

# Evaluation of Physical Education Learning in the 2013 Curriculum in the Junior High School of Wonosobo District

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## ABSTRACT

This study aimed to evaluate the implementation of teaching and learning in the physical education subjects in the 2013 Curriculum for Junior High Schools in Wonosobo Regency and the difficulties faced by the teachers in implementing the Curriculum. This research was an evaluative research with CIPP evaluation model (Context, Input, Process, Product) with success criteria based on the legislation. The research was a mixed method study with a survey method. The results showed that the physical education teaching and learning using the curriculum 2013 in Wonosobo Regency was implemented well. The context evaluation confirms that the implementation of physical education learning was in accordance with the characteristics and principles of learning based on the 2013 curriculum. The input from teachers, students, and infrastructure were also satisfactory. The evaluation of the process revealed that the planning, implementation of learning, and assessment were also in accordance with the provisions of Permendikbud No.22 of 2016. The evaluation of the product of implementing the 2013 curriculum in the field was also in accordance with Permendikbud No. 81a of 2013. It can be concluded that the implementation of physical education teaching and learning in Wonosobo Regency is well implemented and thus, can be referred as a standard practice.

**Keywords:** CIPP evaluation model, learning evaluation, physical education,.

## 1. INTRODUCTION

To achieve national education goals, the national curriculum is developed as a guideline for the implementation of the national education system. The curriculum is a set of subjects and educational programs based on lesson plans that will be delivered to students. In Indonesia, the education curriculum has been revised eleven times. Curriculum revisions are carried out due to adapt with demands from stakeholders. The change of the Minister of Education and Culture usually also means the change of the overall policy including the national curriculum. Indonesia is currently utilizing the 2013 curriculum to replace the previous curriculum, namely the Education Unit Level Curriculum (KTSP).

In 2019 all junior high schools in Wonosobo Regency are required to be ready to implement the 2013 Curriculum. Unlike other districts, the 2013 Curriculum in Wonosobo Regency is divided into 4 stages, namely the first stage in 2014, the second stage in 2015, the third stage in 2016, and the fourth stage

2017, depends on the readiness of teachers, students, communities, and school facilities to implement the curriculum. Meanwhile, students in Wonosobo Regency still depend on teachers in delivering learning materials. One of the problems is that many physical education teachers in Wonosobo Regency are old and often resist want to learn about new learning methods.

The reference and principles for preparing the 2013 curriculum refer to the Article 36 of Law no. 20 of 2003, which states that curriculum preparation must pay attention to increasing faith and piety, increasing potential, intelligence, demands for regional and national development, demands for the world of work, and national unity and national values. Curriculum and learning are interrelated. The curriculum is a comprehensive plan that includes activities and experiences that provide experience to students [1]. Transformation in learning must get special attention from the government, with good learning it is expected that students get the maximum learning outcomes [2].

In essence, learning is a process where a teacher carries out an activity to transfer knowledge to students in achieving a goal why learning activities are carried out [3]. Learning becomes one of the necessities of life of humans, because by learning humans are able to adapt to the environment and be able to obtain results from the adaptation that is done [4]. Learning and learning are two things that are interrelated in educational activities. Learning is a human effort that previously could not do something to be able to do something. While learning is an activity carried out by someone to learn.

Physical education is an inseparable part of education [5]. Physical education is one of the subjects that must be taken by students in various countries, one of them is in Engla [6]. When compared to other subjects, physical education is one of the subjects considered the most fun by students, because the teacher frees students to do physical activity and not only in class listening to lectures conducted by the teacher. Physical education in schools basically aims to be able to help the development and growth of students through various physical activities and sports activities. The research findings are that with appropriate physical education learning can increase the motivation of students in learning [7].

This research was conducted because of the many complaints from physical education teachers regarding the provisions of the implementation of learning in accordance with the curriculum. Many teachers argue that the lack of training from the Education Office is the main reason for learning physical education in each school to be different. Subject Teacher Conference conveyed that in fact there are still many junior high schools in Wonosobo Regency that are still not ready to implement the 2013 Curriculum, due to the low quality of education, and inadequate infrastructure for learning. In research conducted it is stated that learning physical education is considered trivial by teachers of other subjects which causes the Education Office not to see physical education learning as an important subject [8].

The evaluation technique used in this research is different from previous researches which conducted a basic evaluation and were not comprehensive. Many studies only look at or assess learning success and are also based on the physical education value of students. This study aimed to evaluate the teaching and learning implementation in the physical education subjects in 2013 Curriculum for Junior High Schools in Wonosobo Regency and the difficulties faced by the teachers in implementing the Curriculum.

## **2. METHOD**

This research is an evaluative research with survey method. Evaluative research is research that works in accordance with existing conditions in the field with predetermined criteria or standards. Evaluative

research is a research procedure in collecting and analyzing data to determine the value and benefits of a program. This study uses the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam. The design in this study used a Mixed Method design. This research was conducted in Wonosobo Regency, because from the literacy obtained by researchers there has been no similar research conducted in Wonosobo Regency. The places where the research was conducted were SMP 1 Garung, SMP 1 Kalikajar, SMP 1 Kaliwiro, SMP 1 Kejajar, SMP 1 Kepil, SMP 1 Kertek, SMP 1 Mojotengah, SMP 2 Selomerto, SMP 1 Sukoharjo, SMP 1 Wadaslintang, and SMP N 2 Selomerto.

The population in this study were all junior high school physical education teachers in Wonosobo Regency, totaling 110 junior high schools, all junior high school principals in Wonosobo Regency, and all junior high school students in Wonosobo Regency. Purposive sampling was used to take samples in this study, the sample criteria in this study were junior high schools in Wonosobo Regency that had implemented the 2013 curriculum at stage 1 and stage 2 or 4 years starting in 2019. The samples of this study were 13 junior high schools in Wonosobo district, 13 principals of Wonosobo junior high schools, 24 physical education teachers, and junior high school students in Wonosobo regency.

## **3. DATA ANALYSIS**

### ***3.1. Qualitative Data Analysis***

The qualitative approach is often called naturalistic research because the research is carried out in natural conditions. Qualitative data analysis in this study utilized the Atlas.ti application. Data reduction was conducted by processing, selecting, concentrating, simplifying, abstracting, and transforming the data obtained from the results of interviews in the field.

### ***3.2. Quantitative Data Analysis***

Quantitative data analysis used in this study was a descriptive analysis. Descriptive analysis is an analysis used to analyze data by describing or describing the data that has been collected previously. The data obtained from the results of the questionnaire filled out by the principal to assess the teacher's performance were then concluded into a description. The data obtained was used as reinforcement to analyze the difficulties of teachers in implementing physical education learning in the 2013 curriculum.

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4. RESULT

Education in Indonesia is currently implementing the revised 2013 curriculum which has been running for approximately 4 years. Based on the 2013

curriculum mandated by the government, it should be carried out properly by every educational institution throughout Indonesia. To realize the goals of the 2013 curriculum, one of them is through physical education learning.

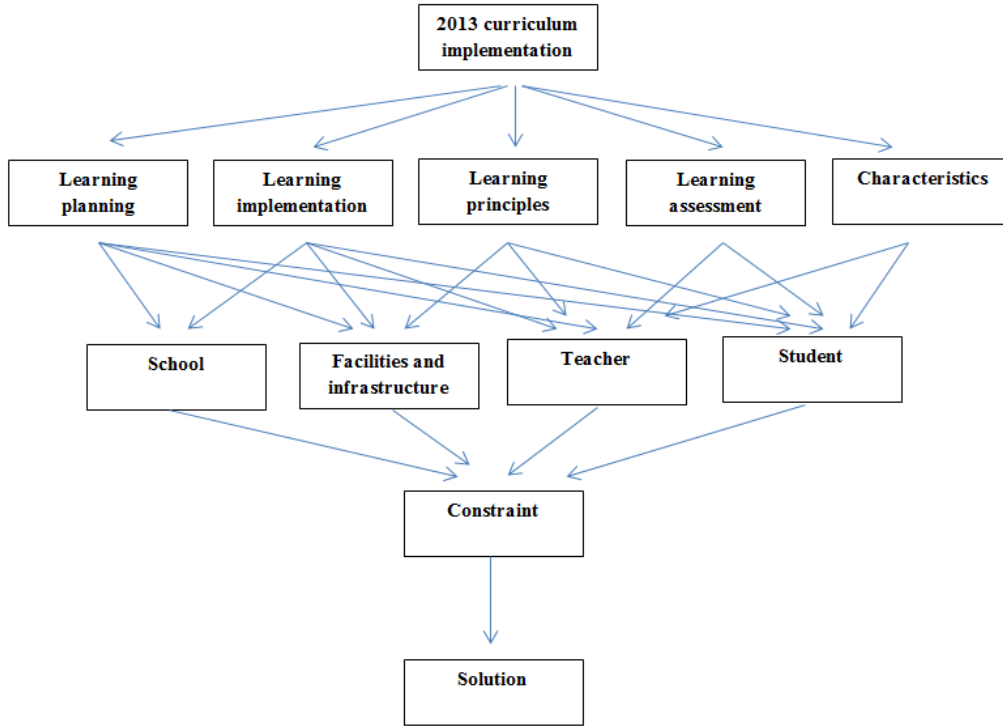


Figure 1 Concept Map of the application of learning based on the 2013 Curriculum

Table 1. The results of the research evaluation of the learning process for physical education Curriculum 2013 at the junior high school level in Wonosobo Regency

No	Observed aspects of the teacher	Average value	Category
1	Apperception and Motivation	3.85	Often
2	Submission of Competencies and Activity Design	4.3	Always
3	Mastery of Study Materials	4.25	Always
4	Application of Educational Learning Strategies	4.29	Always
5	Application of the Scientific Approach	4.26	Always
6	Application of Integrated Thematic Learning	4.29	Always
7	Utilization of Learning Resources / Media in Learning	4.2	Always
8	Involvement of Students in Learning	4.48	Always
9	Correct and Appropriate Use of Language in Learning	4.28	Always
10	Learning Closure	4.04	Always

5. DISCUSSION

Based on the results of the study, the evaluation of physical education learning in Wonosobo Regency was obtained from the results of interviews, field observations, and filling out a questionnaire by the principal. Ideally, the evaluation results are expected to reach a good category. The discussion of the evaluation of these components is described as follows.

5.1. Context Evaluation

The evaluation of the learning context referred to in this study is the principles and characteristics of learning related to the implementation of the 2013 curriculum in physical education learning. Based on Permendikbud No. 22 of 2016, that based on the 2013 curriculum, it is expected that students will play an active role in learning and the teacher will only act as a facilitator. This gives rise to many learning methods and learning approaches that make students the center of learning. The results show that physical

education teachers use and utilize technology, the internet, and use a variety of learning resources. Based on the results of the research above, it shows that the principles of learning physical education in Wonosobo Regency are in accordance with Permendikbud No. 22 of 2016. It's just that teachers still play a role as the core of learning, so students are told a lot instead of finding out on their own.

The characteristics of learning also discuss learning methods, the results of the study show that teachers apply demonstration learning methods that are not in accordance with Permendikbud No. 22 of 2016, the teacher believes that the demonstration method or lecture method of learning will run smoothly even though it is not in accordance with the learning method that should emphasize students to be more active. From the results of the interview, it was found that the teacher had problems in learning hours. The teacher thinks that with three hours of learning, one hour for theory and 2 hours for practice will not be effective for learning. Therefore, the teacher uses the demonstration method so that learning can run smoothly and the material can be conveyed.

## **5.2. Input Evaluation**

The input evaluation in this study focused on the educational background of the physical education teacher, the background of the students, and the available infrastructure. Teachers, students, and infrastructure are some of the factors that influence learning.

In the 2013 curriculum, students are learning subjects or learning actors. The results showed that students have varied absorption in receiving the learning given by the teacher. Many students in Wonosobo Regency experience obstacles in participating in learning because education in the Wonosobo area has not become the main goal. According to Jin [9], it shows that good students are seen from intelligence, emotional level, physical skills, and class activity. From the results of the study, it was found that the availability of infrastructure was not evenly distributed in every school, there were schools that had complete infrastructure facilities, but many schools had insufficient infrastructure. The results of interviews with physical education teachers showed that the delivery of all material that should be given to students could not be conveyed at all because of the absence of adequate infrastructure in schools. Physical education learning will be effective if the infrastructure is adequate [10].

## **5.3. Process Evaluation**

Process evaluation is an evaluation that assesses how learning is implemented, starting from planning, implementation in the field, and assessment. In this study, researchers will compare the results of teacher interviews with the assessment sheet filled out by the principal as well as triangulate research data.

One of the steps in learning physical education curriculum 2013 is lesson planning. In learning planning, it is usually in the form of administration which must be prepared by the teacher in the form of a set of plans that will be carried out during one year of learning. In Permendikbud No. 22 of 2016. Based on the results of interviews with teachers, the mapping of learning materials and syllabus was formulated by the because it was adapted to the conditions of the geographical area of Wonosobo Regency. In making lesson plans for teachers in Wonosobo Regency, many just copy and paste the work of other teachers so it is not adapted to school conditions. The obstacle experienced by teachers in planning learning is the time it takes to make the syllabus and lesson plans.

Assessment in the 2013 curriculum is an authentic assessment which is a component of a comprehensive assessment of all aspects. Aspects that are assessed in learning physical education curriculum 2013 are affective aspects, cognitive, and pricomotor. Based on Permendikbud No. 22 of 2016, the assessment of learning in the 2013 curriculum is seen based on the readiness of students, the process of students during learning, and student learning outcomes as a whole. Before conducting an assessment, the teacher must first make an assessment instrument. This assessment instrument is in the form of stages and procedures for how the teacher will conduct research. Assessment instruments are usually included in the lesson plans that have been made by the teacher. In addition to the assessment instrument, the teacher must also create a remedial program. Remedial programs are usually used to assess students who have scores less than the standard. Based on the results of the study indicate that the assessment activities carried out by the teacher are still not optimal, due to many factors and obstacles experienced by the teacher. The obstacles experienced by teachers in the assessment are that there is no specific time for assessment and the teacher does not make an appropriate assessment rubric. In addition to the above constraints, the teacher also did not conduct a thorough assessment.

## **5.4. Product Evaluation**

Product evaluation in this study is not seen from the learning outcomes of students, but is seen from the suitability of the 2013 curriculum implementation in regulations with the reality in the field. Permendikbud No. 81A of 2013. Based on the results of the research, physical education teachers felt helped by the implementation of the 2013 curriculum because the teacher was only a learning facilitator and the teacher had implemented physical education learning in accordance with Permendikbud No. 81A of 2013.

This research is expected to contribute ideas for various parties, especially for the Wonosobo Regency Education Office and SMP in Wonosobo Regency. This research has been carried out as well as possible, but has limitations and shortcomings, including:

1. Interview data collection can be influenced by the discussion and the atmosphere during the interview, so the information obtained is sometimes wider than the information needed by the researcher.
2. Documentation data collection and observations in the field can be influenced by the accuracy of the researcher.
3. The context, input, and product evaluation data were only obtained by researchers through interviews and observations without a questionnaire filled out by the principal.
4. Product evaluation in this study did not use student learning outcomes.
5. The results of this study only apply to junior high schools in Wonosobo Regency for the 2019/2020 academic year.

## 6. CONCLUSION

Based on the finding, it can be concluded that the learning of physical education at the Wonosobo State Junior High School is in accordance with the principles and characteristics of the 2013 curriculum learning based on the regulation of the minister of education and culture no. 22 of 2016. The planning, implementation, and assessment of learning physical education curriculum 2013 in Wonosobo Regency also has been well implemented, and is in accordance with the regulation of the Minister of Education and Culture no. 22 of 2016. It can be concluded that the implementation of physical education teaching and learning in Wonosobo Regency is well implemented and thus, can be referred as a standard practice.

## AUTHORS' CONTRIBUTIONS

TJ and TH contributed to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

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