

# An Evaluation of Physical Education in Elementary School Learning Education

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**Abstract - Unit Level Curriculum (SBC) in which contains learning objectives should be achieved by educators, the operator of the curriculum. The implementation of learning activities consists of planning, implementation and assessment which are needed for school learning activities. It is necessary to find out how the implementation itself runs to determine the achievement of the goals of the research conducted. This study basically aimed: (1) identify and examine the analysis of the learning program of basic competence to be indicators of learning that is prepared by the teachers of Physical Education, sports and health, (2) identify and examine the learning process of Physical Education, sport and health which is implemented by the teachers of Physical Education, sports and health in primary schools, (3) to identify and review the assessment system implemented by Physical Education teachers, sports and health in primary school. In this study, seven teachers were selected from four public and private primary schools to do an analysis of lesson preparation made which was then implemented in the learning activities. This research method used was survey method by using multiple devices in the form of questionnaires and instruments. The population in this study was all 34 Physical Education teachers from 30 schools of public and private elementary schools.**

**Keywords: learning, evaluation, physical education**

## I. INTRODUCTION

Curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used to guide the implementation of learning activities to achieve certain educational goals. The curriculum itself was first used in the world of sports, originating from a curier (runner) and curere (race place). At that time, the curriculum was defined as the distance that a runner had to take from start to finish to get a medal or an award. As the time changing, many opinions are very diverse about the curriculum. Harold B Aberty in Ref [1]: 1) views the curriculum as all activities given to students under school responsibility. Judging from the experiences in the implementation of school curricula, especially the curricula of 1968, 1975, 1984 to 1994, along with the curriculum structure that continues to grow, the curriculum development approach in Indonesia is more centralistic, meaning that curriculum development policies are carried out only at the central level (National Curriculum). In the 1994, curriculum in accordance with the emergence of Law No. 2 of 1989 concerning the National Education System and the accompanying government regulations, curriculum development policies are divided into two parts which are often known as the national curriculum and local content curriculum. National curriculum

is a curriculum in which the contents and subject matter are determined nationally and must be studied by all elementary school students in all regions of Indonesia, including in Indonesian schools located abroad. Local content curriculum is a curriculum in which the contents and study materials are determined and adjusted to the natural environment, social, economic, cultural and regional development needs.

In 2004, the government began implementing a new curriculum, the Competency Based Curriculum (KBK) replacing the 1994 curriculum which was considered to be irrelevant to the development and demands of the times. Within two years, the socialization of the KBK and its assessment system was indeed not enough. Confusion and uncertainty are still apparent to the teacher about the KBK and its assessment system. This situation is increasingly "aggravated" by the enactment of the Education Unit Level Curriculum (KTSP) by the government through Ministerial Regulation No. 22 and 23 of 2006.

Thus, the actual SBC that has been implemented based on the 2004 curriculum has only been perfected with the aim that the weaknesses and shortcomings contained in the KBK can be overcome, both at the level of planning, implementation, and evaluation. KTSP is simpler and gives teachers the freedom to improvise on the practice of teaching and learning activities. The KTSP vision still prioritizes student competencies that are tailored to the needs of certain regions or schools.

In 2013, the curriculum again underwent a change to the 2013 curriculum, which had been applied in several schools. However, on its journey, the implementation was not so long stopped by the Minister of National Education, due to many difficulties that still occur in the field so that the application of this curriculum needs to be reviewed so that the expected educational goals can be achieved.

Education Unit Level Curriculum (KTSP) is an operational curriculum that is compiled by and implemented in each education unit. Compared to junior high school, high school / vocational school / MA, the application of KTSP in elementary school has more basic goals and scope, more on socialization and preventive measures (civilizing the nature of sportsmanship, discipline, cooperation and healthy living culture) compared to the above level of education in the group of Physical Education, sports and health.

The curriculum, learning process, and assessment are three dimensions among many dimensions that are very important in education. These three dimensions are

interrelated one to another. The curriculum is a translation of educational goals that forms the basis of learning programs. The 2004 curriculum of Physical Education carried out at Public and Private Elementary Schools in Murung Pudak District is still considered to be difficult by Physical Education teacher, and now it is changing again to KTSP, so it is necessary to know how to implement the KTSP. The learning process is an effort made by the teacher to achieve the goals formulated in the curriculum. The need to know the extent of understanding of teachers in public and private elementary schools in Murung Pudak Subdistrict on how KTSP is used and implemented in Physical Education learning is necessary. In fact, it is found that the presence of lesson plan is obtained by teachers by copying from peers. Ideally, the learning programs, both annual and semester programs, lesson plans, syllabi and assessment systems that will be used are made and arranged. Specifically, assessment is also one of the activities carried out to measure and assess KTSP achievements in the Physical Education process at public and private elementary schools in Murung Pudak Subdistrict. The assessment is used to determine the strengths and weaknesses that exist in the learning process, so that it can be used as a basis for decision making whether the learning process is good or still needs improvement and refinement. Therefore, with KTSP as a new curriculum at the time, it is hoped that the Physical Education learning process can achieve its goals well.

## II. METHOD

The method used in this study was a survey, using a concurrent triangulation model approach (the balance between qualitative and quantitative data) or with another understanding of qualitative data that is quantified into values/numbers by using several instruments such as questionnaire evaluation guidelines for teachers, observation instruments and documentation as a complement to the activities carried out. This type of research is a quantitative research in the form of evaluation research that focused on the learning process of health Physical Education based on KTSP in accordance with the curriculum used in elementary schools in Tabalong Regency, especially Murung Pudak District. The research objectives were the preparation of learning, the learning process, and the assessment system used.

## III. RESULTS AND DISCUSSION

From the results of observations and direct interviews with the teachers on the research activities carried out, the results of the analysis were found on the documentation instrument, from 9 (nine) sub-overall questions assessed by questionnaire data using a Likert scale of questions. There were 27 elementary school teachers who answered score 2 while 36 of them answered score 3. It can be concluded that the overall dimensions included is in the Good category. However, in some parts of the instrument, a lack of teachers' ability was found in the process of analyzing the learning material. The condition occurs because the teachers still did not know about the methods/ techniques of learning material to be taught. Similar to determining the ability of students, the teachers still seemed difficult in applying the learning material. Although the analysis of the material and the ability of students was not balanced, but with a little harder effort, the teachers were still able to carry out learning smoothly.

In making annual programs, semester programs, and lesson plans, elaborating indicators, determining the tools and sources of learning and making instruments, it is found that

the teachers in general were able to develop all of those although it still needs development and guidance.

In learning activities, the need to prepare all the learning tools is to see the readiness of the teachers whose main task is to teach, educate and guide students to be better. In the education process, the curriculum should be a bridge for students to be able to deliver them in the present life to a better future. The curriculum also has a broader meaning, as all student education designs (syllabus, lesson plans, learning programs) and all learning experiences gained by students thanks to the direction and guidance from the school [2]. A part from being a plan, the curriculum is also interpreted as a system (curriculum as a system), a curriculum system that is part of the education system, even a living system as a whole". It also includes curriculum components such as curriculum planning, implementation and evaluation. It specifically includes educational goals, students, teachers, facilities, infrastructure, educational and environmental facilities.

The Physical Education teachers should make a written learning plan program that will be developed into a learning strategy to achieve the goal, then the teachers know what needs to be met according to the situation and conditions for their students. All the preparations are made by the teachers in preparing themselves, including making the learning activities which are in accordance with the meaning of the curriculum as a framework of activities that serve to guide the teacher. Physical activity that should be known and can be done by students is in accordance with the basic competencies that have been contained in the curriculum of the education unit level (KTSP).

The next step that was done by researcher in this study was to conduct questionnaires filling which contains questions about the conditions experienced by the Physical Education teachers during their duty. The questionnaires were submitted by the teachers upon completion of the learning activities. After completion, the researchers then analyzed the results of the choice of answers on the questionnaire by giving a predicate on each answer result so that these results were used to determine conclusions from the results of research conducted. The results of the 23 questions were seen based on descriptors that appear with observational instrument data using a Likert scale of questions. Elementary school teachers who answered score 2 were 55 people while those who answered score 3 were 93 people, and score 4 were 13 people. In terms of the implementation of the learning activities carried out, it is already good and in accordance with the lesson plan made by the teachers. However, in the field, there was a pause in the form of a re-explanation of the material because students still did not understand the purpose of the material delivered by the teacher. Regarding this matter, as the researcher has explained, the analysis of the material still could not be done optimally by the teachers to suit the conditions of the students. Yet, overall the activities in this study conducted by the teachers were very satisfying in terms of satisfying the desires of students to be able to move optimally in order to achieve the expected behavior change.

Changes that occur on people who learn as a result of learning can be shown in various aspects such as knowledge, skills, attitudes, or a combination of all these aspects. Changes that occur as a result of learning are a process. The changes referred here do not include changes as a result of growing maturity.

Motion is the main concern of Physical Education teachers because the object of Physical Education is motion. Motion for humans in physical activities is one of the important life necessities as a basis for human learning. With a good Physical Education program, it can help students to develop physical, mental, and social skills, and with these abilities students can be useful and health every time [3].

The final part of the discussion about learning evaluation carried out by the researcher is to make a summary of all observations in the form of a questionnaire which contains questions distributed to the teachers to be filled in accordance with the conditions that occurred on the teachers and the school where to teach. The results of 54 questions about the evaluation of elementary school Physical Education learning were seen based on descriptors that appear with questionnaire data using a Likert scale of questions. Elementary teachers who answered score 2 with an average value of 8, while those who answered score 1 with an average of 35. Since the value of 1 is more dominant, this can be concluded that the evaluation of Physical Education learning is in moderate category.

The problem with learning lies in changing behavior and attitudes. Understanding of learning in the context of Physical Education is the occurrence of changes in behavior, attitudes and values after a person follows a conscious learning activity. These changes can be in the form of increased ability in psychomotor, knowledge (cognitive) and attitude (affective). One additional domain for Physical Education as developed by Annarino, Cowell and Hezelton (1980: 64-69): (1) physical, (2) psychomotor, (3) affective, and (4) cognitive. The physical domain (strength, endurance and flexibility) is in addition to the three previous domains according to the four domains according to the Education Unit Level Curriculum (KTSP). This is very relevant to the goals of the Physical Education as stated above because Physical Education is an integral part of overall education. Competency standards are ability standards that must be mastered to show that the results of studying certain fields of study in the form of mastery of certain knowledge, attitudes and skills have been achieved.

Learning outcomes are the ability of students and other abilities possessed by students that can be demonstrated in every learning and training activity which is result from the educational interference they receive at school, in this case Physical Education. Therefore it is very important to highlight the ability of teachers to carry out learning activities in school. Thus, any burden and problems in learning can be solved properly according to the context. The ability to show an action can be implemented at that time [4]. One of the abilities of a person in his capacity as a teacher is to lead students and lead them toward a firm goal. The teacher must also be a role model for students. Hence, it is necessary for the researcher to convey that the Physical Education teachers absolutely must have good abilities on their fields which are the scope of their knowledge. In this case, not only the teachers can implement, but also need to be able to create, design, arrange techniques and tactics in the learning that will be carried out, which also includes plans and arrangements regarding the objectives, content and learning materials as well as the methods used to guide the implementation of learning plan in the form of annual programs, semester programs, lesson plans and syllabi,

so that they can truly become guidance in fostering and educating students towards a better fit with the goals expected by the goals of Physical Education itself and the objectives of national education in general. The learning process must be planned in accordance with the objectives of the learning itself, which is goal-oriented [1]. Some stages that must be considered to be prepared in the learning planning are (1) the preparation phase, (2) the implementation phase, and (3) the follow-up stage. As professionals in their fields, it means the teachers must have the ability as teaching staffs, as formulated by Uzer Usman [5]. Professional ability is a job that can only be done by those who are specially prepared for it. In Physical Education, the basic skills of teacher training are the foundation that needs to be developed by a Physical Education teacher in order to achieve educational goals. Because Physical Education is part of education as a whole, Physical Education teachers should have the same abilities as teachers in other fields, namely: (1) making learning programs, (2) implementing learning by applying phasing patterns, (3) modifying activities, and (4) conducting assessment in Physical Education learning.

As a result, the evaluation conducted by the researcher is expected to be the progress of Physical Education learning as a form of caring and dedication of Physical Education teachers for the creation of a good state of physical and mental abilities of students.

#### IV. CONCLUSION

Based on the findings and discussion of the research, it can be concluded that: 1) The elaboration of basic competencies into indicators of learning undertaken by physical, sports and health education teachers in Public and Private Primary Schools in Murung Pudak Sub-district in the lesson plan and syllabus program is well-developed. 2) The implementation of the Physical Education lesson plan program in Public and Private Primary Schools in Murung Pudak Subdistrict using KTSP is good. 3) Physical Education learning assessment system in Public and Private Elementary Schools in Murung Pudak District using KTSP can be concluded is also well conducted.

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