



Implementation of Physical Education Learning K-13 Class 11 Semester I in Senior High School

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Abstract

The purpose of this study was to investigate the implementation of physical education learning based on the 2013 Curriculum in the 11th grade at Senior High School "SMAN 8 Malang". The method used in this research was non-experimental research design in the form of descriptive survey. The subjects used were 3 physical education teachers as well as 110 students of 11th graders, and there were 10 students taken from each class. The sampling technique used was proportionate sampling. The instruments used for collecting data were observation techniques, questionnaires, interviews and documentation. Meanwhile, the technique used to analyze the data was qualitative descriptive. From the results obtained of the questionnaires, it was found that only 88% the acquisition of the physical education learning based on the 2013 Curriculum was used, while 12% were not implemented. Suggestion that could be given to the teacher was teaching physical education should be given in accordance to the 2013 Curriculum as a whole.

How to Cite

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INTRODUCTION

The learning process of Physical Education, Sport and Health (PJOK) in schools in the current era has changed. This happens because the implementation of government policies that are set to be implemented in schools. One of the policies applied is about the use of the curriculum as a description of the learning content to be implemented. The curriculum used today is the 2013 curriculum.

The curriculum is a curriculum that puts forward the scientific approach in its implementation process. The scientific approach emphasizes the learning process thoroughly and gives students the opportunity to literate on the subject matter learned. Literacy will lead learners not only to read, write and perform movements (in physical education), but to enable students to study, understand, construct and analyze learning materials. Literacy can encourage students to be able to develop self potential optimally and can do learning activities holistically (Lundvall, 2015; Roetert & Mac Donald, 2015)

All subjects in the 2013 curriculum are taught by the (scientific) approach. That students are invited to observe, reason, ask and try. A total of seven study materials that must be mastered by students. Yet essentially scientific approach has also been used in KTSP, but the term used is the approach of inquiry. Thus will be realized learning atmosphere and learning process so that learners can actively develop their potential. Selection of teaching method becomes one of the factors of realizing a conducive learning atmosphere. The selection of this teaching method will depend on the classroom management, the amount of study time, and the student's activity. (Syrmpas et al., 2017). The scientific approach in Curriculum 2013 becomes an important supporting factor to create a conducive learning environment. This scientific approach also makes it possible to create group learning dynamics, unite ideas for the completion of learning tasks, learn to respect each other's opinions, provide experience in decision making, can be a motivation to always do learning activities and control group learning dynamics to be better (Leonard, 2015).

The true scientific approach is in line with the term inquiry because the sequence of the sequence of implementation of the method is the same as the scientific approach. The phase sequence in the inquiry approach is generalized to several steps.

The inquiry approach starts from the conceptualization phase of the idea in which the

student frames the idea idea of matter, the investigation phase where the student will make the planning, exploration and hypothesis of the material being studied, the experimentation phase where the student will experiment as well as the discussion and reflection phase as to review the process , inputs and outcomes of the learning activities undertaken. Some of the previous research findings suggest that this inquiry approach can also increase students' learning motivation because the series of processes performed provide extrinsic stimuli for students in conducting learning activities (Pedaste et al, 2015; Bayram et al, 2013)

There are some contents in the 11th semester physical education curriculum for high school. The contents of the curriculum include: (a) Games and sports consisting of soccer games, volleyball games, basketball games, table tennis softball games, martial arts badminton games, Racewalking, bullets, long jumps. (b) Gym activities consisting of straddle jump and tuck jump. (c) Development activities consist of body composition, heart and muscle resistance, speed, agility, balance, and coordination. (d) Rhythmic activity consists of systematic exercises with music (e) water activities consisting of freestanding pools, chest pools, backstroke pools, butterfly swimming pools (f) from concepts, benefits, principles, impacts and designing physical activity, hazards, modes of transmission, and how to prevent HIV.

The purpose of physical education is to change the behavior of learners through the activity of motion. Development of potential learners can be maximized through physical education because in it allows children to learn various activities of body movement that allows residual meningkatkan potential physical, skills, knowledge, skills and social and moral aspects (Paturusi, 2012). Physical education allows students to develop personal potential because in its implementation allows students to develop a mindset, it is because the capacity of motion skills of each individual is different so that to meet the demands of the motion students must be able to find the capacity of each individual self (Balan et al, 2012). The result of initial observation on physical education learning activity found that the learning is not implemented as a whole and the learning done in SMAN 8 malang is only done based on existing facilities and infrastructure but less well optimized, whereas inSenior high scholl "SMAN 8" Malang has many field and facilities adequate to physical education learning activities. Existing sports facilities include 1 badminton court in the hall and 1 room with gymnastics floor, 1 basket-

ball court, 2 indoor and outdoor futsal courts, 1 volleyball court, while the facilities in sma 8 are 6 soccer balls, 12 basketball, 1 table and net table tennis, 4 bolavoli, 4 wicket futsal, basketball hoop, 2 net badminton, 2 mats. Teachers play an important role as planners, managers, colleagues, physical education professionals, counselors (teacher counselors). Lutan (2002) states the effectiveness of learning which is the task of teachers consisting of several management dimensions that include, (1) management of teaching tasks, (2) behavior management, (3) time management, equipment. Teachers are expected to be able to translate well the content of the study written in the curriculum document. The success of one learning activity will be determined by the suitability of the content of the teaching materials taught with the curriculum documents that serve as the basic reference. The findings of previous research mentioned that the learning of K-13 physical education for high school students in Bondowoso city level 2 is less in accordance with the 2013 curriculum as reference. This study aims to determine learning physical education and health Curriculum 2013 class 11 semester I in high school “ SMAN 8 Malang”.

METHODS

Based on the research problem, then in this research using non experimental research design in the form of Descriptive Survey, because in this research do not give treatment. Judging from the purpose of research is to know the implementation of physical education education K-13 class 11 semester 1 in SMA 8 Malang, then this research includes the type of descriptive research The method used in this research is descriptive qualitative research with qualitative approach. Subjects used in this study were physical and sports education teachers at SMAN 8 Malang, and 11th graders . The data about the number of physical education teachers of sports and health teaching in SMAN 8 Malang amounted to 3 teachers, and 110 students of the total 11 students of grade 11 which amounted to 346 students and each class will be taken 10 students. The sampling technique used in this research is the technique of proportional sampling. The instrument used in this research is non test instrument in the form of questionnaire which will be filled by physical education teacher of sport and health, and 11th graders in SMAN 8 Malang. Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. (Sugiyono, 2009).

Data collection techniques in this study is to use observation techniques, questionnaires / questionnaires, interviews and documentation. Data analysis technique used is qualitative descriptive analysis technique. The results of the research will be described as qualitative research results, while data processing in this study using Miles and Huberman model analysis. There are three stages in doing the analysis with data reduction (summarizing, choosing the main points, then focusing on the things that are important, searched for the theme and pattern, display data (display data in the form of tables, graphics and the like) and conclusion or verification, and data deduction will be grouped into nine sections based on research variables (Sugiyono, 2009) .Then the results will be presented in the form of quantitative research with percentage, after which the results are quantitative in the form of calculated figures search percentage, then be interpreted with a quantitative sentence.

RESULTS AND DISCUSSION

The availability of facilities and infrastructure supporting physical education learning activities at SMAN 8 Malang is sufficient. Based on the findings of research conducted SMAN 8 Malang has facilities and infrastructure supporting physical education as follows:

Table 1. Infrastructure Supporting Learning Activities Physical Education at SMAN 8 Malang

Type Of Infrastructure	Account	Discription
badminton court	1	-
Floor Gymnastics Room	1	-
Basket court	1	-
Indoor Futsal Field	1	-
Outdoor Futsal Field	1	-
Volleyball field	1	-
Total	6	

Table 2. Supporting Facilities of Learning Activities Physical Education at SMAN 8 Malang

Type of Facilities	Account	Discription
Football Balls	6	-
Basketball Balls	12	-
Table Tennis and Net	1	-

Volleyball Balls	4	-
Basketball hoop	4	-
Net Badminton	2	-
Floor Gymnastics Mat	2	-
Total	31	

The amount of facilities and infrastructure of learning physical education in SMAN 8 Malang can be served to provide learning materials listed in the Curriculum 2013 (K-13). It can be seen from several types of facilities and existing infrastructure that allows to be used, both for materials in accordance with the function of facilities and infrastructure or for other materials that are not in accordance with the functions of facilities and infrastructure. Several types of existing facilities can be used for other materials that require space availability that can utilize some existing field, so that learning can still be implemented. The results of observations made on learning activities carried out on materials physical education, sports and health in SMAN 8 Malang obtained data as follows:

Table 3. Design of Learning Process on PJOK subjects for games and sports activities, Athletics, Rhythmic and Gymnastics at SMAN 8 Malang

Elements Supporting Learning Activities	Physical fitness		Aquatik		Health
	Blnc	Agl	crawl	Health	
Availability of learning devices	The Benefits of Physical Activity	1	1	1	1
Number of meetings	1	1	1	1	1

Sp: Speed; Blnc: Balance; Agl: Agility

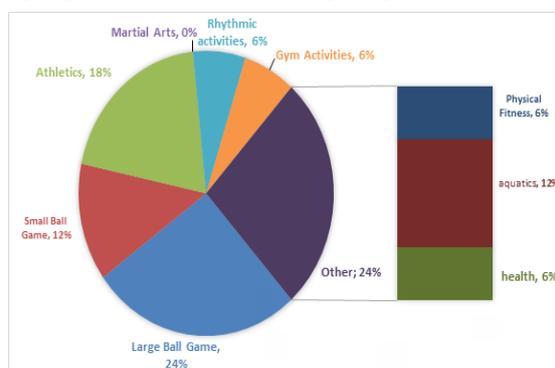


Figure 1. Percentage of instructional materials taught in 1 semester.

Table 4. Design of Learning Process on PJOK subjects for Physical Fitness, Aquatics, and Health at SMAN 8 Malang

Elements Supporting Learning Activities	P. Big Balls			P. Small Balls		Athletics		Rit-mic	Gym-nastic
	FB	VB	BB	SfB	BT	RB	Sp	Arb	Arg
Availability of learning devices	1	1	0	0	0	0	0	0	0
Number of meetings	1	2	1	1	1	2	1	1	1

Informasi :

FB : Football SfB: Softball Sp: Sprint
 VB: Volleyball BT: Badminton Arb: Aerobik
 BB: Basketball RW: Racewalking Sn.Kt: Artistic gymnastic

Based on the results of research conducted, the implementation of physical education education Curriculum 2013 (K-13) class 11 semester 1 in SMA Negeri 8 Malang is appropriate. The basis can be seen based on the lessons learned, but for the lesson of physical education subject with the implementation of K-13 physical education less than complete and less appropriate, the existing RPP only 5 include: (1) big ball game (football and volleyball). (2) Physical fitness (physical fitness exercise). (3) Water activities (pool freestyle) (4) Health.

K-13 physical education learning outcomes conducted at SMAN 8 Malang, physical education learning K-13 in accordance with the curriculum listed in the school described in **tebel 5** following;

Table 5. Data on Learning Result Analysis of Physical Education K-13

Material	Result Score	Percentage
Large Ball Game	4	24%
Small Ball Game	2	12%
Athletics	3	18%
Martial Arts	0	0%
Rhythmic Activities	1	6%
Gym Activities	1	6%
Physical Fitness	1	6%
Water Activities	2	12%
Health	1	6%
Total	15	88%

Based on the above description, the findings in this study are as follows: (1) Lessons and teachers of physical education are less creative in developing lesson plans and learning media of physical educa-

tion that can help the implementation of physical education learning K-13, and the lack of attention of physical education teachers to certain subjects so that students can not accept the material well (2) In every lesson, physical education teacher always apply scientific study, so that in physical education education which is done not only focus on teacher and there is reciprocity between student and teacher. (3) Lesson Plan (RPP) used in learning is incomplete and not in accordance with K-13 physical education learning, so less interesting learning and does not vary. (4) Physical education education K-13, teacher never made lesson plan, so learning physical education done without any lesson plan.

Aquatics Activities	There is a learning tool, but only swimming material crawl style	Aquatics sub-material presented is the swim movement of the crawl style
Gym Activities	There is no learning tool	Gym Activities presented at one meeting, sub-material presented by gymnastics floor
Physical Fitness	There is a learning tool, but only on Agility, Balance and Speed	Physical fitness is presented once a meeting, sub-material presented type of physical activity and measurement of physical fitness.
Health	There is a learning tool, but only on the physical activity benefit material	Health presented 1 one meeting encompasses sub content of physical activity benefit
Out door Activities	There is no learning tool	Not present

Table 6. Summary of Research Findings.

Types of Learning Materials	Availability of Learning Device	Findings
Large Ball Game	There is a learning tool, but only on soccer and Volleyball material	Large ball games are presented presented four meetings covering the soccer material sub presented one time, the bolavoli is served twice, the bolabasket is served once.
Small Ball Game	There is no learning tool	mall ball game presented twice meeting encompassing softball sub subject presented once, badminton served once, small ball game.
Athletics	There is no learning tool	Athletics presented three meetings covering the material sub-street quickly presented twice, a short run distance is served once, high jump is not served at all, the bullets are not served at all.
Martial Arts	There is no learning tool	Martial arts are not presented due to lack of adequate facilities and infrastructure.
Rhythmic Activities	There is no learning tool	Rhythmic motion presented once a meeting, sub-material presented is a systematic exercise of motion with the accompaniment of rhythm.

DISCUSSION

Means of learning activities in physical education consists of classrooms, field games and the race, while the infrastructure in the form of sports equipment support games and measurable. Two things must be fulfilled due to the learning process using motion activities that are adapted from sports activities as the main media. In an effort to fulfill the facilities and infrastructure, several things are done such as adjustment of human resources condition and management of learning activities. This resource adjustment is done to avoid overloading teachers in teaching activities and maximizing the availability of learning facilities. Overly high teaching loads will result in reduced teaching practice practices will decrease as well as smaller classroom volume arrangements may allow students to have more participation to move. (Turner et al, 2017; Kirkham-King et al, 2017)

Sports activities require field or equipment supporting the game. Each school does not necessarily have an overall facility that matches the material contained in the PJOK 2013 curriculum. Teachers of physical and health education subjects are expected to make modifications and improvisation activities tailored to the availability of facilities and

infrastructure in the school. Intervention to learning activities due to certain conditions (lack of condition of facilities and infrastructure) can encourage students to learn maximally (Kawabata & Harimoto, 2018). Modifications need to be done in an effort to deliver the subject matter as a whole. Planning of learning activities must be done by the teacher. Planning a good learning activity will determine the learning process that will be done. There is a positive influence between the readiness of learning devices with the learning process keseluruhan done, but if the readiness of instructional devices are not well prepared then the learning process will not take place effectively, both from the aspects of the process of implementation of activities, content and assessment. Planning of learning activities will also determine the learning objectives to be achieved. (Soumokil & Zamroni, 2013; Wibawa & Kartowagiran, 2014; Wang et al, 2017). Learning planning is also the basis for program activities during the learning process takes place. Planning of learning activities can be done by teachers with various levels.

Based on previous research findings mentioned that there is no significant difference in the preparation of learning tools by teachers who have different levels of teaching experience and different levels of education (Stănescu, 2013). Activity planning is very important to be done by teachers, especially by teachers who do not have the experience to facilitate communication to students and do good class management (Wahl-alexander et al, 2017). The findings of the research obtained that the teachers Physical Education And Health in SMAN 8 Malang only set up learning tools on certain material alone so that the administrative completeness of learning activities are still declared less.

Data analysis of the implementation of learning PJOK K-13 in SMAN 8 Malang, teachers PJOK apply scientific approach, in accordance with the mandate on K-13. Learning is designed not to center on the teacher. The scientific approach involves inviting students to begin observing, reasoning, questioning and experimenting. These activities can trigger students to be more actively involved in learning activities. The learning process is emphasized on the collaboration of teachers and students and the pattern of assignment to students. The pattern allows students to have more interest in learning than when students only do the instructions given by the teacher. Collaboration between teachers and students can improve students' active learning activities. (Roure & Pacho, 2017)

Implementation of K-13 for subject of physical and health education at SMAN 8 Malang can be done although some completeness related to learn-

ing administration has not been done optimally. The scientific approach to learning process of physical education and health remains the main focus of teachers in conducting learning activities. In line with previous studies related to the implementation of the scientific approach in the learning of physical and health education it is stated that there is an increase in the average value and percentage of learning completeness after the application of scientific approach to learning physical education and health (Rangga, 2016). In contrast to other research findings stating that K-13 learning practice has not been able to give a significant impact on student learning outcomes due to the acceptability of teachers and students to the new curriculum practice has not been less than the maximum due to changes in the management process of learning and different teaching load. (Putra & Qoriah, 2016)

Optimizing the implementation of K-13 in Senior High School will be possible when all the elements involved can be open and follow the changes actively. In K-13 all written materials are expected to be taught to students. Implementation of physical education and health education K-13 in SMAN 8 Malang has not been categorized perfect because there is still material that is not presented in the learning activities. Martial material is not taught to students due to lack of facilities for martial activities. In line with other research findings mentioned that found obstacles in the provision of martial material due to inadequate infrastructure and low interest in the material martial art. (Tama & Purwono, 2017). Lesson K-13 will run optimally when all the supporting elements have been met well.

CONCLUSION

Based on the results of data exposure and discussion it can be concluded the implementation of physical learning K-13 class 11 semester 1 year 2016/2017 in SMAN 8 Malang is in accordance with the curriculum 2013, It can be seen in the implementation of learning that has been designed in the number of scheduled meetings. In relation to instructional tools (RPP) is poorly administered, it is because the lesson plans (RPP) that exist in the school are only composed of large ball games (soccer and bolavoli), physical fitness (physical fitness measurements), water activities (pool) and health (physical activity).

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