

Implementing teacher learning in physical education curriculum implementation of junior school in Makassar, Indonesia

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Abstract

The purpose of this study was to investigate the physical education teachers with regard to implementing learning in junior high school in Makassar, Indonesia. The successful implementation of the curriculum is strongly influenced by the structure which is run by teachers based on standard of the curriculum implementation. In conducting the teaching of physical education, teachers are less important and less profitable for students and the best education. At the same time, the main problem in the implementation of this curriculum is the of teacher lack the motivation to carry out teaching activities caused a means for teaching facilities are very limited. The study design is done by using a qualitative approach, which aims to describe in depth the implementation of the physical education curriculum in junior high. A case study approach used in this study to investigate the eight teachers who take on the subject of physical education at eight different schools. The results revealed that some teachers do not implement a structure for teaching sessions. This is due to the fact that only a few teachers implement a teaching structure for students in order to improve their teaching performance. These findings suggest that there are teachers not implement teaching structure as a standard tool to follow the standard of the implementation of the subject of the physical education curriculum.

Keywords: Implementation of the curriculum, physical education implement, standard implement the curriculum

1. Introduction

The curriculum is implemented to ensure the student's ability to master a lesson so as to achieve success. The curriculum is also implemented in order to get a change in behavior better learners and obtain the triumph as expected (Russell, 2007; Rifai, 2011) [25, 26]. Implementation of the curriculum in schools with sustainable organizations can improve the effectiveness and quality of education and be able to promote the glory of students (Mariani Md. Nor, 2002) [20]. Hans (2013), states that the structure of the sequence of instruction used in teaching found to be very closely linked to the students' skills. The study found that the structure of the teaching sequence can influence student achievement in participating in class assignments.

By Hargreaves (2007) and Wanying (2014), as well as problems in teaching effectiveness is related to the accuracy of teachers in conducting lessons based on the time allocation in the curriculum. Activities in the teaching curriculum PJ can be implemented inside or outside the classroom. Although attention is needed to process more activities outside the classroom due to wider reach and should be taken into account the safety of students. As an example, because the environment makes students feel anxious because perhaps many sharp objects, many vehicles, rain or hot weather. Activities in the teaching curriculum PJ can be implemented inside or outside the classroom. Although attention is needed to process more activities outside the classroom due to wider reach and should be taken into account the safety of students. As an example, because the environment makes students feel anxious because perhaps many sharp objects, many vehicles, rain or hot weather. This matter must be different when running in the classroom or in the hall like a place that gives students a positive and safe learning. Students who want to learn or teachers who want to teach can be done with harmony and feel

good (Mohd Sofian Omar Fauzee, 2006).

2. Statement of the Problem

In the process of carrying out activities of teaching physical education teachers have not been able to make a significant contribution because of the time devoted to running instruction used for other subjects. Therefore, teachers are too concerned with other subjects, the teaching of physical education who is also the majority of the subjects did not implement as issued (Tomoliyus, Margono & Sujarwo, 2013) [33]. Physical education curriculum implementation is both complex and many challenges such as the number of students that many in one class (Ardhimuna 2010; Destani, 2011; Saryono & Soni, 2013) [1, 6, 29]. It is like that reported by Setiawan (2004) [30], Juliantine (2011) and the Education and Training Module Professional Teacher of Physical Education and Health (2012) [7], who said that in carrying out activities of teaching physical education, teacher considered less important and less profitable for students as well as better education. At the same, the main problem in the implementation of this curriculum is the teaching of teachers lack the motivation to carry out teaching activities caused a means for teaching facilities are very limited (Harianti, 2007; Harsono, 2010; Suyudi, 2012; Merdekawati, 2013; Herdayanto, 2014; Maulida, 2014) [9, 10, 31, 23, 12, 21].

3. Research Objectives

To elaborate on the implementation of the physical education curriculum subjects at secondary school by focusing on teachers in implementing the learning.

4. Research Questions

How do the physical education curriculum subjects done by teachers in implementing the learning in school?

5. Literature Review

The physical education curriculum was originally based on the aspects of strength, agility, and flexibility exercises, and so on more widespread on fitness and exercise can improve cardiovascular endurance (Corbin *et al.*, 2008; Koutedakis & Bouziotas, 2003; Wuest & Bucher, 2009) ^[3, 15, 34]. Progress must be intensified against the desires of education and the importance of sport and physical education for the progress of a nation. The physical education teaching quality is getting better and according to the desire of the Indonesian national education. Therefore, this research needs to be done, especially with regard to the problem of improving the quality of teaching physical education curriculum subject in schools (Khomsin, 2001; Siedentop, 2007) ^[28].

5.1 Teacher of Teaching

Implement after teaching a core phase of planning the teaching process. Teaching cannot have any meaning if the teaching plan cannot be implemented. Aside from the teachers, the administration also plays an important role to ensure the running of teaching as determined by curriculum (Milner, 2010; McLachlan, Marilyn & Edwards, 2010) ^[24, 22]. Run by teachers teaching in schools is evident in classroom practice in implementation activities physical education curriculum subjects. Various methods of teaching that can be run in order to attract students. Various things to determine the teaching methods that can be used as learning outcomes to be achieved, teaching materials that will be taught and the steps of teaching activity (Berliner, 2001; Margono, *et al.*, 2013) ^[2].

Teachers need to run teaching the steps of physical education to contribute to the educational experience, game and skills of students. In carrying out teaching teachers need to implement certain steps based on the standard curriculum. Curriculum implementation requires reciprocal teaching in order to make an effective contribution to the student (Jacobson, 2010; Rink, 2014) ^[13, 27]. In carrying out the teaching of physical education teachers' pedagogical knowledge should be used to deliver the course content so that aspect will be given to students to understand (Julismah Jani, 2012) ^[14].

Teachers' knowledge is indispensable in carrying out the teaching as knowledge about the steps of teaching activity, the purpose of education, knowledge of the characteristics of students, pedagogical knowledge, knowledge of subject content and knowledge of the curriculum (Margaret & Karen, 2010) ^[19]. Knowledge of educational objectives and characteristics of students is the most important component to know the purpose of teaching in the classroom. Steps of teaching activity used in delivering the course content so the element will be given to students, so that they're comfortable and easy to understand (Griggs & Gavin, 2012) ^[8].

6. Research Methodology

According to Denzin and Lincoln (2005) ^[5], Hastie and Hay (2012) ^[11], said that the qualitative research as an interpretive approach involving research and naturalistic. Interpretative qualitative research mean sees as a unique fact, has special significance as the context and the core in understanding the social meaning. Naturalistic qualitative research on a study that focused on the experience and knowledge of individuals as participants in the study to be studied in their natural living world. Qualitative research can provide a holistic overview, analyzing the words and view detailed reports by informers.

6.1 Interview Data

Strauss and Corbin (1998), argues that a qualitative approach is the best interview approach used to understand something that is widely known phenomenon. Interview in the qualitative approach used to obtain new insights and also obtain extensive and in-depth information that may be difficult to run with a quantitative approach. Stake (1978), Lincoln and Guba (1985), says that only an interview using a qualitative approach can explain the views of teachers and get more understanding and information about the situation to be studied extensively, detail and in depth. Therefore, the researcher will provide a detailed explanation of the research findings so that readers can compare the truth with their condition. According to this aspect of alternative generalization, the findings of this study may be applied to other conditions of the readers to be on the condition that (Creswell, 2005) ^[4].

6.2 Examining the Validity of Interview

In an attempt to verify the validity of the interview instruments, the content validity was employed with the expert in physical education curriculum. This validity is compulsory to ascertain whether the instrument used can accurately measure the concept (Creswell, 2011). Thus, this study utilized the content validity to determine which items were suitable to measure the lesson plan in the implementation of physical education curriculum. Accordingly, the expert checks the items related to their sentence structures, focus and terminologies.

6.3 Sample and Population

The sample of the population for this research consists of physical education subject teachers who teach in junior schools in Makassar, Indonesia, a total of 8 physical education teachers were identified as a population. The researchers had gone to all the above-mentioned schools and met face to face with all 8 probable respondents. There were only 8 respondents who were willing to cooperate and agreed to become subjects for this study. Therefore, the researcher interviewed the 8 respondents for the data collection purpose. Eight respondents managed to complete all the given interview and therefore become respondents for this study. With a total of completed instruments, the researchers acquired 8 of the whole sample of the district's Physical Education teachers. This proportion is sufficient to represent the total population in Makassar. As stated by Creswell (2005) ^[4], the minimum sample obtained from a qualitative study is, at least one of the total number of research population.

Sampling procedure as mentioned above, this study had also employed purposive sampling to choose the sample of this study. This type of purposive sampling was chosen since its easily manageable nature and fulfills the requirement of the research sampling method (Jones, Brown & Holloway, 2013). This sampling method can also be used on respondents who are willing to cooperate with the researchers. In essence, the sample is also considered as homogeneity of respondents that consisted of similar teachers who are into a physical education subject.

7. Result

In implementing curriculum, teaching R1 PE conducted according to the guidelines in the RPP. Because R1 before carrying out teaching must start by pray together, warm up, then repeat the lesson, convey the purpose of teaching,

teaching and even after the process of carrying out activities in the classroom at the end of the closing / prayer again.

Running hours of structured teaching... yes, still means I lined up, praying, taking attendance or check, a third of what eee... what our goal is, what our material to receive this lesson, is not the purpose of learning. After the objective, the core, the new core cooling after heating the back, praying again, cover (interview / R1).

In implementing curriculum, teaching conducted PE R2 already meet the syllabus. Among them, R2 running steps in structured learning activities starting from praying, warm, and then re-teaching, teaching, teaching core and cover activities or pray again at the end of the lesson. According to him, such as teaching in line with the draft RPP PJ teaching curriculum so beneficial for students. R2 always acts like this because of fear as if the student was injured when not carried out in accordance with the existing structure and sequence.

We are always structured means starts we pray, heating, before the break we pray, given moment... we explain what is the use of heating, repeating the teaching of the last week, what is the purpose of learning today, then we go further closing movement of the core and the learning or praying back... eee... this so aak-child is not injured (interview / R2).

PE teaching curriculum implementation conducted by R3 has fulfilled a syllabus. For example, R3 carry out teaching in accordance with the order of a detailed draft regulation compared with other study participants as R6 and R8. R3 delivers various directions and instruction to students in order to play the game of basketball. As the findings in this study, R3 carry out teaching covers aspects of the structural measures of teaching PJ in her class whom to pray, to ask about the situation of students, warming the body, giving the questions about teaching weeks, teaching, and teaching and closing.

The presence of the first list, then check the sick children or not to 'health check early. If there is no subsequent pray, pray and then landed minister when the first hour it sing Indonesia Raya, then after heating. After heating the assembled again said previously submitted eee... yes... later purposes related to the lesson, what to do with the last lesson with the current study. Although different, we find similarity to what it means... use to run if there is memory important if children back on previous lessons. After that it should do little questions like what we bring material. First lured to '... captivated told of the material then asked if we were asked after asking to be given more questions. After the new... the express purpose of learning objectives' own goal of learning techniques delivered judgment delivered recently (interview/ R3).

R4 implement steps sequence events began teaching hours of prayer, warm up, teaching, and learning and teaching explain or describe future plans.

Measures learning eee... For instance, learning steps right, there it is written in the first meeting of RPP eee... eee... big ball game. So we wrote a ball like that so we follow what is written in the RPP. Including the eee... what-assessment evaluation, what measures learning. For example, eee... the lesson is written right there in the RPP, attendance, heating, pray, objectives, core subjects entered after the return described future plans (interview/ R4).

R5 also want the students to learn and understand something in the order of teaching structure. It also can reduce the contention by the students that during this curriculum PJ

considered as subjects are not neglected in school. R5 is presented as below;

Learning PE we... we... we... need to be structured. PE also not neglected but instead may PE eee... it dominate strategic sites in this study, I think so (interview / R5).

R6 aside the order of the structure of teaching them to pray, warm up, and then re-teaching, teaching objectives and prayed cover or back at the end of the lesson. In addition, many or 10 students not attending lessons this teacher who taught in that period as well.

If in this class cannot be structured, that I said before depend on me because these children are virtually wild eighth grade. Earlier there were several children over 10 who are not present anymore, like it's not the actual hours of this sport, but in fact it continued here but already there is a lesson in (interview / R6).

The situation at R7, run the whole teaching sequence detailed compared with R6 in the teaching curriculum PE. R7 in carrying out the measures still teaching students to pay attention to the existing structure to avoid the danger of injury. R7 carry out teaching the same lesson plan created by a friend of his.

Yes sir ranging from heating, repeating well, purposes, core activity, cooling... it cannot be dissociated sir. I'm afraid because it's easy to pack my injury, I am afraid, yes any sir is warm up is important (interview / R7).

For the R8, implementation curriculum teaching conducted PE does not meet the syllabus. R8 only run core teaching and pray the time at the end of the learning. However, in the exercise of stretching or warming up, then re-teaching, teaching is simply not done before students play football in the performance of PE.

I used my warm up was not carried out, warm up if the rules we used to be at least 15 minutes. How would a 15-minute, 30-minute this teaching 1 hour will be done, if I give my heating conditioning your child again. He before entering the core of the core should warm up first, then football and then quieting / cover (interview / R8).

8. Conclusion

This study is expected to provide benefits for curriculum makers, research in the physical education curriculum implementation at the level of junior school is the first in Indonesia can provide improvements over time. Especially for makers of central education ministry level curriculum and organizations involved in physical education subjects. In addition, research is expected to contribute to the set of data about the curriculum. Therefore, this research has an important role to contribute to the aims of improving the existing curriculum. It can encourage the triumph in implementing elements of the curriculum, especially in the execute steps teaching activity so that the curriculum implementation can provide in-depth and real teacher knowledge (Mahendra, 2009) ^[18].

9. Recommendation

In particular in this study, Indonesia as one of the developing countries should give priority to education at secondary school level of education as an investment for the future. Therefore, education should be addressed in this ranking significantly, unmarked and directed (Tilaar, 2000; Machmud, 2011) ^[32, 16]. Participants in the study have been a limitation because the

results may not generalize to the population more. This study is a qualitative approach, mean that the results may not be generalizable where users of this research is to the usefulness of the results of the study itself (Creswell, 2005) ^[4].

10. References

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