

## The Evaluation of Implementation of the 2013 Curriculum of Physical Education Sports and Health at Public Junior High Schools in Klaten Regency

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### Abstract

This study is aimed at determining the implementation of the 2013 curriculum in PJOK subjects in aspects: learning management and student services, learning process, assessment process, constraints encountered. This research is used a mixed-method approach which is a qualitative approach supported by a quantitative approach with a formative evaluation design developed by Scriven. The Subject in this study was SMPN 1 Delanggu, SMPN 2 Klaten, SMPN 1 Prambanan, SMPN 1 Jatinom, dan SMPN 1 Karangdowo. To collect data is used data collection techniques interviews, observation, and documentation. Data analysis techniques were used descriptive qualitative analysis supported by a quantitative approach that is data collection, data reduction, data presentation, and drawing conclusions. The results showed that aspects are implemented well, with an average score of 3.64 and 3.18, are implemented well, with an average score of 3.64 and 3.28, was carried out well with an average score of 4, the results of outcome are less than optimal and making the assessment rubric still lack and the teacher feels that media facilities still limited. Conclusions: learning management and student services are implemented well, the learning process is done well, the assessment process was carried out well, constraints on the implementation of the 2013 curriculum inputting value (IT), the results is using the command method, assessing the attitude is less than optimal and making the assessment rubric still lack and the teacher feels that media facilities still limited.

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## INTRODUCTION

The curriculum can also be interpreted as something that is alive and valid for a certain time and needs to be revised periodically to keep it relevant to the times. Although there are some differences in the definition, the curriculum is still a curriculum that is a tool to achieve goals (Syaiful Islam, 2017).

Curriculum according to Law Number 20 the Year 2003 Article 1 Paragraph (19) is a set of plans and arrangements regarding the objectives, contents, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (Faridah Alawiyah, 2013).

Basically, the 2013 curriculum according to the Minister of Education and Culture is the development and refinement of the Education Unit Level Curriculum (KTSP) in 2004 and 2006 by prioritizing the mastery of competency attitudes, knowledge, and skills in an integrated manner. K-13 is designed to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective, and able to contribute to social, national, state, and world civilization life (Ermin Siti Nurcholis et al, 2017).

Physical education is essentially an educational process that utilizes a physical activity to produce holistic changes in individual quality, both in terms of physical, mental, and emotional (Kemendikbud, 2015).

Learn and learning were different terms but cannot be separated. Understanding learn and learning expressed by Sofan Amri (2013) that learning is an activity carried out by someone to get a change, both cognitive, affective, and psychomotor changes.

Physical education in Sigit Bangun Prabowo (2017) has a different goal than physical training as in achievement sports. Physical education is aimed at overall goals (*multilateral*) as well as general education goals. Physical education is part of general education. It is one of the education subsystems. Physical education can be defined as an educational process aimed at

achieving educational goals through physical motion.

Physical education, sports, and health (PJOK) are compulsory subjects stated in the National Education Curriculum in Indonesia for all levels and types of education. PJOK is a matter of broad and interesting commentary by emphasizing the increase in the human movement of Tangkua, Rahayu, and Soegiyanto (Akhmad Lukman Mustofa et al, 2019).

As stated in the 2013 Curriculum Document (2012) "Implementation of the curriculum is equipped with student textbooks and teacher guidelines provided by the Government. This strategy provides a guarantee of the quality of the content/teaching materials and the presentation of books and materials for teacher training in learning skills and assessment of students' learning processes and outcomes".

Teacher training is very necessary to implement the 2013 Curriculum, starting with the preparation, implementation of training, evaluation, and teacher assistance and is carried out once. The teacher training objectives listed in the 2013 Curriculum Implementation Training Guidelines are for the teacher *mindset* to prepare to learn, carry out learning, and evaluate learning outcomes in accordance with the approach and evaluation of learning in the 2013 Curriculum properly and correctly. The duration of training for National Resources is 1 (one) day while for National Instructors, Core teachers, and Class / Subject Teachers that is 36 Hours or 3 (three) days in the 2013 Curriculum Implementation Training Manual.

In implementing curriculum choosing a cultural process to improve human quality through curriculum management. According to Augustine in Hamalik (2008), there are four management functions that can be used in curriculum preparation or development, namely: (1) *planning*, (2) *organizing*, (3) *staffing*, (4) *controlling (supervision)*. In planning, the targets to be achieved in the implementation of the 2013 curriculum can be in the form of a syllabus, Learning Implementation Plan (RPP) which contains the identity of subjects, Graduates Competency Standards (SKL), Core

Competencies (KI), Basic Competencies (KD), indicators of competency achievement, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes and learning resources, for their implementation is the implementation of the RPP.

Based on the Monitoring and Evaluation Instrument for the Implementation of the 2013 Junior High School Curriculum made by the Ministry of Education and Culture, the indicators and criteria that guide the evaluation of student services are as follows:

- a) Implementation of learning difficulties and enrichment assistance services: learning difficulties assistance services for students are carried out; additional learning services (enrichment) for smart students to take place; learning difficulties assistance services benefit students; Additional learning services (enrichment) benefit students.
- b) Implementation of consultation services with parents and students: consultation activities between parents and the school/teacher are carried out; consultation activities between students and schools/teachers are beneficial; Consultation activities between students and schools/teachers are beneficial.
- c) The implementation of student administration services; student administration services available; Student administration services are easily accessible; Student administration data is always updated.

Development of 2013 curriculum learning needs to be done because of the various challenges faced, both internal challenges and external challenges (Kemendikbud, 2013).

Evaluation according to Payong is the teacher's task in learning, namely: assessing the process and learning outcomes, appropriate assessment tools are used to measure student learning progress comprehensively (Emi Fitriyani dkk, 2015).

Hamid Hasan (2009) argues that curriculum evaluation is a systematic effort to gather information about a curriculum to be used as a consideration of the value and meaning of the

curriculum in a particular context. In this sense there is a time context where the curriculum cannot be applied for a long time or in other words there must be curriculum development that is in accordance with the times.

Evaluation can be used to see the success of programs related to the program area by assessing whether the program continues, canceled, improved, developed, accepted, or rejected (Eko Rudy Windrajaya et al, 2019).

Hamid Hasan (2009) who proposed the grouping of curriculum evaluation models as follows:

1. Model evaluasi kuantitatif: Model *Black Box Tyler*, Model Teoritik Taylor dan Maguire, Model Pendekatan Sistem Alkin, *Model Countenance Stake*, Model CIPP.
2. Qualitative evaluation model: Case Study Model, Illuminative Model, *Responsive Model*.
3. Microeconomic model

This study is used a formative evaluation model proposed by Scriven. According to Sugeng Purwanto (2006) the formative evaluation revealed by Scriven was an evaluation carried out while the system was still under development and improvements were made based on the results of the evaluation.

The results of observations made by researchers about the implementation of the PJOK 2013 curriculum at the State Junior High School in Klaten are still experiencing problems at the moment and no one has evaluated the implementation of the 2013 curriculum that has been running for 4 school years.

## METHODS

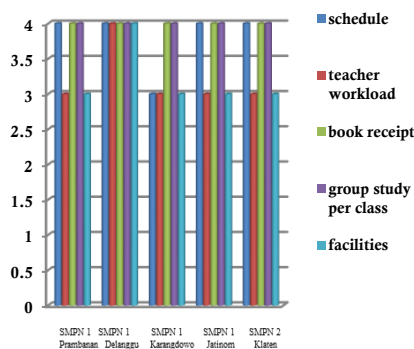
This research uses a *mixed method approach* which is a qualitative approach supported by a quantitative approach with a *formative evaluation* design developed by Scriven. The subjects in this study are SMPN 1 Delanggu, SMPN 2 Klaten, SMPN 1 Prambanan, SMPN 1 Jatinom, dan SMPN 1 Karangdowo. To collect data and evaluation information on the implementation of the 2013 physical education and sports physical education curriculum at State Junior High

Schools using data collection techniques of interview, observation, and documentation methods. Data analysis techniques using descriptive qualitative analysis supported by a quantitative approach that is data collection, data reduction, data presentation, and drawing conclusions.

## RESULTS AND DISCUSSION

Another important aspect as an indicator of the successful implementation of the 2013 curriculum is the management of learning and student services. The following description is what researchers get from the management of learning and student services.

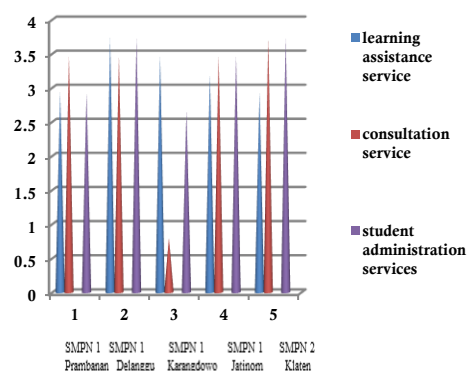
Learning management consists of a lesson schedule with a curriculum structure (Subjects and learning load), the number and burden of teacher teaching assignments, the number of study groups per class, book receipt, and support for learning facilities. The following diagram is the achievement of learning management from the five schools.



Category	Score
Good	3,26 - 4,00
Fairly Good	2,51 - 3,25
Poor	1,75 - 2,50
Not Good	1,00 - 1,75

From the five indicators, an average score of 3.64 was obtained, which means that aspects of learning management in schools that have implemented the 2013 curriculum were well implemented. The evaluation results show that the school has tried its best to arrange all learning activities to be in accordance with the 2013 Curriculum although there are still deficiencies in several things that are beyond the authority of the school to handle it.

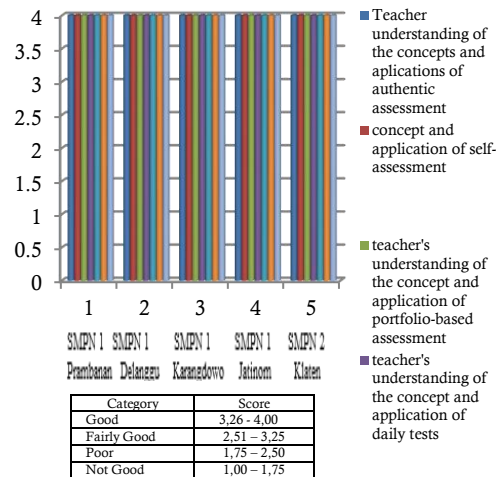
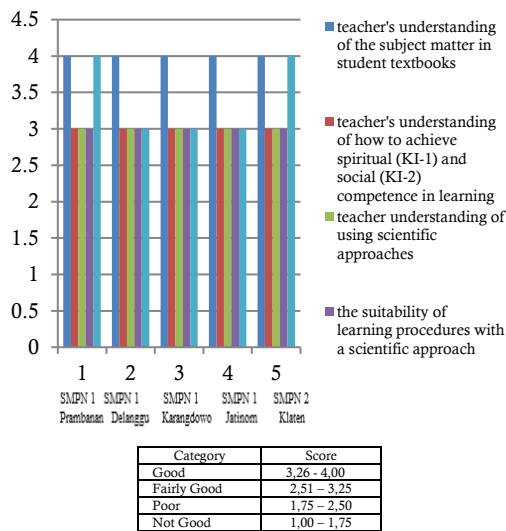
Data on student services was obtained based on interviews conducted with 75 students. In the aspect of student services there are three indicators, namely the implementation of assistance services for learning difficulties and enrichment, the implementation of consultation services with parents and students, and the implementation of student administration services (such as student data, health development data, achievement data and interest data). The following is a diagram of the implementation of student services in five schools.



Category	Score
Good	3,26 - 4,00
Fairly Good	2,51 - 3,25
Poor	1,75 - 2,50
Not Good	1,00 - 1,75

With the technology that continues to develop and advance, student services should be in the field of student administration can also be further improved by using the internet or online to make it easier for students to update data without having to bother the school by manually updating it.

The learning process consists of the teacher's understanding of the subject matter in student textbooks, the teacher's understanding of how to achieve spiritual (KI-1) and social (KI-2) competence in learning, the teacher's understanding of using a scientific approach, the suitability of learning procedures with the approach scientific, and the implementation of remedial learning and enrichment. The aspects of the implementation of the learning process in the five schools are summarized in the diagram below.



The average score obtained 3.28 which mean that the learning process from the point of view of the principal and the teacher has been implemented with a good predicate.

The aspects of the implementation of the assessment process consist of several indicators namely the teacher's understanding of the concepts and applications of authentic assessment, the teacher's understanding of the concepts and applications of self-assessment, the teacher's understanding of the concepts and applications of portfolio-based assessment, the teacher's understanding of the concepts and applications of daily tests, the teacher's understanding of the concepts and midterm tests, teacher understanding of the concepts and end-semester exam applications, and teacher understanding of competency level concepts and application examinations. The aspects of the performance of the assessment process are summarized in the diagram

Based on the results of the study obtained an average score of 4 with the assumption that the assessment process was carried out in a good category.

All students in each school have achieved the expected learning completeness. If students have not yet reached the KKM, a remedial is carried out until the student reaches the targeted KKM. The authority to determine the KKM is held by each school with consideration in many respects. Evaluation results show that all students have achieved KKM with an average student score of 74. It is expected that each school will experience an increase in achievement with various efforts made by not only paying attention to its grades but also producing students who have attitudes, knowledge, and skills well.

Another important aspect as an indicator of the implementation of the 2013 curriculum is the obstacles faced in the implementation of the physical education curriculum at the State Junior High School in Klaten district. The following is the description that researchers found from the constraints faced by the school principal and teachers.

Name of school	Source of data	
	Headmaster	Teacher
SMPN 1 Prambanan	The headmaster said that the 2013 curriculum was a long time ago and very close, but older teachers who received grades had to be accompanied by young teachers for inputting on the computer (IT).	Limited media and field facilities as well as poor management arrangements for Physical Education infrastructure
SMPN 1 Delanggu	The Principal said that the 2013 curriculum teachers must pay attention to the results of the outcome produced in the 2013 curriculum in real	LCD facilities are still lacking, if the practice of equipment used for KBM 2013 Curriculum is still limited according to needs and the field must adjust the conditions

Name of school	Source of data	
	Headmaster	Teacher
SMPN 1 Karangdowo	terms not only those that were considered the process. The school principal said that the teacher still used the old model teaching system because it is pursuing the material to be achieved (teaching the command method).	The tools for practice are not complete as needed so that the learning innovations of the 2013 curriculum lack innovation, places for sports must adjust the conditions of the material being taught
SMPN 1 Jatinom	The headmaster said that the teachers in the assessment of attitudes were not optimal because in the e-report system the assessments were already formative, and the teacher's skills in making rubric assessments were still lacking.	Media facilities are very lack, limited practice tools are only in the range of 40% available, teachers still often use the command method due to the activeness of students who do not support the running of KBM Curriculum 2013
SMPN 2 Klaten	The principal said that the teacher's ability was upgraded every year, so the teaching teacher was still using the old method because the pursuit of the material was to be achieved, and the teacher in assessing attitude assessment was not optimal.	Sports infrastructure facilities are far from the expectation of running the 2013 / limited curriculum so many students are not active, teachers who are said to be old are constrained in mastering IT in the value input process.

## CONCLUSION

Conclusions based on the results of the research presented in the previous chapter, the author can draw conclusions related to the 4 aspects of evaluating the implementation of the 2013 curriculum at the State Junior High School in Klaten Regency. As follows: (1) Learning management and student services; (2) Learning process (3) Assessment process (4) Constraints faced: (1) Learning management aspects get an average score of 3.64 which means that these aspects are well implemented and aspects of student services get an average score of 3, 18 which means that student services are implemented quite well, (2) Aspects of the learning process get an average score of 3.28 which means that these aspects are implemented well, (3) Aspects of the assessment process get an average score of 4 which means that aspects of the process the assessment is well implemented, (4) Constraints faced during the implementation of the 2013 Curriculum; Prambanan 1: 2013 curriculum has been running for a long time and is very familiar, but teachers who are almost retired in managing grades must be accompanied by young teachers for inputting on computers (IT), and teachers are constrained by limited media and field facilities and management arrangements for unsuitable physical education facilities. ; SMPN 1 Delanggu 2013 curriculum teachers must pay attention to the results of the come out produced in the 2013 curriculum significantly, not only those that pay attention to

the process, and teachers are constrained by the lack of LCD facilities, if the practice of equipment used for KBM 2013 curriculum is still limited according to the needs and field location must adjust conditions; Karangdowo 1 Junior High School teachers are still using the old model of teaching system because they are pursuing the material to be achieved (teaching the command method), and teachers are constrained by the incomplete tools for practice as needed so that the learning innovations of the 2013 Curriculum lack innovation, places for sports must adjust the conditions of the taught material; Jatinom 1 Junior High School: teachers in attitude assessment are not optimal because in the e-raport system they have assessed formative events, and teaching skills in making assessment rubrics are still lacking, and teachers are constrained by poor media facilities, limited practice tools, only around 40% are available , Teachers still often use the command method because the activeness of students who do not support the KBM Curriculum 2013; SMPN 2 Klaten: the teacher's ability is upgraded every year, so the teaching teacher still uses the old method because the pursuit of the material is to be achieved, and the teacher in assessing attitude assessment is not optimal, and the teacher is constrained by sporting education equipment far from the expectation of running the 2013 / limited curriculum so many students which are not active, the aged teacher is said to be constrained in the mastery of IT in the value input process.

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