

PJOK Management Based on the 2013 Revised 2018 Curriculum At the Elementary Schools, Sandai District, West Kalimantan Province

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Article Info

History Articles
Received:
22 Desember 2020
Accepted:
24 Januari 2021
Published:
31 Maret 2021

Keywords:
Management, PJOK
teacher, Curriculum
2013

Abstract

This research is motivated by implementing the 2013 curriculum, which raises various kinds of teacher perceptions, so that teachers have difficulty in studying, interpreting and describing the 2013 curriculum. Analyzing management planning, implementation, learning evaluation and supervision of PJOK teachers. This study uses a naturalistic qualitative research design, so the research aims to describe the actual field conditions regarding PJOK Teacher Management based on the 2013 Revised 2018 Curriculum, Sandai District. The results, in general, teachers of PJOK Elementary Schools in Sandai sub-district are in lesson planning, many teachers make devices by photocopying other people, some are downloaded themselves but printed out directly without being adjusted to field conditions. In implementing learning, the teacher cannot make the best use of the time possible, because the number of students who exceeds the capacity of the teacher in the learning group is only 20 to 28 students, but in some schools there are still teachers teaching 1 meeting reaching 50 to 70 students. Learning Evaluation There are teachers who carry out process evaluations, there are also teachers who carry out evaluation of results, but there are also teachers who carry out process and outcome evaluations. Supervision of teachers can be said that there are still principals who do not understand and even do not carry out their roles and functions as school principals, this causes teachers to feel they do not have a burden on their duties as teachers and the supervision carried out by school supervisors towards teachers is not running properly because supervisors are too focused on the supervision of the principal and of the school as a whole.

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INTRODUCTION

The curriculum serves as a guideline in implementing educational activities in schools for related parties, either directly or indirectly, such as teachers, school principals, supervisors, parents, the community and the students themselves, in implementing the 2013 curriculum differs greatly from In the previous curriculum, there are still many obstacles we know affect learning outcomes, both in terms of the media used, the assessment in the 2013 curriculum is distinct than the previous curriculum then the methods used to deliver the learning material to be taught are not effective or even incompatible with the material which is to be conveyed.

The most basic fundamental principle in the 2013 curriculum is the emphasis on the ability of teachers to implement an authentic, challenging and meaningful learning process for students so that students' potentials can be developed under what is expected by the goals of national education. However, there are still many teachers who could not or are still confused in implementing or implementing the 2013 curriculum in learning. Teachers as workers must have abilities that include mastery of subject, professional mastery of teacher training and education, by adjusting themselves, teachers must also be able to master themselves and have a personality to carry out their duties, besides that the teacher must be a developing and dynamic person (Haslina, 2017: 212). Quality teachers must can use various learning methods in the classroom to meet the needs of students (Addriana Bulu Baan, 2012: 14).

The reference and principles for preparing the 2013 curriculum refer to article 36 of Law No. 20 of 2003 concerning the National Education System, which states that curriculum preparation must pay attention to increasing faith and piety; increase in noble morals; increase the potential, intelligence and interest of students; diversity of regional and environmental potentials; demands for regional and national development; demands of the world of work; development of science, technology, and arts; dynamics of global development; and national unity and national

values (Kurniasih, 2014) (Dalam Kurniaman & Noviana, 2017:389).

Management is a process carried out to achieve organizational goals through a series of activities as planning, organizing, directing and controlling people in the organization (Echo et al., 2016).

Physical education is an educational process that uses physical activity to produce holistic changes in individual quality, both physically, mentally and emotionally (Sulaiman, 2016: 15). Sports and health physical education that uses physical and health activities which are used as media to achieve the goal of changing and developing individual students (Sucipto, 2016). Sports and Health Physical Education (PJOK) are compulsory subjects listed in the National Education Curriculum in Indonesia, at all levels and types of education (Tangkua et al., 2015). Physical education, sports and health is an educational process that uses physical activity to produce a holistic change in individual quality, both in developing physical, mental and emotional learners (Sucipto, 2016).

The view of learning in the 2013 curriculum is that, in order to better understand and incorporate knowledge, students need to be motivated to work to solve problems (Winari et al., 2016: 15). The 2013 curriculum is the current curriculum intended to emphasize the use of a scientific approach, authentic and thematic integrated learning tests. This program is supposed to be able to develop Indonesia's critical and innovative generation in line with the demands of the times (Budiani & Syamwil, 2017).

Based on the author's findings in the field at the Sandai elementary schools in the district, introducing the 2013 curriculum raises different expectations of teachers such that teachers have trouble learning, understanding and explaining the 2013 curriculum. Implementation and assessment of learning. The number of students participating in introducing learning is also a challenge for teachers to learn, and certain schools are incorporating learning that can be achieved by class, but these schools are learning per class.

The challenges encountered by teachers in the learning preparation process were four teachers who had trouble compiling learning materials, such as syllabus, lesson plans, Prota, Promes. That's because teachers don't grasp the concept of the 2013 program. The instruction implementation process is pursued by 4 teachers who have media problems and learning methods because the teachers do not understand or are not familiar with implementing the 2013 curriculum. In the meantime, in the learning evaluation, both teachers have trouble applying the assessment because they do not have instructions for the 2013 curriculum assessment and are also frustrated when carrying out this comprehensive authentication assessment.

METHOD

This study uses a naturalistic qualitative research design which means research to describe the actual field conditions, where the main objective of this study is to describe a situation about the Management of Sports and Health Physical Education Teachers Based on the 2013 Revised Curriculum 2018, Sandai District includes SDN 01 Sandai, SDN 02 Sandai, SDN 05 Sandai, SDN 07 Sandai, SDN 11 Sandai, SDN 14 Sandai, SD 15 Sandai.

This research method uses a qualitative approach, namely study on "Teacher Management for Sports and Health Education Based on the 2018 Revised 2013 Curriculum at the Elementary Schools of Sandai District, West Kalimantan Province" as the analysis phase of this research deliberately aims to establish experiences or relationships with the subjects or respondents studied. For the conditions as they are and not designed in such a way that the data collected would be conditions or phenomena that are completely original and of nature.

RESULT AND DISCUSSION

We must reduce the data collected from the field (Sugiyono, 2010: 338). Reducing data involves summarizing, picking the main thing, concentrating on essential things, searching for

themes and patterns, and avoiding irrelevant things. The data that has been decreased would then give a good image and make it possible for researchers to carry out more data collection and look for what is needed.

Based on the results of the exposure to data reduction and research focus listed in chapter I, data exposure can be grouped into 4, namely: (1) Planning Management, (2) Implementation Management, (3) Evaluation Management and (4) Supervision of PJOK Teachers.

Planning in learning is very important for a teacher to carry out his duties. Planning is also often called a scenario in learning, teachers really need a teaching scenario where the scenario is a guide or guide in carrying out the learning. In carrying out the planning or learning scenario it is necessary to make and plan carefully, because the maturity of the scenario or the maturity of the lesson planning will affect teacher performance. If a teacher's planning is good, the implementation will be good too. Learning to plan is the first step to achieving success in learning. (Muh Mawardi, 2019: 9). Planning is a systematic process of deciding about actions to be taken in the future. It is called systematic because the planning is carried out using certain principles (Yoseph Labaama Kaha, 2018: 289).

Learning to plan has a very important role to play in directing or guiding teachers in the execution of their tasks. Learning to plan is often an early step towards progress or inability to learn before learning takes place.

Create a learning schedule beginning with the mapping of the learning materials analysis (AMP), the annual program (Prota), the semester program (Promes), the syllabus and the Learning Implementation Plan (RPP).

When examining documents on learning to plan carried out to 7 elementary schools physical and health education teachers who were sampled in this study, it went well even with the condition of the school that was learning from home during the COVID-19 pandemic. The 7 teachers all the teachers have an attendance list. To see from the other side of the 7 teacher PJOK in making administration, we can conclude it that all teachers do not have a teaching agenda book.

Based on the results of observations about implementing physical education learning for sports and health carried out by elementary schools teachers in Sandai District, the learning stage comprises six kinds of observations, namely preliminary, core learning, learning media use, time utilization, scientific approaches use and cooling activities. Among these activities the teacher has difficulty in utilizing the media and a little difficulty in utilizing the time, which is sometimes less or even more than the allotted time.

Implementing learning begins with good planning, and is supported by communication between teachers and students, and must also be supported by strategies that teachers apply to students. Sports and health physical education teachers must be able to develop learning strategies so that there is a harmonious relationship between teachers and students and can create fun learning so that the expected learning objectives can be achieved properly.

Learning sports and health physical education differs from learning other subjects. In learning physical education, sports and health require extra strict class management and must be accompanied by strict rules as well, because in learning physical education, sports and health students show more emotional characteristics than learning in the classroom where these differences are very striking that the learning of sports and health physical education will be obtained in several domains at once, namely affective, cognitive and psychomotor, and physical fitness, which is a special feature of learning in sports and health physical education that other subjects do not have.

Based on the results of the interview, it can be concluded that in implementing physical education, sports and health teachers at the Sandai district have carried out well, but there are still many teachers who cannot make the best use of time, such as time that should be used for learning but is wasted because sometimes the inaccurate teacher comes to school and even because the number of students exceeds the capacity, the teacher should be in groups and 1

learning only 20 to 28 students in several schools in one meeting reaching 50 to 70 students.

Learning Evaluation is a measurement of the achievement of educational programs, planning of an educational substance program including the curriculum and its implementation, procurement and improvement of teacher capacity, education management, and overall reform. Evaluation of the implementation of the curriculum is aimed at reviewing designs made by educational units, such as what teachers do, such as making lesson plans (RPP), and learning activities. (Octaviansyah, 2015: 180). Evaluation is a continuous, systematic process to collect and describe, interpret, and present the information that has been obtained as a basis for developing further programs, and the results of the evaluation are corrected, changed and continued (Abrory & Kartowagiran, 2014).

Learning evaluations are carried out in order to provide an idea of whether the material or teaching materials conveyed by the teacher to their students have been experienced or not and whether the learning activities carried out by the teacher are under the learning objectives, so that with the evaluation, the teacher can use them to reflect or reflection so that the teacher changes or improves the learning model and strategy, the longer the teacher will be better at carrying out their duties. Evaluation serves to monitor learning progress and find out how far the student's learning objectives are.

The implementation of evaluations carried out by the teacher either periodically or periodically, this evaluation can be as a formative test, namely an evaluation that is carried out every time a certain basic competency is completed, a sub-summative test or block test, namely an assessment that is carried out after completing some basic competencies or often with a midterm assessment (PTS), and summative tests, namely assessments carried out at the end of each semester or at the end of each lesson.

Evaluation of sports and health physical education learning can be done in two ways, namely process evaluation and result evaluation, process evaluation is an assessment carried out

based on the movement process itself, namely the process from start to finish, while outcome evaluation is an assessment based on the final achievement obtained by students.

The evaluation went as planned, most of the teachers carried out the evaluation as planned, some teachers carried out an evaluation every time they finished implementing one basic competency. In the daily life of primary school health and sports physical education teachers in Sandai district there are those who carry out process evaluations, there are also those who carry out evaluation of results but there are also those who carry out both, namely evaluation of processes and results.

Supervision of Physical Education Teachers In planning, implementing and evaluating sports and health physical education teachers are of course a requirement for a teacher but in the success of a teacher this does not escape the role of parents, school principals and supervisors in carrying out their duties, then from that the result of the supervision of the teacher can be given supervision of the performance that is carried out. Teaching supervision (supervision) aims to help teachers develop their ability to achieve the teaching goals that are planned for their students (Pramono, 2012).

Based on the interview, the principal does not understand and even does not carry out the role and function of the principal, this causes the teacher to feel that he does not have a burden on his duties as a teacher and the supervision carried out by school supervisors towards teachers is not running properly because supervisors are too focused on supervision principals and schools as a whole and In addition, the existing supervisors are not supervisors who are experts in sports and health physical education studies.

CONCLUSION

From the research that has been conducted in Elementary Schools in Sandai District, Province of West Kalimantan, it can be concluded that: 1) Physical Education Teachers basically arrange the syllabus and learning plan, however, some teachers download and print out

the material without making adjustment on field condition, and some other teachers even make their learning plan by other person's assistance. 2) The implementation of Physical Education class runs well, but the teachers cannot manage the time effectively, so that lots of time are wasted. 3) The evaluation that is applied by the Physical Education teachers are very varied. Some of the teachers conduct either process evaluation or result evaluation. Some others even conduct both of the evaluations. 4) The supervision upon principal and Physical Education teachers has not yet been optimized, for the principal has not carried out his duty and fuction maximumly.

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