

Applicability of Physical Education Learning Sports and Health (PJOK) Primary School in the Independent Curriculum



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ABSTRACT: In this research, the evaluation model used is the Discrepancy model. The subjects of this research were school principals, PJOK teachers and students at four schools in Kapanewon Ngaglik. Data collection techniques use questionnaires and interviews. The sample in this study included 4 school principals, 6 PJOK teachers and 4 students. The data analysis technique in this research is quantitative and qualitative descriptive analysis. The research instrument was validated through expert judgment. Content validity is proven by the V-Aiken Index coefficient with a result of 0.88 so it can be said to be valid. Meanwhile, the Cronbach's Coefficient Alpha reliability estimate is 0.904 (more than 0.07), so it is reliable and calculated with the help of SPSS. The results of the research show that the evaluation of the implementation of elementary school physical education, sports and health learning in the independent curriculum in four schools in Kapanewon Ngaglik is in the "Good" category. The results of the principal instrument analysis with a mean of 78.00, the assessment results with a percentage of 50% in the "Good" category are there (2 school principals), the "fair" category with a percentage of 25% are there (1 school principal) and the "poor" category with a percentage of 25% there (1 principal). Then the results of the PJOK teacher instrument analysis with a mean of 58.00, assessment results with a percentage of 50% in the "good" category are (3 teachers), in the "fair" category with a percentage of 17% there are (1 teacher), and the "sufficient" category " with a percentage of 33% there (2 teachers)

KEYWORDS: Evaluation, Discrepancy, learning, independent curriculum

INTRODUCTION

Education is an important part of human life that is conscious and planned, not an activity that is carried out routinely without having goals and careful planning. Education, especially in schools, has a very important role in educating the nation's life. Education is important in human life for achieving a decent life, that is why implementing education cannot be considered an easy thing (Uno, HB 2022). Education is a real and systematic step to create learning conditions and learning processes so that students can actively develop their potential and have spiritual strength, self-control, personality, intelligence, noble morals and skills that society, nation and state need at this time. and in the future (Monteiro et al., 2019)

Education has a very important role in advancing people 's lives in the current era of disruption. Education plays a very important role in the process of changing attitudes and behavior of individuals or groups of individuals in an effort to mature humans . with teaching and training steps. Education does not only aim to brighten the life of a nation but includes all values owned by a human being as a whole so that he can have attitudes and good personality (Ghimire, 2013)

The development of science and technology in Physical Education, Sports and Health (PJOK) brings a very large role in education for all groups, especially for children. This physical education provides opportunities for children to play, have fun through physical or physical activities, apart from that it plays an important role in children's development not only physically but also mentally, so that they can achieve educational goals. QPE (Quality Physical Education) which is a form of policy for equal distribution of physical education throughout the world, QPE was prepared to improve gaps in physical education, to prevent the impacts that occur due to the decline in the availability of physical education in accordance with the following WHO statement, increasing inactivity physical illness can become a serious disease such as a pandemic (UNESCO, 2015). This shows how important physical education is and is a very important thing in life, so that life goes hand in hand with physical education (Riyanto & Mudian, 2019). The principles and foundations of physical education have objectives which include developing physical and mental conditions, social integration and forming an independent person, as well as choosing forms of physical education and physical activity that are appropriate to a person's condition and social environment along with fostering health that meets standards. (Rosdiani, 2013, p.75-76)

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Through PJOK, it can stimulate students' physical development and growth, stimulate the balanced development of attitudes, mental, social, emotional and movement skills of students. PJOK in schools must be taught properly and correctly, PJOK is no less important than other subjects. A more specific scope is the subject of Physical Education, Sports and Health or PJOK (Barnes, A., Gani, RA, & Hidayat, AS, 2023). PJOK is an education carried out through physical activity which is an integral part of overall education, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, emotional stability, moral actions, aspects of a healthy lifestyle and introduction to a clean environment through selected physical, sports and health activities that are planned systematically in order to achieve national education goals.

Based on the results of preliminary observations, it was found that several schools from which research data was taken began implementing the Merdeka curriculum with a trial in 2021 and then implemented in 2022. According to the information the researchers obtained, private elementary schools collaborated on curriculum from schools, the Independent Curriculum and Curriculum 13 Meanwhile, state schools are currently also collaborating on curriculum 13 and adapting the independent curriculum. In implementing the curriculum, of course, cooperation is also needed from all parties who have a role in the successful implementation of the Merdeka curriculum. Among them is the Principal as the initiator who brings the school to a school that implements the Merdeka curriculum. This includes the principal providing the concept and the curriculum team which plays a role in preparing the school's operational curriculum. Subject teachers who play a role in implementing learning in terms of planning, learning and evaluation as well as students who act as objects carrying out learning in the independent curriculum. Apart from that, parents also play a role in feeling how the behavior and learning achievements of their children who study using the Merdeka curriculum are influenced.

The independent curriculum is interpreted as a learning design that provides opportunities for students to be able to learn calmly, relaxed, fun, stress-free and pressure-free, so that they are able to show their natural talents. After talking with one of the teachers, he was able to develop an independent curriculum spectrum and teaching material modules that were in accordance with the characteristics of the school. Apart from that, teachers are able to sort out which competencies are given based on the characteristics of the students, although not everything goes smoothly during implementation, there are still several obstacles in various ways.

The main obstacle experienced was the need for adjustments in the implementation of learning to implement the independent curriculum. In some schools, this independent curriculum has only been implemented in grades 1 and 4, while grades 2, 3, 5 and 6 still use curriculum 13, so there is a need to adjust the learning implementation of each curriculum. The second obstacle is related to the learning material, changes in teaching methods can be readjusted both in theory and in practice. Apart from that, the characteristic of the independent curriculum is that the learning process is project-based, which still requires adjustments for teachers as executors in carrying out the curriculum, and the obstacles faced are also the lack of learning support facilities, making it difficult for a teacher to deliver learning optimally. The existence of these obstacles certainly becomes an obstacle in the learning process so that the learning outcomes obtained are not optimal enough.

From the description above, it can be seen that there is still a gap between theory and reality in PJOK learning with the application of the independent curriculum model. Even though the government's policy in designing the latest curriculum is very good, it is not certain that every school is ready and able to implement the independent curriculum well, so there is a need for evaluation in its implementation. According to (Anas, 2023, p.378) evaluation is a tool for determining what decisions from the evaluation results need to be developed. This statement can be seen that evaluation of a program must be carried out to provide consideration to those who implement it. Evaluation must be carried out periodically as part of the program development process. Curriculum evaluation must be carried out frequently in the process of running the curriculum because the curriculum is dynamic and will develop every year according to current developments.

This research aims to evaluate and find out how well the level of implementation of elementary school physical education, sports and health learning in the independent curriculum of several schools in Kapanewon Ngaglik. By conducting this research, it is hoped that schools will know how to evaluate the implementation of this independent curriculum model in elementary schools, especially the learning of PJOK as a consideration in making decisions so that they are able to develop the curriculum in the process of improving the curriculum.

METHOD

The type of research used is evaluation research with a discrepancy model. Evaluation research is research that evaluates an activity or program which aims to measure the success of a program whether it has run as expected or not (Kantun, 2017). This research aims to evaluate the implementation of Physical Education, Sports and Health (PJOK) learning at elementary school level in the Independent Curriculum. This evaluation research is also used to obtain information by comparing the suitability of conditions

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with established criteria or standards. This research uses a descriptive mix method approach combining quantitative and qualitative research to obtain comprehensive, valid, reliable and objective data. This research was conducted at an elementary school in Kapanewon Ngaglik, Sleman Regency. The schools selected consisted of two private schools and two state schools, namely Al-Azhar Islamic Elementary School Cairo Yogyakarta, IT Taruna Al-Quran Elementary School, Ngaglik Public Elementary School, and Gentan Public Elementary School. The research time was carried out on July 24 – August 2 2023.

DISCUSSION

The results of this research are intended to describe data about how well the level of implementation of physical education, sports and health learning in elementary schools in the independent curriculum. Researchers hope that the results of how well the level of learning is implemented can be used as an evaluation for each school, and can be followed up according to the procedures of each school.

a. Results of analysis of the Principal's questionnaire sheet

Data from the questionnaire were analyzed using descriptive statistics. Descriptive statistics on the implementation of PJOK learning evaluation using the independent curriculum. The principal takes a very important role, based on the data obtained that the lowest (minimum) score is 76, the highest (maximum) score is 80, the average (mean) is 78.00, the middle (median) is 78.00, the value that often appears (mode) 76, standard deviation (SD) 1.826. The results can be seen in full in table 6 as follows:

Table 1. Descriptive Statistics of School Principals

Statistics	
<i>N</i>	4
<i>Mean</i>	78.00
<i>Median</i>	78.00
<i>Mode</i>	76
<i>Std. Deviation</i>	1,826
<i>Minimum</i>	76
<i>Maximum</i>	80

The data from the questionnaire sheet is divided into 5 (five) criteria, namely very good, good, quite good, not good and very poor. The results of the questionnaire are in the form of assessment results with predetermined norms, making it easier to analyze implementation achievements. If displayed in table form, the implementation of the PJOK learning evaluation in elementary schools using the Independent Curriculum based on the norm scan assessment can be presented in table 2 as follows:

Table 2. Results of Principal Instrument Analysis

No	Intervals	Category	Amount	Percentage
1.	$80.74 < X$	Very good	0	0%
2.	$78.91 < X \leq 80.74$	Good	2	50%
3.	$77.09 < X \leq 78.91$	Enough	1	25%
4.	$75.26 < X \leq 77.09$	Not enough	1	25%
5.	$X \leq 75.26$	Very less	0	0%
Amount			4	100%

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Based on the frequency distribution in table 8 above, the implementation of PJOK learning evaluation in elementary schools. To make it easier to see the results of the analysis, they are presented in diagram form in Figure 1 as follows

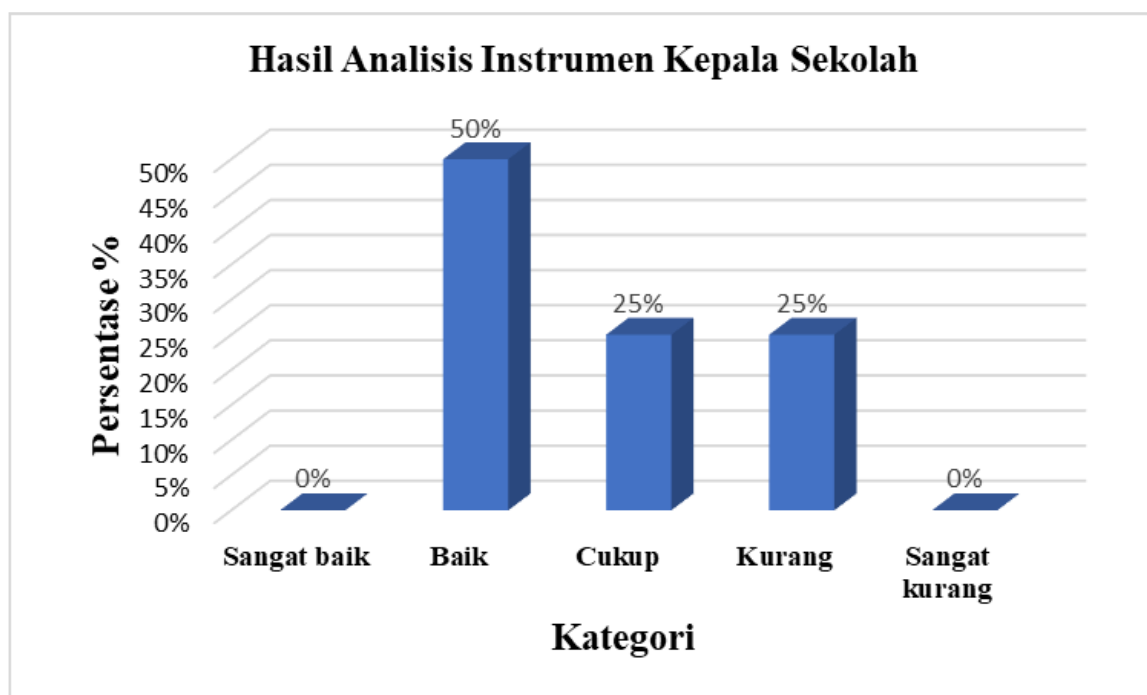


Figure 1. Histogram of Principal Instrument Analysis

b. Results of analysis of PJOK Teacher questionnaire sheets

Data from the questionnaire were analyzed using descriptive statistics. Descriptive statistics on the implementation of PJOK learning evaluation using the independent curriculum. In this process, PJOK teachers also take a very important role in the implementation of PJOK learning with the implementation of the new curriculum, namely the independent curriculum. The teacher's role in curriculum development will determine the success of the teacher's role in learning to achieve the educational goals set by the curriculum. Based on the data obtained, the lowest (minimum) score is 56, the highest (maximum) score is 60, the average (mean) is 58.00, the middle value (median) is 58.50, the frequently occurring value (mode) is 56, the standard deviation (SD) 1,673. The results can be seen in full in table 3 as follows:

Table 3. Statistical Description of PJOK Teacher Instruments

Statistics	
<i>N</i>	6
<i>Mean</i>	58.00
<i>Median</i>	58.50
<i>Mode</i>	56
<i>Std. Deviation</i>	1,673
<i>Minimum</i>	56
<i>Maximum</i>	60

The data from the questionnaire sheet is divided into 5 (five) criteria, namely very good, good, quite good, not good and very poor. The results of the questionnaire sheet are in the form of assessment results with predetermined norms, making it easier to analyze implementation achievements. When displayed in table form, the implementation of PJOK learning evaluations in elementary schools using the Merdeka Curriculum based on norm assessment.

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c. Results of analysis of student interviews

Apart from obtaining results from questionnaires, information was also obtained from interviews with students. Based on student responses to difficulties in learning PJOK. The results of the responses from students from private schools were that they felt difficulties, while from state schools there were students who felt difficulties and some who did not. According to them, the difficulties experienced in private schools can still be followed if they are willing to pay attention and practice, whereas in public schools they are able to follow them even though they are less than optimal. Each school can participate during the learning process, because according to them, PJOK learning is one of the lessons that involve learning while playing, so it is exciting and fun. The learning model on average in both schools has implemented fun learning so there is little chance of children feeling bored. Each school also has simple infrastructure such as round cones, cone balls, balls, jumping fields, mats, small goals, etc. That way, students can take part in learning happily, although the level of effectiveness of each school cannot be seen yet, but with PJOK learning they are happy because they can learn outside the classroom.

Based on the results of instrument analysis from the school principal and the results of instrument analysis from PJOK teachers as well as interviews with several students, the results of the research show that the implementation of the evaluation of the Implementation of Physical Education, Sports and Health (PJOK) Learning in Elementary Schools in the Independent Curriculum is in the Good category. In detail, the research results can be seen using the results of the norm reference assessment (PAN), the research results obtained from school principal respondents showed a percentage of at most 50% with the "good" category having 2 principals, then with the "fair" category 1 principal and "less" each shows a percentage of 25% with 1 principal. Meanwhile, the research results obtained from PJOK teacher respondents at most showed a percentage of 50%, there were 3 teachers in the "good" category, in the "adequate" category with a percentage of 17% there was 1 teacher, and in the "poor" category with a percentage of 33% there were 2 teachers. .

This research has presented data regarding the views of school principals and PJOK teachers in implementing the independent curriculum in educational, physical, sports and health (PJOK) learning in elementary schools. Researchers will first discuss findings regarding the role of school principals in implementing the independent curriculum in existing research. The principal in implementing the independent learning curriculum functions as an Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator (Zahra & Putri, 2016). In order to implement the independent curriculum, the role of the principal is very important in empowering all school resources for the successful implementation of the independent curriculum. The successful factor in implementing the independent curriculum is the leadership of the school principal, especially his role in implementing education and supervision (Zahra & Putri, 2016).

According to (Isa et al., 2022), it was explained that the aim of the research was to see the extent of professionalism of school principals in implementing the independent curriculum. The school principal carries out his role as a mediator and motivator for teacher participation in curriculum training. The school principal also plays a role as a participant in regular meetings or discussions. The school principal is also a supervisor and evaluator in implementing the independent curriculum. The research results show that the implementation of the independent curriculum makes teachers more professional through various kinds of coaching and training. Another party who also plays a role in supporting the implementation of the independent curriculum is the curriculum development team together with the school principal. The school principal and the team that has been selected according to these competencies will process or package the curriculum according to the needs of each school.

In the learning process, the tasks that teachers must carry out are mastering, planning, implementing learning, and carrying out learning evaluations. The plans made by the teacher must be in accordance with the education and learning concepts contained in the curriculum. This planning is an idea about what is carried out in learning so that a system is created that allows a learning process to occur and can bring students to achieve the expected goals. One of the supporting factors for successful learning in schools is the use of interesting, innovative and creative learning media, so that it can increase students' interest in studying an object. Learning media is a tool that has the function of conveying learning messages from teachers to students. Learning media are media, tools or techniques used in the teaching and learning process with the aim of ensuring that the process of educational communication interaction between teachers and students can take place in an effective and efficient manner. (Dita et al., 2021, p.24) states that learning media is an intermediary that makes it easier for educators to convey material to students, so that learning can be achieved according to learning objectives. When understood in broad terms, media are people, materials and events that create conditions that enable students to acquire knowledge, skills or attitudes. In this sense, teachers, textbooks, and the school environment are media.

Indicators that learning media are still in the deficient category for older teachers are as follows: (1) Teachers are not yet very proficient in operating media/platforms that support the learning process and (2) Learning media and tools are not yet complete and in accordance with the objectives. , materials, and learning models. In order to help implement the physical education

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learning process, especially in learning sports games, even though the learning facilities are less supportive, the learning process must still be provided and implemented according to the curriculum. Effective physical education learning is reflected when students can be actively involved during learning and students can gain successful and satisfying experiences in every learning activity (Budi et al., 2019, p.131). Physical education learning programs given to students should pay attention to the level of growth and development of students' abilities, so that effective learning and successful experiences can be obtained by students (Sayfei et al., 2020). Meanwhile, evaluation is carried out to measure the degree of achievement of objectives and the effectiveness of the learning process carried out. Evaluation is a feedback process that is the basis for improving the learning system. In order for evaluation activities to achieve maximum results, evaluation must be carried out continuously.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of the evaluation of the implementation of elementary school physical education, sports and health learning in the independent curriculum in Kapanewon Ngaglik, shows that the results of the analysis of the norm reference assessment are in the "Good" category.

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