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ANALYSIS OF THE IMPLEMENTATION OF THE 2013 CURRICULUM, EMERGENCY CURRICULUM (COVID-19), AND INDEPENDENT CURRICULUM FOR PHYSICAL EDUCATION, SPORTS AND HEALTH SUBJECTS

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ABSTRACT

The 2013 Curriculum, the Emergency Curriculum (Covid-19) and the Free Learning Curriculum are one of the learning guidelines issued by the ministry in charge of education in Indonesia by emphasizing the basic aspects of mastering core competencies and basic competencies. This study aims to analyze the implementation of physical education learning in elementary schools, junior high schools, and senior high schools in Tasikmalaya City, West Java, Indonesia in line with the implementation of the implemented curriculum policies. Qualitative research methods are used with observation techniques, interviews and documentation studies. Respondents were 50 teachers from each level of education. Meanwhile, the analysis technique used is triangulation through reduction (data reduction), presentation (data display), and conclusions (verification). The results showed that the implementation of the 2013 Curriculum was carried out in accordance with expectations in the very satisfactory category with a score above 95%, the Implementation of the Emergency Curriculum (Covid-19) from 2020 to 2022 was in the unsatisfactory category with a score below 60%, while the Implementation of the Free Learning Curriculum began in 2022 is in the unsatisfactory category below 40%, still in the socialization process and needs to strengthen teacher competence. Recommendations that for the implementation of the independent learning curriculum it is necessary to strengthen socialization in training, focus group discussions, seminars and guidance through digital literacy for teachers and school principals at each level of educations.

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INTRODUCTION

Education is one way for humans to "survive" so that they can adapt to the rapidly changing times. Every individual has the right to get a proper education. In Indonesia, education is listed in the Education Law no. 20 of 2003 which aims to develop the potential of students to become human beings who believe in and fear God Almighty, are capable, creative, independent, have noble character, are healthy, knowledgeable, and become citizens of a democratic and responsible state. To achieve these educational goals, an intermediary tool is needed, namely the curriculum. The Education Law states "curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals". The curriculum was created with the aim of facilitating the educational process. In fact, the curriculum is often changed or developed causing confusion in various parties which results in the educational process being hampered.

Until now, curriculum changes in Indonesia often occur. Starting from 1947 to 2013 it was called the 2013 curriculum, in 2020 there was an Emergency curriculum (Covid 19) and in 2022 the independence curriculum was being socialized. This raises many pros and cons, even giving rise to the phrase "change ministers change curricula". Chronologically, the Joint Decree of 4 Ministers issued at the end of 2021, which regulates learning in educational institutions can be explained as follows:

The government explained that the 2013 curriculum will bring about major changes in the world of education, because it provides answers in solving problems that arise in the implementation of the Education Unit Level Curriculum (KTSP). The essence of the 2013 Curriculum is in simplification and thematic-integrative efforts. Until now it is still used even though the 2020 Emergency (Covid 19) curriculum has been implemented and now at the end of 2022 the independent curriculum is being socialized. In accordance with the Circular of the Minister of Education Number 3 of 2020 on the Education Unit and Number 36962/MPK.A/HK/2020 concerning Implementation of

Education in the Emergency Period of Coronavirus Disease (KEMENDIKBUD RI, 2020) for areas that are in a safe zone, face-to-face learning in a limited way, this can be done by implementing health protocols and reducing direct interactions with other people. The condition of Covid-19 has changed the quality of education. The Covid-19 Pandemic period also had an impact on curriculum changes, because during the Covid -19 period learning was carried out online and offline. According to Wahab (2021) Online learning is a learning design system where the application uses the internet network and is carried out indirectly between teachers and students. offline learning is a learning system in which there are several methods such as home visits and shifts using media, materials, children's worksheets (LKS), teaching aids, media, independent learning modules, and printed teaching materials located around the location of the home environment that has been prepared by educators. This of course will affect both planning, process, and learning outcomes.

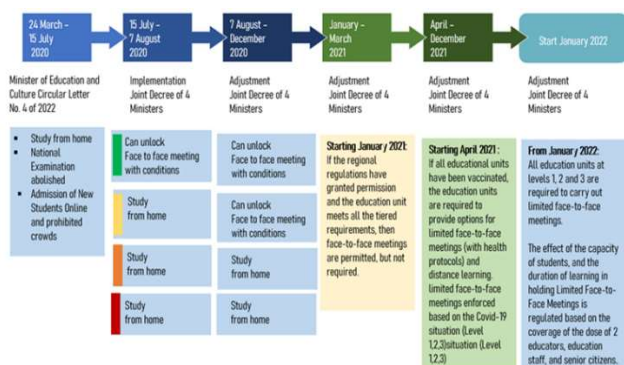


Figure 1. Chronology of the 4 Ministerial Joint Decrees

After the Covid 19 pandemic, the government launched an independent curriculum. The Independent Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. This is a step to transform education for the realization of superior human resources (HR) in Indonesia who have a Pancasila student profile. The independent learning curriculum, as a project to strengthen the achievement of student profiles on Pancasila as the foundation of the state, is developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content, however, the implementation of the activity process needs to be analyzed. Physical education is an educational process that is intended for a person or a member of society which is carried out consciously and systematically. Physical education is carried out through various physical activities to obtain physical growth, physical health, abilities and skills, intelligence and development of harmonious character and personality in the framework of human formation. This research is motivated by the many reports about curriculum changes, one of the news is that Indonesian President Joko Widodo asked the Ministry of Education to improve the curriculum in accordance with the development of the industrial revolution 4.0.

Learning adaptation is still a shared homework in the world of education. Meanwhile in the realm of the 2013 Curriculum, the Emergency Curriculum (covid-19) and the Free Learning Curriculum also experienced the same thing, namely the lack of understanding of students and parents of students regarding the implementation of the 2013 Emergency Curriculum and the Free Learning Curriculum itself. In this case, an understanding of the 2013 Curriculum, the Emergency Curriculum (covid-19) and the Free Learning Curriculum are needed which focus on essential competencies and prerequisite competencies as materials for advancing to the next level. Researchers analyzed the three curricula (2013 Curriculum, Covid 19 Emergency Curriculum, and Independent Curriculum) in the subject of Physical Education, because the learning process involves physical activity. At this time it

has not been seen to what extent the level of achievement of the current curriculum implementation is used as the basis for guidelines in improving the quality of education.

MATERIALS AND METHODS

A qualitative design using semi-structured interviews was used to obtain data about the implementation of the 2013 curriculum, the covid19 emergency curriculum and the independence curriculum at every level of education. A qualitative design using semi-structured interviews was used to obtain data about the implementation of the 2013 curriculum, the covid19 emergency curriculum and the independence curriculum at every level of education.

Research instrument: Semi-structured interviews were used to interview teachers, school principals and education office officials to obtain their perspectives on teaching physical education at every level of education. The interview schedule is divided into two parts: Part A discusses participant biodata, Part B includes semi-structured interviews based on the respondents' perspectives on the challenges of teaching physical education from the three decades of the physical education curriculum. The reliability and validity of the research instrument was confirmed by using an audio recorder to record the interviews, and notes were taken to supplement the recorded data.

Participants: The research was conducted in five schools for each level of education (5 elementary schools, 5 junior high schools and 5 senior high schools, one teacher per school). The total number of participants from 45 teachers. In addition to teachers, 3 school principals and 2 representatives from the education office were randomly selected, with a total of 50 respondents. All respondents had experience as teachers, school principals and officials in the education office and their years of experience indicated that they had been involved in the curriculum implementation process for a long time.

Data collection procedures: The respondent (teacher, principal) was interviewed for approximately 30 minutes and two officials at the provincial education office (also known as subject supervisors) were interviewed for 35 minutes. Teachers were asked about 75 questions related to their perceptions of the development of physical education at every level of education based on the curriculum decade, while school principals were asked 25 questions related to their views on supporting teachers in developing students' physical education in the classroom. Questions were asked to school principals and representatives of education office officials regarding their perceptions of physical education learning at every level of education. The interviews were audio recorded, and notes were taken for additional purposes.

Data analysis: Transcript segments from recorded interviews were analyzed using thematic analysis, following the six stages of Braun and Clarke (2006); namely, getting to know the data, generating initial codes from the data and printing transcripts, searching for themes, reviewing and rearranging them theme, and lastly, naming the theme.

Ethical considerations: Ethical approval for this study was obtained from the University of Siliwangi (ethical clearance number: UN-58 AL_MK025-2017) by the Institute for Research and Community Service. Consent was obtained from relevant stakeholders (provincial education office, school principals and teachers). All participants had the opportunity to sign a consent form before participating in the study and pseudonyms were used to protect participants' identities.

Research limitations: This research is not without limitations. The sample is small, only representatives from each level of education and one school principal. A large number of participants can provide generalizable detailed results. Another limitation is that the teacher's questions are one-sided - they are not given the opportunity to give their views on the support they receive in the process of implementing

the 2013 curriculum, the covid 19 emergency curriculum and the independent curriculum in the physical education learning process. Further studies can explore the perceptions of teachers and principals about the independent learning curriculum support at the education office.

RESULTS

To answer the research questions (How is the implementation of the 213 curriculum, the covid 19 emergency curriculum and the independent learning curriculum in physical education learning at every level of education? and how do teachers, school principals and education office officials view physical education teaching from each curriculum decade?), of three elementary school, junior high school and high school education levels in learning physical education are presented: pedagogical issues related to difficulties in teaching early reading, structural issues related to difficulties in teaching physical education, and government policy support for differences in the existing physical education curriculum.

Implementation of the 2013 Curriculum for Learning Physical Education: Law Number 20 of 2003 concerning the National Education System states that curriculum is a set of plans and arrangements regarding 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 planning and setting regarding objectives, content, and learning materials, while the second is the method used for learning activities. The 2013 curriculum which was implemented starting from the 2013/2014 school year fulfills both of these dimensions. The 2013 curriculum is prepared to create a generation that is ready to face the future. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, affective and able to contribute to the life of society, nation, state and world civilization. The curriculum in Government Regulation No. 3 of 2013 Number (16) is a series of planning activities to evaluation as material for implementing learning to achieve certain mutually agreed goals. The basic principles of the 2013 curriculum emphasize optimizing the competence of educators in carrying out learning so that they are able to create meaningful learning conditions, so that in the end they are able to optimize the potential of students.

Because the curriculum is structured to anticipate future developments. Learning physical education has been taught starting from the elementary school level, junior high school and high school education. Physical education is an educational process that utilizes planned physical activity systematically aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of the national education system (Rosdiani, 2013). One of the goals of physical education is to lay a strong foundation of moral character through the internalization of the values contained in physical education, sports and health as well as to develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democracy. In line with the opinion above, Kristiyandaru (2010) states that the objectives of learning physical education are: 1) to have a strong character; 2) have a strong personality; 3) have the ability to think critically, sportsmanship and have motor skills; 4) understand the concept and fill free time with physical activity. This learning is oriented towards fostering healthy living behavior. Healthy is not only healthy physically but also healthy spiritually. The role of the physical education teacher as a learning resource and learning facilitator must of course design an effective and enjoyable learning model so that students can achieve the expected learning objectives. The results of research on the implementation of the 2013 curriculum are learning activities starting from planning, implementation, and assessment made by the teacher in accordance with the components of Curriculum 13. The implementation of Curriculum 13 has several obstacles; 1) the obstacles that the teacher experiences are the lack of

learning media and 2) the teacher experiences confusion in carrying out the assessment process, because when learning is carried out with a thematic approach, but in the assessment stage the teacher must evaluate each lesson content. The conclusion obtained in this study is that the implementation of the 2013 curriculum in the learning process has been implemented, but there are still obstacles in the assessment stage when the teacher is confused about how to carry out the assessment process.

Implementation of Emergency Covid 19 Physical Education Learning: The emergence of the Joint Decree of 4 Ministers regarding Face-to-Face Learning in January 2022 has revived various policies and discourses that emerged during the Covid-19 pandemic. One of them is the implementation of the 2013 Curriculum, the Emergency Curriculum and the Free Learning Curriculum. Curriculum development itself is a natural thing, considering that there are changes in every period, period and life, be it technology, science, or social society. This shows that the curriculum is basically dynamic and changes according to direction and needs. It was further said that in curriculum development, especially in Indonesia, one must still consider the basis or foundation of the curriculum, namely: philosophical; socio-cultural religion; technological science; individual needs; and social needs. This regulation recommends each Regional Government to carry out limited face-to-face learning. In addition, the Regional Government is not permitted to prohibit educational institutions from carrying out limited face-to-face learning if they meet the criteria set by the central government. The world of education in Indonesia during the Covid-19 pandemic recognized for the first time online learning, where teaching and learning activities are carried out remotely using technological media. By simply learning from home, students are given the convenience of learning. This of course also has a negative impact, including: decreased learning effectiveness; lack of direct contact with the environment that influences growth and development; as well as the potential for a weakened immune system due to a series of activities during a pandemic. provide valuable lessons in dealing with conditions.

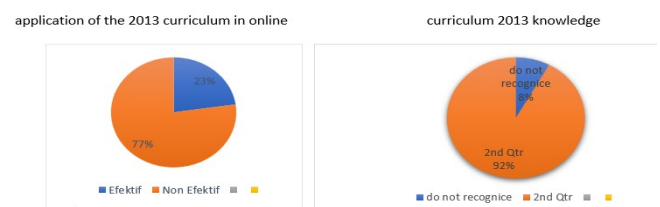


Figure 2. Public Perception of The 2013 Curriculum

The results of the study show that the Indonesian people do not fully understand the context of online learning, even the context of the 2013 Curriculum and the Emergency Curriculum (Covid-19). This shows that not every community is able to accept online learning well and still needs time to adapt. The opinion of the community can be described as follows:

There are several things that fundamentally distinguish between face-to-face learning and online learning, namely: first, selection of essential materials and competencies; second, lesson preparation, time allocation, and curriculum modification; third, adaptation to technology and innovation demands; fourth, monitoring and observing students as a basis for assessment.

The 2013 Curriculum, the Emergency Curriculum (Covid-19) and the Free Learning Curriculum emerged since the enactment of the Ministry of Education and Culture Decree No 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units Under Special Conditions. In this case the special condition referred to is the Covid-19 Pandemic which has fundamentally changed learning, from face-to-face to remote. This regulation emphasizes the importance of implementing learning while still referring to the principles of the national curriculum, namely:

Table 1. The Eight Principles of the 2013 Emergency Curriculum

PRINCIPLE	DESCRIPTION
Active	Emphasizes experience as learning in developing mindsets
Healthy relationship	High expectations on education so create a sense of security in learning, mutual trust, respect, and care.
Inclusive	Learning without discrimination
Cultural diversity	Understanding, appreciation and respect for the nation's cultural plurality
Social orientation	Fully aware of the individual as part of a complex social system
Future orientation	Teach in problem solving
Needs and students' abilities	Learners as the main focus of learning enable the optimization of potential
Pleasant	Fostering an active attitude, being able to be creative in accordance with the initial objectives of learning

This regulation also indirectly confirms that schools in carrying out learning are given freedom in teaching creativity according to the needs of students. On the other hand, neither educators nor students are burdened with the implementation of the national curriculum as a whole and intact. Thus students are also helped by graduation standards according to government and school policies. Various media and learning processes were born during this pandemic, one of which is e-learning, blended learning, home visits, etc. This creativity and learning development is proof of the freedom of educational institutions in managing the curriculum and learning process. Various educational institutions, not only at the Elementary School, Middle School and High School levels, even at the Early Childhood Education level are also carrying out learning creative processes during the pandemic. At the secondary school level, for example, intense communication is also involved in the Teacher Working Group. The curriculum has characteristics that can adapt to the needs and developments of the times. As the world of education develops, needs such as achieving the quality and quantity of education will be increasingly demanded. The world is currently faced with the situation of the Corona virus disease-2019 (Covid-19) pandemic which has resulted in massive changes in all aspects of life, especially in the aspect of education. The Corona virus disease-2019 (Covid-19) pandemic requires closing public places and implementing physical distancing so that the spread of this virus can be controlled. This condition requires all community activities to be carried out remotely or online using technology. The Corona virus disease-2019 (Covid-19) pandemic requires learning in Indonesia to be carried out remotely or online. The distance or online learning system is one of the government's efforts to prevent transmission of Covid-19 to children. The government is trying to innovate in the world of education by regulating and publishing the Covid-19 Emergency Curriculum (under special conditions) to support the implementation of distance or online learning. The Emergency Curriculum is not a new curriculum, but is a simplified form of the 2013 curriculum which is adapted to the current pandemic conditions by reducing some basic competencies in each subject. 29 Special Conditions mean a condition in which the central or regional government determines a disaster is taking place. This curriculum is intended to keep learning activities carried out even in a pandemic condition with various accompanying obstacles. In addition, with the Covid-19 Emergency Curriculum, national education goals can still be achieved.

Implementation of the Independent Learning Curriculum for Learning Physical Education: Independent Learning Independent Campus consists of two concepts namely "Free Learning" and "Independent Campus" in one program. Freedom to learn is a new policy program from the Ministry of Education and Culture of the Republic of Indonesia which was initiated by the Minister of Education and Culture Nadiem Makarim. Transformation of education through an independent learning policy is one of the steps to realize Indonesian Superior Human Resources who have a Pancasila Student Profile. Freedom of learning is aimed at elementary and secondary education levels such as junior high school, senior high school, vocational high school or equivalent. Freedom of learning in PJOK learning is one of them by giving freedom to students to carry out their activities without being restricted and in accordance with the

pleasure that arises from the students themselves by using the facilities that have been prepared by the teacher to form the 3 pillars of physical education, namely attitudes, knowledge and skills. Giving freedom of activity to students does not mean that students are left without planning, monitoring and evaluation processes. The teacher's role is to make signs to suit the objectives of learning. According to several opinions (Ainia, 2020; Kurniawan et al., 2020; Noventari, 2020; Wahdani& Burhanuddin, 2020), it is said that the concept of independent learning is in line with Ki Hajar Dewantara's ideals which focus on freedom to learn creatively and independently, thereby encouraging the creation of the character of an independent soul. This is because students and teachers can explore knowledge from their surroundings. There are four main independent learning policies, namely (Ainia, 2020; Ariyana et al., 2020; Asfiati& Mahdi, 2020; Hasim, 2020; Marisa, 2021; Mustagfiroh, 2020; Nasution, 2020; Saleh, 2020; Savitri, 2020; Sherly et al., 2020; Suntoro &Widoro, 2020; Tohir, 2019; Vania Sasikiran&Herlambang, 2020; Yusuf & Arfiansyah, 2021):

- 1) **Replacing the National Standardized School Examination with a Competency Assessment:** Replacing the National Standardized School Examination with a Competency Assessment is intended to restore schools' discretion to determine graduation in accordance with the National Education System Law. Student competency assessment is carried out in the form of a written test and/or other more comprehensive forms of assessment. Substitution of the National Standardized School Examination becomes a useful competency assessment by students, teachers and schools. For students, reduced psychological pressure and they have the opportunity to demonstrate competence. For teachers, this assessment makes them feel independent in teaching, assessing according to the needs of students, and the situation of their class/school. This can continue to develop the professional competence of teachers. For schools, schools become more independent because assessments have a positive value in student learning processes and outcomes.
- 2) **Replace the National Examination with a Minimum Competency Assessment and Character Survey:** Changing the National Examination to a minimum competency assessment and Character Survey is intended to reduce pressure on teachers, students and parents, and is considered less than optimal as a tool to improve the quality of national education. Competency assessment measures reasoning competencies such as literacy and numeracy that are used to solve personal and professional problems that refer to practices at the international level such as the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). The character survey measures aspects of the implementation of Pancasila values in schools, such as character aspects (learning character and mutual cooperation character) and school climate aspects (diversity climate, bullying behavior, and learning quality). This change is a process of improving the quality of education.
- 3) **Streamlining the Learning Implementation Plan:** Streamlining the Learning Implementation Plan is carried out to optimize teacher performance. Previously, the Learning Implementation Plan had too many components, if written it could reach 20 pages or more. Now only 1 page contains three core components, namely learning objectives, learning activities, and assessment. This is intended to simplify administration and save teacher time, so that teachers can plan and evaluate the learning process carefully.
- 4) **Zoning New Student Acceptance Regulations:** New Student Admission Regulations with a zoning system are made more flexible. The previous draft regulation divided the zoning system into three New Student Admissions, namely 80% zoning, 15% achievement, and 5% transfer. Meanwhile, the latest draft regulations are divided into four, namely the 50% zoning pathway, 15% affirmation pathway, 5% transfer pathway, 0-30% achievement path.

DISCUSSION

The Emergency Curriculum and the Free Learning Curriculum are alternative solutions to potential problems arising in learning by including 3 (three) options in them, namely giving educational institutions the freedom to choose: continue to use the 2013 Curriculum, use the Emergency Curriculum, or simplify the curriculum independently. The Emergency Curriculum itself is a simplification of the national curriculum during the Covid-19 Pandemic. This is done by reducing basic competencies in subjects so that they only focus on certain indicators in achieving the next level, level, or level of education. Ministry of Education and Culture No 719/P/2020 in this case has facilitated learning that refers to simplification of the curriculum independently. A specially prepared curriculum is expected in this regulation. The simplification of the curriculum was carried out by the Tasikmalaya City Elementary School, Junior High School and Senior High School itself while still referring to the Learning Implementation Plan which is still guided by the existence of opening, core and closing activities. Learning adaptation is still a shared homework in the world of education. Meanwhile in the realm of the 2013 Curriculum, the Emergency Curriculum (covid-19) and the Free Learning Curriculum also experienced the same thing, namely the lack of understanding of students and parents of students regarding the implementation of the 2013 Emergency Curriculum and the Free Learning Curriculum itself. In this case, an understanding of the 2013 Curriculum, the Emergency Curriculum (covid-19) and the Free Learning Curriculum are needed which focus on essential competencies and prerequisite competencies as materials for advancing to the next level. The Learning Implementation Plan is made one of the main agendas of educational institutions in implementing the 2013 Emergency Curriculum and the Free Learning Curriculum. On the one hand, the learning implementation plan is used as a reference as material for assessing accreditation, but on the other hand, there are problems that have the potential to arise, as described in the following research results:

The data above explains that there are still school institutions that experience problems in implementing the 2013 Emergency Curriculum and the Independent Learning Curriculum. Initially, the concept of the 2013 Emergency Curriculum which summarized various competencies into only a few basic competencies was expected to facilitate learning. But the fact is that it still leaves new problems, even though in the end there are solutions to overcome these problems. This is in accordance with research which states that there are many hopes for the implementation of the 2013 Emergency Curriculum and the Free Learning Curriculum, where in learning there is reduced time and learning material. In general, it can be described that the implementation of the Emergency 2013 Curriculum and the Independent Learning Curriculum carried out in various educational institutions is a planning process; implementation; and evaluation. In the planning process, educational institutions have a special division such as the Curriculum Development Team (CDT). Meanwhile, the implementation process involves a wider scope with monitoring from various parties in an educational institution. Meanwhile, the evaluation process requires the objectivity of self-assessment. Decree of the Director General of Education No. 2791 of 2020 concerning Emergency Curriculum Guidelines states that even during a pandemic, the process of assessing students as evaluation material and indicators for advancing to the next level still needs to be carried out. This is considering during the pandemic, not only evaluating the learning process, but also evaluating the students. For this reason, it relates to the assessment of learning outcomes, apart from referring to these rules, Elementary Schools, Junior High Schools, and Tasikmalaya City Senior High Schools also refer to the Ministry of Education and Culture No. 719/P/2020, which states that there is an assessment principle in the curriculum. 2013 Emergency, namely:

Based on the table above, it can be seen that the Tasikmalaya City Elementary School, Junior High School, and Senior High School in the assessment process used a curriculum simplification reference.

This is done to avoid gaps that occur due to the uniqueness and different characteristics of each student. Assessment based on student aspects is needed as an effort to plan and increase student output as well. Apart from that, improving the quality of education also requires an assessment process as one of the standards that must be met (Didit Haryadi and Fitri Nur, 2021: 106). It is also said that the implementation of the 2013 Emergency Curriculum is an important variable in improving the quality of education.

Table 2. Implementation of the 2013 Emergency Curriculum Assessment Principles

PRINCIPLE	DESCRIPTION	IMPLEMENTATION
Valid	The assessment uses the correct data source	Involve parents in supervision and assistance Study
Reliable	Assessment through indicators that can be measured and directed, so that the results can be trusted	Give assignments according to responsibilities and activities according to developmental stages (photos, videos playing with peers, homework, etc)
Fair	Not detrimental to students	Providing face-to-face learning to students who experience problems
Flexible	Adjust the conditions and needs of students	Individual learning services
Authentic	Assessment focuses on achieving certain criteria that have been set and focused on problem solving	Learning Implementation Plan that has been mutually agreed upon
Integration	Can be used as a basis for evaluation	Cross-assessment between educators remembering the concept of thematic learning

Constitutional Law is a form of government concern in fulfilling the right to education for citizens. This is because the 2013 Emergency Curriculum requires teachers not to rush in pursuing the national curriculum targets. This of course will demand consequences for educators to make the learning process more effective (Jaka Bangkit and Rastini, 2020: 172). In the implementation of the Emergency 2013 Curriculum, various educational institutions interpret freedom in compiling curriculum, as stated in the Ministry of Education and Culture Decree No 719/P/2020, as the first step in making important policies. One way is to start planning curriculum preparation. Educational institutions flocked to hold meetings (meetings) to discuss this (Wahyu Andriani and Heru Purnomo, 2021: 125). Meanwhile, the supporting factors for implementing learning based on the 2013 Emergency Curriculum are high motivation from human resources who want a change in accreditation status and ease in the learning process. Meanwhile the inhibiting factor is Limited Face-to-Face Learning which combines distance learning and online learning requires the support of adequate infrastructure, one of which is the availability of gadgets and quotas.

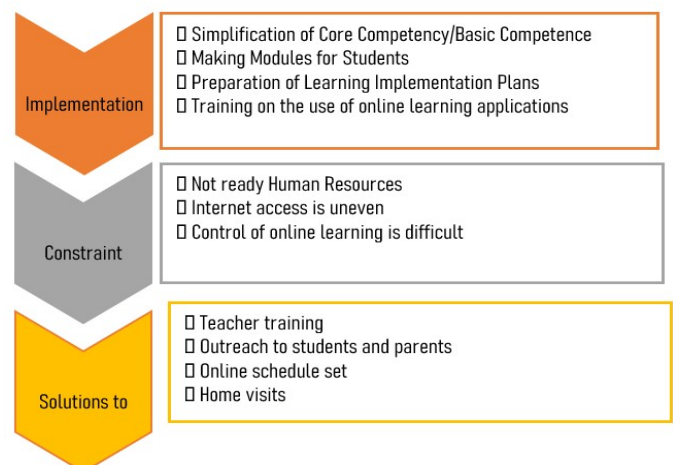


Figure 3. The 2013 Emergency Curriculum Implementation Process

CONCLUSION

The Free Learning Curriculum, which has been discussed and has become a national issue since the Covid-19 Pandemic, has

encouraged Elementary Schools, Junior High Schools, and High Schools in Tasikmalaya City to learn more and implement it. Apart from being a solution for Limited Face-to-Face Learning and Distance Learning, the 2013 Curriculum, the Emergency Curriculum and the Free Learning Curriculum by schools are also one of the "weapons" to improve the quality of education. Implementation of learning with the 2013 Curriculum, Emergency Curriculum and Free Learning Curriculum were also chosen taking into account the dilemmatic conditions of various parties in learning during the Pandemic, while taking into account government regulations. With the implementation of the 2013 Curriculum, the Emergency Curriculum and the Free Learning Curriculum, it is hoped that there will be no problems that may arise in the future, considering that this implementation has also gone through a long process of coordination with the school's parents and the School Committee.

Declaration of interest statement: The authors declare that they have no known competing financial interests or personal relationships that could have acted to influence the work reported in this paper.

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