

The Development of Health Education Learning Material Accordingly to Curriculum 2013 of Junior/Islamic Junior High School of Bergas District in Semarang Regency

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Abstract

The purposes of the research are to create learning material product of health education in the level of junior/Islamic junior high school based on Curriculum 2013 and to analyze the effectiveness of the learning material development of health education toward the students and the teachers in the level of junior/Islamic junior high school. It is a Research & Development to create a product and to test the effectiveness of the product. The finding of the research is the product development of health education learning material for VII, VIII, and IX grades accordingly to Curriculum 2013 of Junior High Schools in Bergas district. The results of expert evaluation of the data analysis are: (1) the expert score of health education was 81.81%, (2) the expert score of physical education was 79.54%, (3) the expert score of media and language was 88.63%. The data analysis and evaluation of physical-health and sports teacher in Bergas district gained percentage 77.84%. The small test in Islamic Junior High School Al Uswah, Bergas gained percentage 82.91%, and the result of larger scale test in Public Senior High School Bergas gained percentage 86.35%. The conclusion is health education learning material product development for VII, VII, and IX grades were effective to be applied to the students of Junior/Islamic Junior High School in Bergas district.

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INTRODUCTION

Educational process will never stop since an individual was born into the world until his end of life (life extended education). Education is a very important element for life continuity of a nation (Sukiyandari, Soegiyanto, and Rustiana, 2012). Education is running democratically and fairness, and it is not discriminative by upholding humans' rights, religious values, cultural values, and pluralism of the nation (Yusra, 2013).

Education has a pedagogic target. Therefore it will lack something when there is an absence of physical, health, and sports educations because movement as physical activities is the basic of humans to recognize world and himself in which naturally grows accordingly to the advancement of the era (Octaviansyah, 2015). Physical, sport, and health educations (PJOK) is a compulsory subject stated in the National Education Curriculum in Indonesia for all levels and types of education. PJOK is a broad and interesting review matter by emphasizing on improving humans' movement (Tangkua, Rahayu, and Soegiyanto, 2015).

The purpose of the education (PJOK) at a school is to facilitate the students to improve their movement abilities. Another main purpose is to make them feel happy and motivated to participate in various activities (Kusmiyati, Soegiyanto, and Rahayu, 2014). Physical education involves harmonic body and thought's movements, the equality between what body is expressed and what mind is thought (Teixeira, Abelairas-Gomez, Arufe-Giráldez, Pazos-Couto, and Barcala-Furelos, 2015).

The implemented curriculum in Indonesia is Curriculum 2013. The curriculum covers the basic framework, curriculum structure, syllabus, and lesson plan (RPP). The procurement students and teacher's textbooks are the hindrances in the implementation of Curriculum 2013. The understanding of curriculum is an ability to differ, broaden, explain, conclude, exemplify, clarify operational concepts of curriculum, arranged and implemented by each educational unit (Mafudah, and Asrori, 2016).

The struggle to perfect curriculum provides an opportunity for teachers to implement learning process covering from model or approach, learning method, and scoring system, with innovative, systematic, and potential natures to take the students achieving the determined objectives of the learning. Revision of curriculum has a purpose of realizing adjusted curriculum to the demand and social needs, to anticipate the advancement of the era, and to provide a reference for holding learning in each educational unit (Widiyono, Rahayu, T., and Rahayu, S., 2015). The changes of curriculum done by the government based on reviews that development and the demand of the era in which always increases require changes. The changes of curriculum realize effective school as an effort to improve educational quality (Alaswati, Rahayu, and Rustiana, 2016).

Education will never stop since someone was born in the world until the end of his life (life extended education). Education is an essential element for the survival of a nation (Sukiyandari, Soegiyanto, and Rustiana, 2012). Education is held democratically and equitably and is not discriminatory by upholding human rights, religious values, cultural values and the national plurality (Yusra, 2013).

Textbooks are essential parts of the learning process as stated by Nurcholis, Sulaiman, and Fakhrudin (2017) stating that textbooks will be an important meant to develop and achieve competences and to develop good characteristics of students. Learning material is important meant and learning source, and it can help students to develop cognition, skills, and personality both inside of school and outside of school.

Learning material consists of materials gained from various sources. The learning material is any forms of material to help the teacher or instructor to run the teaching and learning process in the class. The intended learning material can be written or not written texts (Amri in Chairiah, Silalahi, and Hutabarat, 2016). Thus, it can be concluded teacher and students will not be separated from learning the material in a learning process.

The use of good learning material and concepts can give an improvement in students' achievement theoretically in learning physical, health and education lesson. By the existence of learning material, students can learn the next material to be taught by the teacher. Therefore, it facilitates students in understanding the material (Bramantha, 2017).

Learning material is a guide for teachers to lead learning and studying process activity. It covers materials of certain lesson taken from various sources. Learning material can be created into various forms according to the needs and characteristics of the materials to be delivered to the students. Learning material may take forms into handout, books, Module, student worksheet, brochure, leaflet, pictures or photos, and model or market.

Health education is one of seven scopes to be taught by a physical, health and sports teacher in each semester based on the implemented curriculum. In the given textbook by the government, it is also written a chapter discussing health material. So, there is no excuse for the teacher not to teach the material. Health education improves the awareness of students to keep the environment and his physical condition healthy (Marjon van der Pol, 2010).

Health education has a purpose to improve students' awareness about health knowledge, included how to live healthily and regularly, to install and maintain the values and attitudes of positive mental toward healthy principles, and to maintain habits of living healthy based on health requirements. The purpose is done to support the students in developing their own and surroundings' abilities. The knowledge and cognition must be explored by students' perspective actions (Jensen, 2010).

Learning activity of teaching physical, health, and sport at schools with health education material has a minimal time allocation even there is only just one meeting if the effective weekly planning in one year is only a few. It causes the delivery of the material limited. To overcome this limitation, learning material must be supported by using communicative language, interesting picture design for the students to learn it.

The previous studies done by the researcher at some schools in Bergas district related to learning material of health education used by teachers were: (1) there was no pictorial example showing the types of psychotropic, (2) the type of the used fonts had not been innovative, (3) there was no pictures to show the examples of first aid tools, and (4) the design of the learning material was still common.

From the preliminary observation done by the researcher in November, 2017 at some Junior/Islamic Junior High Schools in Bergas district about the used learning materials of health education, it was found that in Public Junior High School Bergas only used a student book of Curriculum 2013, meanwhile in Islamic Junior High School Al Uswah only used worksheet. It showed the lack of specific learning material about health education created by the teacher. The current learning material only contained a short explanation of health education in general. So, the students were seldom to be given health education material in a specific nature. The development of teaching material of health education can be implemented to show the effectiveness of learning physical health education, especially theoretical material and it has benefits to ease the students' understanding of health education material.

From the problems, the teachers are demanded to develop appropriate learning materials to students' needs. Upon the notions, the researcher was interested to do a research titled "the development of health education learning material according to Curriculum 2013 in level of Junior/Islamic Junior High School in Bergas district in Semarang", as an effort to create interesting physical and health education learning, especially in health education material for students of Junior/Islamic Junior High Schools in VII, VIII, and IX grades and to add more reference for physical health and sport teachers about health materials to be used in learning process.

METHODS

According to Sugiyono (2015) Research and Development method is research to create certain product, and to test the effectiveness of the product.

This research uses R & D method to develop learning material of health education in the level of Junior/Islamic Junior High School in Bergas district. By using the method, it is expected to improve and create new, creative, and innovative learning material to ease the students in following learning and teaching activity.

This research uses descriptive development method. It is a procedure to explain steps in which must be followed by a researcher in creating and producing a certain product. The descriptive method is a method in researching the status of a group of people, a certain object, a set of condition, a notion, or a class of event in the present time.

The steps of product development as learning media to learn health for students in Junior/Islamic Junior High School were: (1) the analysis of the needs, covering literature studies, observation, and interviews, (2) creating initial product draft, designing the most appropriate need analysis in the form of initial product draft of the learning material about health education in Junior/Islamic Junior High School, (3) validating by having experts of physical health education learning and one health education, (4) revising initial draft product, done after gaining judgment and suggestion from expert on health education learning, expert on health education, and expert of language and media about the developed learning material, (5) testing on a small scale, used to find out how effective the product is in the learning process. The small test scale was done in Islamic Al Uswah Bergas Semarang regency, (6) revising initial product, done after gaining the result of small scale test. After gaining suggestion and advice from the experts by directly looking at the field condition during the test, then the product was revised, (7) testing in large scale, it was done to find out the responses and effectiveness toward and of the

product after revised and re-fixed based the previous test. The test was done in Public Junior High School Bergas, Semarang, (8) revising final product, it was done by revising and re-fixing product based on large scale testing, (9) trial running final product by involving teachers and students, there were three experts involved in the research, they were Efa Nugroho, S.KM., M.Kes (expert of health education learning), Sudarmono, S.Pd. M.Pd (expert of physical and health education learning), and Ekoviani Setiawan, S.Pd (expert of language).

In analyzing the data, the percentage is gained by using the formula:

$$NP = \frac{n}{N} \times 100\%$$

Information:

NP = Score (%)

n = Gained Score

N = The total of the scores or all data

Table 1. The Percentage of Classification

Percentage	Classification	Meaning
0 - 20	Not good	Dismissed
20.1 - 40	Poor	Revised
40.1 - 70	Sufficient	Used (with the condition)
70.1 - 90	Good	Used
90.1 - 100	Very good	Used

The technique of analyzing the data used in this research was descriptive analysis with a percentage. Meanwhile, the data were suggestion and reasons for choosing the answers in which were analyzed by using qualitative analysis technique.

RESULTS AND DISCUSSION

The prototype was an original product in which had been produced or designed from a certain product development. In this research, the prototype was learning the material of health education for VII, VIII, and IX as the final product.

The data was gained from the questionnaire by experts of health education, physical health and education learning, and language and media as the guidance to state the reliability of learning material which would be

used in trial run. Here is the questionnaire fulfillment of the experts.

Table 2. The Description of Validity Data of the Experts

Experts	Average	(%)
Health material expert	3.27	81.81
Health education learning expert	3.18	79.54
Language and media expert	3.54	88.63
Average	3.33	83.32

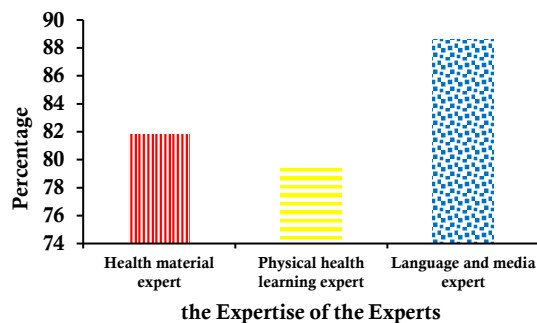


Figure 1. The Graphic of the Results of Experts Validation

Based on Table 1 of the questionnaire fulfillment evaluation results done by each expert, it could get the results as follow: (1) expert of health education gained 81.81% = “well” category, (2) expert of health education learning gained 79.54% = “well” category, and (3) expert of media and language gained 88.63% = “good” category. From the data, it could be concluded that the learning material of health learning used health education learning material for VII, VIII, and IX grades were reliable for field testing. After validating initial product draft by the experts, then the draft would be revised based on their suggestions to decrease the weaknesses of the developed product before the testing.

One of the indicators to find out the effectiveness of the product was through the responses of the students toward the given learning material. Small test scale toward the product was done in Islamic Junior High School Uswah, Begas. The total of the participants were 60 persons. The gained data from the questionnaire by the students were the guidance to state whether the students could accept the product or not as effective learning material for the learning process. Here are the results of

questionnaire fulfillment from students in the form of table and graphic.

Table 3. Description of Data Fulfillment Questionnaire of Islamic Junior High School Al Uswah Students

Grades	Σ	Max Score	Average	(%)
VII	20	20	16.45	82.25
VIII	20	20	16.9	84.5
IX	20	20	16.2	82
Average			16.51	82.9

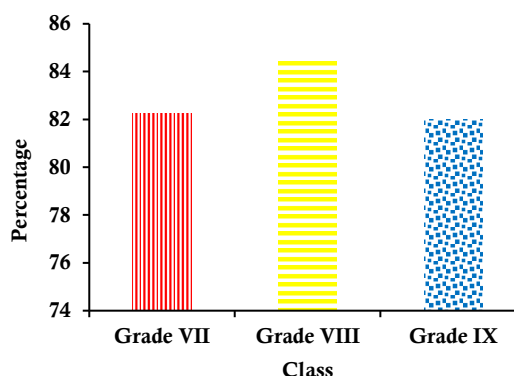


Figure 2. Graphic of the Results of Small Scale Test

Based on Table 3 of the evaluation of the questionnaire fulfillment data by the students, it could be gained the findings as follow: (1) Grade VII = 82.5% = “good” category, (2) Grade VIII = 84.50% = “good” category, and (3) Grade IX = 82% = “good” category. So, it was gained an average score of 82.91% and included into “good” category. From the data, it can be concluded that the learning media for grades VII, VIII, and IX could be accepted for small scale test in Islamic Junior High School, 1 Uswah, Bergas and was reliable to be tested in a larger scale.

The gained data from the test was used as the foundation to run the next test, the large scale test. One of the indicators to find out the effectiveness of product was through the responses of the students toward the product after it was given.

The product, after it was tested in sizeable small scale test toward the students of Islamic Junior High School Al Uswah, then it would be tested in the larger scale in Public Junior High School 1 Bergas. The gained data from the test was used to revise the final product before mass

production. One of the indicators to find out the effectiveness of the product was through the responses of students toward the learning material of health education after doing a trial run.

The larger scale test toward the product was done in Public Junior High School Bergas. The total of the participants were 200 students. The gained data from the questionnaire of the students was used as guidance to state whether the students accepted the product or not. Here are the findings of the questionnaires of the students in the form of Table 4 and Figure 3.

Table 4. The Description of Questionnaire Fulfillment Data of Public Junior High School 1 Bergas Students

Grades	Σ	Max Score	Average	(%)
VII	63	20	16.92	84.69
VIII	69	20	17.61	88.04
IX	68	20	17.62	86.32
Average			17.38	86.35

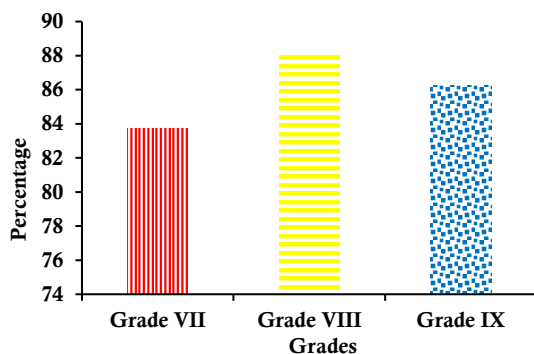


Figure 3. Graphic of Large Scale Test Result

Based on Table 4 of questionnaire fulfillment data evaluation done by students, it could be gotten the results of questionnaire fulfillment as follow: (1) Grade VII = 84.69% = “good” category, (2) Grade VIII = 88.04%, “good” category, and (3) Grade IX = 86.32% = “good” category. So, the average of the percentage was 86.35% and included in the “good” category. From the data, it could be concluded the learning media for grades VII, VIII, and IX could be accepted on the larger scale test of Public Junior High School Bergas and was reliable to be implemented for students of Junior High Schools.

The gained data from the questionnaire of physical and health teachers of Islamic Junior High School Al Uswah Bergas and Public Junior High School Bergas was used as guidance to find out the reliability of the product to be used by the students or not. Here are the findings of questionnaire fulfillment data from the teachers.

Based on the evaluation done by each teacher, it could be gained the results as follow: (1) The teachers’ percentage in IJHS Al Uswah, Bergas was 75% = categorized “good”, and (2) The teachers’ percentage of PJHS Bergas was 80.68% = categorized into “good”. So, it could be gained the percentage average was 77.84% and included in the “good” category. From the data, it could be concluded the learning media of health education using health learning material was reliable to be used by the students.

Table 5. Description of Evaluation Result Data of Physical and Health Teachers

Physical and health teachers	Average	(%)
IJHS Al Uswah Bergas	3.00	75
PJHS Bergas	3.22	80.68
Average	3.11	77.84

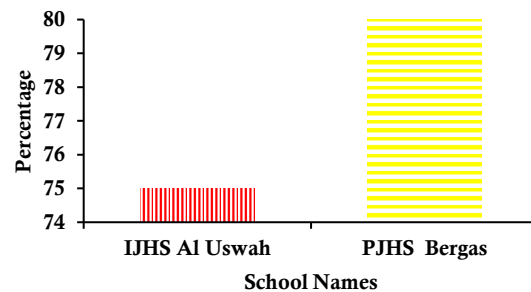


Figure 4. The Validation Graphic of Physical and Health Experts

The struggle to perfect the learning material was done by adding some parts such as the summary part, and numbered tasks. The purpose of giving the summary was expected for the students to understand more the points of the materials, meanwhile by adding the tasks was used to measure the cognitive level of the students. Product revision in this step resulted in the final product in the form of health learning media development using learning sources of health education for grades VII, VIII, and IX of Bergas district.

CONCLUSION

This research produced a product in the form of health education learning material for grades VII, VIII, and IX under Curriculum 2013 for Junior/Islamic Junior High School Students in Bergas district.

The learning material with health and education of Curriculum 2013 for students of Junior/Islamic Junior High School in Bergas district met very good criterion based on validity test of the experts, small scale test, and large scale test so it is effective to use for students of grades VII, VIII, and IX in the level of Junior/Islamic Junior High Schools.

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