the techniques in one sport so that students understand the techniques and understanding of the material taught by the teacher.

From the observers' observations of learning facilities and infrastructure in Sub Rayon 05 in Gunungjati Sub-district, Cirebon Regency, each school was far from enough, only one school could be said to be good for infrastructure. Observations from the 5 schools were obtained from observations of PJOK's teacher documentation, almost all of which (syllabus, lesson plans, annual programs, and semester programs, list of grades).

CONCLUSION

Based on research problems and the purpose of the research as well as the results of data analysis as described previously, it can be concluded that in general the problem of implementation and implementation of the 2013 Curriculum PJOK subjects in Sub-Rayon 05 of Gunungjati District, Cirebon District has gone quite well, approaching the expected conditions, both from aspects of understanding and applying the 2013 curriculum, aspects of availability and condition of learning facilities and infrastructure including the ability of teachers to create and apply learning models, the implementation of 2013 curriculum learning. From the results of the conclusions can be implied in the broader situation that:

The problems of Physical Health Education teachers and school principals in Sub-Rayon 05 of Gunungjati Sub-district, Cirebon District, generally experience problems in the facilities and infrastructure of the 2013 Curriculum. Due to the insufficient facilities and infrastructure. Facilities and infrastructure that are limited to a learning process will result in students being less than optimal in learning Physical Health Education.

The implementation of learning in Sub Rayon 05 in Gunungjati Sub-district, Cirebon Regency has been going well, because it has implications for the personal through the process of observing, asking, reasoning, and trying (observation based learning) to increase the creativity of students.

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