

EVALUATION OF THE PHYSICAL EDUCATION SPORTS AND HEALTH CURRICULUM FOR JUNIOR HIGH SCHOOL

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Abstract. This study used a sample of participants taken from a population of 31 participants. The sample is done not by random sampling but in a pandemic situation the sample is directly designated as needed. The sample required as many as 31 participants are participants who work in the Junior Secondary Education Unit. Based on the results of qualitative data in the form of conclusions and suggestions that have been obtained, it can be concluded that the curricular objectives of physical education and sports, student learning experience, curriculum structuring, curriculum practicality and the results of curriculum implementation in general do not meet the feasibility of curriculum evaluation of physical education subjects sports and health although with notes such as curriculum must keep up with the Times and in accordance with needs. In addition, the curriculum should be able to help the teacher to plan a lesson. A very constructive suggestion in the form of a curriculum is expected to be used and easy to use in the subjects of Physical Education Sports and health. There are further developments and improvements to refine the curriculum of physical education, sports and health subjects. Aspects of physical education and sports curricular objectives, student learning experience, curriculum structuring, curriculum practicality and the results of curriculum implementation in general do not meet the eligibility criteria for curriculum evaluation results of physical education and health subjects even with notes such as curriculum must keep up with the Times and in accordance with needs. In addition, the curriculum should be able to help the teacher to plan a lesson. The curriculum of the subjects of Physical Education Sports and health must be developed in detail referring to the objectives of National Education by giving priority to aspects that can be used and easy to use.

Keywords: Physical Education Sports, Health Curriculum, Junior High School

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1. INTRODUCTION

The Preamble of the 1945 Constitution mandates that the establishment of the Government of the State of Indonesia is, among other things, to educate the nation. Therefore, the 1945 Constitution Article 31 Paragraph (3) instructs the Government to seek and organize a national education system, which increases faith and piety and noble character in order to educate the nation's life, which is regulated by law. Education as stated in Law Number 20 of 2003 concerning the National Education System Article 1 paragraph 1: a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. The education paradigm is further formulated into the functions and objectives of national education. Law No. 20/2003 on the National Education System in Article 3 stipulates that: National education functions to develop abilities and shape the character and behavior of a dignified nation in order to educate the nation's life; aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The curriculum according to Law Number 20 of 2003 concerning the National Education System is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. Based on this understanding, there are two dimensions of the curriculum, the first is plans and arrangements regarding the objectives, content, and learning materials, while the second is the method used for learning activities. The curriculum in force in Indonesia since the start of 2013 is the 2013 curriculum which aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. The 2013 curriculum according to Permendikbud number 24 of 2016 in basic education and secondary education includes primary schools / madrasah ibtidaiah (SD / MI), junior high schools / madrasah tsanawiyah (SMP / MTs), senior high schools / madrasah aliyah (SMA / MA), and vocational high schools / vocational aliyah madrasah (SMK / MAK). The implementation of learning in junior high school / madrasah tsanawiyah (SMP / MTs), senior high school / madrasah aliyah (SMA / MA), and vocational high school / madrasah aliyah vocational (SMK / MAK) is carried out with a learning approach as a stand-alone subject. The 2013 curriculum basically adheres to, learning carried out with teachers in a developed process in the form of a learning activity in schools, classes, and communities. Direct learning experiences to participants according to the background, characteristics, and initial abilities of learners. Direct learning experiences of individual learners become learning outcomes for themselves, while the learning outcomes of all learners become curriculum outcomes. Factors that influence the development of the 2013 curriculum from an internal and external perspective, from an internal perspective related to educational conditions associated with educational demands referring to 8 national standards of education which include content standards, processes, graduate competencies, educators and education personnel, facilities and infrastructure, management, financing, and educational assessment standards.

Some knowledge related to the 2013 curriculum policy, in the Minister of Education and Culture's policy contained in Permendikbud number 16 of 2014 concerning the implementation of the 2006 curriculum and the 2013 curriculum. In general, the improvement of the 2013 curriculum aims to be aligned between ideas, designs, documents, and implementation. In particular, the improvement of the 2013 curriculum aims to harmonize the KI-KD, syllabus, learning inspiration, learning guides, student outcomes assessment, teaching units and textbooks. In the field application related to the 2013 curriculum, there are demands on teaching staff in the 2013 curriculum that educators go through a regular and continuous educational process to gain knowledge, personality, skills, health and physical fitness. Educators who are competent in physical education and sports are needed to support the realization of the objectives of the physical education and sports program. In fact, the competence of physical education and sports teachers is

in critical condition, the competence of teachers is decreasing along with their tenure. It seems that as in the results of Maksu's research (2009: 1) the longer, the experience or tenure of physical education and sports teachers actually decreases the pedagogical competence. The results show, firstly on pedagogical competence seen from active learning time (5 years of service 42.9% > tenure 42.6%) and student participation rates (5 years of service 51.7% > 10 years of service 50.8), teachers whose tenure is 10 years and over their pedagogical competence is lower than teachers whose tenure is 5 years and under.

Referring to the results of observations of researchers in junior high schools, not many have examined the evaluation of the physical education and health subject curriculum. Most research findings are limited to research that examines the evaluation of physical education learning sports and health. From the above problems, researchers are interested in knowing the evaluation of the physical education and health curriculum in junior high schools. This is reinforced by the absence of research on the implementation of learning physical education sport and health curriculum 2013. Therefore, researchers try to analyze by raising the research title Evaluation of the Physical Education Sports and Health Curriculum of the Junior High School Education Unit.

Evaluation is a systematic process to determine value based on data collected through measurement. The scoring process should be done objectively and subjective elements should not be taken into consideration. It is not easy to provide a description of the national education system. The national education system will depend on the concept of system. It should be realized that education and the national education system cannot be deduced from the implementation of education that occurs every day in the field, but must be seen from the basic ideas that underlie it, as usually expressed and also implied in the provisions of the Constitution, the Education Law and other regulations regarding education and teaching. A broader understanding of education, national education and the national education system can be found in Law No. 20 of 2003. In this law, education is described as a description of realizing learning and the learning process so that students develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Article 1, paragraph 1). National education is described as education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times. (Article 1, paragraph 2). Meanwhile, what is meant by the national education system is the overall educational components that are interrelated in an integrated manner to achieve national education goals (article 1 paragraph 3). Thus, the national education system can be regarded as a network of educational units that are gathered in an integrated manner and mobilized to realize national education goals.

If our national education is truly a system, then it must have at least these three main elements. In addition, the components of the system must relate and interact in a unified manner. The system is built with the intention of realizing certain goals. The system is built from component parts that all form the content of a system as a tool to realize the goals that have been set. If national education is described as education based on Pancasila and the 1945 Constitution and rooted in religious values and national culture, then national education and the national education system will be limited to education and the education system in the period after the proclamation, because education during the colonial period was formally not rooted in national culture and not based on Pancasila and the 1945 Constitution. The formulation of the objectives of national education in Law No. 2 of 1989, article 4 of the law states that: National education aims to educate the nation's life and develop the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and who has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of community and national responsibility. Meanwhile, the latest formulation of the objectives of national education can be read in Law No. 20 of 2003 Chapter II Article 3 which emphasizes that: National education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

From all the objectives of education that have been stated above, national education is a process intended to form a number of human abilities from various age levels and groups which include personality and morality abilities, intellectual abilities, social community abilities, vocational abilities, physical abilities and other abilities. To realize the goal, education is required as part of the national education system. The components of the national education system can be divided into two groups, namely: (1) School Education Unit and (2) Out-of-School Education Unit. The success of the education system component depends on the existence of supporting facilities that help the functioning of the education unit. Some of the supports in our education system are curriculum, education personnel, education resources and management. The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals (Law No. 20 of 2003 article 1 paragraph 19). The curriculum is prepared as a means of realizing national education goals. The curriculum at all levels and types of education is developed with the principle of diversification according to the education unit, potential, regional potential, and students. The curriculum is prepared in accordance with the level of education within the framework of the unitary state of the Republic of Indonesia by taking into account the increase in faith and piety, the improvement of noble character, the increase in the potential, intelligence, and interests of students, the diversity of regional and environmental potential, the demands of regional and national development, the demands of the world of work, the development of science, technology, art, religion, the dynamics of global development, national unity and national values. (Law No. 20/2003 article 36).

What is meant by process in the national education system is a working mechanism in the form of various provisions, rules and procedures that enable all components of the education system to work and fulfill their functions to achieve predetermined goals. These rules include the requirements for entry into a level and type of education, the subjects studied and for how long they are studied, the books used, the procedures and procedures for organizing teaching including the teaching methods and evaluation systems used, the number of meetings in one week, and a number of other rules concerning the implementation of the education and teaching process. Some of the rules are set out in the form of laws, government regulations, instructions from education officials at various levels and provisions developed by an education unit itself, whether stated in writing or not. Some existing education systems are unable to fulfill their functions properly because there are no rules to guide their work, or because the rules are inadequate or change frequently. Therefore, basic rules need to be established in the form of clearer provisions such as laws or government regulations. Not all rules that guide the process of organizing education must be regulated through laws or government regulations. Rules that are more dynamic and changeable should be set out in the form of provisions that can be amended quickly.

M.Fadlillah (2014: 16) The 2013 curriculum is a development of the previous curriculum, both the Competency-Based Curriculum which was pioneered in 2004 and the Education Unit Level Curriculum in 2006. The 2013 curriculum emphasizes the improvement and balance of soft skills and hard skills which include aspects of attitude, skills, and knowledge competencies. In this case, the 2013 Curriculum is an integrated curriculum, meaning that it is a curriculum model that can integrate skills, themes, concepts, and topics both in the form of within single disciplines, across several disciplines and within and across learners. In other words, the integrated curriculum as a concept can be said to be a system and learning approach that involves several disciplines or subjects / fields of study to provide meaningful and broad experiences to students. The focus of the 2013 Curriculum is to aim for learners or students to have better abilities in doing: 1. Observe, 2. Ask (interview), 3. Reason, and 4. Communicate. The objects of learning in the 2013 Curriculum are: natural, social, artistic, and cultural phenomena. Through this approach, it is expected that our students have much better attitude, skills, and knowledge competencies. They will be more creative, innovative, and more productive, so that later they can be successful in facing various problems and challenges in their day, entering a better future. The 2013 curriculum is a character and competency-based curriculum. Competency-based curriculum is an outcomes-based

curriculum and therefore curriculum development is directed at achieving competencies formulated from SKL. Similarly, the assessment of learning outcomes and curriculum results is measured by the achievement of competencies. Curriculum success is defined as the achievement of competencies designed in curriculum documents by all learners. In Permendikbud No 68 of 2013, it is explained that the 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. When looking at the explanation of Law No. 20 of 2003, the general section says, that: "The national education development strategy in this law includes, 2. the development and implementation of a competency-based curriculum." and in the explanation of Article 35, that "Graduate competencies are qualifications of graduate abilities that include attitudes, knowledge, and skills in accordance with agreed national standards." So a curriculum change was made with the aim of "Continuing the development of a competency-based curriculum that was pioneered in 2004 by covering the competencies of attitude, knowledge and skills in an integrated manner".

Quoted from Permendikbud No 68 of 2013, the foundations and development of the 2013 Curriculum are as follows: Philosophical Foundation The philosophical foundation in curriculum development determines the quality of learners that the curriculum will achieve, the sources and content of the curriculum, the learning process, the position of learners, the assessment of learning outcomes, the relationship of learners with society and the surrounding natural environment. The 2013 curriculum was developed with a philosophical foundation that provides the basis for the development of all the potential of learners to become qualified Indonesian human beings as stated in the national education goals. Theoretical foundation The 2013 curriculum is developed on the theory of standards-based education, and the theory of competency-based curriculum. Standards-based education establishes national standards as the minimum quality of citizens which are detailed into content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. The competency-based curriculum is designed to provide the widest possible learning experience for students in developing the ability to behave, be knowledgeable, have skills, and act. Juridical Foundation The juridical foundations of the 2013 Curriculum are: 1. Constitution of the Republic of Indonesia 1945. Law Number 20 of 2003 concerning the National Education System. Law Number 17 of 2005 concerning the National Long-Term Development Plan, along with all the provisions outlined in the National Medium-Term Development Plan. Government Regulation No. 19 of 2005 concerning National Education Standards as amended by Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards.

Based on Government Regulation No. 32 of 2013, in order to develop the 2013 Curriculum at the national level, the National Education Standards (SNP) were structured. The elements of change include graduate competency standards, process standards, content standards, and assessment standards (Kemendikbud 2012). As written in Permendikbud number 54 of 2013, the graduate competency standards (SKL) are divided into 3 domains, namely the attitude, skills and knowledge domains. The attitude domain consists of process, individual, social and natural elements. The skills domain consists of process, abstract, and concrete elements. The knowledge domain consists of process, object, and subject elements. In Curriculum 2013, graduate competencies are directed at improving and balancing soft skills and hard skills which include aspects of attitude, skills and knowledge competencies at the elementary level.

In Permendikbud No.68 of 2013 concerning the junior high school curriculum, it is explained that the 2013 Curriculum was developed with the following improvements in mindset: 1. The pattern of teacher-centered learning becomes learner-centered learning. Learners must have choices about the material studied to have the same competencies. 2. One pattern of learning becomes interactive learning between teachers learners-community natural environment, other sources/media. 3. The pattern of isolated learning becomes networked learning, learners can gain knowledge from anyone and from anywhere that can be contacted and obtained via the internet. 4.

The pattern of passive learning becomes active learning to seek, active student learning is further strengthened by the scientific approach learning model. 5. The pattern of learning alone becomes group learning. 6. Single learning pattern becomes multimedia-based learning. 7. The pattern of mass learning becomes the needs of customers (users) by strengthening the development of the special potential of each learner. 8. The pattern of learning a single science (monodiscipline) into learning multiple sciences (multidisciplines). 9. Passive learning pattern becomes critical learning.

Talking about curriculum assessment, assessment must assess its components, namely curriculum objectives, learning experiences to develop attitudes, knowledge and skills, the next organization of learning experiences, the sequence of experiences and relationships with other experiences and ways to evaluate student learning outcomes. So curriculum assessment must begin with the nature and purpose of the curriculum. This curriculum is a tool to change the behavior of students. The effectiveness of the curriculum is manifested in the changing knowledge and skills of students, of course with formal education, every child will undergo changes in attitude towards maturity, but without formal education the desired changes will not occur as desired (Nasution: 1982, p211). On the other hand, curriculum assessment must fulfill the aspects of knowledge, skills and attitudes thoroughly and proportionally, in accordance with the core competencies that have been determined. Assessment of knowledge aspects can be carried out with written, oral, and questionnaire exams. Assessment of the skills aspect can be done by practical exams, skills analysis and task analysis, as well as assessment by the learners themselves. As for attitude assessment through personal observation and customized attitude forms (Mulyasa, 2013 p: 137).

According to the Decree of the Minister of National Education of the Republic of Indonesia Number 045/U/2002 concerning the Core Curriculum for Higher Education in article 1 states that, Competence is a set of intelligent actions, full of responsibility that a person has as a condition for being considered capable by the community in carrying out tasks in certain fields of work. According to Mulyasa (2008: 26), competence is a combination of knowledge, skills, values and attitudes that are reflected in habits of thought and action. In Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers article 3 paragraphs 1 and 2, it is explained that: "competence is a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers or lecturers in carrying out professional duties. Teacher competencies include pedagogical competence, personality competence, social competence, and professional competence obtained through professional education".

An educator can be said to be a teacher if the educator has passed the academic qualification process. Teachers' academic qualifications are carried out through formal education. In Permen No. 16 of 2007, it is stated that the academic qualifications for teachers must have a minimum educational academic qualification of diploma four (D-IV) or bachelor's degree (S1) in education or psychology obtained from an accredited study program. In addition to having academic qualifications, a teacher must also have teacher competency standards, which are used as criteria for the abilities that teachers must have in carrying out their performance. These teacher competency standards are developed as a whole from the four core competencies of teachers, namely pedagogical, personality, social, and professional competencies obtained through professional education, where these teacher competencies are holistic. Teacher competency standards cover the core competencies of teachers (pedagogic, personality, social, and professional) which are developed into teacher competencies at a certain level of education.

In simple terms, a teacher is a person who provides knowledge to students. In the view of the community, teachers are called people who carry out education in certain places, not only in formal educational institutions, but also in mosques, prayer rooms, at home and so on. According to Drs. N.A. Ametembun in the revised edition of the book Teachers and Students says that, teachers are all people who are authorized and responsible for the education of students, either individually or classically, both at school and outside school (Djamarah, 2010). Based on Law Number 20 of 2003 concerning the National Education System article 39 paragraph 2 explains that, teachers are professionals who are tasked with planning and implementing the learning

process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in higher education.

In the large Indonesian dictionary, implementation is the implementation and application where both of these intend to find a form about things that are agreed upon first. Implementation is a process to ensure the implementation of a policy and the achievement of the policy. Implementation is also intended to provide a means to make something that gives practical results to others. Oemar Hamalik (2009: 237) implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions so that they have an impact, both in the form of changes in knowledge, skills, and values and attitudes. Mulyasa (2014: 99) defines that the implementation of the 2013 Curriculum is the actualization of the curriculum in learning and shaping the competence and character of students. This requires teacher activeness in creating and fostering various activities in accordance with the programmed plan.

2. RESEARCH METHODS

The type of research used in this study uses explanatory sequential mixed methods research in the sense of mixed and sequential explanatory methods. Here it is explained that researchers conduct quantitative research, analyze the results then explain in more detail with qualitative research. This is considered a good thing because the initial quantitative data results will be explained in more detail with qualitative data explanations. This research is very sequential because the initial quantitative stage will be followed by the next qualitative stage. This research design is very suitable for the research to be carried out because this research produces quantitative data but has the challenge of processing the results and developing further results at each stage. (Creswell, 2014 p 44). However, because this research is in the conditions of the covid 19 pandemic, research that uses explanatory sequential mixed methods in the sense of mixed and sequential explanatory methods makes slight modifications. The modification of this research design is slightly changed, which originally this research was carried out quantitatively first, analyzed, then continued with qualitative, whereas in this quantitative research after quantitative data is obtained, before analyzing the data, the researcher immediately organizes qualitative but with the same logic used, namely qualitative is used to explain quantitative data or quantitative data is followed up with qualitative to strengthen.

The use of explanatory sequential mixed methods is a mixed methods research design that appeals to individuals with a quantitative background with a qualitative approach. Data collection takes place in two distinct phases with the first clearly being a quantitative sampling phase and the second a qualitative sampling phase. The most important challenge of this strategy is to adequately plan what results from the qualitative research need to be followed up and what kind of participants qualitative data is collected from in the second phase. The key idea is that qualitative data collection builds directly on quantitative data results. The quantitative results that are then built on are if what needs to be explained qualitatively is like this, the first is a case whose answer is extreme followed up by qualitative predictors that are significant results that are related to the variable then include insignificant results. (education is learned first and then tested). For example when using demographic variables researchers may find that in the initial qualitative phase that individuals who have different socioeconomic levels will respond differently to the dependent variable. So a qualitative follow-up might be to group respondents in the quantitative phase into different categories and conduct qualitative data collection with individuals representing each of the categories. Another challenge is whether the qualitative sample should be individuals who were in the original qualitative sample. The answer to that question should be the same individuals because the intention of the design is to follow up on the quantitative results and develop these results in more depth. The idea of explaining the mechanism of how variables interact in depth through qualitative follow-up is key to the strength of this design.

In accordance with the situation that occurred during this pandemic, the population that will be used to make a hypothesis is all participants in the National Webinar with the title Physical

Education and Sports for Millennials in the New Normal Era. The number of webinar participants was 117 participants (population) consisting of 3 levels, namely elementary, junior high and high school. This study uses a sample of participants taken from a population of 31 participants. The sample was carried out not by random sampling but in a pandemic situation the sample was directly appointed as needed. The required sample of 31 participants is participants who work in junior secondary education units.

The data collection technique uses two different stages. In the first stage of sample data collection using quantitative and then continued in the second stage with qualitative sample data collection. The challenge in using this method, in the first stage of quantitative, researchers must plan in detail which then the results of detailed planning will be followed up by researchers to the same sample qualitatively.

In the first stage, the sample used to find quantitative data must be the same as the sample used in the second stage in the sense of qualitative data collection. because in explanatory sequential mixed methods research is to follow up on quantitative results by analyzing thoroughly, then explaining in detail through qualitative.

In the first stage, this research generated quantitative data. At this stage, data was collected through an online questionnaire which is a google form. This questionnaire has been validated by 2 experts, while the quantitative stage is divided into 5 different variables. In these 5 variables, it is still divided into 22 question instruments, each of which has different points according to the answers of seminar participants who are in the first secondary education unit.

5 variables can be described:

1. Variable of curricular goal of PJOK
2. Student learning experience variable
3. Curriculum organization variable
4. Curriculum practicality variable
5. Variable Results of curriculum implementation

With the description of the variables above, it is still reinforced by reinforcing instruments, each of which has different points according to the answers of seminar participants who are in junior secondary education units.

$$t = \frac{x - \mu_0}{s / \sqrt{n}}$$

The second stage of the research generated qualitative data. In this second stage, data is taken through an online questionnaire which is a google form. This online questionnaire has also been validated by the same 2 experts, while this qualitative stage has 1 variable that has 2 instruments. In this variable that produces qualitative data is data in the form of explanations or input from seminar participants to researchers. Explanation or input from seminar participants in junior secondary education units to researchers in the form of curriculum conclusions and suggestions related to the curriculum.

Quantitative and qualitative data are analyzed differently, in this case the data processing. The quantitative results are then used to plan what the qualitative results will produce. There is something important in the quantitative results, which is that the qualitative results not only inform the sampling method but can also indicate what type of questions will be used in the qualitative in the second stage. Good qualitative questions are specific in nature.

During this pandemic, the population used is all participants in the National Webinar entitled Physical Education and Sports for the Millennial Era of the New Normal. The number of webinar participants was 117 participants (population) consisting of 3 levels, namely elementary, junior high and high school. This study used a sample of participants taken from a population of 31 participants. The sample was carried out not by random sampling but in a pandemic situation, the sample was directly appointed as needed. The required sample of 31 participants is participants who work in junior secondary education units.

From what has been described above, 31 participants will assess 5 variables for quantitative data and 1 variable for qualitative data. This quantitative data must be discussed according to the scores received and analyzed in detail. After receiving scores and analyzing quantitative data, researchers continued to collect qualitative data by not comparing the two data, this is because quantitative results data and qualitative results data must support each other and explore the results of the data presented.

As in the explanatory sequential mixed methods study, researchers need to establish the validity of the scores. Scores generated from quantitative measurement tools should be discussed for validity with the findings of qualitative measurement tools. In the explanatory sequential mixed methods approach, issues related to the validity of additional data arising from the findings may be combined because the researcher did not consider or give weight to all the options to follow up from the quantitative research. Attention may focus only on demographics and ignore important explanations that require further understanding.

Researchers may also contribute to invalid results by drawing different samples for each phase of the study. This minimizes the importance of the construction of one phase on the other. The sample size may also be inadequate on either the quantitative side or the qualitative side. These are some of the challenges that need to be built into the planning process for explanatory sequential.

3. RESULTS

The use of explanatory sequential mixed methods is a mixed methods research design that appeals to individuals with a quantitative background with a qualitative approach. This method has two stages where the researcher collects quantitative data in the first stage, analyzes the results, and then uses the results to plan the second stage which is qualitative. The quantitative results inform the overall picture and the qualitative results can help explain more details of the initial quantitative results.

With the circumstances that occurred during this pandemic, the population used to make a hypothesis is all participants in the National Webinar with the title Physical Education and Sports for the Millennial Era of the New Normal. The number of webinar participants was 117 participants (population) consisting of 3 levels, namely elementary, junior high and high school. This study uses a sample of participants taken from a population of 31 participants. The sample was carried out not by random sampling but in a pandemic situation the sample was directly appointed as needed. The required sample of 31 participants is participants who work in junior secondary education units.

In the first stage, this research generated quantitative data. At this stage, data was collected through an online questionnaire which is a google form. This questionnaire has been validated by 2 experts, while the quantitative stage is divided into 5 different variables. In these 5 variables, it is still divided into 22 question instruments, each of which has different points according to the answers of seminar participants who are in the first secondary education unit.

1. Physical Education and Sport Curricular Objectives Variable Data

of Curricular Objectives for Physical Education and Sport				
No	Variables	N	Mean	Results of the t-test
1	Curricular Objectives	31	24.1290	0.223

Based on data from the variable results of the physical education curriculum objectives of sports and health on curriculum evaluation, the t-empirical results are (0.223), while $t_{@}$ (0.05) is 1.697. Here it appears that t-empirik is smaller than $t_{@}$ (1.697), so the null hypothesis is accepted and the alternative hypothesis is rejected. Thus it can be concluded that the variable objectives of

the physical education curriculum for sports and health do not meet the eligibility criteria for the evaluation of the junior secondary education unit level curriculum.

2. Data on Student Learning Experience Variables

Table 1. Data of Learner Learning Experience

No	Variables	N	Mean	Results of the t-test
1	Learning Experience	31	15.9355	0.169

Based on the data on the results of the student learning experience variable on curriculum evaluation, the t-empirical result is (0.169), while $t_{(0.05)}$ is 1.697. Here it appears that t-empirik is smaller than $t_{(1.697)}$, so the null hypothesis is accepted and the alternative hypothesis is rejected. Thus it can be concluded that the variable learning experience of students does not meet the eligibility criteria for the evaluation of the junior secondary education unit level curriculum.

3. Curriculum Organization Variable Data

Table 2. Data of Curriculum Organization

No	Variables	N	Mean	Results of the t-test
1	Curriculum Organization	31	15.8065	0.556

Based on data from the results of curriculum organization variables on curriculum evaluation, the t-empirical results are (0.556), while $t_{(0.05)}$ is 1.697. Here it appears that t-empirik is smaller than $t_{(1.697)}$, so the null hypothesis is accepted and the alternative hypothesis is rejected. Thus it can be concluded that the curriculum organization variable does not meet the eligibility criteria for curriculum evaluation at the junior secondary education unit level.

4. Sports Practicality Variable Data

Table 3. Table of Curriculum Practicality

No	Variables	N	Mean	Results of the t-test
1	Curriculum Practicality	31	12.0323	0.095

Based on the data on the results of the curriculum practicality variable on curriculum evaluation, the t-empirical result is (0.095), while $t_{(0.05)}$ is 1.697. Here it appears that t-empirik is smaller than $t_{(1.697)}$, so the null hypothesis is accepted and the alternative hypothesis is rejected. Thus it can be concluded that the curriculum practicality variable does not meet the eligibility criteria for the evaluation of the junior secondary education unit level curriculum.

5. Curriculum Implementation Outcome Variable Data

Table of Curriculum Implementation Results

No	Variables	N	Mean	Results of the t-test
1	Curriculum Implementation	31	20.4516	0.858

Based on the data from the variable results of curriculum implementation on curriculum evaluation, the t-empirical results are (0.858), while $t_{(0.05)}$ is 1.697. Here it appears that t-empirik is smaller than $t_{(0.05)}$ (1.697), so the null hypothesis is accepted and the alternative hypothesis is rejected. Thus it can be concluded that the variable results of curriculum implementation do not meet the eligibility criteria for the evaluation of the junior secondary education unit level curriculum.

The second stage of the research generated qualitative data. In this second stage, data is taken through an online questionnaire which is a google form. This online questionnaire has also been validated by the same 2 experts, while this qualitative stage has 1 variable that has 2 instruments. In this variable that produces qualitative data is data in the form of explanations or input from seminar participants to researchers. Explanation or input from seminar participants in junior secondary education units to researchers in the form of curriculum conclusions and suggestions related to the curriculum.

DISCUSSION

Based on the results of qualitative data in the form of conclusions and suggestions that have been obtained, it can be concluded that the curricular objectives of physical education and sports, the learning experience of students, the organization of the curriculum, the practicality of the curriculum and the results of the implementation of the curriculum in general do not meet the feasibility of evaluating the physical education sports and health subject curriculum even with notes such as the curriculum must keep up with the times and according to needs. In addition, the curriculum must be able to help teachers to plan a lesson. Very constructive suggestions in the form of curriculum are expected to be used and easy to use in pjok subjects. There is further development and improvement to perfect the curriculum of physical education, sports and health subjects.

From the description of the results above, this research also received input from the presenters in the webinar. It can be concluded that the evaluation of the pjok subject curriculum can be carried out from several aspects that can improve the curriculum in the millennial era. A constructive input from the speaker by Mr. Dr. Sakban Rosidi, M.Si for evaluating the pjok subject curriculum from the point of view of the teaching teacher that professionals in the sense of teachers should not stop learning, because by stopping learning there will be malpractice, the hope is that physical education carried out by students can be done voluntarily, joyfully and fun, then physical education sports and health can be embedded in the minds of students that sports can be done all the time. Then from the speaker Dr. Adi Sucipto, M.Kes for the evaluation of the pjok subject curriculum that physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and healthy and active living behavior. Then from the speaker Baskoro Nugroho Putro, M.Pd for the evaluation of the pjok subject curriculum that actively moving in the midst of a pandemic to maintain physical fitness is considered very effective for maintaining body immunity. Then from the speaker Raditya Pratama, M.Pd for the evaluation of the pjok subject curriculum that always daring to try something new in an ever-changing era can help individuals to always develop. Next there was a direct discussion with a webinar participant, namely Rio Suta from Lampung, he asked what was an example of a pjok subject as a win solution. From the speaker's answer to Rio Suta, the respondent got a scientific and factual answer.

4. CONCLUSIONS

Aspects of curricular objectives of physical education and sports, learning experiences of students, curriculum organization, curriculum practicality and results of curriculum implementation in general do not meet the eligibility criteria for the results of the evaluation of the physical education, sports and health subject curriculum even with notes such as the curriculum must keep up with the times and according to needs. In addition, the curriculum must be able to help teachers to plan a lesson. The pjok subject curriculum must be developed in detail referring to the objectives of national education by prioritizing the aspects of useable and easy to use.

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