

# DESIGNING A CURRICULUM IN PHYSICAL EDUCATION LEARNING

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## Abstract

This writing aims to explain curriculum design, especially physical education, which bases the design on several important things. Designing a curriculum needs to pay attention to physical education schemes, competencies, learning approaches, standards, comparisons with the application of foreign curricula. The method used in this writing is conceptual descriptive writing. The writing stages include: 1) Determining the theme and topic, 2) Compiling the literature review, 3) Ensuring novelty, 4) Mapping the concept, 5) Developing a statement, 6) Checking the problem formulation, 6) Developing the concept, 7) Compiling the narrative, 8) Fixed framework. So, it can be concluded that the physical education curriculum is at least developed in a balanced way, meaning that the content in physical education is not only emphasized on mastering motor skills, but other values need to be developed.

## 1. Introduction

Global changes have influenced developments and changes that occur in life, including the development of science and technology. The changes that occur continuously force adjustments and improvements in various fields. Adjustments and improvements are made to keep up with global developments so that they are expected to be able to compete and keep up with changes. Especially in the education sector, it is a field that must adapt to changes and take advantage of them to improve the quality of students' competencies. Adaptation to global changes is not only oriented towards changes in behavior but also at an adapted curriculum to become a reference for educational institutions. The content of the curriculum adapts to changes and developments in technology by paying attention to several important aspects so that it does not go beyond the point of achievement that must be achieved.

The existence of global changes is very necessary to improve the quality of education, which is implemented as a whole, including the development of the human dimension. In this case, the curriculum becomes a guide or intermediary for the development of the human dimension. In general, there are several important aspects that must appear in a curriculum, including: aspects of morality, morals, character, aspects of knowledge, arts, sports, and behavior. Several aspects that have been mentioned are aimed at improving and forming life skills which are manifested in written competencies. The curriculum as an educational tool really supports the implementation of education well. The curriculum components in question include objectives, content, methods, and evaluation (Yane, 2013). This is implemented with the aim of students being able to survive and adapt to various environments, having an independent attitude, which is taught in continuous and structured learning or training. According to Bahri, (2017) the objectives of substantial curriculum development are explained (1) to build on the previous curriculum, (2) to create new things, (3) to adapt to social changes, (4) to explore knowledge that has not been realized in the curriculum based on national education goals.

In Indonesia, several educational curricula have been implemented that adapt to needs. The changes in the curriculum were triggered by several things, namely (1) the decline in the quality of students during learning in various aspects, (2) the implementation of the curriculum which was not

able to be implemented optimally for all level educational institutions, (3) the achievement points for students which needed to be improved so that there is quality output. On the other hand, the success of improving the quality of education in general does not refer to the curriculum, but to all parties involved in education including (1) implementation of the curriculum in teacher teaching, (2) management of regional educational institutions supporting the implementation of the curriculum, (3) socialization of the appropriate curriculum targets on implementation targets. Development and change are a form of effort to face new demands, and curriculum developments have an impact on physical education subjects (Yane, 2013).

Based on several articles that have been published, it shows certain real conditions of problems regarding the physical education curriculum. Research shows real conditions in the form of several teachers still applying physical education learning methods in the KTSP curriculum. The learning carried out still does not refer to the activeness of students involved in learning, the time and assessment do not comply with the 2013 curriculum assessment standards (Fadila et al., 2020). The second research shows that the physical education curriculum is still oriented towards providing the ability to master techniques in certain sports, without the support of adequate facilities and infrastructure, teaching practices by teachers are not aligned based on the characteristics of growth and development at each level, and there is not optimal coaching for several domains of knowledge and attitudes (Rachman, 2011). There are a few issues that affect the effectiveness of practicing teachers. This includes teaching experience, preparation and professional development that contributes to the teacher's understanding of the curriculum and HPE (Health and Physical Education) confidence; school facilities, equipment and space, or partnerships developed (Lynch, 2017).

Government efforts to design the curriculum to achieve national education goals have been carried out. These efforts take the form of renewal and change, so it is very necessary to have certain policies in the implementation of education. Curriculum development has been carried out by educational units at primary and secondary education levels by referring to content standards. However, the changes intended in the curriculum are still found to be problematic in implementation for educational units. This problem really needs to be resolved based on curriculum design, especially physical education, which is in accordance with the needs of students, the condition of the educational unit, and global developments. The successful implementation of the curriculum is based on (1) there is appreciation for the philosophy of each teacher, (2) the school culture is fully understood, (3) unavoidable challenges are seen as a space for learning, moving forward, (4) support comes in many forms depending on the teacher and school (Alfrey et al., 2017). Another thing that needs to be improved is that the educational unit components not only know the form of changes to the curriculum but are able to implement these changes in the learning process in the field. Physical education has the same status in its view as focusing on the same implementation of other subjects, especially on meeting the needs and quality of learning in educational units (Lengkana & Sofa, 2017). Education units that have fulfilled learning planning have developed curricula, modified learning tools according to students' needs, making the learning process easier (Azhari, 2013). Based on the background that has been explained, the next discussion refers to designing a curriculum in physical education by paying attention to certain aspects.

## **2. Method**

The writing method uses conceptual descriptive, which is an arrangement of logical constructions to explain a research variable to be studied. The conceptual framework was developed based on theoretical studies appropriate to the research topic. The writing stages include: 1) Determining the theme and topic, 2) Compiling the literature review, 3) Ensuring novelty, 4) Mapping the concept, 5) Developing a statement, 6) Checking the problem formulation, 6) Developing the concept, 7) Compiling the narrative, 8) Fixed framework.

## **3. Hasil dan Pembahasan**

### **3.1. Physical Education**

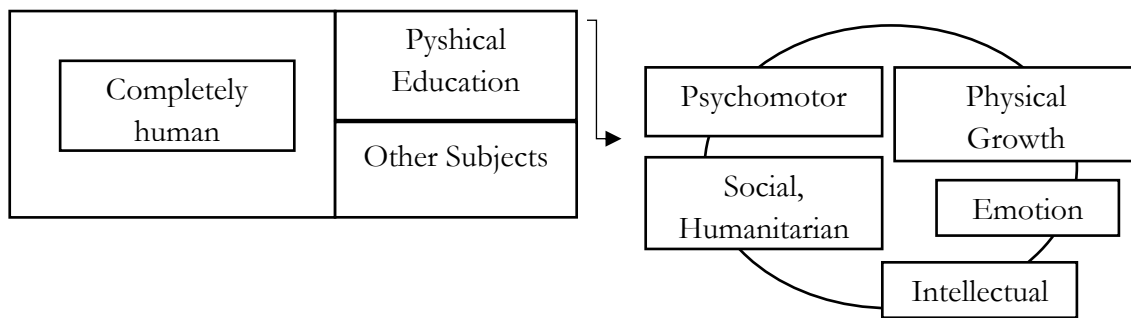
Physical education is part of national education which aims to shape character and skills based on three aspects, namely, knowledge, attitudes, and skills. The goals of physical education are realized in the form of physical activity which prioritizes basic movement skills. Physical education

cannot be separated from education in general which involves students' potential in cognitive, affective, and psychomotor terms through physical activities for students such as intelligence, attention, cooperation (Utama, 2011). The objectives of physical education learning consist of 3 domains which include psychomotor domain, cognitive domain, affective and social domain (Shimon, 2011). Physical education as part of a total education program that contributes, especially through physical activity, to the growth and development of all children. Most of these teaching programs have the only component of the learning domain, namely, cognitive, affective, and psychomotor (Pangrazi & Beighle, 2019)

Physical education is an educational process that utilizes physical activity to achieve holistic changes in the quality of individual students, both physically, mentally, and emotionally (Sobarna, 2016). Physical education involves activities that are beneficial because they teach about exercising safely and effectively, accurate replication, exploring and communicating, identifying, and solving problems (Lavin, 2008). Physical education can be a learning process that focuses on knowledge, attitudes, and behavior relative to physical activity. Physical activity is not the same as physical education, but physical education involves physical activity. The difference between physical education and physical activity is that physical activity involves body movements that help increase energy expenditure and fitness levels which are related to health. Physical activity can be low to high intensity depending on individual or group sports and games (Shimon, 2011). Physical education is an educational process that uses physical activity to help develop intellectually and physically. Educating oneself physically can occur inside or outside school, in formal or non-formal forms (Darst et al., 2019). Physical education is a process by which an individual acquires optimal physical, mental, social and fitness skills through physical activity (Lumpkin, 2014). Physical education is an important component of educational programs that makes several contributions to student learning. First, daily physical achievements for all students. Second, achieving a personalized level of physical fitness. Third, development of various competencies in physical skills to ensure successful functioning in physical activities that can be used throughout life. Fourth, it requires students to acquire the knowledge requirements to live an active and healthy lifestyle (Darst et al., 2019). Content in physical education is prioritized because it influences a child's development as they grow up. Physical education learning has content standards that must be achieved, if not achieved then children will leave school without well-developed physical skills (Pangrazi & Beighle, 2019). The content can be related to movement. First in general, about sports safety and ethics, rules, techniques, and tactics. Secondly, specifically, knowledge of how to teach techniques, tactics and understanding in a game and correct mistake (Ward & Lehwald, 2018). Developmentally appropriate teaching curricula need to be specialized, practice and instruction are needed to refine movement skills and expand movement vocabulary. This movement activity could succeed in making enjoyable movements and is more likely to be physically healthy (Pica, 2014). Physical education teachers need to pay attention to the selection of content that contains content to be able to carry out a teaching approach. This stage must have the aim of identifying mastery of physical skills and active participation, based on planning, teaching and assessment (Capel & Whitehead, 2010).

### **3.2. Physical Education Curriculum Design**

The view regarding physical education is that the implementation of physical education in schools is very important. However, during the implementation of learning, it was not on target according to existing principles and formulations. Some of the main issues include allocation of learning time, teacher qualifications, including the budget for physical education lessons. The lack of development of school education units in terms of infrastructure, this condition has an influence on the expected development of physical education. It can be found that some students still do not understand the main objectives of implementing physical education. On the other hand, physical education is considered as a complement, so it is less of a concern. Furthermore, physical education is considered to still not occupy an equal position with other subjects in terms of main subjects. Below is a scheme of what physical education positions should be.



**Figure 1. Physical Education Scheme in the Curriculum**  
**Source: Suherman (2016)**

The physical education curriculum is at least developed in a balanced way, meaning that the content of physical education is not only emphasized on mastering motor skills, but other values need to be developed, including character values, and knowledge from both theoretical and practical sides. The contribution of the physical education curriculum is considered very important, especially in the 21st century, so several skills are needed, namely: (1) having critical thinking and problem solving, (2) being able to communicate and collaborate, (4) having creativity and innovation (Mustafa & Dwiyo, 2020). The main physical education program is not only based on moving to learn, but during the physical education learning process, students are able to facilitate students according to the program objectives.

It is known that there are several approach models that can be used as references before developing and designing a physical education curriculum. According to Suherman, (2016) there are 5 approaches, namely: (1) eclectic approach, this approach emphasizes students being given the widest opportunity to actively participate in activities according to their interests and needs. These activities are initiated in various ways based on the continuous principle, ranging from simple to complex movements. (2) Movement approach, this approach is based on the understanding and development of movement concepts from students who have experienced previous learning experiences. (3) Sports education, sport in this case is interpreted as a means or tool to practice education through several sports that are implemented. It contains character values which can be the reason and basis for implementing sports education in educational units. (4) Recreational education, this approach emphasizes the joy and satisfaction of students. The learning design gives the influence of an informal atmosphere. (5) Physical fitness education, this approach is based on students being taught to be able to cultivate healthy living through physical activity. The orientation of this approach is not only individual but can be implemented individually or in groups.

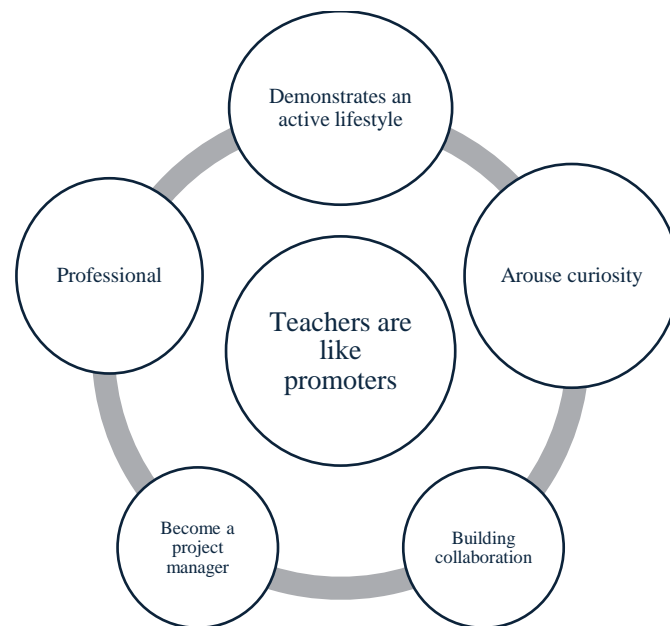
Designing a curriculum requires several standards that need to be considered, including: (1) attention is focused on quality at grade level, (2) planning predicted opportunities for mastery including the required knowledge and skills, (3) every student has the right to receive appropriate attention and support. needs, proactive curriculum development is essential when designing physical education curricula and may be necessary when promoting the inclusion of children with disabilities in physical education in general (Kennedy & Yun, 2019). This development can be called Universal Design for Learning (4) designing backwards from output results - program results - subject results - unit results - learning results. Some other notes that need attention are (1) objectives, (2) material, (3) learner freedom, (4) time allocation. Goals do not only refer to physical objects, but still maintain attitudinal and social aspects. Primary school level should not design material like secondary level, package it more simply and prioritize certain units based on the child's proper development. The findings recommend that physical literacy can be integrated together in curriculum, pedagogy, and assessment in classrooms. Physical literacy assessment is important in the process and sustainability of health and physical education (Young et al., 2021). Technical and rational approaches to learning in physical education have a central position in curriculum, pedagogy, and assessment (O'Connor, 2019). Next, it is explained that deliberate pedagogical practices can lead students to express meaning in response to reflection on significant movement experiences. Learners have the right to develop teaching patterns. Field conditions are considered not homogeneous between other educational units, both in terms of facilities and infrastructure. Allocation is a problem that is still unresolved, in the process requires sufficient range to implement learning design.

Several studies regarding curriculum in physical education show varied results and conclusions. Several studies have become references that can be used as a basis for designing a curriculum considering certain problems. The first study explained that the socio-economic conditions of schools would be detrimental to physical education but could be overcome by implementing a constructivist curriculum (Zhang et al., 2021). Constructivist learning theory allows for the potential to unleash students' independent learning abilities by involving students in the construction of knowledge rather than being passive recipients of information.

Other findings regarding explicit teaching for curriculum learning have a positive impact on learning outcomes in physical education and other fields of study (Forey & Cheung, 2019). The benefits of introducing a language approach through a systematic functional linguistic model of language and explicit language teaching are immediate and long-lasting. The benefits for students are that explicit teaching allows students to clarify and create task requirements, general analysis, text structure, provides diagnostic tools for assessment and feedback which has a positive impact on the teaching-learning process. The benefit for students is that explicit language instruction increases their understanding of how changes in context influence language choices, that is, the shift from everyday language to technical, academic language.

The findings of the third study are that currently Australia provides an important opportunity for health and physical education to be involved in curriculum schemes (O'Connor & Penney, 2021). Marking knowledge, skills and understanding are key things that learners may prioritize. Pedagogical approaches that can be adopted for the benefit of participation. Some of the themes adopted include: (1) Personal and social skills for participation, explaining that students will engage in various social skills to build relationships, collaborate, solve problems, work together, make decisions to support their own participation and that of others, (2) Connection with the environment, society, culture and history, explains students will be able to identify, connect with and utilize resources for physical activities in their community and environment, and appreciate the cultural and historical aspects of participation. (3) Knowledge, skills and understanding for participation, explaining that students will be able to draw on a variety of movements, abilities, understanding and resources to engage, reflect upon and design safe participation opportunities for themselves and others. The characteristics of the national curriculum in Australia are divided into two different models of health. These characteristics include: an educative focus, learning about and through movement, a critical inquiry (Quennerstedt, 2019).

According to D'elia, (2019) the current curriculum lacks content and learning outcomes are centered on teaching sports and education in schools. Physical education and sports in schools set specific learning objectives that cover a variety of skills, such as physical, emotional, social, cognitive, and moral concepts that cannot be achieved limited to improving physical skills or sports alone. The physical, personal, and social development of children and youth cannot be achieved by relying solely on specialization courses for teaching, because in approaching this training course prospective teachers must already have the theoretical, technical, didactic, and methodological basic elements for teaching physical education and sports. The core curriculum should consider content-specific knowledge and understanding in sport science and physical education for educative purposes, such as promotion of health and fitness, awareness of active lifestyles, development of psychological and social attitudes (i.e. psychological such as self-confidence, self-esteem, mental balance); social activities such as solidarity, fair play, respect for rules, etc.), finding satisfaction in doing physical education and sports. The following are the competencies that students must have.



**Figure 2. Five Management Competencies**  
Source: Cloes (2017)

Furthermore, the findings suggest several underlying conditions for the successful implementation of professional learning, which may help address some of the mixed findings of this research. These conditions include: (1) the need for participation of all teachers in professional learning workshops and direct involvement in physical activity programs, (2) the need for collaboration of teaching teams to increase children's access to indoor and outdoor physical play opportunities to build and maintain new ones, (3) the need for ongoing professional learning workshops, online resources, and education for parents (McLachlan et al., 2017).

Results depend on several contextual factors, such as quality teaching, appropriate curriculum, and supportive social groups. Second, physical activity only realizes the potential for development; they are not enough in themselves to ensure positive development. Finally, there needs to be intentionality in designing school programs, so that physical education is deliberately structured and implemented to achieve the desired results. Examining and testing strategies and mechanisms to realize these conditions will be the next stage of this ongoing research program.

#### 4. Kesimpulan

The existence of global changes is very necessary to improve the quality of education, which is implemented as a whole, including the development of the human dimension. Physical education cannot be separated from education in general which involves the potential of students in cognitive, affective, and psychomotor terms through physical activity in students. Developmentally appropriate teaching curricula need to be specialized, practice and instruction are needed to refine movement skills and expand movement vocabulary. The physical education curriculum is at least developed in a balanced way, meaning that the content of physical education is not only emphasized on mastering motor skills, but other values need to be developed, including character values, and knowledge from both theoretical and practical sides.

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