

The Effect of Curriculum 13 Implementation on Physical Education Learning Competencies of Elementary School Students During the Covid 19 Pandemic

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Abstract

Research background Implementation of the 2013 curriculum in online physical education learning during the Covid-19 pandemic. The purpose of this study was to examine the effect of applying Curriculum 13 on the enhancement of physical education and physical education learning competencies for primary school children during the COVID-19 pandemic. This investigation was conducted in State Elementary Schools within the Gubug District, Grobogan Regency. The population of all physical education teachers and fifth grade students is 1249 students. The instrument uses a questionnaire questionnaire. Data analysis used descriptive analysis divided into two groups of data, quantitative and qualitative. Statistical analysis included descriptive analysis to calculate the hypothetical mean, standard deviation and frequency distribution (percentage). The results of antecedent research on the completeness of the 2013 curriculum as a means and infrastructure for implementing the 2013 curriculum, as well as learning planning are very good at 100% on the completeness of the curriculum. And good learning planning by 100%. The transaction stage of the learning implementation went well by 60% and the implementation of the authentic assessment went well by 60%. Outcome stage authentic assessment of 49.2% in the good category, 45.4% in the poor category and 0.0% in the very poor category. Only 5.4% of student assessment results are in the very good category. It was found that the implementation of physical education learning with the 2013 curriculum during the covid 19 pandemic still needed recommendations because it had not been able to run optimally.

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INTRODUCTION

The Covid-19 pandemic that began in December 2019 impacted every industry, including education. All indoor and outdoor activities in all sectors have been temporarily suspended in order to contain the spread of Covid-19, yet schools in a number of Indonesian regions continue to use online media (Hudah, Widiyatmoko, Pradipta, & Maliki, 2020). Online education at all levels of formal education is a real attempt by the government to break the link of Covid-19 spread (Prawiro, 2021).

Using an online system to facilitate Teaching and Learning Activities (KBM). When students and teachers use this online learning system, different issues can develop, such as subject matter that has not been completed by the teacher and is then replaced with other tasks. This is a point of contention for students, as the tasks assigned by the teacher are more complex (Siahaan, 2020).

Around 825 million learners are being impacted by school closures in response to the pandemic as of January 12, 2021. UNICEF monitoring indicates that 23 countries are now adopting national closures and 40 are undertaking local closures, affecting approximately 47% of the world's student population. Currently, 112 countries have schools open (Chen & Mullen, 2020). School closures not only have an impact on students, teachers and families, but have far-reaching economic and social consequences (Darmalaksana, Hambali, Masrur, & Muhlas, 2020).

Face-to-face classroom instruction must be replaced by online distance learning (PJJ) and offline assignments supported by a variety of supporting technologies and human resources that are competent and technologically wise (Zhang et al., 2004). Shows that the use of the internet and multimedia technology has the potential to transform the way knowledge is given and to serve as a viable alternative to traditional classroom learning. Online learning involves ancillary equipment, such as smartphones, computers, or tablets, that may be

utilised to access information from any location and at any time (Gikas & Grant, 2013).

Distance learning creates plenty of complications for teachers, students, and parents. For example, teachers have difficulty implementing the 2013 curriculum in distance education because the 2013 curriculum requires a large number of hours while distance education requires smaller numbers. Additionally, the difficulty of communicating with students and parents makes it difficult for teachers to supervise students. This is why teachers find it challenging to implement the 2013 curriculum in distance learning (Yudaparmita & Adnyana, 2020).

The challenges associated with implementing the PJJ are related to human resource readiness, a lack of clear direction from the local government, the absence of an appropriate curriculum, and limited facilities and infrastructure, particularly in technology support and internet connectivity. The most critical component of implementing PJJ is the readiness of human resources, including educators, students, and parental support (Handarini & Wulandari, 2020). Closures of schools have a negative impact on student learning results. Teachers, as the main element in formal education, are encouraged to adapt to the implementation of learning that formerly relied on face-to-face teaching but has since changed to online learning (Darmalaksana et al., 2020).

The pandemic forced the learning system in schools to change drastically (Naziha, Maula, & Sutisnawati, 2020). Numerous stakeholders, including teachers, students, and parents, believe they are not prepared for the introduction of online learning. Particularly if you're required to implement the 2013 curriculum, which is extremely complex, in an online learning environment.

The public elementary school in Gubug District, Grobogan Regency, was one of the elementary schools that implemented the 2013 curriculum during the pandemic and is one of the pilot schools for implementing the 2013 curriculum in Grobogan Regency in the 2019/2020 school year to improve student

achievement. Mr. Martono and Stefanus Harcono stated on April 25, 2021 at the regional coordinator office of the Gubug sub-district, based on the results of in-depth interviews with school supervisors in the area, that learning at the State Elementary School in Gubug District using the 2013 Curriculum can be successfully implemented despite some obstacles, teachers have firsthand notice it. While some teachers stated that the 2013 Curriculum was simple to implement, improved, and more effective, others stated that it was ineffective when applied to practical subjects, particularly during the pandemic, because practical lessons were difficult to implement using the scientific approach, project-based learning, and discovery learning methods. Additionally, the teacher disclosed that the teacher's comprehension of the 2013 Curriculum's essence was still insufficient, resulting in poor implementation in the classroom. Inadequate socialisation and training have resulted in instructors implementing the 2013 Curriculum according to what they recognise.

Due to the lack of research on the implementation of the 2013 curriculum in online learning during the Covid-19 pandemic, based on observations and interviews, as well as several previous studies, this study will discuss the effect of implementing curriculum 13 on the physical education learning competence of public elementary school students during the COVID-19 pandemic.

METHODS

The research design used in this research is sequential explanatory designs, that is collecting and analyzing quantitative data then collecting and analyzing qualitative data. In this study more emphasis on quantitative methods (Mcmillan & Schumacher, 2014). The main focus of this stage is more emphasised than it is in the first, and the two stages merge when the researcher relates qualitative data analysis with quantitative data collection (Creswell, 2013).

The approach used in the research about the effect of the implementation of the 2013 curriculum on the physical education learning

competence of state elementary school students during the covid 19 pandemic in the gubug district is an evaluative study based on the stake's countenance model that is an evaluative model with the stake's model.

Physical education teachers and fifth-grade students from State Elementary Schools in the Gubug District of Grobogan Regency were sampled for this study during the 2020/2021 academic year. Because the population was quite large, a two-stage cluster random sampling method was used to establish the sample size for this study. The sample for this study was drawn randomly from 43 public elementary schools. Because the overall school population is 43, the author chooses a sampling method with a ratio of 30%; thus, the number of schools is $30\% \times 43 = 12.9$ rounded up to 13 schools. After determining the school sample, the sample is distributed using a proportionate allocation technique with the formula based on clusters in the Gubug sub-district, which is divided into five clusters (Agustina & Sulaiman, 2020).

The data collecting technique used in this study is a self-inventory approach, which means that data are gathered from individuals individually, because those who are most familiar with one another's situations and abilities accurately reflect the situation and appreciation as it is. In this study, the methods and data collecting were accomplished through the use of a questionnaire. Additionally, this questionnaire allows respondents to opt out of writing their names.

In this study, the instrument was a questionnaire or questionnaire method. Questionnaires or questionnaires are a series of written questions intended to elicit information from respondents in the form of self-reports or facts about themselves (Rahayu, 2014). The scale/questionnaire was created using an adjusted Likert scale model. Due to the elimination of the middle or neutral response, the Likert scale method begins on a scale of 1 and progresses to a scale of 4 with information that is Very Poor (SKB), Not Good (KB), Good (B), and Very Good (SB).

This study's data analysis technique is based on an interactive analysis model

developed by (Miles, M. B., humberman, A.M., & Sldana, 2014) in (Armanjaya, Rustiadi, & Rumini, 2021) data analysis is consists of four interdependent components: data collection, data reduction, data visualisation, and conclusion. The four components form a continuous cycle.

RESULT AND DISCUSSION

For the 2020/2021 academic year, this research was conducted at State Elementary Schools in the Gubug District of Grobogan Regency. Students, teachers, and school principals were included in the research sample. Random samples were taken based on clusters. The study sampled 130 students, five teachers, and five principals. Data collection methods include observation, interviews, questionnaires, and documentation.

Analyzing the Influence of Implementation of Curriculum 13 on the Improvement of Educational Competencies for Primary School Students during the Covid-19 Pandemic Antecedent

The antecedent stage in this research was the completeness of the 2013 curriculum as a means and infrastructure for implementing the 2013 curriculum, as well as learning planning. The results of the research through a documentation study related to the completeness of the 2013 curriculum in State Elementary Schools throughout the Gubug District, Grobogan Regency are presented in tabular form in table 4.1 as follows.

Table1. Completeness of the 13 Curriculum Toolkit

No	Category	Percentage (%)
1.	Very Good	100.0
2.	Good	0.0
3.	Poor	0.0
4.	Very Poor	0.0
	Total	100.0

The teacher's observations of physical education learning plans was using the 2013 curriculum revealed that 0.0% of students fell into the very good, poor, or very poor categories, while 100.0 % fell into the good group. Planning for learning, as indicated in the lesson plans, is a critical component of implementing the 2013 curriculum. Prior to obtaining data or results, nine sub-indicators are used to assess data collection, including the following: 1) Subject Identity; 2) Competency Selection; 3) Indicator Formulation; 4) Selection of Learning Materials; 5) Learning Activities; 6) Assessment; 7) Selection of Learning Media; 8) Selection of Learning Materials; and 9) Selection of Learning Resources. In terms of learning planning, therewere 100% good categories based on the findings of RPP observations that meet the criteria when compared to the standard. One may argue that all the physical education teachers' lesson plans examined during the documentation study classified into the "good" category. This means that the part of learning planning was devoid of judgement and consideration.

Transaction

The process stage (transaction) consists of two aspects, namely the implementation of learning and the implementation of an authentic assessment of physical education subject teachers in SD Negeri in Gubug District, Grobogan Regency.

Table 2. Implementation of Physical Education Learning

No	Category	Percentage (%)
1.	Very Good	0.0
2.	Good	60.0
3.	Poor	40.0
4.	Very Poor	0.0
	Total	100.0

According to observations of teachers implementing physical education learning with the 2013 curriculum during the covid 19 pandemic, 60.0 % of teachers are in the good group and 40.0 % are in the poor category. Three critical components comprise the

implementation of learning. The first part is a preliminary activity that includes perception and motivation as well as the teacher's delivery of competencies and activity plans. Then there was the core activity, in which physical education teachers were required to use a scientific approach when conducting learning activities, as mandated by the 2013 curriculum. Physical education teachers must also incorporate theme learning and make use of learning media. The last part is the lesson's conclusions, which requires the teacher to assist students in identifying the benefits of their learning and to guide the teacher's plan for the next learning activity.

Table 3. Authentic Assessment of Physical Education

No	Category	Percentage (%)
1.	Very Good	5.4
2.	Good	49.2
3.	Poor	45.4
4.	Very Poor	0.0
	Total	100.0

The results indicated that 20.0 % of physical education teachers conducted an authentic assessment of physical education learning in the very good category during the covid 19 pandemic. 60.0% of teachers assessed physical education learning authentically in the good category, while only 20.0 percent of teachers assessed physical education learning authentically in the poor category. According to the teacher's questionnaire, it was discovered that there were discrepancies in the implementation of authentic assessment standards.

Outcomes

Attitudes, knowledge, and skills are three components of authentic assessment. The collection and analysis of data for authentic assessment results is accomplished by examining the documentation of authentic student assessment outcomes as a means of measuring student learning competency achievement.

Table 4. Physical education results authentic assessment

No	Category	Percentage (%)
1.	Very Good	20.0
2.	Good	60.0
3.	Poor	20.0
4.	Very Poor	0.0
	Total	100.0

The research on authentic assessment of physical education learning during the pandemic at public elementary schools in the GubungGrobogan sub-district found that 49.2% of students scored in the good category, 45.4 % in the poor category, and 0.0 % in the very poor category. Only 5.4 % of student assessment outcomes are classified as very good. The following is a summary of the findings from an authentic evaluation of State Elementary School students in the GubugGrobogan District during the pandemic.

Table 5. Authentic Assessment Results of Physical Education and Physical Education Students

Category	Assessed Aspect (%)		
	Knowledge	Behavior	Abilities
Very Good	3.8	19.2	20.0
Good	26.2	42.3	33.1
Poor	36.2	38.5	46.2
Very Poor	33.8	0.0	0.8
Total	100.0	100.0	100.0

During the pandemic period, the implementation or implementation of the 2013 curriculum on student competence from an authentic assessment perspective was known to be 36.2 % knowledge indicators in the poor category, 42.3 % attitude indicators in the good category, and 46.2 % skill indicators in the poor category. In relation to the findings, the researchers conducted in-depth interviews and observations to learn more about the occurrence of inequality and the variables that contribute to it.

DISCUSSION

Antecedent

The 2013 curriculum learning tools are critical and must be designed carefully and comprehensively to ensure that physical education teaching meets established standards. Among the 2013 curriculum learning tools observed in this study were the following: (1) Syllabus; (2) Learning Implementation Plan; (3) Attendance list; (4) Values list; (5) Knowledge assessment tool (question bank); (6) Skill assessment tool (observation sheets, journals, etc.); (7) Attitude assessment tool (observation sheets, journals, self-assessments); (8) Assessment-related documentation (portfolios, project reports, and products/student work); (9) Implementation guidebook for the 2013 curriculum; (10) Teacher's handbook.

Research findings by (Alaswati, Rahayu, & Raffy Rustiana, 2016) The study's findings (1) the implementation of the 2013 PJOK Curriculum learning at SMP in Kendal Regency was successful; (2) the potential in student activities, learning time, and learning books; and (3) the shortcomings in evaluation procedures, infrastructure, and hurdles to altering teachers' mindsets. (3) Solutions to assist schools in activating MGMP, collaborating with committees and the Education Office to provide workshops and mentor subject teachers. Conclusions The 2013 junior high school curriculum has been implemented, and problems can be overcome both within and outside the school by identifying solutions.

Transaction

The process or transaction step of this study emphasises two aspects, namely the execution of learning and the implementation of an authentic assessment of physical education teachers. The teacher's role as facilitator and evaluator will determine the course of these two closely related aspects. The application of learning enables teachers to make observations about students' attitudes and skills. In addition to being conducted during the learning process, knowledge assessment can also be conducted following the completion of the test.

Previous study conducted by (Khudori & Tuasikal, 2015), It is stated that there are three critical components to the execution of learning: pre-learning activities, core-learning activities, and post-learning activities. The three components correspond to the three components of learning implementation as defined in Permendikbud no. 22 of 2016 on process standards. In accordance with the opinions and requirements, this study also employs these three components as indicators to determine the application of physical education learning at SDN in the GubugGrobogan district during the covid 19 epidemic. Each of the study's three components was then subdivided into multiple sub-components. Then, each sub-component is divided into multiple observable aspects.

Outcomes

According to the research findings, authentic assessment results still require recommendations or considerations since the very few and very few categories are determined to be extremely huge or fall short of the norm of 49.2 %. Three parts of the 2013 curriculum were assessed, including knowledge, attitudes, and skills. Of course, the government has established criteria for authentic review or assessment through the Ministry of Education and Culture, notably the so-called Minimum Completeness Criteria (KKM). Minimum completeness criteria are established by the education unit and are based on graduate competency standards, taking into account the characteristics of students, subject characteristics, and education unit conditions (Alaswati et al., 2016).

The study's findings indicated that just 26.2 % of knowledge (PE) passed the minimum completeness criteria. According to the table in the research findings, there are students who have met the minimal completeness criteria (minimum B-) of 33.1 % for the skill aspect. Additionally, it is known that the attitude component accounts for 42.3% of the total. Authentic assessment outcomes for knowledge domains in physical and physical education disciplines were low. The findings of the physical education knowledge assessment

indicate that students' mastery of physical education knowledge is still inadequate.

CONCLUSION

Conclusions drawn from theoretical research can bolster established beliefs that implementing curriculum 13 has an influence on increasing physical education and physical education learning competencies of elementary school students during the covid 19 pandemic. The scope of curriculum 13 implementation is an authentic assessment that includes attitudes, knowledge, and skills and is conducted in a balanced manner, taking into account the material's breadth, subject competencies, and processes. On this basis, it can be stated that the theoretical implication of this research is the effective implementation of Curriculum 13. Regarding the steps for implementing the 2013 curriculum using various techniques during the pandemic. Teachers can use these stages as a guideline for adopting the 2013 curriculum, minimising the obstacles that may arise. The pedagogical implication is that the principal has the authority to establish policies about the 2013 curriculum's implementation. The 2013 curriculum can be implemented by principals and teachers following the methods presented in the study. Student competencies can be increased through the proper implementation of the 2013 curriculum.

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