

## Implementation of One Sheet Learning Plan in Physics and Health Education Study in Smp Sub Rayon 06 Semarang Academic Year 2020/2021

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### Abstract

This study aims to analyze the various problems that arise as a result of curriculum changes, especially in the preparation of the Learning Implementation Plan. The Learning Implementation Plan in Permendikbud No. 22/2016 to the Minister of Education and Culture Circular No. 14 of 2019. Thus the focus of this research is 1) the response of sports and health physical education teachers to the implementation of the One-sheet Learning Implementation Plan for the Minister of Education and Culture 2019; 2) the effectiveness of the implementation of the one sheet of the 2019 Mendikbud's Learning Implementation Plan; 3) review of the one-sheet Learning Implementation Plan.

This research took place at the Sub District 06 Junior High School in Semarang City with the research subjects were 12 physical education teachers. The main instruments of this research were 1) observation guide; 2) a questionnaire to get the respondent's opinion regarding the one sheet Learning Implementation Plan; 3) interviews to reveal respondents' opinions about curriculum changes regarding Permendikbud No. 22 of 2016 to the Minister of Education and Culture Circular No. 14 of 2019. The data collected through the use of these instruments are analyzed qualitatively with the main procedures: data collection, data reduction, data presentation, conclusions, and triangulation.

The final result of this research is that the curriculum changes related to the preparation of the Learning Implementation Plan change from Permendikbud No. 22 of 2016 to the Circular of the Minister of Education and Culture No. 14 of 2019 which gives a good response to physical education teachers because, in addition to making it easier for teachers to design Learning Implementation Plans, these changes are also more effective, efficient and more learner-oriented.

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## INTRODUCTION

Education is one of the instruments in national development that focuses on improving human resources (HR) to achieve quality competitiveness. Education itself is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. (RI Law No. 20 the Year 2003: 2). Based on this, it is necessary to have the role of the government with business actors or the private sector to jointly form synergy in carrying out educational development.

Education will continue to make changes following the demands of an increasingly developing world, to get the suitability of education to conditions is certainly not as easy as expected (Nuvitalia, 2016). The pattern of education in Indonesia itself has undergone several changes that have led to improvements in teacher administration (Meo, 2010). Given that education is one of the important components in the formation of superior human resources. The improvement in the quality of education has never stopped until now. These efforts were made to adjust and keep pace with the growing demands of the industrial world and the very fast technological developments. The government is trying its best to make profound changes to produce human resources that are more creative and innovative.

Quality learning is of course also influenced by various aspects, such as innovation and renewal that can answer various existing conditions (Ridlo, 2011). One form of innovation developed by the government in improving the quality of education is innovating in the field of curriculum (Wahyuni, 2015). Based on the Law on the National Education System No. 20 of 2003 and the Republic of Indonesia Government Regulation No. 19 of 2005 regarding National Education Standards, explains that the curriculum is a plan and arrangement of objectives, content, and learning

materials as well as methods used as guidelines for implementing teaching and learning activities to achieve educational goals (BSNP, 2008).

The curriculum itself is a set of educational programs provided by an educational provider with the contents of a learning design which is then given to students in one education level period, usually one semester (Sakan, 2019). The arrangement of this subject set is based on the circumstances, abilities, and needs of students. One of the functions of the curriculum is as a tool to achieve an educational goal (Harahap, 2019). The curriculum has main components and supporting components that are interrelated and interact with each other to achieve these goals, the government will impose the application of a curriculum that has been adjusted to the circumstances of a country, the goal is to be accepted by various levels of education.

The latest curriculum used in learning activities so far is the 2013 curriculum. The presence of the 2013 curriculum as a new curriculum is expected to improve the previous curriculum, namely to improve the national education system so that it is relevant and competitive and is expected to be able to solve various problems of the nation, especially in the field of education (Wahyuni, 2015).

The foundation of the 2013 curriculum consists of a philosophical foundation, a theoretical foundation, and a juridical foundation. The 2013 curriculum aims to prepare students to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and can contribute to the life of society, nation, state, and world civilization (Kusnadi, 2014).

PJOK teacher is one of several subjects that support achievement both academically and non-academically. PJOK teachers have a role not only when in the field but also in providing provisions for health science. One of the health sciences is health education. In this health education material, the role of the teacher, among others, explains and practices how to live a healthy life both at school and at home (Furqoni, 2015).

Good and quality Sports and Health Physical Education Learning Activities, of course, must use a Learning Implementation Plan (RPP) so that learning can run in a structured manner and can meet the requirements of the learning procedure. The learning plan is a plan that describes the procedures and organization of learning to achieve a basic competency set out in content standards and described in the syllabus (Kunandar, 2011).

The preparation of the RPP made by the Sports and Health Physical Education (PJOK) teacher certainly has a concept that refers to the existing regulations. The policy of the Ministry of Education and Culture itself in preparing the RPP had undergone several changes. Regulation of the Minister of Education and Culture (Permendikbud) number 22 of 2016 concerning Standard Process for Primary and Secondary Education Units has been officially renewed and has been enacted by the Minister of Education and Culture Number 14 of 2019 in the form of one sheet.

The one-sheet lesson plan policy is an effort to simplify the learning scenarios created by the teacher, which previously contained learning components and arranged in sheets. This is then considered to be a burden on the teacher in preparing the lesson plan, for that reason simplification of the lesson plan is carried out by only including 3 components, namely learning objectives, learning steps, and assessment, before there are simplifications in the lesson plan, there are several components that must be made, namely including school identity, subject identity, KI and KD, indicators, learning objectives, materials, learning methods, media and learning resources, learning steps, assessments to complete with rubrics; There is even a need for an attachment to an assessment rubric and teaching materials.

References in the preparation of the RPP refer to the Minister of Education and Culture Number 14 of 2019 concerning Simplification of the Learning Implementation Plan, and Permendikbud Number 103 of 2014 concerning the Learning Process in Primary and Secondary

Education. The Learning Implementation Plan (RPP) is one of the tools in a learning process that Sports and Health Physical Education teachers must prepare.

Teachers of Physical Education, Sports, and Health, in the preparation of the Learning Implementation Plan, are required to have several components in preparing learning tools. This is stated in Government Regulation number 14 of 2019 concerning the simplification of the Learning Implementation Plan (RPP). The contents of the lesson plan simplification are: 1) The preparation of the lesson plan (RPP) is carried out with the principles of being efficient, effective, and student-oriented. 2) Whereas of the 13 (thirteen) RPP components that have been regulated in the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Basic and Secondary Education Process Standards, the core components are learning objectives, learning steps (activities), and assessment. learning (assessment) which must be carried out by the teacher, while the other components are complementary. 3) Schools, groups of teachers of similar subjects in schools, Teacher Working Groups / Subject Teacher Deliberations (KKG / MGMP), and individual teachers can freely choose, create, use, and develop lesson plans independently for the learning success of students. 4) RPP that has been made can still be used and can also be adjusted according to the provisions. This means that making a one-sheet lesson plan does not have to be in the form of one sheet, but teachers can adjust it according to educational needs.

Following the Permendikbud policy above, it can be agreed that the skills and competencies of teachers in preparing lesson plans (RPPs) are required to carry out these obligations properly, especially in the subjects of Physical Education, Sports, and Health (Manutede, 2015). According to Dian (2015), one of the abilities of the Sports and Health Physical Education teacher, in carrying out learning, the ability to compile a learning implementation plan (RPP) must be possessed.

Law number 14 of 2005 concerning Teachers and Lecturers, Article 20 explains that one of the obligations of teachers in carrying out their professional duties is to plan to learn, carry out a quality learning process, assess and evaluate learning outcomes (Ikhsan, 2018).

The meaning of the explanation above can be explained that the Sports and Health Physical Education teacher must master and be able to study the preparation of RPP in a complete, systematic, and efficient manner (Retnawati, 2016). This is intended so that the learning process that takes place can be carried out well, and fun, so that students can participate actively, according to their talents, interests, and physical and psychological development of students.

The success of the learning process begins with good planning (Sanjaya, 2008). Professional Sports and Health Education Teachers must be able to develop lesson plans properly, logically, and systematically, because in addition to implementing learning, lesson plans develop "professional accountability", so that teachers can be accountable for what they do (Clorawati, 2017). The existence of a good lesson plan will have a good influence on the learning process and outcomes.

The Minister of Education and Culture Circular Letter Number 14 of 2019 concerning the Simplification of the Learning Implementation Plan (RPP) was ratified and circulated in December 2019. The things to be conveyed from the amendments to this RPP are regarding the simplification of the learning implementation plan, namely in the form of a one-sheet RPP which has been summarized in it into three components.

The Learning Implementation Plan (RPP) is one of the indicators in the pedagogical competence of teachers (PP RI Number 74 of 2008). The important thing to do to implement the 2019 Minister of Education and Culture (one sheet of RPP) is to prepare and study and adjust to the existing conditions at the time of learning, so that learning can run well and efficiently, to find out the teacher's response and the effectiveness and efficiency of the

implementation of the 2019 Minister of Education and Culture, it is necessary conducted an in-depth study of the implementation of one sheet of lesson plans, especially in the learning process at the SMP Kota Semarang Sub-rayon 06. This aims to measure how the teachers respond to the Physical Education subject, effectiveness, and efficiency, as well as an in-depth study of the one-sheet lesson plan.

Based on the explanation above, researchers are interested in researching the implementation of one sheet of RPP in the Physical Education subject at SMP Sub-rayon 06 Semarang City with a research entitled Implementation of One Sheet RPP in Physical Education Subjects in Sub-Rayon 06 Junior High School in Semarang City, Academic Year 2020 / 2021.

## METHOD

The approach to this research is qualitative by using a descriptive analysis research design to obtain data object so that the existing data can be continued with several data analysis techniques. The research design used is the descriptive analysis method with case study type. Qualitative research in this study is carried out by collecting research data in a reasonable state according to the conditions that occur, which is carried out using systematic, directed work, by scientific studies and can be justified. The object of this research was carried out on the Physical Education Teacher at SMP Sub District 06 Semarang. The subjects in this study were key informants, namely Supervisor Roch Mulyani, Chairman of the MGMP PJOK Semarang City Mulyadi, and Chairman of the MGMP PJOK sub-district 06 Sutikno. Specifically, the focus of this research is: 1) the response of sports and health physical education teachers to the implementation of one sheet of the 2019 Minister of Education and Culture's RPP; 2) the effectiveness of implementing the RPP of one sheet of the Minister of Education and Culture 2019; 3) study of one sheet of lesson plans. There are two types of data in this study, namely primary data and secondary data. Data

collection techniques are the most strategic step in research because the main purpose of research is to get data. Data collection techniques can be done by observation, interviews, and documentation (Sugiyono, 2010).

## RESULTS AND DISCUSSION

The results of this study are that there is some information, including the change in the RPP in the 2019 Education Education curriculum, not a one-sheet RPP, but a simplified RPP. Where in the preparation of this RPP has undergone an evaluation which resulted in the decision of the Minister of Education and Culture to trim and use only three components. In the lesson plan, it is not only arranged in a single sheet format, but the teacher still has to attach supporting documents as guidelines for learning.

Based on the results of the study, it was found that 83% of the teachers of PJOK Sub District 06 Semarang City agreed and were enthusiastic about the changes in the curriculum in the simplified lesson plans. This is because the simplification of the lesson plans can shorten the time for teachers to prepare learning tools. So far, the making of lesson plans as teacher administration is also seen as very complicated and has too many components that must be prepared, so that teacher productivity in teaching is less than optimal. Besides, the large number of components that must be prepared by the teacher also takes time between teacher and student interactions, resulting in misconceptions.

The consideration in simplifying the lesson plan is because the teacher has to write the lesson plan in detail so that a lot of time is spent which should be more focused on preparing and evaluating the learning process itself. In making lesson plans, the principles of efficiency, effective and student-oriented are put forward. Effective means that the writing of the lesson plan is done correctly and does not take up a lot of time and effort. Efficient means that RPP writing is done to achieve learning objectives without spending a lot of money. Based on the principle of effectiveness and

efficiency, the writing of the lesson plan is done by considering the readiness, interest, and learning needs of students in the classroom.

Based on this principle, there is no standard in writing lesson plans, so that teachers are given the freedom to make, choose, develop, and use lesson plans by the principles of being efficient, effective, and student-oriented without burdening the teacher.

The simplified format for making lesson plans provides flexibility for teachers so that teachers can continue to use the lesson plans they have made or modify the lesson plans that have been made according to the principles of efficient, effective, and student-oriented. This is following the statement expressed by the Head of Supervisors for Semarang City, Roch Mulyani, who emphasized that teachers are given the freedom to choose the format for writing RPP, between the version of Permendikbud 22/2016 or the version of the Minister of Education and Culture Circular 14/2019. Thus, teachers will be given convenience and flexibility according to their abilities.

The Learning Implementation Plan (RPP) is a planning program prepared as a guide in the implementation of learning for each learning process (Sanjaya, 2008).

## CONCLUSION

Based on the implementation of a simplified RPP in the Physical Education subject at SMP Sub-Rayon 06 Semarang in the academic year 2020/2021, the following conclusions are obtained:

Physical Education Teachers of Sub District 06 Semarang Junior High School responded positively by simplifying the lesson plans that were getting easier. This is because by simplifying one sheet of lesson plans, teachers are more productive in carrying out the teaching process and can ease the burden on teachers administratively. The results of the lesson plans compiled by the PJOK teachers in sub-rayon 06 have been adjusted to the Minister of Education and Culture No. 14 of 2019. The simplification

of the lesson plans that have been prepared includes learning objectives, learning steps, and learning assessments. In preparing the lesson plan, teachers are given the freedom to develop the content in the lesson plan itself, provided that the content of the lesson plan includes 3 core components.

The simplified format and components of RPP preparation include the principles of efficiency, effective and student-oriented. Besides not requiring a long time, the preparation of RPP is also considered cheaper because it does not require a lot of stationery (stationary) such as using paper that can be multiple sheets. Besides, there is no reason for teachers not to be able to teach instinctively with students due to the preparation of lesson plans which are considered very complex.

Teachers' perceptions of curriculum changes related to the one-sheet lesson plan are not one-sheet lesson plans, but rather a simplified lesson plan. This is because the administrative completeness in the RPP is prepared not only in the form of one sheet but in the preparation of the RPP it can be adjusted to the needs of each subject so that teachers are still allowed to compile more than one lesson plan and can attach supporting documents by learning needs because the essence of a one-sheet lesson plan is a simplified lesson plan. The results of the lesson plans that have been compiled by the PJOK teachers in sub-district 06 have been adjusted to the Minister of Education and Culture No. 14 of 2019. This can be seen from the lesson plans that have been prepared those cover learning objectives, learning steps, and learning assessments.

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