



## Design and Development of Physical Education Curriculum

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### Abstract

*This study aims to determine the definition of curriculum and the design of physical education curriculum development. The curriculum is an important part of the educational process. Because education without a curriculum will look chaotic and irregular. This will cause changes in curriculum development, especially in Indonesia. The curriculum is one of the tools to achieve educational goals and is also used as a guideline in the implementation of the teaching and learning process in various types and levels of schools. This study uses a descriptive qualitative method. This study applies secondary data, where data is obtained from various sources in the form of books and journals that are still related to the title of the study because this type of research is a literature study. The researcher will describe and explain in detail the definition of curriculum and the design of physical education curriculum development. The Physical Education (Penjas) curriculum design is a structure and learning design designed to develop students' physical, mental, social, and emotional aspects through physical activity. The Penjas curriculum design usually includes several key components, such as learning objectives, material content, learning methods, and evaluation. The main elements that are usually found in the Penjas curriculum design are; Learning Objectives, Learning Materials, Learning Strategies and Methods, Learning Evaluation, Attitude, and Character Development.*

## INTRODUCTION

The curriculum is one of the important parts of an educational process. Because education without a curriculum will look chaotic and irregular. This will cause changes in the development of the curriculum, especially in Indonesia. The curriculum is one of the tools to achieve educational goals and is also used as a guideline in the implementation of the teaching and learning process at various types and levels of schools. The curriculum is the basis and reflection of the philosophy of a nation's outlook on life, it will be directed where and how the form of life of this nation will be in the future, All of that is determined and described in an educational

curriculum. The curriculum must be dynamic and continue to develop to adjust to various developments that occur in world society and must determine the results according to expectations (Fawaidi, 2021).

The design of PJOK learning requires a teacher to know and learn what design needs to be considered in the learning activity model that will be implemented, a teacher must design the learning model and method that will be used in such a way. The learning model and method used must follow a more suitable concept and can be combined with other learning models and methods to improve student learning outcomes which in PJOK learning requires the ability in terms of field practice. One of the demands/skills that must be possessed by a capable, creative, independent, and responsible person is the ability to solve real problems faced in everyday life. (Redhana, 2019). Based on the explanation above, through this research, the author wants to raise a discussion related to "Physical Education Curriculum Design".

## **METHOD**

This study uses a descriptive qualitative method, where the researcher will describe and explain in detail the definition of the curriculum and the design of the physical education curriculum. This study applies secondary data, which is obtained from various sources in the form of books and journals that are still related to the study's title because this type of research is a literature study. The study began by conducting a preliminary study by analyzing the material. Material analysis is based on statistical data, literature studies, and relevant theories. The data that has been collected is processed and analyzed in the right way. The results of the study were obtained and concluded.

## **RESULTS AND DISCUSSION**

### **Definition of Curriculum**

In Law Number 20 of 2003, it is stated that the curriculum is a set of plans and regulations regarding the content and learning materials as well as the methods used as guidelines in implementing the teaching and learning process.

Etymologically, the curriculum comes from the Greek language, namely *curio*, and *current*, which are terms for a place to race and run from a race that has been formed as a kind of race route and must be passed by competitors. In other words, the route must be obeyed and passed by competitors in a race (Viola et al., 2024).

Curriculum can be interpreted narrowly and broadly. Narrowly, curriculum is interpreted as some subjects that must be followed or taken by students to complete their education, in certain institutions, while broadly, the curriculum is interpreted as all learning experiences provided by schools to students during their education at a certain level of education. Efforts to provide learning experiences to students can take place in the classroom or outside the classroom, both those designed in writing or not, as long as they are aimed at producing quality graduates (Pane & Aly, 2023).

The curriculum is a very important component and determines the implementation of education. The curriculum functions as a tool to achieve educational goals. If educational goals change, then automatically the curriculum must also be changed. For students, the curriculum is useful as a tool to develop all their potential in a better direction under the guidance of teachers at school. For teachers, the curriculum functions as a guideline and reference in implementing learning at school (Andriani, 2022).

The quality of the educational process is determined by, among other things, the curriculum and the effectiveness of its implementation. The curriculum must be in accordance with the philosophy and ideals of the nation, student development, the development of science and technology, as well as the progress and demands of society regarding the quality of graduates of educational institutions.

So it can be concluded that the curriculum is a set of learning experience materials for students with all the implementation guidelines that are systematically arranged and used as a guideline by the school in its student education activities.

### **Physical Education Curriculum Design**

Physical Education (Penjas) curriculum design is a structure and learning design designed to develop students' physical, mental, social, and emotional aspects through physical activity. Physical Education curriculum design usually includes several key components, such as learning objectives, content, learning methods, and evaluation (Maria Stefania Wae et al., 2023). The following are the main elements that are usually present in the design of the Physical Education curriculum:

#### ***Learning Objectives***

The aim of the subject of physical education, sports, and health for elementary and secondary education levels is to form physically literate individuals, with the following description:

- a. Developing awareness of the importance of physical activity to achieve individual growth and development, as well as an active lifestyle throughout life.
- b. Developing knowledge and self-management skills to improve and maintain physical fitness, personal well-being, and healthy lifestyle behavior patterns.
- c. Developing basic movement patterns (fundamental movement patterns) and motor skills based on the application of general concepts, principles, strategies, and tactics.
- d. Laying the foundation of a strong moral character through internalizing the values of self-confidence, sportsmanship, honesty, discipline, cooperation, self-control, leadership, and democracy in carrying out physical activities as a reflection of a sense of personal and social responsibility.
- e. Creating a recreational atmosphere that contains joy, social interaction, challenges, and self-expression.
- f. Developing the Profile of Pancasila Students who believe in and are devoted to God Almighty, creative, cooperative, globally diverse, critical thinkers, and independent through physical activities.

#### ***Learning Materials***

- a. Games and sports are learning media used in physical education. Various kinds of games and sports can be taught to train students' physical abilities. By utilizing games or sports, teachers can instill life values in students' personalities, such as cooperation, discipline, sportsmanship, honesty, and so on (sudarsinah, 2021).
- b. Development activities are activities carried out to develop the physical abilities of students as a whole. These activities include body mechanics, physical fitness components, body posture, and other activities. Some things included in the components of physical fitness are strength, endurance, speed, balance, agility, coordination, accuracy, and reaction (Natal et al., n.d.).
- c. Gymnastics is one of the learning media in physical education. This media is used to improve motor skills and train courage, self-capacity, and the development of knowledge relevant to

physical education. The material taught in gymnastics activities is the formation of basic body abilities and basic dexterity movements, both with and without tools (Wahyudi et al., 2023).

- d. Rhythmic is an activity that contains a series of human movements carried out in a rhythmic pattern based on tempo changes. This activity can be described by body movements that follow the accompaniment of music or beats outside of music. Rhythmic can develop body movement orientation so that students have multilateral body abilities. By utilizing rhythmic activities, students will feel inspired to express themselves through body movements (Adolph, 2016).
- e. Water activities are physical education that is done by involving water media. This media can be in the form of swimming pools, rivers, lakes, and beaches. Education that can be taught in water activities are games, safety, motor skills, swimming, water polo, diving, and the like (Utoyo & Putri, 2023).
- f. Education outside the classroom can be done in open fields, forests, nature reserves, museums, and zoos. Activities that include physical education outside the classroom include 6 field trips, camping, environmental introduction, exploring, and mountain climbing. Through education outside the classroom, students can learn to form self-concepts. The benefits of education outside the classroom are learning to live democratically, getting to know the physical environment and natural resources (Taufik et al., n.d.).
- g. Health is the main prerequisite for achieving optimal physical education results. Healthy and clean living is a manifestation of the healthy personality of students. Efforts to cultivate a healthy lifestyle can be made with several simple steps, such as wearing clean clothes, throwing garbage in its place, eating healthy food, and many more (Hanindita Basmatulhana, 2022).

### ***Learning Strategies and Methods***

The main component is the teacher from the education staff, who has the task of implementing the learning process. In implementing learning, it is expected to understand the concept of learning strategies. Learning strategies are activities to seek and utilize all learning resources available in learning to achieve learning objectives (learning competencies). The main reference in determining learning strategies is the achievement of learning objectives/learning competencies. Factors that need to be considered in choosing a learning strategy are learning objectives, types and levels of difficulty of subject matter, facilities, available time, students, and teachers. The discussion of each factor is as follows:

- a. Learning objectives in the curriculum are formulated in the form of competencies. These learning objectives relate to three groups of behavior, namely knowledge, skills, and attitudes. For each group of behaviors, the use of different learning strategies is required according to the aspects of the activities required for mastering the types of learning objectives.
- b. Each type and level of complexity of the subject matter requires 8 different activities to achieve it. If the material to be discussed is new material for students, then the teacher should start the learning activity by explaining it briefly or conducting a demonstration that attracts students' attention. On the other hand, if the material to be discussed is material that is already known to students, then the teacher can ask students to express their knowledge related to the material being discussed or pose problems that must be solved by students. If the material presented contains abstract concepts, of course the teacher must provide many examples so that students can easily master the concepts being discussed.

- c. If you want every student to be able to experiment with the concept being discussed, then the number of facilities (tools and sources) available at school must be sufficient for all students. However, if the facilities (tools and sources of learning) are not sufficient for the number of students, then the teacher can ask students to do experiments/activities in groups. Likewise, time and space must be considered by the teacher in determining the learning strategy to be applied.
- d. The most interested in the learning process are students. Given the goal that must be achieved from the process is a change in student behavior. Therefore, in choosing and using learning strategies, student factors should not be ignored. It is very wise when using learning strategies to consider students individually (student characteristics) and the number of students.
- e. Teachers have different strengths and limitations and physical conditions. So things like that need to be considered in choosing and using learning strategies, especially when teaching (teacher's physical condition).

### ***Learning methods***

Learning methods in general include all the ways or techniques in presenting learning materials to students and how students are treated during the learning process (Metode et al., 2024). Therefore, in general, discussions about teaching methods do not only touch on discussions about whether lessons need to be given as a whole (whole method) or in part (part method), but also about methods that are directly related to treating students and arranging time (Utami, 2016). Learning methods are ways used by teachers to implement learning plans that have been prepared in the form of real and practical activities to achieve learning objectives. The following are examples of learning methods that can be implemented:

- a. Case study method can be used in active learning. This method utilizes certain situations or cases that can provide students with meaningful and useful learning. Smart teachers can provide a story about the theme or concept that will be studied. After that, students can discuss to conduct analysis, synthesis, and evaluation based on the case or problem being studied.
- b. In active learning, the demonstration method is also highly recommended. Students are allowed to come into direct contact with the material being studied and then they demonstrate it in front of the class. This learning method can show how students do something that is then observed and discussed in front of the class.
- c. Discovery method encourages students to find new knowledge or concepts themselves. Teachers must motivate how students to conclude the concepts or formulas being studied themselves. For example, Smart teachers ask students to observe various forms of leaf veins on plants around the house. Then they can conclude that there are various types of leaf veins on plants.
- d. Group discussion method is a method that allows interaction and exchange of opinions, experiences, and information. This learning method is interesting because it can encourage students to interact and help each other understand different opinions that may arise during the activity. In addition to understanding the lesson, teachers can also train students how to respect other people's opinions through this group discussion method.
- e. The project assignment method is a very challenging learning method. Students must conduct research, and experiments, and often have to go directly into the field to make observations. This method requires students to produce a certain product within a specified time. Students can do project assignments individually or in groups. This activity trains

students to think critically and creatively (Khasanah & Muthali'in, 2023).

- f. The work visit learning method or work visit is usually carried out after the project assignment learning method is carried out. This type of learning method allows students to see each other's work. They can observe and also learn to ask questions. In addition, teachers can encourage students to provide constructive comments and suggestions. Meanwhile, students whose work is visited or viewed can learn to answer questions and respond to comments and suggestions productively.
- g. The lecture method is one of the many methods. The lecture method is more often used in the world of education, for teaching strategies in the classroom. However, it can also be applied to other things. The lecture method is a method that is delivered by educators or teachers explaining at length in front of students/audiences. Of course, what is discussed is following the topic of the material being raised. One of the reasons why the lecture method is more often used on many occasions. Because it does not require a lot of capital for equipment and so on. Only capital mastery of the material and skills in conveying messages, the lecture method can be delivered to children. When educators lecture, students listen carefully. Indirectly, children must focus on what is being conveyed so that it can be understood and comprehended. The disadvantage of this method is that not all students have good listening skills. As an educator, you must also understand the abilities of your students. Are they the type of students who find it easier to understand audibly, visually, or both? That is why some educators, in addition to lecturing, also scribble on the board, to make it easier for children who understand visually.

### ***Learning Evaluation***

The evaluation consists of an evaluation of learning outcomes and evaluation of teaching programs.

- a. Evaluation of learning outcomes is an activity that is carried out to provide various information continuously and comprehensively about the learning process and results that have been achieved by students. The objectives and functions of evaluation of learning outcomes are: Providing feedback to teachers and students to improve teaching and learning methods, making improvements and enrichment for students, placing students in appropriate teaching and learning situations according to their abilities, Providing information to students about their level of success in learning to improve, deepen or expanding lessons and Determining the value of student learning outcomes needed for reporting to parents, determining class promotions, and student graduation.
- b. Evaluation of teaching programs is a series of activities carried out deliberately to see the level of success of the program and the factors that support or hinder the success of the program.

### ***Development of Attitude and Character***

Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs (Suwartini, 2017). In Indonesia, character building is developed through 5 pillars, namely:

- a. Transcendence: Realizing that humans are creations of the One Almighty God. From this awareness will emerge an attitude of servitude solely to the One Almighty God. This awareness also means understanding the existence of oneself and the surrounding environment to be able to maintain and prosper it. The One Almighty God;
- b. Humanization: Every human being is essentially equal in the eyes of God except for

knowledge and piety that differentiate them. Humans are created as subjects who have potential. Just and civilized humanity;

- c. Diversity: Awareness of the existence of so many differences in the world. However, being able to take similarities to grow strength, the Unity of Indonesia;
- d. Liberation: Liberation from oppression of fellow human beings. Therefore, colonization of human beings by human beings is not justified. Democracy guided by the wisdom of deliberation and representation;
- e. Justice: Justice is the key to prosperity. Fair does not mean equal, but proportional. Social justice for all Indonesian people.

The Ministry of National Education develops a grand design for character education for each path, level, and type of educational unit. The grand design becomes a conceptual and operational reference for development, implementation, and assessment at each path and level of education (Muliani, 2015). The character configuration in the context of the totality of psychological and socio-cultural processes is grouped into: (1) Spiritual and emotional development, Intellectual development; (2) Physical and kinesthetic development; and, (3) Affective and Creativity development. The development and implementation of character education needs to be carried out concerning the grand design.

Building character education for students cannot only be done with rhetoric and general explanations but also with implications for every subject matter in school. Every learning content must integrate moral values into daily behavior during the teaching and learning process (SMP Negeri 1 tomoni, 2023). Instilling character education must be designed, organized, and directed at any values that can be developed through each learning activity with an applicable learning scenario. The strategy for developing character education through physical education and sports can be done through four steps (Sabaruddin Yunis Bangun., 2021), that is;

- a. Integration into the teaching and learning process, meaning that physical education and sports subjects are subjects that achieve educational goals through physical activity. Every teaching material must be used as a means to always instill character values through the use of teaching methods while integrating them into the types of characters that may be formed in certain types of movement activities through subject teachers.
- b. Habituation in daily life at school. The role of physical education teachers is important because disciplined behavior, politeness, and honesty can be continuously monitored by all teachers, especially physical education and sports teachers. Any behavior that is beyond reason must be punished so that students can continue to behave well in the school environment.
- c. Daily activities at home and in the community. This may be difficult to monitor, but habits at school will have an impact on students to continue to behave well because the character culture has been obtained at school. The good character culture possessed by students will help students to maintain this behavior during play activities in the surrounding environment.
- d. Integration through extracurricular activities, meaning that extracurricular activities are in the form of sports activities. In extracurricular activities, students also always interact with other students to maintain and safeguard moral behavior in every extracurricular activity that they are trained through the trainer (Yhunanda & Sholeh, 2020).

## **CONCLUSION**

A curriculum is a set of plans and regulations regarding the content learning materials and

methods used as guidelines in implementing the teaching and learning process. The Physical Education (*Penjas*) curriculum design is a structure and learning design designed to develop students' physical, mental, social, and emotional aspects through physical activity. The *Penjas* curriculum design usually includes several key components, such as learning objectives, content, learning methods, and evaluation. The main elements that are usually present in the *Penjas* curriculum design are; Learning Objectives, Learning Materials, Learning Strategies and Methods, Learning Evaluation, Attitude, and Character Development.

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