



An Analysis Of Curriculum As Praxis In The Implementation Of The Junior High School Physical Education, Sports, And Health National Curriculum

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Abstract. One school of thought in curriculum theory views the curriculum as a praxis. This study aims to analyze the curriculum as a praxis on the implementation of Junior High School Physical Education, Sports, and Health (PJOK SMP) national curriculum. This research uses a survey approach to analyze a curriculum as a praxis on philosophy discourse and the implementation of the PJOK SMP National Curriculum in Sleman Regency. Data were collected using an analytical instrument of curriculum as a praxis that has been developed. The research subjects were supervisors, principals, and physical educators in junior high schools in Sleman Regency. The data collected was then analyzed using a qualitative descriptive method. The research results show that the PJOK SMP curriculum in Sleman Regency can be said to be an implementation of the curriculum as a praxis because the PJOK SMP curriculum in Sleman Regency has a clear philosophical foundation and value orientation, develops discourse to perfect the curriculum design, and implements actions in curriculum development.

Keywords: Curriculum as a praxis, Junior high school physical education, Analytical instrument

1 Introduction

Physical education, sports, and health (PJOK) as an integral part of overall education have an important position in the educational process due to its unique contribution to child growth and development. Therefore, PJOK is taught at all educational levels, from elementary to secondary school. One level of school that teaches PJOK is Junior High School (SMP). [20],[10] state that PJOK is an integral part of education through physical activities aimed at improving individuals organically, neuromuscularly, intellectually, and emotionally.

[2],[1] state that PJOK SMP is a unique subject matter that corresponds to the stages of child growth and development and provides extensive opportunities for students to learn various concepts and skills in physical activity. PJOK SMP is designed to improve physical fitness, develop motor skills, knowledge, healthy and active living behaviors, sportsmanship, and emotional intelligence.

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One important factor in the implementation of PJOK SMP is the curriculum. [7],[14] broadly define the curriculum as the entire experience carried out in the school environment, from formal learning to inter-school competitions. From the perspective of curriculum design [17],[23] state that currently, one perspective widely used in curriculum design is the curriculum as a praxis. According to [3],[25],[23], curriculum as praxis has three important components. First, philosophy, norms, and theory as the basis for curriculum design. Second, theory and practice are two inseparable and interrelated elements in curriculum design, hence the development of discourse or narrative becomes an important part of curriculum design. Third, curriculum development occurs through a dynamic interaction between action and reflection. Thus, the curriculum is not just a set of plans to be implemented but also the implementation of the design produced.

Curriculum analysis should be conducted to obtain an adequate picture of curriculum planning, implementation, practice, and reflection. Additionally, analysis is required to understand the position, achievements, and results of each as a basis for future improvements. Thus, analysis should be conducted to examine weaknesses and strengths as a basis for improving the next program planning. Therefore, this study will examine: How is the result of the curriculum as praxis analysis for the PJOK SMP in Sleman Regency?

2 Method

This research uses a survey research approach. The survey method is used because it aligns with the research objective to analyze the PJOK SMP curriculum being implemented in Sleman Regency based on curriculum as praxis theory. A standardized instrument in the form of a questionnaire was used for collecting the data. The research subjects were supervisors, principals, and Physical educators in Sleman Regency. Data collection was carried out indirectly by distributing the instrument via Google Forms. The collected data was then analyzed using qualitative descriptive analysis.

3 Research

Sleman is one of the regencies in the Special Region of Yogyakarta, located in the northern part of the province. Geographically and demographically, Sleman serves as a buffer zone for Yogyakarta city. Besides its strategic geographical location and the ease of access to most of Sleman's areas, various educational policies issued by the government of Sleman have encouraged many educational institutions, from preschool to higher education, to establish their campuses in the region. Data from the Sleman Regency Education, Youth, and Sports Office regarding the number of SMP in the 2020/2021 academic year, and the 2019-2025 Strategic Plan of the Education Office, show that (1) there are 117 SMP; (2) there are 7 SMP supervisors, 111 principals (some

principals manage two schools), and 120 Physical educators. The above data shows that the PJOK program is conducted by 120 Physical educators.

Data collected from respondents show that the PJOK curriculum has an educational philosophy foundation consisting of (1) Philosophy and value orientation: uses Pancasila and utilizes education through and by physical activities as its philosophical foundation, and the values of Physical education are used as the value orientation of PJOK; (2) Objectives/Competencies: it is formulated with social and religious attitudes competencies, knowledge competencies, and psychomotor competencies; (3) Curriculum content organization: curriculum content is organized using a competency-based curriculum; (4) Learning Strategies: the curriculum provides learning strategies that consider learning objectives, learning content, and student characteristics; (5) Assessment system used is prepared in the curriculum and in accordance with the curriculum model used. The assessment system is aimed at evaluating the learning outcomes of students and implementation of the program.

The development of discourse or narrative in the development of the PJOK SMP curriculum in Sleman Regency, according to the respondents shows that (1) the PJOK SMP curriculum has most of the quality curriculum characteristics. This is shown by (a) having an allocation of 120 minutes per week; (b) implementing the learning process with a class size balanced with the number of students in the class; (c) the curriculum scope and stages are carefully planned and progressively developed; (d) most respondents agreed that the learning process strives to facilitate students in gaining learning experiences containing at least 50% MVPA (moderate to vigorous physical activity); (e) most respondents agreed that the learning process strives to provide ample opportunities for students to practice skills and concepts taught; (f) most respondents agreed that the learning design ensures all children experience a high success rate; (g) all respondents agreed that the prepared learning environment is appropriate and positive for child development stages, although some schools still lack adequate PJOK learning facilities; (h) most Physical educators have an adequate PJOK background; (i) all Physical educators believe they have the ability to set realistic expectations; (j) all respondents agreed that the learning program should be fully supported by adequate equipment and facilities, although some schools are still not supported by adequate PJOK facilities; (k) all respondents agreed that PJOK learning should be enjoyable; and (l) all respondents believed that PJOK needs to develop psychomotor, cognitive, and affective domains. (2) respondents stated that the existing curriculum is accompanied by complete curriculum usage guidelines, functional implementation guidelines, although the sources are not uniform, and the delivery of guidelines is not synchronized; (3) according to the respondents, the Education Office organizes socialization for stakeholders, especially principals and Physical educators, in the form of seminars, workshops, and training. Trials or limited implementations were conducted before the national curriculum was fully implemented.

The implementation of actions as the third element in the curriculum as praxis, according to respondents is carried out through the following stages: (1) action planning; respondents believe that they have a good understanding of the curriculum concept. Respondents feel there has been a shift in beliefs and teaching competencies, collegial relationships, and school leadership as an impact of implementing the national curriculum. Most respondents agreed that there is support from the school culture in the form of financial resources, time, internal and external support (including pre- and in-service teacher education, media, and lobby groups) in the implementation of the national curriculum. The implementation of the national curriculum is reinforced by school policies; (2) schools require teachers to prepare teaching tools, although some teachers have not yet prepared complete teaching tools such as syllabus, lesson plans, students worksheets, textbooks, and other learning resources; (3) implementation of learning: the curriculum or school prepares and provides tools (a) instruments to monitor the implementation of teaching tools prepared by teachers in the learning process; (b) instruments to monitor that the learning materials and strategies are in accordance with the prepared teaching tools; (c) instruments to monitor that facilities and learning implementation resources meet the requirements; (d) instruments to monitor that student learning outcomes are in accordance with learning objectives; (e) instruments to monitor that teachers use the appropriate assessment system; (4) reflection and evaluation: the curriculum requires teachers to reflect after the lesson. The curriculum requires teachers to conduct evaluations of learning outcomes. Schools are required to provide support for teachers to carry out regular and continuous reflection and evaluation. The curriculum requires teachers and schools to report reflection and evaluation results to stakeholders, especially parents.

An interesting finding is the inconsistency of respondents' answers regarding the factors hindering the implementation of the national curriculum. Some respondents stated that there are no obstacles, students are not ready for the new learning model, are reluctant to move, and have not fully followed the national curriculum. Additionally, respondents stated that obstacles in curriculum implementation include insufficient funds and facilities, inadequate infrastructure, an imbalanced ratio of teachers to student groups, and inadequate IT equipment to support learning during the pandemic.

Suggestions provided by respondents for curriculum improvement include providing adequate and standardized facilities and infrastructure. The learning model should maximize the use of physical activities, and workshops to improve teacher competencies should be increased. The allocation of three hours per week for PJOK SMP should be maintained. Simplification of material content in the curriculum with more specific and easily translatable basic competencies into learning materials. The target of student learning outcome assessments should focus more on physical fitness rather than basic competencies

4 Discussion

This study was conducted to analyze the curriculum as praxis in PJOK SMP. [3],[17],[25], [23] state that curriculum as praxis has three main components, namely philosophy, norms, and theory, discourse or narrative development, and action and reflection. The first component data regarding the philosophy or philosophical foundation used in PJOK curriculum development aligns with [4], [21], [11] explaining that Pancasila is undeniably the national education ideology. [5], [9] state that a strong PJOK philosophy is the foundation for quality programming. Value orientation also serves as a basis or reference in curriculum development. [5],[19] state that based on expert studies, eleven curriculum models are used in Physical education. How to assess student success is recommended by [9], suggesting that curriculum developers decide on the use of assessments and instruments to gather acceptable evidence that students have met standards. [14] state that one crucial step in lesson planning is selecting the most suitable teaching strategies for each skill. [18], [1], [19] state that six teaching approaches are commonly used in physical education teaching and learning.

The second construct is discourse or narrative. The National Association for Sport and Physical Education (NASPE) issued the 2004 National Standard for Physical Education. Subsequently, [22] issued Quality Physical Education: Guidelines for Policy-Makers. [1] simplify its into quality physical education, which has several characteristics: allocation time at least 225 minutes per week; class size; sequential developmental curriculum; at least 50% moderate to vigorous physical activity (MVPA); plenty of practice opportunities; high rate of success; positive developmental environment; teacher background; realistic expectations; adequate equipment and facilities; enjoyable; and psychomotor, cognitive, and affective domains. [5] suggest that the curriculum should be accompanied by functional guidelines. Subsequently, activities continue with piloting and socializing the curriculum to stakeholders, which can be in the form of seminars, workshops, and limited curriculum piloting in certain schools.

The third construct is the implementation of action. [5] state that curriculum implementation is the decision to carry out what has been planned. [24] state that curriculum implementation is "... as what an innovation consists of in practice, the curriculum-in-action." Using the model developed by [13], [24] Voattemp to explain the various factors and actors influencing and being influenced by how teachers implement curriculum innovation.

[15],[6],[16] state that curriculum analysis in physical education is necessary because it provides a lens to examine the social, political, and cultural values of the existing society, which are essential contexts in curriculum development. Curriculum analysis results in the Best Practices in School Physical Education implemented in various countries. [8] proposes that curriculum analysis is needed in the decision-making process of curriculum development. Curriculum analysis involves (1) the philosophy underpinning goal and content standard determination; (2) curriculum content organization; (3) teaching methodology; and (4) learning outcome assessment.

5 Conclusion

Considering the research problem formulation, research results, and discussion, it can be concluded that the PJOK SMP curriculum in Sleman Regency can be said to be an implementation of the curriculum as praxis because the PJOK SMP curriculum in Sleman Regency has a clear philosophical foundation and value orientation, develops discourse or discourse to perfect curriculum design, and implements actions in curriculum development. The details of the three components of curriculum as praxis in the PJOK SMP curriculum are as follows. First, the curriculum has a clear philosophical foundation and value orientation: developing the knowledge and psychomotor domains without neglecting the affective domain; using the Competency-Based Curriculum model, using appropriate teaching strategies and assessment systems. Second, the PJOK SMP curriculum has most of the quality PJOK characteristics. The education office conducts socialization and limited piloting before the current curriculum is fully implemented. The curriculum is equipped with sufficient and functional implementation guidelines. Third, the implementation of actions as the third component is carried out with adequate activity planning based on a good understanding and school cultural support. Schools require teachers to prepare teaching tools. The learning process is attempted to be in line with the lesson plan. Teachers are encouraged to conduct regular and continuous evaluation.

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