

**The Challenges Of Implementing The Physical Education Curriculum In The
Physical Education Learning Process In High School****Saini Mulia¹, Nyak Amir², Razali Ismail³✉, Syahrudin⁴, Sukiri⁵**Faculty of Teacher Training and Education, Syiah Kuala University, Aceh, Indonesia^{1,2,3}Faculty of Sport Science, State University of Makassar, Makassar, Indonesia⁴Faculty of Sport Science, State University of Jakarta, Jakarta, Indonesia⁵**Article History**

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Keywords:Curriculum; High School;
Physical Education.**Abstract**

This study aims to determine the challenges in implementing the physical education curriculum in high school. This study uses a qualitative descriptive research design to find out information and descriptions about the implementation of the physical education curriculum in high school. The subjects in this study were physical education teachers at high school in Aceh Tengah district, Aceh province, Aceh province. The data in this study were obtained based on the output of interviews with respondents. Data analysis consists of data collection, data reduction, data presentation or display, and drawing conclusions. The conclusions from this study are: (1) The implementation of the physical education curriculum in high school is not optimal, it is indicated from the learning process where physical education teachers have not been able to carry out systematic learning starting from planning, implementation and evaluation, in addition to the learning process that have not used the scientific approach. The challenge for the physical education curriculum in high school is the lack of teacher knowledge regarding the concept of the physical education curriculum, so that it has an impact on the implementation of the curriculum that is not optimal.

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INTRODUCTION

Education is a human need, education in a broad sense has existed since humans were born on this earth. The development of human education coincided with the development of human civilization. This is all in line with the development of human progress in ideas and thoughts about education.

In addition, the role of the teacher in the education system is the main thing to determine the success or failure of the learning process. Teachers are expected to be able to quickly adapt to the curriculum in order to support their duties in implementing the teaching and learning process in schools (Al-Wossabi, 2022). To achieve the national education target, teachers are required to be able to understand as well as possible the objectives, contents and concepts of the curriculum, so that the quality and quantity of teaching results can match the target. related to curriculum implementation, the teacher has responsibilities including preparing teaching plans (annual planning, monthly planning, and daily planning).

One effort that can be done to optimize the learning process is to optimize the learning atmosphere in accordance with physical education learning materials (Alromaih et al., 2022). For this reason, physical education teachers are required to develop their creativity in carrying out the physical education learning process in accordance with the curriculum, as must be applied to physical education learning. A good learning model is not just a transfer of knowledge, but a model that is able to develop various student abilities, for example in working together, making decisions, being creative and others, (Kane et al., 2016)

The implementation of the learning process in the Indonesian national curriculum uses a scientific approach that focuses on the realization of a scientific approach and high order thinking in learning which is indicated by four dimensions of knowledge expansion, namely: understanding facts, mastery of concepts, ability to develop procedures for applying concepts, and increasing awareness of information, (Bart & Taaka, 2017). or processes that are known or unknown to students. In the implementation of the learning process, there are many ways to invite students to learn actively, including the use of models or learning strategies that are in accordance with the characteristics of the teaching material.

One of the main problems in the physical education learning process in Indonesia is the ineffective implementation of the physical education teaching curriculum in schools, the

condition of the low quality of physical education learning in secondary schools has been stated in various data and literature, (Marwiyah & Apriyani, 2018). This is caused by several factors including the limited resources used to support the physical education learning process, one of which is the lack of creativity of physical education teachers in physical education learning. Most physical education teachers are also less creative in providing learning, the teaching styles used by teachers in the teaching and learning process also tend to be traditional, or only use one teaching style, thus making the learning situation monotonous and making students bored to follow the learning. (Srisawat & Wannapiroon, 2022).

The Indonesian National Curriculum aims to encourage students to be better able to observe, ask questions, reason, and communicate. From the four objectives, it is expected that students have much better attitudes, skills, and knowledge competencies. (Subhani et al., 2018) stated that to be able to carry out the physical education learning process as a learning process, a teacher must carry out the teaching function properly when carrying out learning. The teaching function is the function of the teacher in the teaching and learning process so that the teacher focuses on the behavioral goals he displays when teaching rather than focusing on the teaching behavior itself.

In physical education learning, strengthening the learning process is very important, the learning process must be adjusted to the curriculum set by the government, so that in its implementation it is necessary to strengthen so that curriculum goals are achieved and the realization of national education goals, (Kamus et al., 2019).

So based on this, the teacher's understanding and knowledge of the curriculum is very important regarding the implementation of the curriculum. The results of observations show that most high school physical education teachers do not have good knowledge and understanding of the physical education curriculum, especially the learning approach in the national curriculum, namely the scientific approach with 3 learning models, namely Inquiry discovery learning, Project based learning and problem based learning. the author with high school physical education teachers who show that they are still unfamiliar with learning models so that there are still many high school physical education teachers who have not used learning models according to the recommendations of the national curriculum. Weak teacher understanding of the curriculum and the implementation of the physical education learning process that still uses conventional models is

a separate problem that must be found a solution. The results of this study are expected to determine the extent to which the physical education curriculum is implemented in the learning process in high school and to find out the obstacles and challenges in implementing the curriculum.

METHODS

This study uses a descriptive qualitative research design with an evaluation research type. This descriptive study aims to find out and find as much information as possible and provide an overview of the challenges and obstacles to the implementation of the national physical education curriculum in high school, (Muhtar et al., 2019). The subjects in this study were elements directly involved in the physical education learning process in high school, namely physical education subject teachers, and the location of the research was at high school in Aceh Tengah district, Aceh province. While the data collection in this study using the method of documentation and interviews.

The analytical technique model can be described in the form of a schema as follows **Figure 1**.

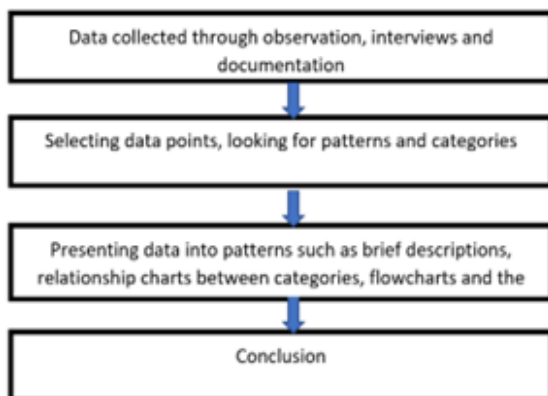


Figure 1. Analytical technique model

RESULTS AND DISCUSSION

In the face of a very dynamic world change, the world of education must also be able to change dynamically following world developments, the response to changes in education is one of the changes in the educational curriculum. Learning in schools must be based on the curriculum, and the curriculum itself must be directed to facilitate the achievement of competencies that have been designed in the curriculum document so that each individual is able to become an independent learner. Curriculum-based learning must include

a conceptual and operational framework regarding: learning strategies, assessment of learning outcomes, semester credit system and guidance and counseling services, (Suherman et al., 2019).

Physical education learning in the Indonesian national curriculum uses a scientific approach with 3 learning models, namely inquiry discovery learning, project based learning and problem based learning, where learning materials are adapted to the theme and learning physical education is associated with other subjects in the teaching and learning process, (Muslimin & Destriana, 2020). In one school year there are 4 themes in which there are 4 sub themes and in each sub theme there are 6 lessons. Of all the themes that are determined, all of them have one goal, namely to shape the character of students. In the implementation of the learning process, especially at the time of observation, there is a combination of physical education subjects with other subjects, namely Religion because before and after learning students are accustomed to praying.

Based on the results of data collection, the application of the curriculum for physical education in high school is still not optimal, the indication is that the teacher has not been able to implement learning models in a fun, active, interesting way and has not been able to motivate children so that children look happy in learning. The method used by the teacher varies, namely 1) Discussion and Question and Answer: in this case the teacher delivers learning material, it is intended that students understand the material to be taught and emphasizes that students respect and respect others, then students are given the opportunity to ask questions. answer with the teacher, 2) Command: So that students can independently and confidently carry out what is instructed by the teacher, 3) Demonstration: After the teacher gives an example, students are expected to work independently or work together to do what has been exemplified by the teacher, and 4) the experimental method and the simulation method: this method is a method that must be used in physical education learning. In addition to some of the methods above, the teacher provides a learning approach that aims to make students able to solve the problems they encounter during the learning process. This approach is called the Scientific approach. In this approach, students are required to solve their own problems with several activities including observing, trying, communicating, and finally analyzing (Heydarnejad et al., 2022).

In addition, based on the results of interviews and documentation that has been carried out by research, it is known that the implementa-

tion of the physical education curriculum in high school is not optimal, this is indicated by the ability of physical education teachers in preparing lesson plans that are still less than optimal, the implementation of the learning process is relatively good but in preparing learning outcomes assessment instruments are still not optimal. In addition, physical education teachers do not understand the learning models recommended by the national curriculum. With these results, it can be concluded that the implementation of the physical education curriculum in physical education learning in high school is not optimal..

Related to the obstacles to implementing the physical education curriculum is the unpreparedness of physical education teachers in adapting to curriculum changes, (Muhammad et al., 2021). Every time there is a change in the curriculum, the teacher is the party most affected by it. Curriculum changes mean changes in teaching materials and learning approaches used. This means that teachers must make new preparations to adapt to the changing curriculum.

Most high school physical education teachers feel they are not ready to implement the national physical education curriculum on the grounds that they do not understand the nature of the new curriculum (Bovolenta & Marsden, 2021). The lack of teacher understanding is caused by the lack of technical socialization of the implementation of the physical education curriculum in schools. In addition, the support of the school environment for curriculum implementation is also still low, (Sutarno et al., 2021). This low support is because they do not know what each party should do in providing support for the successful implementation of this curriculum. Therefore, it is necessary to carry out training or socialization, the physical education teacher stated that it is necessary to carry out technical training or socialization of the implementation of the physical education curriculum in learning in schools.

This non-optimality is indicated by the lack of socialization organized by the Government for physical education teachers. However, most teachers are willing to learn more about curriculum implementation based on the demands and obligations of the government to carry out learning according to the curriculum.

CONCLUSION

Based on this research, it can be concluded that the obstacle to implementing the physical education curriculum in physical education learning

in schools is the lack of teacher knowledge regarding the concept of the national education curriculum, so that the impact on the implementation of the curriculum is not optimal

Based on the conclusions above, the results of this study have implications, namely: Being a reference and input for high schools in Indonesia regarding the Implementation of Physical Education Learning Based on the national Curriculum. continuously or routinely to assess the consistency of physical education teachers in the implementation of physical education learning based on the national education curriculum.

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