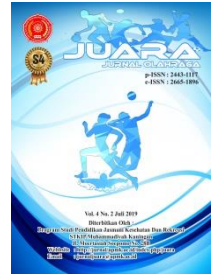




## JUARA: Jurnal Olahraga

E-ISSN 2655-1896 ISSN 2443-1117  
<https://doi.org/10.33222/juara.v9i1.3589>



### **IMPLEMENTATION OF STRENGTHENING LITERACY CULTURE IN PJOK LEARNING FOR PJOK TEACHERS IN DOBO CITY, ARU ISLANDS**

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#### **Info Artikel**

Received Desember  
2023

Approved Januari 2024  
Published Maret 2024

**Keywords:**

*Literacy Culture , PE  
Learning,  
Implementation literacy*

#### **Abstract**

*The objectives of this study are: 1) to find out the implementation of strengthening literacy culture in PJOK learning in junior high school physical education teachers in Dobo Aru Islands, 2) to find out how teachers implement literacy culture in the learning process and in the lesson plan device. The subjects in this study were 25 PE teachers who were divided into several private and public junior high schools in the Aru Islands district. This research is an experimental study using a quantitative descriptive approach with a survey method, the instrument in this study for data collection using a questionnaire. Based on the results of research and data analysis shows that: 1) in the process of implementing learning literacy implementation is in the moderate category, 2) in the implementation of the learning process teachers have several obstacles in implementing a culture of literacy so that implementation in the learning process is less than optimal both in the learning process from opening, implementation to evaluation even in learning tools teachers do not understand and pour in lesson plans*

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Physical education and sports are subjects taught in schools, which aim to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle and the introduction of a clean environment through physical activities, sports and health selected and planned systematically.

Physical education and sports provided at school to create a *physical education person* as cited by Michel W. Metzler (2005 in Harfiyani, 2018). (J Smith, 2017) (Harfiyani, 2018) describes the figure of "this physical education person" on condition that it can meet the standards: 1) demonstrate the ability of motor skills and movement patterns needed to perform various physical activities, 2) demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply in the learning and performance of various physical activities, 3) participate regularly in physical activities, 4) achieve and maintain improved health and fitness levels, 5) show personal and social responsibility in the form of respect for themselves and others in the atmosphere of physical activity, and 6) appreciate physical activity for health, pleasure, challenge, self-expression, and or social interaction. (Dharmadi, 2020)

The way to create qualified and superior human resources in the era of the industrial revolution 4.0 is through the formation of literacy competencies in education. The literacy competencies needed by students in the current era of globalisation are part of the 21st century skills aspect. (Setyawan & Gani, 2023) 21st century learning is characterised by

*learning skills, skills and literacy.* Learning skills are learning activities that are characterised by cooperation, communication, and critical and creative thinking, while literacy is the ability to know, understand and interpret written language in everyday life. (Nasrullah, 2020) Beyond its conventional definition as the skills of reading, writing and arithmetic, literacy is now defined as a means of identification, understanding, interpretation, creation, digital communication, text/writing media and unlimited information (Unesco, 2021). Literacy mastery is an important indicator to improve the achievement of young people in achieving success. Literacy is an important skill that every student must have, as much of the educational process depends on literacy skills and awareness. The School Literacy Movement (Gerakan Literasi Sekolah, GLS) is a programme that is expected to foster a culture of reading, writing, listening and speaking among school members, including principals, students and teachers, which leads to the ability to understand information analytically, critically and reflectively (Wirawan et al., 2019). The cultivation of literacy as early as possible must be realised because it is the main capital in realising a smart and cultured nation.

This literacy movement has been adapted in the education system in Indonesia through the 2013 Curriculum. The approach used in the 2013 curriculum is the *scientific approach* which consists of five activities (5m), namely observing, questioning, experimenting, associating and communicating (Pratiwi et al., 2019) Although the strengthening of literacy culture programmed in the 2013

curriculum's scientific learning has been running for several years, the reality in the field shows that the literacy culture of students in Indonesia is still relatively low.

Seeing the fact that the results of the *Programme for International Student Assessment* (PISA) assessment do not match the ideal conditions expected, further research is needed related to the reality in the field on the implementation of strengthening literacy culture.

## METHODS

In accordance with the author's aim to find out the implementation of strengthening literacy culture in PJOK learning in junior high school physical education teachers in Dobo Aru Islands, this research uses a type of experimental research using a quantitative descriptive approach with a survey method, the instrument used in this research is an open questionnaire. The sample in this study was 25 PE teachers who were divided into several petrama secondary schools both private and public in the Aru Islands district which were taken as a whole. Data analysis techniques in this study used descriptive percentage analysis techniques.

## RESULTS

The research results consist of data description, testing of analytical requirements, hypothesis testing, and discussion of research results. In this study, three aspects were developed to find out how the implementation achievements and the description of strengthening literacy culture in five aspects namely; 1) planning for

strengthening literacy culture; 2) implementation of strengthening literacy culture; 3) assessment of strengthening literacy culture.

### A. Correctness Test Analysis

Before testing the analysis, the analysis requirements test was first carried out, namely (1) validity test and (2) reliability test.

#### 1. Validity Test

The item validity test uses the *product moment* test at the significance level  $\alpha = 0.05$ . A summary of the validity test results can be seen in the following table:

**Table 1. Validity Test Results**

| No. | N  | L0-count | L <sub>tabe</sub> | Conclusion |
|-----|----|----------|-------------------|------------|
| 1   |    | 0,501    |                   |            |
| 2   |    | 0,602    |                   |            |
| 3   |    | 0,505    |                   |            |
| 4   |    | 0,680    |                   |            |
| 5   |    | 0,708    |                   |            |
| 6   | 25 | 0,713    | 0,40<br>4         | Normal     |
| 7   |    | 0,563    |                   |            |
| 8   |    | 0,671    |                   |            |
| 9   |    | 0,712    |                   |            |
| 10  |    | 0,573    |                   |            |
| 11  |    | 0,704    |                   |            |
| 12  |    | 0,673    |                   |            |

#### 2. Reliability Test

The item reliability test uses *Cronbach's Alpha* test at the significance level  $\alpha = 0.05$ . A summary of the reliability test results can be seen in the following table:

| Validity         | Test Results |
|------------------|--------------|
| Cronbach's Alpha | N of Items   |
| .767             | 12           |

## B. Hypothesis Testing

The review in this chapter is to describe and present the results of the analysis.

After following the learning process and seeing the teacher's programmed learning tools, we can analyse the implementation of a literacy culture.

**Table 3. Statistical Description of the Implementation of Strengthening Literacy Culture in Physical Education Learning for PE Teachers in Dobo City - Aru Islands**

| <i>Statistics</i>     |      |
|-----------------------|------|
| <i>N</i>              | 25   |
| <i>Mean</i>           | 6,72 |
| <i>Std, Deviation</i> | 2,93 |

This was then converted into categories using the Ideal PAN;

From the data above, the data can be seen as follows;

**Table 4. Frequency distribution of the implementation of strengthening literacy culture in physical education learning among PE teachers in Dobo City - Aru Islands**

| Total |   |           |
|-------|---|-----------|
| A     | 1 | Very good |
| B     | 7 | Good      |
| C     | 8 | Simply    |
| D     | 7 | Less      |
| E     | 2 | Very Less |
| 25    |   |           |

Based on table 4. above shows that the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru Islands, as a whole is in the category of "very less" by 4% (1 teacher), "less" by 28% (7 teachers), "enough" by 32% (8 teachers), "good" by 28% (7 teachers), and "very good" by 4% (1 teacher). Based on the average value of the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru islands, in the "sufficient" category. This shows that there is only one teacher in the learning process who explains as a whole and implements a culture of literacy both as outlined in the learning tools and implemented in the learning process.

## 1. Planning for Strengthening Literacy Culture in Physical Education Learning

This study shows the results of the respondents' answer scores (N = 25) on the planning indicators; making PE lesson plans that contain strengthening the culture of literacy or reading is in the 48% sufficient category, where teachers make lesson plans that contain student activities to read or observe the material first before learning/practicing together to achieve and make lesson plans that contain student activities to find out material from various sources, either offline or online first before learning/practicing together. These descriptive statistics show the achievements in the planning of strengthening the learning literacy culture of Physical Education, Sports and Health (PJOK) in junior high school teachers in Dobo City. In this aspect, the answers submitted by PJOK teachers that; "planning for strengthening literacy culture in Physical Education, Sports and Health learning has been running but has not been deeply understood by teachers in applying it to students in accordance with the syntax on the other hand the average teacher also does not apply in learning tools regarding literacy culture either at the introduction or opening stage." The following can be seen in the frequency distribution table and histogram;

**Table 5. Frequency distribution of planning factors for the implementation of strengthening literacy culture in physical education learning among PE teachers in Dobo City, Aru Islands**

| No | Frequency | Category  | %   |
|----|-----------|-----------|-----|
| 1  | 8         | Very good | 32  |
| 2  | 0         | Good      | 0   |
| 3  | 12        | Simply    | 48  |
| 4  | 5         | Less      | 20  |
| 5  | 0         | Very Less | 0   |
|    | 25        |           | 100 |

Based on table 5. above shows that the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru Islands, based on the planning factor is in the "very less" category of 0, 0 0% (0 teachers), "less" by 20% (5 teachers), "enough" by 48% (12 teachers), "good" by 0.00% (0 teachers), and "very good" by 32% (8 teachers). Based on the average value of the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru Islands based on planning factors in the "sufficient" category.

## **2. Implementation of Strengthening Literacy Culture in PJOK Learning**

This study shows the results of the respondent's answer score (N = 25) on the implementation indicator; making a PE lesson plan that contains strengthening the culture of literacy or reading is at a very good 36%, where the teacher makes lesson plans containing student activities to read or observe and examine, analyse, combine emphasis on students making conclusions related to PE learning material that has been learned/practiced together to achieve, and provide active-seeking PE learning patterns (emphasis on active students finding out from various sources and focusing on scientific learning). These descriptive statistics show the

achievements in the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru Islands. In this aspect, teachers stated that; "the implementation of strengthening literacy culture in Physical Education, Sports and Health (PJOK) learning has gone well. The implementation of literacy culture is in accordance with the planning that has been made, namely 10 minutes before entering the material. The following can be seen in the frequency distribution table and histogram;

**Table 6: Frequency Distribution of Implementation Factors for Strengthening Literacy Culture in PJOK Learning for PE Teachers in Dobo City-Aru Islands**

| No. | Frequency | Category  | %   |
|-----|-----------|-----------|-----|
| 1   | 9         | Very good | 36  |
| 2   | 6         | Good      | 24  |
| 3   | 3         | Simply    | 12  |
| 4   | 7         | Less      | 28  |
| 5   | 0         | Very Less | 0   |
|     | 25        |           | 100 |

Based on table 6. above shows that the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru Islands, based on the implementation factor explains that in the category "very less" by 0, 00% (0 teachers), "less" by 28% (7 teachers), "enough" by 12% (3 teachers), "good" by 24% (6 teachers), and "very good" by 36% (9 teachers). Based on the average value of the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru Islands based on the implementation factor in the "very good" category.

### 3. Assessment of Strengthening Literacy Culture in PJOK Learning

This study shows the results of the respondent's answer score (N = 25) on the assessment indicator of providing an assessment of student knowledge in the form of a written test with the content of questions that direct students to make an analysis of the learning material after that the teacher provides an assessment of student knowledge in the form of a written test with the content of questions that emphasise students to be able to link several learning materials to reach and direct students to be able to make a conclusion on the learning material. Descriptive statistical analysis shows that the achievement of the assessment of strengthening literacy culture in Physical Education, Sports and Health (PJOK) learning is in the good category.

Some teachers said that; "the assessment of strengthening literacy culture in Physical Education, Sports and Health (PJOK) learning has gone well. Evaluation of literacy culture is carried out periodically, the peak is at the end of the semester by giving rewards to students who read a lot of books and visit the library and look for several sources". The following can be seen in the frequency distribution table and histogram;

**Table 7. Frequency distribution of assessment factors for the implementation of strengthening literacy culture in physical education learning among PE teachers in Dobo City, Aru Islands**

| No. | Frequency | Category  | %   |
|-----|-----------|-----------|-----|
| 1   | 5         | Very good | 20  |
| 2   | 11        | Good      | 44  |
| 3   | 1         | Simply    | 4   |
| 4   | 6         | Less      | 24  |
| 5   | 2         | Very Less | 8   |
|     | 25        |           | 100 |

Based on table 7. above shows that the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru Islands, based on the assessment factor explains that in the category "very less" by 8% (2 teachers), "less" by 24% (6 teachers), "enough" by 4% (1 teacher), "good" by 44% (11 teachers), and "very good" by 20% (5 teachers). Based on the average value of the implementation of strengthening literacy culture in PJOK learning in Dobo city, Aru Islands based on the assessment factors in the "good" category.

## DISCUSSION

This study aims to determine the implementation of strengthening literacy culture in PJOK learning in Dobo City, Aru Islands, which is expressed by a 12-item questionnaire, and is divided into three factors, namely planning, implementation and evaluation factors. Based on the results of the study, it shows that the implementation of strengthening literacy culture is in the sufficient category.

Teachers are educators with the main task of teaching, guiding, directing, training, assessing and evaluating students both in basic education and secondary education which requires them to have certain competencies. Thus it can be

explained that the implementation of strengthening literacy culture in PJOK learning in Dobo City, Aru Islands is still not maximally applied during learning. In the teaching-learning process teachers should be able to change learning patterns comprehensively, and teachers should pay more attention to literacy culture in the planning process, implementation and even at the assessment stage.

There are several inhibiting factors experienced in the implementation of literacy reinforcement both from the teachers themselves and even from students. Obstacles from students are lack of interest in reading the latest information, misunderstanding concepts, lack of student awareness in habituation of literacy culture, lack of motivation from parents, lack of understanding of PJOK teachers on the application of literacy in learning implementation, limited skills of education personnel, and the lack of literacy in PJOK subjects. In addition, teachers are also quite difficult in evaluating the assessment of literacy culture because during the learning process the teacher only focuses on the practice so that the results are often irrelevant to the planning, and students are also not serious in participating in learning, facilities and infrastructure, a less supportive school environment.

## CONCLUSIONS

Based on the results and discussion of the research, several points can be concluded as follows. The results of

quantitative research show that the planning of strengthening literacy culture in learning is included in the sufficient category supported by quantitative and qualitative data which states that the planning of strengthening the literacy culture of PJOK learning has gone well. The implementation of strengthening literacy culture in learning is also in the good category which is supported by qualitative data stating that the implementation of strengthening the literacy culture of PJOK learning has been carried out and has gone quite well. Assessment of strengthening literacy culture in learning in the good category which is supported by qualitative data stating that the assessment of strengthening literacy culture in PJOK learning curriculum 2013 has gone well.

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