

Evaluation Study of the Curriculum Physical Education in Senior High School as The Implementer of Curriculum 2013

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Abstract

This study aims to describe the level of quality of the implementation curriculum in physical education and the problems faced in its implementation, so that the 2013 curriculum can be improved its quality. This study uses mixed-method research in the evaluation that adopted CIPP evaluation model. The variable of context, input, process, and product are measured by using questionnaires that combined with interview, observation and documentation. The validity of data used concurrent triangulation technique. The data analysis used interactive model. The conclusion that presented is the result of data presentation in the form of quantitative data and qualitative data that mutually reinforce. The results showed high quality (77.33%) in context variables, high quality (82.20%) on input variables, high quality (87%) on process variables, and high quality (86.40) on product variables. The obstacles which are found that teachers are less than optimal in applying technology bases, difficulty in implementing problem-based learning and learning strategies, limited availability of learning infrastructure facilities, and less precise in the selection of assessment strategies. Based on the result of this evaluation research, it can be concluded that the implementation of physical education curriculum in Senior High School which implemented curriculum 2013 reaches high quality level, but it needs to be improved its quality.

Keywords: evaluation study, curriculum of physical education, context, input, process, and product

1. Introduction

Education is a conscious and planned effort to create an atmosphere of learning and learning process. The progress of a country can be seen from the level of quality of education. Improving the quality of education is a process that is carried out dynamically and sustainably, as an effort to achieve educational goals effectively and efficiently. The program of improving the quality of education is the achievement of substantive national education objectives, embodied in the full competence of the students, including academic competence or intellectual capital, social competence or social capital and moral competence or moral capital (Zamroni, 2005: 1). Quality education from a country cannot be separated from the quality of the curriculum. Based on it, curriculum is one of the most important and decisive components to improve the quality of education. The renewal and refinement of the curriculum of education basically refers to the effort of creating quality human resources in order to face the increasingly challenging of global era.

Physical education is basically an integral part of the education system as a whole. Therefore, its implementation should be directed towards achieving that goal. The aim of physical education is not only to develop the physical realm, but also to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral actions through physical activity and sports activities. The physical education is a medium to encourage motor development, physical ability, knowledge and reasoning, values appreciation (mental-emotional-spiritual-and-social attitude), and healthy lifestyle habits that lead to stimulate balanced growth and development. Physical education has a very important role in intensifying the implementation of education as a lifelong process of human development.

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Physical education provides an opportunity for learners to engage directly in a variety of learning experiences through physical, play and exercise activities that are conducted systematically, directed and planned. The briefing of the learning experience is directed to foster, while forming healthy and active lifestyle throughout life.

The significance of physical education as a "tool" of education for the improvement of the quality of life is explicitly expressed in the International Charter of Physical Education and Sport in the Ministers and Senior Officials Meeting of Responsibility for Physical Education and Sport (MINEPS I) in Paris states: (1) an essential condition for the practice of human rights is that everyone should be free to develop and preserve physical, mental and moral capacities so that access to physical and sport education must be guaranteed; (2) physical education contributes effectively to the mastery of fundamental human values for the development of all people.

Prof. Dr. Margaret Talbot, Vice President of ICSSP & President of IAPESGW of Leeds Metropolitan University, UK in his paper *The Case for Physical Education* states that the important role of physical education can be achieved by organizing the subject through the school curriculum. According to Hamadi Benaziza of the Department of Health Promotion-Focal Point on Active Living, WHO emphasized the importance of developing physical education through schools; it needed a strong foundation, a fundamental strategy for promoting health in the form of active life in all living systems. In the final conclusion of Benaziza's exposure is physical and community education leads to the achievement of a healthy society, in the quality of well-being or full prosperity imposed on all levels of society and all ages.

The curriculum philosophy of physical education according to Jewet & Bain, (1985); Jewet (1994) in Rusli Lutan (2001: 22) includes: disciplinary mastery, self actualization perspective, social reconstruction perspective, learning process perspective, and ecological integration perspective. Mastery of subject or disciplinary mastery emphasizes the content mastery of the field of study, so that priority is emphasized on the content of the field of study. Therefore, the believer believes that the content mastery of the field of study is an indicator of the success of a school. Our physical education oriented towards this perspective, so many teachers do not believe that physical education is capable of generating positive values and characters other than as being an athlete's awareness of gifted children.

From the perspective of self-actualization, the curriculum is directed to learners and the achievement of individual autonomy and self-direction. Students are responsible for setting their own goals, developing personal uniqueness, and for guiding their own learning activities. The curriculum is structured to provide a challenge for everyone to exceed the previous ability limit to cross the personal boundaries in order to achieve a new perception of self. Education is nothing but a process that allows and provides opportunities for personal liberation and development.

The social reconstruction perspective emphasizes the highest priority of curriculum resources. It is the community that provides direction for the education of the younger generation. The community needs precede individual needs. Because of this, the believers believe that the school is responsible for shaping the future of the younger generation better.

Then the learning process perspective emphasizes the importance of how the learning process takes place. The curriculum is designed to foster student skills in problem solving, skills to develop creative skills, skills using technology including computers, and critical skills in responding and making decisions quickly. The process of generating knowledge within the scope of each subject area is the focus of the curriculum. The process of learning skills in physical education includes the acquisition process / skills acquisition (perception, management, refinement, and adaptation) and at the same times the process of creative movement through the development of variation, improvisation, and composition

While the environmental (ecological) integration perspective is based on the assumption that each individual is unique, holistic beings, and continuously undergoing a process of perfecting so that there is complete integration between the person and the environment. This approach emphasizes the balance between individual and global community concerns. In general (The Ministry of Education and Culture Republic of Indonesia: 2014), the benefits of physical education in schools include the following: 1) Meet the needs of student's moving; 2) Introduce students to their environment and potential; 3) Embedding the basics of useful skills; 4) Channeling excessive energy.

The student is a being who is in a time of excess energy; 5) It is a process of education simultaneously both physically, mentally and emotionally. However, based on the historical perspective, there has been a paradigm shift in learning physical, where the learning process used as a place to create athletes or as a place of athlete nursery at an early age with a measure of achievement. Surely this paradigm deviates from the essence of physical education that has the characteristics and objectives are comprehensive in the aspects of learning. In the scope of the learning micro level, there is often a shift in the way and teacher's style of teaching, namely from the ways and models of care and development of the values necessary as the inculcation of motion in the event of socialization, turned into a pattern of physical training and make students skilled exercise. Generally, teachers concentrate more on teaching the basic techniques of the taught sports (technical approach), thus forgetting the importance of lifting the playing atmosphere that can attract the majority of learners (Light, 2004). It is natural that the teacher forgets the basic premise that physical education is for all learners (Dauer and Pangrazy, 12th Ed. 2003), so it is not strictly grounded in the principle of assigning tasks tailored to the learner's ability or DAP (Developmentally Appropriate Practice).

Another thing that was also affected by the paradigm was the disappearance of pedagogical atmosphere in learning physical. Physical education should be a strategic way for developing self esteem learners, it turns into a low of learners' confidence. There is plenty of evidence to support this line of thought, especially when the essence of how learners learn in modern learning psychology is increasingly believed to be true. When teachers shift learning patterns into training patterns, their motion tasks and success measures also shift to skills with formal, rigid criteria, and are not tailored to the needs and abilities of learners. Based on these conditions, teachers only set one criterion of success, that is when the movement of the learner in accordance with the rules of basic techniques that have been standardized. Few learners are usually able to master skills with these criteria, so that other learners fall into groups that fail. As a result, in many learning processes, learners will experience more of a failing experience than a successful experience (feeling of success). Unconsciously, the teacher's profile changed from the previous polite and nurturing, shifting to a hard and haunted profile and tends to underestimate the personality of learners (Mahendra, 2006). Many teachers believe that physical learning should take place in a loud atmosphere, because it is believed as an effort to educate a strong and firm character.

The curriculum 2013 is believed to be able to improve the existing educational climate. It that uses integrated learning model is one of the curriculum models that are recommended to be applied to all levels of education, ranging from elementary, junior high, and senior high schools. The curriculum 2013 is developed with a refinement of mindset on the strengthening of student-centered learning patterns, where learners should have choices of learning materials and learning styles to have the same competencies; Strengthening interactive learning patterns (interactive teacher-learners-community-natural environment, sources / other media); strengthening the pattern of networking learning (learners can gain knowledge from anyone and from anywhere that can be contacted and obtained via the internet); strengthening active-searching learning (active learning learners seek increasingly reinforced with scientific learning approaches); Strengthening self-learning patterns and groups (team-based); strengthening multimedia-based learning; strengthening the pattern of learning-based classical-bulk with attention to the development of the special potential of each learner; Reinforcement of multi-disciplinary learning patterns; And strengthening critical learning patterns.

Recognizing the fact of the gap, it is necessary to know how the actual quality the implementation curriculum of physical education in the process of organizing education and learning. To know the level of quality in the implementation curriculum of physical education, it is necessary to evaluate the program. The evaluation of the implementation curriculum at the educational unit level is aimed at assessing the design made by the educational unit, the learning implementation plan, and the learning appraisal activity. This assessment is conducted to determine the extent of the process of curriculum implementation so that learners are able to achieve the expected competence.

The teachers of physical education are the spearhead of the curriculum implementation in the context of the curriculum 2013 on related subjects must be able to master the competence as capital to organize a series of implementation process of the curriculum 2013 with all its changes and innovation. Teachers should have a comprehensive understanding of government policies related to curriculum change, the components supporting the successful of curriculum implementation, the process of curriculum implementation, and the expected results of the implementation of curriculum change.

Based on the Decree of the Head of Research and Development Center of the Ministry of Education and Culture No. 022 / H / KR / 2015 on the Establishment of Education Unit of curriculum 2013 implementer, in *Boyolali* District there are 6 schools designated as implementing schools of curriculum 2013 and become pilot schools. As a school which implemented curriculum 2013 that has been running for more than 3 (three) years, each school has strategic in addressing the application of the curriculum. Therefore, to find out more about the level of implementation of the curriculum, especially the curriculum of Physical Education, there should be made a research that can evaluate the process of curriculum implementation in related subjects in the context of the curriculum 2013 objectively and factually.

2. Research Methodology

This research uses mixed method (mix-method) that is concurrent mix method. So the approach used in this research is qualitative and quantitative research with evaluation that adopt CIPP (.Daniel L. Stufflebeam,1981). evaluation model. The variable of context, input, process, and product measured with questionnaire instruments as collectors of quantitative data and combined with interview, observation and documentation methods as qualitative data collectors. Data validity used concurrent triangulation technique. Data analysis used interactive model with four activity paths, namely: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion or verification (Bungin 2010: 64). The conclusion presented is the result of data presentation in the form of quantitative data and qualitative data that mutually reinforce.

3. Result and Discussion

This study aims to evaluate the performance of teachers in implementing curriculum of physical education at *Boyolali* High School (*SMA*) as the implementer of the curriculum 2013. The results of the research are description of the quality of curriculum implementation and the problems faced in terms of context, input, process, and product.

The overall or the average result of component evaluation study of context, input, process, and product in this research show positive response. It can be seen from 15 respondents 2 people (13.3%) stated very good, 12 people (80%) stated good, 1 person (6.7%) stated quite well, whereas respondents who stated less is none (0,00%)

This is reinforced by the average analysis of the results of research on the object that in reviewing the curriculum changes of physical education. The teachers showed good understanding (77.33%). Schools are supported by relatively good school components (82.20%). In general implementation has applied scientific approach well (87%). Increased activity, motivation, and enthusiasm learners (86.40%).

Based on the data analysis of context, input, process, and product variables on the implementation curriculum of physical education at *Boyolali* (Indonesia) High School (*SMA*) as the implementer of curriculum 2013 reaches high or good quality level. In the sub-focus of context variables that include teachers' understanding of the curriculum perspective, curriculum standards and references, as well as the objectives and organizing of the curriculum, it is stated that teachers have a level of understanding of the basic components, curriculum and curriculum designs in the high / good category. In the input variables that include the support of school principals, teachers, learners, content and curriculum structure, materials / teaching materials; Resources, tools, media, and learning facilities, it is stated that the school component has a carrying capacity in the category of good in the context of curriculum implementation. In the variable process stated that the teacher has the ability of management of learning services as a benchmark in implementing the curriculum is in the high category/good which includes the ability to prepare the preparation and planning of learning, implementing learning, and the ability to carry out the assessment of learning in implementing the curriculum. While the variable of product which consist of sub focus of learning activity level, learning motivation, and achievement and result of learning in implementing curriculum are also stated in high/good category, however based on interview result, observation and documentation still found some obstacles in the process of curriculum implementation.

The obstacles that are found in the curriculum implementation of physical education at *Boyolali*(Indonesia) High School (*SMA*) as the implementer of curriculum 2013 are as follows: 1) in the context component such as the foundation and the teacher's curriculum design has not fully understood so that in the curriculum implementation still finds some problems related to regulation and instructional guidance, 2) on the input component still need to increase the carrying capacity of all school components especially the provision and utilization of technology and informatics based facilities and infrastructure in learning,

3) on process component covering teacher ability in planning, implementing and assessing of the learning that students have not received specific services in accordance with its characteristics, the selection and application of the model has not been run in accordance with the syntax, 4) while the product component is affected by the learning process that has not run optimally so a learning outcome is constrained on achievement by having to reach a specific target or benchmark. This is certainly different from the latest curriculum orientation that prioritizes the process but still appreciates the results.

4. Conclusion

Based on the data analysis of the research, it is found that the implementation of physical education curriculum in *SMAs* as the implementer the Curriculum 2013 has reached a high quality level, but it needs to be improved its quality. The practical implications that can be developed from the evaluation of the implementation physical education curriculum in *Boyolali High School (SMA)* as the implementer of curriculum 2013, that teachers should be more understanding and always update the information related to the development of education regulation, schools need to provide facilities related to technology-based school facilities and other support equipment, teachers should access the development of educational technology and apply it in teaching and learning activities, and teachers should strengthen the learning process to obtain higher quality learning products.

Based on the result of the research, it can be concluded that the curriculum implementation of physical education at *Boyolali High School (SMA)* as the implementer of Curriculum 2013 depends on the quality of context, input, process and product functions. Thus the findings of this evaluation study can provide input to teachers of physical education to apply methodology maximally, the schools need to build cooperation among the citizens and realize the representative means, and recommend to the government to be more vigorous in disseminating the latest regulation products in fast and accurate, and pay more attention to improve the quality and supervision to the school which implemented curriculum 2013.

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