

## Teacher's makes lesson plan curriculum physical education at junior school in makassar, sulawesi selatan Indonesia

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### Abstract

The purpose of this study is to investigate of physical education teachers related to the study of lesson planning prepared by secondary school Physical Education teachers in the Makassar, South Sulawesi. Physical education teachers have low skills and are facing problems in making lesson planning in the implementation of the curriculum in schools. The study design was undertaken using a qualitative approach, which aims to describe in depth the implementation of physical education curriculum in junior high school. a case study approach used this study to investigate the four teachers who take the subject of physical education in five different schools. The results revealed that some teachers do not have a lesson plan for teaching sessions. This is due to the fact that only a few teachers create lesson plans for students. In addition, many teachers can take advantage of Mutual Adaptation approach in order to improve the performance of designing their teaching. These findings suggest that approaches Mutual Adaptation suitable as a standard tool to take advantage of the implementation of the subject of Physical Education curriculum.

**Keywords:** Curriculum implementation, physical education, lesson planning, mutual adaptation approach

### 1. Introduction

The goal of national education philosophy Indonesia based on Pancasila and the 1945 Constitution is to awaken the nation and the state, which makes people healthy physically and mentally, faith and fear of God Almighty, have knowledge and skills, noble character, personality steady and independent, and have a sense of civic responsibility and nationality. Indonesian educational function that is to the intellectual life of the nation, awaken character and potential students, faith and fear of God almighty, noble, healthy, knowledgeable, capable, creative and become responsible citizens (National Education System Law, 2003) [37].

Nation building requires qualified human resources in order to compete at an international level. Human resources required knowledge and high skills and vision to become a developed country. It is required continuing education because knowledge and education is a key requirement for a nation's progress. The role of education helps students to improve the skills and characteristics of individuals positive for himself and his environment. True potential in education that needs to be owned by the students is the ability to establish itself, solve problems and to train himself (Somintono, Lokman & Rahman, 2012). Curriculum implementation is a strategic instrument for the quality of human resources in both the short-term future and long-term future. Implementation of the curriculum is something that is closely related to the success of the students to achieve progress on the quality of education (Hamalik, 2011) [19]. Success in the implementation of the curriculum depends on teachers modifications executed by the state of the environment. Without modifications in teaching will not get success as expected by the makers of the curriculum (Brandon, *et al.*, 2008) [7]. The curriculum is conducted to determine the ability of students in mastering the subjects so

as to achieve success. The curriculum is also implemented in order to get a change of student behavior better and gained success as expected (Russell, 2007; Rifai, 2011) [43, 42]. Implementation in the school curriculum in sustainable organization can improve the effectiveness and quality of education and increase student success (Mariani Md. Nor, 2002) [28].

Specifically purpose of this research is to elaborate on the implementation of the physical education curriculum subjects at secondary school by focusing on teachers in making learning implementation plan (RPP). In Indonesia, the implementation of the curriculum in schools among teachers of physical education subjects showed very low quality (Suherman, 2014; Ministry of National Education, 2012) [46, 31]. In general, physical education subjects have not been able to prevail to contribute the success of students (Harianti, 2007; Pusat Pendidikan Kesegaran Jasmani dan Olahraga, 2006; Ministry of Youth and Sports, 2010) [20, 40, 32]. Subjects of physical education is mandatory in the teaching curriculum and should be followed by teachers with planning in schools with complete. However, observations get physical education teachers still lack skills and experience and not making the best possible learning plan as determined by curriculum (Priya, 2011) [38]. This is because the teacher is not given sufficient opportunity to follow upgrading instructional planning (Narwanti & Somadi, 2012) [36]. Physical education teachers have low skills and are facing problems in making lesson planning in the implementation of the curriculum in schools. This is due not so teachers can make learning plan as set out in the implementation of the curriculum objective (Suherman, 2012) [47]. Many in the teachers do not understand how to create lesson plans because never training to increase knowledge which can contribute to the development of the

curriculum in schools. This situation also applies because the teacher is not too much attention to aspects of physical education lesson plans that can affect their skills against effective learning plan (De Vries, 2008; Hastuti, 2010) <sup>[13, 21]</sup>. In the era of science and education as well as the development of information technology and the impact of globalization as it is today is the era of educational change that will take effect rapidly (Wells, *et al.*, 2005; Min-hang, 2009; Tallise 2010; Rahim, 2013) <sup>[52, 30, 51, 41]</sup>. Physical education cannot deliver success if not supported by effective implementation of the curriculum and quality as well as teachers who have high commitment (Kirk, 2010) <sup>[22]</sup>. Because the curriculum implementation is a strategic step in the face of globalization and the demands of the people of Indonesia in the future (Ministry of Education and Culture, 2014) <sup>[35]</sup>. According to Abdul Rahim Hamdan (2012) <sup>[1]</sup>, the curriculum is an aspect that covers the entire public education activities. While the curriculum quality education is the key aspects of human development and progress of a nation. Physical education curriculum implemented with emphasis to meet the original so students, forming a collection that energetic, and productive. Similarly physical education curriculum implementation is to run a pure value aspects of emotional, social, and physical activity contribute to the exploration of movement (Lumpkin, 2011) <sup>[26]</sup>.

### Curriculum Implementation

Research Fullan (2012) <sup>[16]</sup>, found that in the implementation of the curriculum of teachers is the most important and need to be explored in greater depth the process of implementation by teachers so that the objectives outlined can be achieved if the planned curriculum. Another study on the implementation of the curriculum has been run by several researchers such as Hamida Bee Abdul Karim (2006) <sup>[19]</sup> and Madden (2010), illustrates how the curriculum is planned by the teacher and then executed in the classroom as a determinant aspect of the triumph in the implementation of the curriculum centered on knowledge, experience and perspectives of teachers. Secolsky and Wentland (2010), has been researching to see the use of portfolio in PBS curriculum in Malaysia. Studies using questionery forms and interview with 200 teachers in grammar school. Adaptive studies indicate where 192 teachers agree the use of the portfolio. Due to limited, can describe the teaching materials, teaching process, as well as being evidence of the past presence as reference material. The above study was supported by Jones (2010), that the use of portfolios in teaching can see the strengths and weaknesses of students in the implementation of a curriculum.

The implementation of the curriculum in previous studies by Hamida Bee Abdul Karim (2006) <sup>[19]</sup> found nearly all teachers have the training or the flyer that perspective as well as teaching materials given are irrelevant and inadequate for their usefulness in the classroom. These studies also find that nearly forty percent (40%) teachers are not likely to attend rehearsals in respecting. In addition, the restraints faced by teachers that is, exercise restraint and less time for teaching materials, as well as the number of students who crowded into a classroom. Following Amin Senin

(2005) <sup>[2]</sup> and Elvyanti (2012) <sup>[15]</sup>, teacher is a major factor in implementing the curriculum in schools that have a latch circuit with student achievement. Knowledge of teachers in the teaching of the curriculum is very important to be able to prevail before the period as well as higher competitiveness for students in the national level and global level.

### Teacher of Learning Planning

Before running the learning activity, the teacher should make the best possible lesson plans. Therefore, in setting a goal of a physical education curriculum subject should start from planning more effective learning (Cox, 2012) <sup>[12]</sup>. Kovar, *et al.* (2012) <sup>[23]</sup>, for the advancement of meticulous planning is essential for the effective implementation of the curriculum. Due to limited the ability of teachers in terms of knowledge and skills in the curriculum is needed. In planning the teaching of teachers must be proficient in making modifications to the curriculum by the school environment, needs and abilities of students, potential students as well as the natural progression of students (Cathy, 2010; Diane & Betty, 2010) <sup>[10, 14]</sup>. Basically the activities contained in the plan of teaching is to determine the purpose of teaching, teaching materials, teaching methods, time, measures the activity of teaching and teaching resources (Syed Kamaruzaman Syed Ali *et al.*, 2011) <sup>[50]</sup>. In planning the activities of teaching physical education curriculum subjects first step that needs to be used a teacher that is, determine learning outcomes to be achieved (Gorozidis & Athanasios, 2011) <sup>[18]</sup>. Fransson and Granas (2013) <sup>[17]</sup>, Willy and Emmanuel (2008) <sup>[53]</sup>, describes the teaching plan is that important instrument in delivering teaching to help smooth teaching.

### Learning Syllabus

In Indonesia, the teaching syllabus is an official document is a reference for teachers in carrying out the teaching. Teaching measuring a lesson plan with a specific theme which includes the identity of subjects, school identity, competence standard, basic competence, theme, course content, assessment, number of hours of teaching, teaching activities and teaching resources (Ministry of Education and Culture, 2013; Arifuddin, 2012; Narwanti & Somadi, 2012) <sup>[11, 33, 34, 3, 36]</sup>. Implementation of the physical education curriculum subjects earmarked as much as 96 hours a year for class VII (seven), 102 hours of lessons a year for class VIII (eight), and 102 hours of lessons for classes IX (nine) with a time of 40 minutes. Teaching physical education covering various aspects of the aspects of the game and skill that is composed of; game of small ball, big ball games, athletics, martial arts, gymnastics, swimming, as well as fitness and health aspects. Physical education curriculum is based on teaching aspects to justify everything Approach Mutual Adaptation or require modification to follow the location or environment and must fulfill the specified allocation of teaching hours (Center for Curriculum and Accounts of the Ministry of Education and Culture, 2013) <sup>[11, 33, 34]</sup>.

Aspects in the syllabus of the subjects for the implementation of physical education curriculum in the ranking of junior school in class VII as listed in Table 1 below:

**Table 1:** Aspects of editorial activity sprinkles teaching physical education class VII (seven) in the level of junior school (SMP).

Aspects in Teaching	Teaching Activities title	Teaching hours		
		Sub total	Sub total	Total
<b>A. Aspects of Game and Skills</b>				
1. Big ball game	a. foot ball	6	}	18
	b. Basket ball	6		
	c. Volley ball	6		
2. Small ball game	a. Baseball	6	}	18
	b. Badminton	6		
	c. Table tennis	6		
3. Athletics	a. Brisk	3	}	12
	b. shot run	3		
	c. Long jump	3		
	d. Shot put	3		
4. Self-Defense	a. Martial arts	9	→	9
5. Gymnastics	a. Floor gymnastics	12	}	12
	b. Rhythmic gymnastics	9		
6. water activiti	a. Swimming	12	→	12
<b>B. Aspects of Fitness and Health</b>				
	a. P3K (First aid)	3	}	6
	b. Healthy lifestyles	3		
Teaching hours				96

**Teaching Implementation Plan (Rpp)**

In Indonesia, teachers are required to create a plan of implementation with a complete and systematic teaching that takes place in an interactive process of teaching, inspiring, comfortable, challenging, effective, motivating students, creativity according to their talents, interests, and abilities of students (Ministry of Education and Culture, 2013) [11, 33, 34]. Teaching implementation plan is the preparation level to be run to achieve the learning outcomes corresponding predetermined. But more important is the teaching plans must be made can be run easily and precisely on target (Majid, 2009) [27]. Make a plan of teaching physical education is very important because in this teaching environment has unique characteristics (Bailey, 2013) [6]. The emphasis of the curriculum implementation regarding implementation plan aims to connecting teaching learning materials should already modification given by teachers who are responsible to teach the necessary lesson content (Orlich, *et al.*, 2007) [39].

**Preparation Principles Rpp**

In the preparation of the implementation plan should pay attention to the teaching of the principles, such as individual differences of students, ability, intellectual level, talent, potential, interests, motivations, emotions, social skills, cultural background, age, values, norms and the environment. The principle of the preparation of lesson plans must follow and centered to the students to encourage their learning spirit (Sukmadinata & Erliana, 2012; Ministry of Education and Culture, 2013) [11, 33, 34]. The principle of the preparation of lesson plans are important things that must be implemented by teachers to the curriculum to be planned and executed in the teaching process (Arto, *et al.*, 2012) [5]. This plan should describe in detail the things that should be achieved markedly students set goals based on the teaching syllabus. The principle of planning teaching physical education that is waking than three competencies significantly dependent upon the ability and the view of teachers. Physical education teaching objectives is not limited to psychomotor our other

students alone but must take three competence psychomotor, affective and cognitive (Yusuf, 2011; Brewer, 2011) [9].

**Methodology**

The research methodology is to propose a method used by researchers in research data collection (Arikunto, 2010). The purpose of this study was to examine the depth implementation of the physical education curriculum at the Junior high school level Makassar, Indonesia. The study design was undertaken using a qualitative approach, which aims to describe in depth the implementation of physical education curriculum in junior high school (SMP). That is, a qualitative approach does not involve the use of words and symbols of numbers or algebra (Branen, 1997) [8]. Qualitative research been selected to elaborate in the implementation of the physical education curriculum in the subjects among teachers. Merriam (2009) [29], stated that the qualitative research focused experience and knowledge, discoveries and insights and views of research participants can give a great contribution to the world of education. A qualitative approach can explain a person's experience and knowledge in depth and thorough.

When Strauss and Corbin (1998) [49], argues that a qualitative approach is the best approach used to understand something that is not widely known phenomenon common. 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. Opinions Stake (1978) [48], Lincoln and Guba (1985) [24], says that only a qualitative approach can explain the views of teachers and get more understanding and information about the situation to be studied extensively, detail and depth.

**Interview Data**

Strauss and Corbin (1998) [49], 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)<sup>[48]</sup>, Lincoln and Guba (1985)<sup>[24]</sup>, says that only an interview using 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).

### 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 check the items related to their sentence structures, focus and terminologies.

### Sample and Population

The sample of the population for this research consists of physical education subject teachers who teach in junior high schools in Makassar Indonesia, a total of six physical education teachers were identified as population. The researchers had gone to all the above-mentioned schools and met face to face with all six probable respondents. All of six respondents who were willing to cooperate and agreed to become subjects for this study. Therefore, the researcher interviewed the six respondents for the data collection purpose. Six respondents managed to complete all the given interview and therefore become respondents for this study. With total of completed instruments, the researchers acquired six 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), the minimum sample obtained for a qualitative study is, at least one of the total number of researched 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.

### Results and Discussion

The first step to lesson plan teaching activities that need to be a teacher is to determine learning outcomes to be achieved. Teachers make decisions in the allocation of teaching hours in writing the appropriate teaching syllabus (Metzler, 2000). Gower (2010) said that there are many important aspects to plan a teaching as determinants of teaching purposes such as

facilities and infrastructure, method, time and activity of teaching.

R1 makes lesson plan was appropriate and based on the teaching syllabus guidelines that will be done in the field. R1 look for every aspect of school conditions contained in the implementation of the curriculum in order to contribute to results PJ teaching in schools well.

*Learning plan is appropriate... if there are no suitable means to be reviewing what we would do what we had planned. If the syllabus is the guideline to make lesson plans, but if lesson plan see the conditions that exist around us about the state we are guided by the syllabus just what we should do in the field (interview/R1).*

The opinion of R1 Mutual Adaptation approach in designing teaching must involve the modification of the interest, the tendency of students and their abilities. This is due to lack of facilities and infrastructure to achieve the learning outcomes of physical education in junior high school and had one small location. In accordance with the state r like this makes the design of teaching to be really in the running Approach Adaptation Fund or modification.

*Less ingredients, the location is also small, do not know where want to teach, athletics was where. I modified taught me that all the planning. I have been here in the streets almost fell for the slick (interview/email).*

According R2 teachers have to make lesson plan, then implement it in accordance with the plans made for the maximum to be relevant to the needs of students in the school. *I think yes we as teachers need to be implemented should not be any other terms that we implemented in the field. Because other people will judge... wah... different of the planning... different in the field, must be suitable... must match (interview/R2).*

Since the beginning of the lesson plan, R2 is looking to design a syllabus with running approach or make modifications Mutual Adaptation felt very comfortable on the run when the circumstances completeness and condition of the school environment.

*Can...can be modified as not all schools are the same, such as facilities and infrastructure varies. So even planning to keep its benchmark syllabus from the center or from manalah but still refer to the school to see this match... nope, that is not suitable aaa... to move for another, so taking into account the conditions in the school environment, right yeee... (interview/R2).*

In designing instruction, R3 always make lesson plan to make Mutual Adaptation Approach according to the teaching materials and equipment that are appropriate in the circumstances of students.

*The first in making the device must be utilized Mutual Adaptation Approach to the presence of infrastructure. Because now it can be modified and customized lesson plans with what's in school. like a baseball if you want but do not have the equipment to what is taught in school. Better find another ball that could. If the condition of the students here have to be modified unless it is in accordance with the situation of students (interview/R3).*

R4 in designing teaching indicates always adhered to the approach of Mutual Adaptation or modification to perform physical education curriculum in schools. According R4, although teaching equipment is adequate but the responsibility

of a teacher is to make sure the students to improve their skills in teaching attend.

*Do not feel limited to the field if do not infrastructure... if I even design means eee... eee... even if there was some kind of tools that... we are even encouraged to modify. Right there where his name modify it to improve learning (interview/R4).*

Meanwhile, R5 is taught in junior Six Makassar not create and does not provide all of the components of the lesson plan including syllabus, lesson plans as the other study participants. As said by R6 that although according to him the syllabus is very important and should be guided by an official document of the curriculum. However, R5 taught by textbooks that exist.

*I never made a syllabus, but the syllabus important because it is our reference in teaching. Syllabus are as planning...objectives in the syllabus...even in the book and the Student Worksheet (LKS) in it so that it remains studied to be given to children (interview/R5).*

R5 did not make the teaching syllabus and lesson plans, only the textbook as a guide in teaching. R5 books as a guide in the implementation of the curriculum of physical education lessons in schools. R6 does not make plans to teach in carrying out the teaching, which means that it does not apply what has been established by the curriculum.

*I did no making teaching syllabus and lesson plans as appropriate document. I also do not create a lesson plan documents to guide the implementation of the curriculum of physical education lessons in schools. Not making Mutual Adaptation to design teaching, because they do not know to apply this pendektan. The views R1 in Junior High school One who has taught six years with a creative and full of innovation to run the Mutual Adaptation Approach in planning learning to be more confident in teaching physical education subjects who have a lot of constraints on facilities and infrastructure in schools (interview/R5)*

For R6, always want to run Mutual Adaptation Approach or make modifications consistent with those outlined in the official document of the curriculum in schools. However, R8 do not know the ways of its implementation and has no real understanding of the lesson plan for making modifications.

*What was modification?... What modifications it?... Like this, ball of the foot pack I use a lightweight plastic ball. I also do not know... I think I want to make that modification of the pack but I also do not know how forged it (interview/R6).*

The study found that only some teachers create lesson plans for physical education by utilizing the Mutual Adaptation Approach in school. These findings also reported that most teachers do not know how to make the Mutual Adaptation approach in designing the subject of teaching physical education. In fact, Mutual Adaptation approach can help the task of the teacher's explanations and evidence and help students succeed in learning. The depth of student success and the success led teachers to believe that the Mutual Adaptation approach would work well in their classes.

By doing this the teacher will be given priority for junior high school lesson plans. This study outlines that some teachers just to be actively involved in making the design of teaching in junior high school physical education curriculum. Meanwhile, teachers also have a lack of understanding in an effort to make the Mutual Adaptation Approach for physical education curriculum to address the issue of planning in the implementation of the teaching.

## Conclusion and Implication

This research is expected to provide benefits to the Indonesian government, in accordance with the objectives contained in the philosophy of the Indonesian national education (Law on National Education System, 2003) <sup>[37]</sup>, the study is important for improvement, especially in knowing the things that lead to curriculum subjects physical education reportedly some teachers do not make a lesson plan and do not perform as expected. The results of this study can be used for consideration and improvement of teaching physical education curriculum. The

results of this study are also expected to give an explanation in order to improve teaching quality of teachers is still very low in the lesson plan curriculum for physical education lessons in Indonesia.

Based on the results, the Mutual Adaptation Approach in the curriculum implementation helped what appeared to be a very challenging task and still difficult within the grasp of her students. The Mutual Adaptation Approach helped make explicit the new task demands for explanation and evidence and helped teachers succeed in lesson plan. Some of the teachers believe that the Mutual Adaptation approach will help a good job in their class in the lesson plan.

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