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IMPLEMENTATION OF THE PHYSICAL EDUCATION CURRICULUM AT SECONDARY SCHOOL LEVEL IN THE DILI DISTRICT OF TIMOR-LESTE

Abstrak

Penelitian ini bertujuan untuk menilai implementasi kurikulum Pendidikan Jasmani di delapan sekolah menengah. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus tunggal. Data dikumpulkan melalui wawancara, observasi dan analisis dokumen. Hasil penelitian menunjukkan kekurangan teoritis, metodologis dan praktis dalam penerapan kurikulum Pendidikan Jasmani di delapan sekolah menengah. Beberapa kendala yang dihadapi antara lain kurangnya persiapan dan pemahaman guru terhadap kurikulum, sarana dan prasarana yang belum memadai, serta perlunya pengembangan bahan ajar yang lebih efektif. Pendidikan Jasmani merupakan salah satu disiplin ilmu wajib yang dimasukkan dalam program kurikuler pendidikan nasional. Dalam merencanakan pelaksanaannya, sekolah harus mampu memahami kurikulum yang ditetapkan pemerintah agar dapat melaksanakan kegiatan pembelajaran secara efektif. Pentingnya kurikulum pendidikan jasmani (implementasi silabus) yang baik dan efektif akan mempengaruhi kualitas pengajaran di sekolah menengah. Disiplin Pendidikan Jasmani sangat penting sebagai bagian pembelajaran di sekolah menengah. Tujuannya adalah untuk mengembangkan kemampuan jasmani peserta didik dalam berbagai jenis aktivitas jasmani, termasuk olah raga dan kegiatan lain yang meningkatkan kesehatan dan kebugaran jasmani, berdasarkan kurikulum yang menjadi pedoman utama dalam merencanakan pelaksanaan pembelajaran yang efektif. Penelitian ini bertujuan untuk menilai pelaksanaan program Pendidikan Jasmani di delapan sekolah menengah. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus tunggal. Pengumpulan data dilakukan melalui wawancara, observasi dan analisis dokumen. Hasil penelitian menunjukkan kekurangan teoritis, metodologis dan praktis dalam implementasi kurikulum Pendidikan Jasmani di delapan sekolah menengah. Beberapa kendala yang dihadapi antara lain kurangnya pemahaman guru terhadap program, sarana dan prasarana yang belum memadai, serta perlunya pengembangan bahan ajar yang lebih efektif.

Kata Kunci: Pendidikan Jasmani, Kurikulum, Implementasi, Pendidikan Menengah.

Abstract

This study aims to assess the implementation of the Physical Education curriculum in eight secondary schools. This research uses a qualitative approach with a single case study. Data was collected through interviews, observation and document analysis. The research results show theoretical, methodological and practical deficiencies in the implementation of the Physical Education curriculum in eight secondary schools. Some of the obstacles faced include teachers' lack of preparation and understanding of the curriculum, inadequate facilities and infrastructure, and the need to develop more effective teaching materials. Physical education is one of the mandatory disciplines included in the national education curricular program. In planning its implementation, schools must be able to understand the curriculum set by the government in order to carry out learning activities effectively. The importance of a good and effective physical education curriculum (syllabus implementation) will influence the quality of teaching in secondary schools. The discipline of Physical Education is very important as a part of learning in secondary school. The aim is to develop students' physical abilities in various types of physical activities, including sports and other activities that improve health and physical fitness, based on the curriculum which is the main guide in planning effective learning implementation. This study

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aims to assess the implementation of the Physical Education program in eight secondary schools. This research uses a qualitative approach with a single case study. Data collection was carried out through interviews, observation and document analysis. The research results show theoretical, methodological and practical deficiencies in the implementation of the Physical Education curriculum in eight secondary schools. Some of the obstacles faced include teachers' lack of understanding of the program, inadequate facilities and infrastructure, and the need to develop more effective teaching materials.

Keywords: Physical Education, curriculum, implementation, secondary education.

INTRODUCTION

The Physical Education curriculum is an important part of learning at Sênior Secondary School (SMA) level in the district of Díli in Timor Leste. The aim of the implementation of the Physical Education curriculum is mainly to find out to what extent is the teacher's understanding of the implementation of the curriculum at the Sênior Secondary School (SMA) level in the Díli district of Timor Leste (Nurhasan, 2008). The importance of a good and effective PE curriculum (implementation of the curriculum of studies) will influence the quality of teaching in secondary schools (Starc & Strel, 2012). The discipline of Physical Education is very important as part of learning in secondary schools. It aims to develop pupils' physical abilities in various types of physical activity, including sports and other activities that promote health and fitness (Rusli Lutan, 2007).

Consequently, in designing and implementing physical education learning, schools must understand the curriculum of studies set by the government. The curriculum of studies is the main guide in planning the effective implementation of learning. This research aims to assess the implementation of the Physical Education curriculum at secondary school level in Díli, Timor Leste (Jakaria, 2014).

Theoretical review The term "curriculum of studies" is used to designate a product of curriculum development in the form of a further elaboration of the standards of competence and basic competences to be achieved, as well as of the points and descriptions of the material to be learned by pupils. Curriculum development is in fact the same as curriculum development (Rifqi Festiawan, 2020).

Curriculum and learning development, according to (Sagala, 2008), consists of answering the questions (1) what is to be taught (standards of competence, basic skills and subject matter); (2) how to teach it (learning experiences) methods, means of communication); and (3) how to know its realization (evaluation and assessment system). According to (Sagala, 2008) curriculum is one of the products of curriculum development and learning that contains the outlines of learning materials (Sudarsinah, 2021).

The teaching job is a job that can only be done by one who is especially ready, such as a teacher, who must have the ability and expertise in the teaching domain, so that he/she can fully perform his/her duties and functions as a teacher. A teacher must have a teacher's guide to carry out good learning and teaching activities. A teacher's guide is a book containing a teacher's work plan covering the teacher's efforts to improve the planning, implementation and evaluation of the learning process. This teacher's guidebook contains a plan for PKB activities carried out by teachers during one year.

Learning materials are systematically organized materials or materials that teachers and learners use in the learning process Magdalena et al. Didactic materials are a set or learning tools containing didactic materials, learning methods, methods, limitations and ways of evaluation that are conceived in a systematic and interesting way to reach the expected objectives, mainly to reach competences and sub-competences with all their complexity (Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., Muhammadiyah Tangerang, 2020). Teaching materials or learning materials are basically the content of the curriculum, mainly in the form of disciplines or areas of study with topics/subtopics and details (Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., Muhammadiyah Tangerang, 2020).

It can be understood that the role of a teacher in the conception or compilation of learning materials determines to a large extent the success of the learning process and learning through learning materials. Learning materials can also be interpreted as any form of material that is systematically organized to enable learners to learn independently and is conceived in

accordance with the applicable curriculum. (Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., Muhammadiyah Tangerang, 2020). Efforts to improve teachers' ability to arrange lesson plans in the form of curricula and lesson plans with effective and efficient actions, mainly by inviting teachers for discussions that focus on their weaknesses in the group of disciplines. (Syafuruddin, 2022).

Teachers should be encouraged to think systematically, with emphasis on conducting the input diagnosis, on the development of the teaching and learning process and on the output (evaluation). At the input, teachers arrange everything, such as curriculum documents, for a good process. Processes are events performed to produce a complete and correct curriculum and lesson plans (Syafuruddin, 2022). A complete and correct curriculum of studies is a curriculum of studies whose components are related, starting with the components related to the competences to be mastered by the students in the form of core competencies (KD), indicators and learning materials (Syafuruddin, 2022).

This component should be related to the components of how to master the competences contained in the main learning activities and the components related to the way in which the realization of competences is assessed in the form of assessment techniques and assessment tools. No less important is the support component which consists of the allocation of time and learning resources. Meanwhile, a complete and correct lesson plan is produced from developmental stages starting with the identity of the discipline with a clear label in the form of school type, discipline, group/semester, meeting, time allocation, competency standards (SK), core competencies (KD) and indicators derived from the curriculum of studies (Syafuruddin, 2022).

They follow learning objectives written in complete sentences with operational verbs that can be observed and measured (Nur'aini, 2020). The learning materials developed refer to the learning materials of the study curriculum. Learning methods in lesson plans can be interpreted strictly as methods, and they can also be interpreted as models or approaches to learning, depending on the characteristics and/or strategies chosen (Syafuruddin, 2022). The learning stages in the lesson plan are detailed in three phases, mainly introductory activities in the form of motivation, perception and transmission of learning objectives/competences, core activities in the form of multi-method and multi-strategy learning activities (Syafuruddin, 2022).

Closing activities in the form of weighting, drawing conclusions and evaluation, closing activities in the form of reflection, drawing conclusions and evaluation (Sani, 2014). Learning resources in lesson plans are references, objects and/or materials used for learning activities in the form of print media, electronic media, sources, physical, social and cultural environments (Syafuruddin, 2022).

METHOD

This research used a qualitative approach with a case study. Data were collected through interviews with PE teachers and curriculum staff, observation and document analysis. This research was conducted over a period of two months (Muqorrobin, 2010).

RESULT AND DISCUSSION

The results showed that the implementation of the Physical Education curriculum at the Sênior Secondary School (SMA) level was still not the best. Some of the obstacles faced include teachers' lack of understanding of the curriculum, inadequate facilities and infrastructure and the need to develop more effective teaching materials. The obstacles faced by schools in implementing the PE curriculum are described below:

1. Lack of understanding of the curriculum by teachers, Teachers teaching Physical Education disciplines still do not fully understand the curriculum set by the government. Most of them do not rely on the curriculum as a guide for the implementation of learning activities. Therefore, the ministry needs more systematic training and development for teachers to understand and implement the curriculum effectively.
2. Inadequate facilities and infrastructure Another obstacle to the implementation of the PE curriculum is the lack of adequate facilities and infrastructure. Some schools do not have adequate sports facilities or equipment, resulting in limited learning activities. Therefore,

schools and the government should pay special attention to the improvement of adequate sports facilities and infrastructure, so that pupils can best develop in learning activities.

3. More effective teaching materials need to be developed, The Ministry of Education needs to provide more effective teaching materials in accordance with the established curriculum. Some teachers use books that are not in accordance with the applicable curriculum, thus affecting the effectiveness of learning activities.

Discussion

In order to overcome the obstacles encountered in the implementation of the Physical Education curriculum at secondary school level, the following points need to be taken into account

1. Schools need to improve teachers' understanding of the curriculum, especially in terms of more structured and effective lesson planning.
2. Schools should improve adequate sports facilities and infrastructure to support optimal learning activities, mainly through cooperation with related parties.
3. Schools should develop teaching materials in line with the curriculum to improve the effectiveness of learning activities.

CONCLUSIONS

The implementation of the PE curriculum at secondary school level is lacking in its practical implementation and there are several obstacles faced, such as insufficient preparation and understanding of the curriculum by teachers, inadequate facilities and infrastructure and the need for more effective PE teaching materials.

To overcome these obstacles, an effort by the Ministry of Education and the school, as well as other related parties, is needed to improve the effectiveness of the implementation of the Physical Education curriculum at secondary school level in the District of Díli, Timor Leste.

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