

**IMPLEMENTATION OF PHYSICAL EDUCATION MANAGEMENT
BASED ON THE 2013 CURRICULUM**

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Abstract

This study aims to determine the extent of the implementation of learning management of physical education teachers based on the 2013 curriculum in junior high schools in Medan City. This research uses descriptive research type, the location of this research is carried out in several junior high schools in Medan City. From the data on the results of physical education management based on the 2013 curriculum which consists of planning, implementation, and evaluation in this study relevant to the framework that has been developed based on theories that support research in this study obtained the following data: 1) Physical education planning management based on the 2013 Curriculum at State Junior High School in Medan City obtained a value of $660/750 \times 100\% = 88\%$ or with a category classified as very strong; 2) physical education implementation management based on the 2013 Curriculum at State Junior High School in Medan City obtained a value of $706/800 \times 100\% = 88.25\%$ or with a category classified as very strong; 3) physical education evaluation management based on the 2013 Curriculum at State Junior High School in Medan City obtained a value of $706/800 \times 100\% = 88.25\%$ or with a category classified as very strong.

INTRODUCTION

Physical Education, Sports, and Health (Physical Education) are basically an integral part of the overall education system which aims to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning, and moral action through physical activities and sports (Wahyudin, 2018). In the learning process of physical education, teachers are expected to teach a variety of basic movement skills, techniques, and strategies of games and sports, internalization of values (sportsmanship, honesty, cooperation, etc.), and healthy living habits (Saskomita, 2015). In the implementation of learning, teachers must be able to provide various approaches so that students are motivated and interested in participating in learning (Hakim et al., 2020) (Fernando, 2022). To have the ability to manage learning (pedagogical competence) well, of course, teachers need to understand important elements related to learning management (Normawarni et al., n.d.).

In facing the development of science and technology, future challenges, and to realize the achievement of national education goals, as formulated in article 3 of Law No.20/2003, namely the development of the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens, the government through the Ministry of Education and Culture, developed the 2013 Curriculum nationally (Liana et al., n.d.) (Karim & Jahir, 2022). The publication of the 2013 Curriculum (K 13) for all primary and secondary education units is one of the central and strategic steps in the framework of strengthening the character of a civilized Indonesian nation. The 2013 curriculum was developed comprehensively, integratively, dynamically, accommodatively, and anticipatively for various challenges in the future (Mustafa & Dwiyo, 2020). The 2013 curriculum is designed based on the culture and character of the nation, based on civilization, and based on competence (Shandi, 2018). Thus, the 2013 Curriculum is believed to be able to encourage the realization of Indonesian people who are dignified, civilized, cultured, characterized, faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic, responsible citizens, and able to face various challenges that arise in the future (Kemdikbud, 2013). So we are expected to support the effectiveness and efficiency of curriculum implementation at the junior high school level (Irawan et al., 2020).

In the 2013 curriculum, teachers must understand the structure and substance of the curriculum and master the planning, implementation, and evaluation of learning according to the 2013 curriculum at the junior high school level, including Medan City, North Sumatra Province. Currently, the 2013 curriculum has been running for approximately two years in several junior high schools in Medan City. The government has lowered the implementation target of Curriculum 2013. At the junior/vocational high school level throughout Indonesia, there are approximately 11,572 junior high schools throughout Indonesia (Pambudi et al., 2019) (Setiawan, 2022) (Lubis & Nugroho, n.d.).

Reflecting on previous experiences, the establishment of Curriculum 2013 is the third curriculum change since the 1998 reform period (Asmajaya et al., 2020). Substantially, the vision to be achieved has not been seen about the democratization frame. Schools are still grappling with the technicalities of standardization and evaluation of educational outcomes. This issue must be clarified first so that the 2013 Curriculum does not just become a paper tiger (Wardhana et al., 2017) (Rahmat & Isnawati, 2022). Within three semesters or approximately two years since the implementation of the 2013 curriculum in Medan City, according to what researchers have found in the field that the implementation of learning management of physical education teachers in several high schools in Medan City has not run optimally. To support the running of a curriculum well and according to what is expected, of course, it is also very related to how the learning process runs. The 2013 curriculum contains several important concepts that are interpreted differently than previous curricula (Khudhori & Tuasikal, 2015). Understanding these concepts

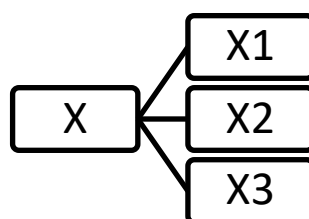
is very important to further understand the orientation or purpose of the 2013 curriculum itself (Mustafa & Winarno, 2020).

In addition, the difference between the 2013 curriculum and the previous curriculum is the scientific approach (Nugroho et al., 2018). Thus, many teachers find it difficult to apply this approach in teaching." For example, they do not understand the assessment process (Mustafa, 2021). This is in line with what Agnes Tuti Rumiati, Special Staff of the Minister of Education and Culture (Mendikbud) for Development Supervision and Control (UKMP3), stated in the National Dialogue and Consultation on the 2013 Curriculum that many do not understand how to provide assessment in the implementation of the 2013 curriculum (Ani et al., 2020).

In connection with the above explanation, it provides a rationale for researchers to pay attention to and develop the implementation of the 2013 Curriculum implementation in Medan City, especially in junior high schools that implement the curriculum and have been running for 2 (two) years. Or whether the implementation of the 2013 curriculum has run optimally by the objectives to be achieved in the 2013 curriculum itself. On this basis, the researcher intends to conduct research with the title "Analysis of Physical Education Management Implementation based on the 2013 Curriculum for Senior High Schools in Medan City".

METHODS

This research uses descriptive research, the location of this research was carried out in several junior high schools in Medan City. The research design is a description or design in a study with the variables studied and will be tested. This research design can be described as follows:



Description:

- X = Implementation of Physical Education Teacher Learning Management Curriculum 2013
- X1 = Planning Aspect
- X2 = Implementation Aspect
- X3 = Evaluation Aspect

To obtain data that is by the research problems in writing this thesis, the author uses the following methods: 1) Questionnaires; 2) Documentation; and 3) Interviews. "Because research instruments will be used to make measurements to produce accurate quantitative data, each instrument must have a scale". The instrument used in this study is a questionnaire, the author is interested in using a Likert scale as the scale that the author uses to measure the variables that will be revealed as follows. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Mulyatiningsih, 2015).

For quantitative analysis purposes, the answer can be given a score, for example: (1) Strongly agree / always / very positive given a score of 5, (2) Agree / often / positive given a score of 4, (3) Undecided / sometimes / neutral / given a score of 3, (4) Disagree / rarely / negative given a score of 2, (5) Strongly disagree / never given a score of 1 (Ramdhan, 2021). From the description above, the authors will use alternative answers as follows:

Table 1. Respondents' Alternative Answers

No.	Alternative Answer	Total (In Figures)
1	Always	5
2	Often	4
3	Sometimes	3
4	Rarely	2
5	Never	1

Furthermore, for more direction and clarity of this research, below the author describes the research instruments as follows:

Table 2. The 2013 Curriculum Implementation Instruments and Grids

Variable	Indicator	Item Question
Implementation of The 2013 Curriculum Management	Planning	1, 2, 3, 4, 5, 16, 17, 18, 19, 20, 31, 32, 33, 34, 35, 46, 47, 48, 49, 50
	Implementation	6, 7, 8, 9, 10, 21, 22, 23, 24, 25, 36, 37, 38, 39, 50, 51, 52, 53, 54, 55
	Evaluation	11, 12, 13, 14, 15, 26, 27, 28, 29, 30, 41, 42, 43, 44, 45, 46, 57, 58, 59, 60

To obtain maximum data, the author combined descriptive and inferential statistical techniques, namely testing the extent of the truth of the data on the sample through descriptive statistics and treating the entire population through inferential statistics. Furthermore, validation and reliability tests for nonstandard questionnaires were carried out in other schools but had previously been validated by experts. Furthermore, the results of the questionnaire trial were processed using Statistical Product and Service Solution (SPSS) 20 to determine validation and reliability. all items that reach a correlation coefficient of at least 0.30 differentiating power are considered satisfactory.

RESULTS & DISCUSSIONS

Results

In this study the authors collected data using a test instrument in the form of a questionnaire distributed to three schools representing the existing population. Furthermore, an explanation of the details of the Physical education teacher respondents themselves can be seen in the table below:

Table 3. Respondent Details Data for Physical Education Management Variables
Based on the 2013 Curriculum

No.	Respondent	Gender	Position
1	A	Male	Physical Education Teacher
2	B	Male	Physical Education Teacher
3	C	Male	Physical Education Teacher
4	D	Male	Physical Education Teacher
5	E	Male	Physical Education Teacher
6	F	Male	Physical Education Teacher
7	G	Male	Physical Education Teacher
8	H	Male	Physical Education Teacher
9	I	Male	Physical Education Teacher
10	J	Male	Physical Education Teacher
Σ	10		

Based on Table 3, it can be concluded that the 10 teachers are categorized as teachers with good dedication. Because what is taught is linear with the diploma, besides that, the teacher's experience in the world of education is very reliable as evidenced by the rank and class owned, the educational qualifications recommended by the government, and 7 (seven) of these teachers are teachers who have the title of professional teachers (certification), while 3 (three) contract

teachers have adequate competencies including a linear diploma and teaching experience in the school has been running for more than five years.

Recapitulation of Analysis of Physical Education Management Based on 2013 Curriculum of State Junior High School in Medan City

In this section, the author will discuss the Management of Physical Education Based on the 2013 Curriculum in State Junior High Schools in Medan City in terms of planning, implementation, and evaluation by combining all State Junior High Schools that the author sampled as one of the benchmarks for proving the hypothesis. As the author mentioned earlier, there are three important reasons why Physical Education Management based on the 2013 Curriculum is important to be applied in the management and organization of education in Indonesia, especially in Medan City, especially in the State Junior High School education unit in Medan City. In this phase, planning, implementation, and evaluation will be discussed.

However, when viewed from the aspects of planning, implementation, and evaluation, the author gets data that these aspects are sufficient from the percentage size as the author describes in the table which is then interpreted according to theoretical studies and the author's own arguments.

Planning

To find out the review of respondents' answers to physical education management based on the 2013 curriculum in terms of planning aspects can be seen in Table 4 below:

Table 4. Recapitulation of Respondents' Answers to Physical Education Management Based on the 2013 Curriculum in Review of the Planning Aspect

Respondent	Respondent's Answer				
	5	4	3	2	1
1	75	0	0	0	0
2	70	4	0	0	0
3	0	52	6	0	0
4	0	52	6	0	0
5	20	36	6	0	0
6	65	8	0	0	0
7	65	8	0	0	0
8	70	4	0	0	0
9	10	36	12	0	0
10	0	40	15	0	0
Total	375	240	45	0	0
	375+240+45+0+0=660				

Furthermore, based on the above data obtained from 10 respondents, the management of physical education based on the 2013 curriculum in terms of the planning aspect of Medan City State Junior High School is $660/750 \times 100\% = 88\%$ which is classified as very strong.

The findings above are in line with what Riduwan (2013: 15) states about the criteria for interpreting scores are: Figures 0% - 20% = Very Weak, Figures 21% - 40% = Weak, Figures 41% - 60% = Fair, Figures 61% - 80% = Strong, and Figures 81% - 100% = Very Strong. The results of this analysis indicate that physical education management based on the 2013 curriculum in terms of planning aspects is very strong.

Implementation

To find out the review of respondents' answers to physical education management based on the 2013 curriculum in terms of implementation aspects, it can be seen in Table 5 below:

Table 5. Recapitulation of Respondents' Answers to Physical Education Management Based on the 2013 Curriculum in terms of Implementation

Respondent	Respondent's Answer				
	5	4	3	2	1
1	70	8	0	0	0
2	75	4	0	0	0
3	10	12	40	0	0
4	0	44	15	0	0
5	30	28	9	0	0
6	75	0	3	0	0
7	80	0	0	0	0
8	75	4	0	0	0
9	0	56	6	0	0
10	0	56	6	0	0
Total	415	212	79	0	0
415+212+79+0+0=706					

Furthermore, based on the above data obtained from 10 respondents with a total of 16 questions, the management of physical education based on the 2013 curriculum in terms of the implementation of public junior high school teachers in Medan City is $706/800 \times 100\% = 88.25\%$ which is classified as very strong.

The findings above are in line with what is stated by Riduwan (2013: 15) regarding The criteria for score interpretation are: Figures 0% - 20% = Very Weak, Figures 21% - 40% = Weak, Figures 41% - 60% = Fair, Figures 61% - 80% = Strong, and Figures 81% - 100% = Very Strong. The results of this analysis indicate that the management of physical education based on the 2013 curriculum in terms of the implementation of public junior high school teachers in Medan City is very strong.

Evaluation

To find out the review of respondents' answers to physical education management based on the 2013 curriculum in terms of evaluation aspects can be seen in Table 6 below:

Table 6. Recapitulation of Respondents' Answers to Physical Education Management Based on the 2013 Curriculum in terms of Evaluation

Respondent	Respondent's Answer				
	5	4	3	2	1
1	80	0	0	0	0
2	80	0	0	0	0
3	15	36	12	0	0
4	5	40	15	0	0
5	30	28	9	0	0
6	70	8	0	0	0
7	70	8	0	0	0
8	75	4	0	0	0
9	10	40	12	0	0
10	0	44	15	0	0
Total	435	208	63	0	0
435+208+63+0+0=706					

Furthermore, based on the above data obtained from 10 respondents with a total of 16 questions, the management of physical education based on the 2013 curriculum in terms of the evaluation aspect of public junior high school teachers in Medan City is $706/800 \times 100\% = 88.25\%$ which is classified as very strong.

The findings above are in line with what Riduwan (2013: 15) states about the score interpretation criteria: Figures 0% - 20% = Very Weak, Figures 21% - 40% = Weak, Figures 41% - 60% = Fair, Figures 61% - 80% = Strong, and Figures 81% - 100% = Very Strong. The results of this analysis indicate that the management of physical education based on the 2013 curriculum

in terms of the evaluation aspect of public junior high school teachers in Medan City is very strong.

Discussions

The results of descriptive data analysis have stated that the statements submitted are categorized as very strong. From the data on the results of physical education management based on the 2013 Curriculum which consists of planning, implementation, and evaluation in this study, it is relevant to the framework that has been developed based on the theories that support the research. For more details, we will discuss the hypotheses that have been formulated previously.

The results showed that the management of physical education planning based on the 2013 Curriculum in State Junior High Schools in Medan City obtained a value of $660/750 \times 100\% = 88\%$ or with a category classified as very strong. In line with the results of this study, it can be stated that the curriculum is one of the most important components in the education unit. This is because, without a curriculum, the educational process including physical education will not run smoothly. Thus the curriculum in this case according to the study is the 2013 Curriculum is very necessary because it is one of the components to determine the achievement of educational goals.

The curriculum always changes according to the times as now the 2013 Curriculum is applied to several schools in Medan City. The curriculum development process is an activity to produce a new curriculum through the steps of planning, implementation, assessment, and refinement/curriculum development based on assessments made during curriculum implementation activities, and it can be said that the occurrence of curriculum changes has the aim of improvement. On the other hand, the 2013 curriculum must be based on management functions. To be able to achieve the goals of Physical education, the 2013 curriculum should go through the functions of careful and systematic planning and integration, good organization, implementation in the field, and supervised implementation.

Management in curriculum planning can be interpreted as the expertise or ability to plan and organize the curriculum. To develop a plan, PE teachers must refer to the future. This planning influences setting a set of goals or learning outcomes, developing strategies to achieve the ultimate goal, compiling or setting priorities and sequencing strategies, establishing work procedures with new methods, and developing policies. Curriculum planning is that learning opportunities are intended to guide learners toward desired behavioral changes and assess until changes occur in learners.

The results showed that the management of physical education implementation based on the 2013 Curriculum at the SMP Negeri Kota Medan diperoleh value $706/800 \times 100\% = 83.3\%$ or with a category classified as very strong. As is well known that the 2013 curriculum is a system that has components that are closely related and support each other. The curriculum components consist of objectives, learning materials, methods, and evaluation. In the form of this system, the curriculum will run towards an educational goal with mutual cooperation between all subsystems. If one of the curriculum variables does not function properly then the curriculum system will run less well and maximally.

Seeing from the form of the curriculum, then in the implementation of the curriculum 2013 in the field of physical education is very necessary an organization on all its components. In this organizing process will be closely related to planning, organizing, implementing, and controlling. While management is one of the disciplines of science whose implications apply these processes, the implementation of the 2013 curriculum is needed, so that PE teachers who manage learning both in class and in the field need to be supported by management science, both to take care of learning and curriculum.

Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system to realize the achievement of curriculum goals. In its implementation, curriculum management must be developed in the context of School-Based Management (SBM) and based on the 2013 Curriculum. Therefore, the educational objectives built by educational institutions or schools in managing the curriculum independently by focusing

on the achievement and needs of the vision and mission of educational institutions or schools also do not ignore the national policies that have been implemented. Implementation (actuating) is nothing but an effort to make planning a reality, through various directions and motivations so that each PE teacher can implement the 2013 Curriculum optimally by their roles, duties, and responsibilities.

The 2013 curriculum is a curriculum designed to replace the previous curriculum, namely KTSP. The 2013 curriculum is expected to be able to form a personality that never gives up and does not complain easily or in other words, has a strong character in students with several changes in curriculum aspects in it. The advantages of the 2013 curriculum, where that every assessment is not only explored for intellectual and attitude but also how students can produce a work of learning. The 2013 curriculum also uses authentic assessment for each student in each lesson. The principle of curriculum management is also an aspect that is put forward, namely in terms of effectiveness and efficiency, where the 2013 curriculum plans that students have a strong character with efficient time.

The results showed that the management of physical education evaluation based on the 2013 Curriculum at the State Junior High School in Medan City obtained a value of $706/800 \times 100\% = 83.3\%$ or with a category classified as very strong. Evaluation is one component of the curriculum. Evaluation management carried out by PE teachers is intended to check the level of achievement of educational goals to be realized through the curriculum concerned. In a broader sense, the evaluation carried out in the curriculum is intended to examine overall performance in terms of various criteria. The performance indicators evaluated are not only limited to effectiveness, but also relevance, efficiency, and feasibility of the program.

In another section, it is said that the extent of an evaluation program in the 2013 curriculum is actually determined by the purpose of the evaluation. Whether the evaluation is intended to evaluate the whole system or certain components of the system. One important component of the 2013 curriculum that needs to be evaluated is the process and learning outcomes of students. Evaluation in the 2013 curriculum also varies depending on the dimensions that are the focus of the evaluation. One dimension that often gets the spotlight is the quantity and quality dimension. The instruments used to evaluate the quantitative dimension are different from the qualitative dimension. Instruments used to evaluate quantitative dimensions include standardized tests, learning achievement tests, diagnostic tests, and others. Meanwhile, instruments to evaluate the qualitative dimension can be used in the form of questionnaires, interviews, anecdotal records, and so on.

Evaluation plays an important role, both in determining educational policy in general and in decision-making in the curriculum itself. The results of evaluations conducted by teachers can be used by teachers as developers in selecting and determining learning materials and developing learning models used. In addition, the results of evaluations used by teachers in the 2013 curriculum can be used to understand and help the development of students, choose learning materials, choose methods and learning aids, methods of assessment, and other educational facilities.

CONCLUSION

Based on the research results it can be concluded: 1) Physical education planning management based on the 2013 Curriculum at State Junior High School in Medan City obtained a score of $660/750 \times 100\% = 88\%$ or with a category classified as very strong; 2) physical education implementation management based on the 2013 Curriculum at State Junior High School in Medan City obtained a score of $706/800 \times 100\% = 83.3\%$ or with a category classified as very strong; 3) physical education evaluation management based on the 2013 Curriculum at State Junior High School in Medan City obtained a score of $706/800 \times 100\% = 83.3\%$ or with a category classified as very strong.

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