

IMPLEMENTATION OF STRENGTHENING LITERACY CULTURE LEARNING PHYSICAL EDUCATION CURRICULUM 2013 JUNIOR HIGH SCHOOL IN INDONESIA

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ABSTRACT

This study aims to explore the implementation of strengthening literacy culture in the learning of Physical Education in Sports and Health (PE) Curriculum 2013 at junior high school level in Indonesia. The research focuses on five aspects, namely: 1) literacy culture planning; 2) implementation of literacy culture; 3) assessment of literacy culture; 4) supporting factors for the implementation of literacy culture; and 5) inhibiting factors for the implementation of literacy culture. This research is a combination of concurrent embedded model, with quantitative method as primary method and qualitative method as secondary method. The sample in this study was taken with a purpose sampling system. The quantitative research sample consisted of 105 respondents of PE junior high school teachers in eight provinces representing a description of strengthening the literacy culture of PE learning in their respective schools. As for the qualitative sample, there were 6 participants consisting of 2 principals, 3 curriculum representatives, and 1 junior high school senior PE teacher. Quantitative data was taken using a Likert scale 1-4 questionnaire, while qualitative data was taken by semi-structured interviews. Quantitative data analysis uses descriptive statistics with the help of SPSS software, while qualitative data analysis uses data reduction, data presentation, and drawing conclusions. The results of the quantitative research indicate that the planning for strengthening the literacy culture in learning is included in the good category with a value of 88.73%. This is supported by qualitative data which states that the planning for strengthening the learning literacy culture of PE has been going well. The implementation of strengthening literacy culture in learning is also in the good category with a value of 87.08%. This is supported by qualitative data which states that the implementation of strengthening the PE learning literacy culture has been carried out and has been going quite well. The assessment of strengthening literacy culture in learning is in the good category with a value of 84.76%. This is supported by qualitative data which states that the assessment of strengthening literacy culture in the 2013 curriculum PE learning has been going well. The supporting factors for the implementation of strengthening literacy culture in the 2013 curriculum PE learning from aspects of planning, implementation and assessment, namely: the availability of supporting facilities and infrastructure, a conducive learning atmosphere, the concept of implementing the 2013 curriculum, local government regulations that encourage school literacy movements, consistency of principals schools, the enthusiasm and skills of educators, students' motivation for literacy, and the implementation of comprehensive tests to measure student learning outcomes. The inhibiting factors for the implementation of strengthening literacy culture in the 2013 curriculum PE learning, namely: some students do not like to read information related to sports / corner materials, lack of awareness of students in habituation of literacy culture, lack of motivation from parents, lack of understanding of PE teachers on the application of literacy learning, limited skills of educators, and the lack of literacy since online learning during the COVID-19 pandemic, especially in PE. In addition, teachers are also quite difficult in evaluating the assessment of literacy culture because the learning process takes place online, the results are often not relevant to planning, and the condition of students who are not serious in participating in learning

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