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PHYSICAL EDUCATION PROBLEMS IN THE FREE LEARNING CURRICULUM

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ABSTRAK

Faced with current problems, in addition to facilities and infrastructure, there are still many children of the nation who have low moral awareness, not to mention the insight or experience of teachers in independent learning, therefore Indonesia needs to turn to education that provides moral values and builds strong character, one of which is Pjok, in the Ministry of Education and Culture Regulation of the Republic of Indonesia No. 24 of 2007 relating to facilities and infrastructure standards. In the era of global competition, developing from time to time and space, quality education is needed. Quality education that is able to answer the challenges of change and bring about changes in various dimensions of life. To guarantee the achievement of these goals, good insight from the teacher is needed so that in this independent learning the teacher has the opportunity to shape the character of students and to support this requires good facilities and infrastructure

Keyword: Government, character education, infrastructure, end education

INTRODUCTION

Institutions or institutions are required to have facilities and infrastructure which include equipment or tools and learning media, teaching materials or books and others needed to support a good and long-term learning process. Each learning unit includes infrastructure covering areas, classrooms, unit administrative rooms, educator rooms, administrative rooms, laboratories, workshop rooms, creative unit rooms, canteens, energy supply facilities, sports facilities, places of worship and places of worship, playgrounds, rooms creative and other rooms/places needed to support an orderly and long-term educational process.

According to PP RI No. 32 2013 concerning Amendments to PP No. 19 2005 concerning National Education Standards, Article 1 Paragraph (9) that the Facilities and infrastructure standard has criteria for study rooms, sports venues, places of worship, laboratories, workshops, playgrounds, places to be creative and recreation and other learning resources, which are urgently needed for the smooth optimization of the learning process, including the use of communication and information technology (Standar Nasional Pendidikan, 2005). The National Education Standards Agency, Freedom to learn is an approach that is tried by students so that they are free to choose the subjects they are interested in, this is tried in order to maximize their talents and be able to contribute to work and be useful for the nation and state. Nadiem Makarim in 2019 said that one of the important things to pay attention to in freedom of independence is the freedom of

students to think. This freedom of thought is one of the foundations of the concept of independent learning.

Nadiem also said that independence of thought must be applied by teachers before providing learning to PJOK students where PJOK subjects can affect life through personal experience, because physical education subjects do not focus on psychomotor aspects (movement skills), but also pay attention to cognitive aspects (knowledge) and affective (behavior). However, the implementation of corner subjects in schools applies psychomotor aspects (movement skills) rather than knowledge skills. The essence of physical and health education itself is physical exercise and movement, which dominates the learning process in schools. From the nature of physical education and health itself, not much time is spent listening to teachers, even though independent learning is known as a literacy movement, literacy is more dominant in science, although there is a term about PJOK as motivation and self-confidence, respect for physical abilities, knowledge and understanding and taking responsibility for lifelong participation in physical activity. (Mustafa & Dwiyogo, 2020).

In independent learning the achievement of this learning depends on the teacher who has experience or insight in independent learning, there are obstacles, namely the teacher lacks experience so that it becomes a burden for the school and the teacher himself, and has an impact on how to teach students, but opens up opportunities for students and teachers to dare to try, express, experiment, answer challenges and dare to work together to help create a better and meaningful education. Given the current problems, apart from facilities and infrastructure, there are still many of the nation's children who have low moral awareness, so Indonesia must turn to education that imparts moral values and builds strong character, one of which is physical and health education. The independent learning program itself is character building with project-based learning. Thus, the formation of student character is much more relevant and meaningful now and in the future.

DISCUSSION

Education means as a human effort to develop and shape one's personality in accordance with the values of society and culture. The concept of education has evolved, but in essence it is not much different. According to Ahmad D. Marimba, education is conscious coaching or teaching by an educator for the physical and spiritual development of educated people, educating them towards the formation of key personalities. It is further emphasized that the elements of formation are: a) the company's efforts (activities) are directed (leadership or mentoring) and carried out intentionally b) there are educators, mentors or assistants c) there are students or training participants d) leadership has a basis and purpose e) Of course, the tools used to do this. Whereas the National Education System Law says learning is a conscious and planned effort to create an environment and student learning process that actively improves students' abilities to have religious spiritual knowledge, self-control, character, intelligence, noble character, and expertise. they need, society, nation and state.

Definition of physical education

PJOK is an important part of education, Physical Education itself is not just the usual subjects that are included in the school program, through Physical Education children can play with their skills and are properly directed so that they adopt a healthy life and develop socially, Physical Education is not only merely to make students have fun and have fun is very useless and not educational. However, many physical education teachers are not aware of this, many people say that physical education lessons are carried out haphazardly or with sophistication and other negative assumptions. The definition above confirms that physical education cannot be separated and the general education section aims to help children develop and grow normally according to national learning goals, to become complete Indonesian people. The achievement of these goals comes from planning movement experiences that match the characteristics of the child.

The essence of physical education is the process of utilizing physical activity that creates physical, mental and emotional changes, and physical education is also a very broad field to focus

on improving human movement, not only that but also improving the mind and spirit can be called character strengthening.

The goals of PJOK require positive values from physical growth and mental, social and emotional development. Therefore, teachers must be able to understand the concepts and goals of PJOK at school. (Rosmi, 2016). Judging from the above understanding, physical education has many goals, namely in terms of character development such as the purpose of physical education is to help students approach maturity, for which positive values are needed from physical and spiritual as well as social and emotional development. Therefore, teachers must be able to understand the concept and purpose of PJOK at school, and learn healthy lifestyles as well as developing movement skills and techniques in terms of motor skills.

Educational Problems

The origin of the word problematic from English is "problem" which means question, problem or puzzle. So that means problematic. Regarding education, there are many different meanings, but in general it defines education as the result of the civilization of a nation that is raised on the nation's thinking of life, as an experience that shares understanding and thoughts, as well as adjustments for someone who develops it. Education is one of the determining factors in increasing national human resources, with low national human resources it will hinder the development of a country, education in Indonesia has never escaped problems along with the times. Problem after problem of education in Indonesia is harvested every year. Problems also arise from the input level, process to output. These three levels are actually interconnected. Input affects the continuity of the learning process. The learning process also affects the output. Then the output flows to a higher level of education or the world of work, where theory is put into practice. (Megawanti, 2012).

There are 3 factors causing the low quality of Indonesian education, which are as follows (Fitri, 2021) :

1. Learning approach factors. All learning problems that exist in Indonesian citizens are caused by the failure of the learning system. Be it from learning failures in families, learning failures in the community to learning failures in schools. If all of the above aspects of raising children are not optimal, then the child will not be optimal. there are some things or behaviors that do not fit the purpose of the training.
2. Curriculum Change Factors. In Indonesia, every time a Cabinet changes, especially the Ministry of Education and Culture, the curriculum is also determined. This is the cause of the low quality of Indonesian education. Curriculum changes often do not guarantee the quality of teaching. What happens is that there is no definite decision on the basis of education. The curriculum that forms the basis for teachers in the classroom is not optimal due to constant changes.
3. Teacher Competency Factor. Professional teachers are urgently needed, meaning that each teacher must have the competence to understand teaching materials comprehensively and in depth. One of the obstacles lies in remote areas where there is a shortage of teachers with the required skills.

Obstacles to Teachers in Free Learning

1. No Experience with Learning Independence. The role of the teacher is very important for the achievement of the learning process. The teacher must have several teaching competency components that enable the learning process to be achieved, including 10 teacher competencies that describe the basic abilities of a teacher. The 10 teacher competencies according to the Ministry of Education and Culture include: a) mastery of material, b) system of teaching and learning programs, c) class management, d) use of media or resources, e) management of teaching and learning interaction systems, f) assessing student performance for teaching, g) know the function of Guidance and Counseling Services (BP), h) know school administration, i) understand policies, j) interpret the results of teacher education research for teaching (Mulyasa, 2010). In terms

of independent learning, teachers are required to keep up with changes in education, so from the mindset of teachers, they must adapt to the changing demands of the educational era. Problems that arise due to lack of experience can be motivated by two possibilities: first, the teacher is very familiar with the old concept, so it is difficult to keep changes ready, second, the teacher does not yet have a complete understanding of the new concept. applied concept.

2. Limited references. Limitations in getting references to the implementation of independent learning which makes it difficult for teachers to apply the concept of independent learning, the lack of readiness of educators who do not understand what an independent learning program and its implementation make the concept of independent learning not optimally applied in institutions or institutions. Towards the era of society 5.0 certainly has many challenges that will be faced by educators, where educators must further utilize various existing innovations such as IT or internet on things AI or artificial intelligence, big data and robots to develop the potential and advantages of human life. . To make new breakthroughs, teachers must have the ability and skills that are qualified or in accordance with the times.
3. Access owned in learning. Limited access is also an obstacle for teachers in independent learning because digital and internet access is not evenly distributed in its implementation, there are six models in the implementation of independent learning, one of which is online, smooth implementation online must have good and adequate digital and internet access owned by students and teachers. , not a few schools that do not have good digital and internet access, such as schools in remote areas, are of concern to the government in terms of facilities and infrastructure, in order to achieve and optimize the implementation of independent learning throughout Indonesia.
4. Time management. In changing the independent learning model, teacher learning certainly requires more time for the process to be adaptive to the demands it faces, the many activities at school and outside of school demand that the teacher be active in this matter, besides that other tasks and responsibilities also come, but the teacher keeps moving as much as possible. possible and find creative and innovative ways in the learning process, but not all teachers are able to manage time, especially with other activities and priorities.
5. Adequate competence. The minimum experience and implementation of the concept of independent learning also determines the quality and competence of teachers, not a few teachers who have not mastered and performed basic skills to meet learning needs in the era of society, such as basic skills using MS. Word, create presentations, etc. Even though in practice teachers are again required to be creative and innovative in implementing independent learning, minimal competence is also an obstacle for teachers when implementing independent learning. The existence of changes in the world of education is a reason that is always accompanied by problems, these changes are the results of evaluations so far where the education system which is considered obsolete needs to be repaired, teachers as pioneers of these changes inevitably have to be willing to try and dare to try and learn to prepare participants students as a nation's generation that is able to answer challenges to master the future.

Essence of character

The character comes from the Latin word *karakter*, *kharassein* which means "a tool for marking", "for carving", and "a sharpened stick". This word was used in French "caractere" in the 14th century and was used in English as "character" and became "character" in Indonesian. Character is a compatible mix of all treatments seen from religious traditions, literary narratives, wise men, and the common sense of historical people" (Rikona, 2012). Character is a core value that is formed by genetics and environmental influences, distinguishes one from another, and is applied to actions in everyday life, and which builds individual personality. (Samani & Hariyanto, 2012)

The identification of the Ministry of National Education has 18 values for cultural education for the nation's character, namely (Wibowo, 2012) :

Religious	: attitudes and actions that are subject to the religion of each individual, and are tolerant of adherents of other religions.
Honesty	: Behavior is based on being someone you can always rely on in words, actions, and work.
Tolerance	: an attitude of mutual respect between other religions and between tribes in the unity of the nation
Discipline	: the orderly behavior of each individual who complies with the applicable rules
Hard Work	: Behavior that shows a serious effort to overcome various learning or task obstacles and to complete the task to the best of one's ability. Create a new path or think of something to do to get results from an existing path.
Independent	: an attitude that does not rely on other people or the help of others and can do it alone
Democratic	: attitudes and ways of thinking that respect the rights and opinions of others
Curiosity	: actions and attitudes that are always looking for things that are not yet known
Nationalism	: a way of thinking or acting in nationalism, namely prioritizing the interests of the nation above self and group interests.
Love for the motherland	: a way of thinking and acting that is shown through loyalty and high respect for differences within the nation
Recognition Achievement	of : attitudes and actions in which individuals want to contribute achievements in society
Friendly Communicative	and : acts of pleasure in talking, interacting, and cooperating with others.
Love peace	: attitudes, actions, and words that provide a sense of comfort in society
Like to read	: the act or habit of taking the time to improve literacy
Environmental protection	: Attitudes and actions that try to love the environment without destroying the natural surroundings
Social concern	: Attitudes and actions that always want to help in society
Responsibility	: Human attitudes and behavior in order to fulfill their obligations and obligations towards themselves, society, nature, society, cultural environment, nation, to God Almighty.

Character education is in the form of a system in the form of inculcating character values for students, which includes willingness or awareness and action to apply good values, manners, manners and morals. This aims to shape the personality of students in making decisions. Honest, respect others, and behave well in everyday life (Putra, 2019). One of the problems that is increasingly becoming the government's attention today is the problem of deviations from norms and moral values in society, where most of the perpetrators of these deviations occur in the younger generation of school age. The emergence of the problem of deviance is a crisis of moral values in society, lack of awareness in society, and lack of character education. For this reason, the government makes character education the main goal of learning that is applied in the school environment.

Character Learning in Physical Education

Discipline, honesty, athletic character, cooperation and responsibility can be built through physical education and sports. Knowledge alone is not enough for character development, it must go through three stages: (1) the realization stage (knowledge), (2) the execution stage (behavior), (3) habits (habit). (M. E. Winarno, 2018). Physical education is a container for human experience,

so physical education teachers need to create opportunities for character building in children. Values education in schools that can be raised are:

1. The overall atmosphere and climate of the school itself is the closest social environment you will encounter every day, away from your family and the wider community.
2. The behavior of a teacher, a genuine appreciation for life, or an exemplary attitude in practicing the values he teaches can instinctively and effectively influence students.
3. All school students, especially PJK teachers, are reminded to recognize the opportunities that exist both inside and outside the curriculum and to be aware of the importance of positive attitudes and behavior in dealing with others inside and outside the family. Not only at school, but also in society.
4. The value of curricular education in shaping positive attitudes and behavior is another topic.
5. Through spiritual development of students, Scout activities, sports, organizations, community service, outings, competitions, study groups and theater performances. In this activity, trainers understand opportunities and skills to develop deep interpersonal communication with students. (Lubis, 2007)

In Bung Karno's statement (9 April 1961) that athletes and coaches can realize the ideals of the nation contained in "Nation and Character Building", Bung Karno quoted Bung Karno's statement that physical education plays a major role in building the character of children and the nation.

Education Gap

Education in Indonesia is still of low quality. From this we can conclude that the involvement of the government and other actors is not serious enough to pay attention to the education sector. This is the advancement of a country's civilization, and education is one of them. Education is the basic capital for the progress of a nation. The following gaps still exist in the world of education in Indonesia: infrastructure. The implementation of independent learning policies goes hand in hand with the facilities and infrastructure to support the implementation of independent learning. Infrastructure that supports the independent thinking of students must be in accordance with the standards set in order to achieve maximum effectiveness in its implementation.

Infrastructure Educational sarpras are tools and materials that are used directly and support the educational process, especially teaching and learning processes, such as buildings, classrooms, tables, chairs, as well as teaching aids and learning media. Therefore educational institutions play a good role if the utilization of these institutions by the educators concerned is optimal. (Mulyasa, 2003). Educational infrastructure is all basic equipment that indirectly supports the educational process in schools Barnawi & M. Arifin, 2012 in (Nasrudin & Maryadi, 2019). Therefore, educational institutions and infrastructure are important elements to support the correct and optimal implementation of teaching and learning processes. Educational facilities and infrastructure are one of the most important resources to support the learning process in schools, so that their utilization and management need to be improved in order to achieve the expected goals. As stipulated in the National Education System Law no. 20 of 2003 Chapter 12, Article 45(1), stipulates that: "Each unit of formal and non-formal education provides facilities and infrastructure to meet educational needs in line with the growth and development of the physical, intellectual, social, emotional and psychological potential of students." (Indonesia, 2003)

Sarpras is a component that supports the potential of students in every educational unit, both formal and non-formal. The quality of education between urban and remote schools is still very high. We often see in person or on television, social media and other press reports that the situation in rural and remote schools is far from the truth. For example, the state of the building is fragile and almost collapsed. In addition, the roof often leaks during the rainy season, which hinders the teaching and learning process. The issue of facilities and infrastructure is a key issue in the improvement and development of the Indonesian education system. The educational process is not effective, so the main factors influencing the success of education are the damage to

educational facilities such as classrooms, libraries and laboratories, as well as the ineffective educational process. State aid for classroom renovations and other projects has not run out.

Another gap is in the number and availability of books in urban, remote and border areas. There is still a gap in the number and quality of teaching materials or books, the availability of books is a very important support for education, because it supports the success of the educational process. In improving education, good and appropriate resources and management are inseparable, the community wants to implement educational autonomy as one of the national education policies that can be implemented, implemented and managed properly, educational autonomy must lead to an open and more independent education system.

Educational Infrastructure Components

1. Land. A land needed to build a school must be accompanied by valid and complete proof of ownership (certificate), while the type of land must meet several criteria, including: Developed land is land containing buildings, Open land is land that has not been developed, namely the internship area is an area that is used to carry out practicum activities, Plots of buildings are lots of land needed for construction and practicum activities. Schools should be located in residential areas that are suitable for service areas so that they are easy and accessible and safe from disturbances due to natural disasters or adverse environmental conditions.

2. Room. In general, the types of space in terms of their functions can be grouped into:

Study room	The study room is used to accommodate the learning process and practice, which consists of a library, lab, art room, sports and skills room
Administrative room	Administrative room for carrying out office activities, administrative room consisting of the principal's room, administration, da staff, warehouse.
Support room	Support Room is designed to support activities that support the teaching and learning process, such as prayer rooms, multipurpose rooms, school exchange rooms, UKS rooms, student council rooms, toilets/bathrooms, BP rooms

3. Furniture. In general, school facilities and infrastructure support 3 functions, namely the function of education, administration and support functions. Types of sarpras are grouped into 3 types: a) Instructional tools are all kinds of tools used for teaching and learning activities, b) Administrative furniture that supports office activities, c) Supporting tools are tools that are used or needed in the supporting room. Such as library furniture, UKS, OSIS.
4. Educational tools and media. In order for the learning process to run optimally, there is at least one practice-oriented teaching aid for each subject that meets educational and learning needs.
5. Teaching tools. Teaching tools are in the form of learning materials to discuss a subject, which can be printed (articles, comics, infographics) or non-printed (audio and video). Teaching materials are designed to be tools in learning related to certain topics or materials. In the Merdeka Mengajar platform, Teaching Materials can also be said to be supporting materials for Teaching Modules that are based on specific learning outcomes and objectives. A) Types of Teaching Materials. Reference materials: Tools designed to assist in explaining specific materials or topics. Exercises/assessments: Tools designed to assist student assessments, both diagnostic, formative and summative assessments. Reflection Instrument: A tool for teacher and student reflection after learning. b) Examples of Teaching Materials Teaching materials can be printed (articles, comics, infographics) or non-printed (audio and video). Examples attached to this article are Student Books, Teacher Books, or Videos.

CONCLUSION

In physical education problems are also very often found in this case the teacher pays little attention to and instills character education in learning which only assesses students' motor movements, character education itself is very abstract so that in giving it more to behavior and examples that are constructive or constructive in nature because physical education as a tool to accelerate children in building character, to support this also requires good facilities or infrastructure so that students are interested in learning. School is a social institution, its existence is part of the social system of a nation, capable, democratic, responsible, loyal, committed, physically and mentally, aims to produce mentally healthy, knowledgeable, capable, and moral human beings. . Strong and independent personality. To achieve this goal, a strong curriculum is needed both in terms of infrastructure and superstructure. Therefore the infrastructure in education is very important. This curriculum serves as a guideline for the implementation of all learning activities, especially teacher-student interaction in teaching and learning activities. Teachers as teaching staff have an obligation to carry out interesting, creative and meaningful learning so that the results achieved are maximum and in accordance with learning objectives.

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