



## **The Implementation of Karate Martial Arts Learning According to The Pjok Curriculum at Junior High Schools in East Telukjambe District**

**Muhammad Antoni Febriansyah<sup>1</sup>, Resty Gustiawati<sup>2</sup>, Siswanto<sup>3</sup>**

Pendidikan Jasmani Kesehatan dan Rekreasi, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Singaperbangsa Karawang, Street HS. Ronggo Waluyo Telukjambe Timur,  
Karawang, West Java, 41361, Indonesia

### **Abstract**

This study aims to determine the implementation of martial arts learning in junior high schools in east Telukjambe district. This research is a quantitative descriptive research. The method used in this study was a survey. The instrument used in this study was a questionnaire with a reliability of 0.977. The subjects in this study were physical education teachers in the east telukjambe sub-district as many as 7 teachers. Data analysis or data processing techniques use the Respondent Achievement Rate (TCR). The results of the study found that the implementation of karate martial arts learning in accordance with the PJOK curriculum in junior high schools in east telukjambe district was in the very low category of 46.72% in terms of 6 indicators, learning preparation indicators of 57.70% in the low category, learning process indicators of 42.85% in the very low category, learning evaluation indicators of 45.71% in the very low category, facilities and infrastructure indicators 47.99% very low category, time allocation indicators 42.13% very low category, curriculum indicators 43.99% very low categories. This shows that the implementation of karate martial arts learning in junior high schools in east telukjambe district has not been carried out as it should be.

**Keywords:** *Learning Implementation, Martial arts, Karate*

Correspondence author: Muhammad Antoni Febriansyah, Universitas Singaperbangsa Karawang, Indonesia.  
Email: Febriansyah445@gmail.com



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## **INTRODUCTION**

According to (Hardiansyah, 2015) In a world of education, the curriculum is the most important thing, because the curriculum is a set of subjects and educational programs that have been given by an educational institution containing lesson designs given to learners or students in one period of education. The curriculum is a set / system of plans and arrangements regarding the content and materials of lessons as well as the method used as a guide for using teaching and learning activities. There are many types of curriculum applied in the world of education in Indonesia, one of which is at SMP Negeri 4 Karawang Barat located in West Karawang district,

Karawang Regency which uses the 2013 curriculum. Based on this curriculum, physical education subjects are also taught at SMP Negeri 4 Karawang Barat schools.

According to Husdarta quoted in (Hardiansyah, 2015) Physical education and health are essentially educational processes that utilize physical activity and health to produce holistic changes in individual quality both in physical, mental, and emotional terms. Basically, physical education is an educational process that suppresses physical, mental and emotional activities in students carried out during learning.

The physical education learning process is carried out regularly and planned to achieve the achievements that we want to expect in a learning process (Hariyanto, E., & Cahyaningsih, D. F. 2022), of course, to achieve what we expect a lot of physical education learning materials that want to be conveyed or the material that wants to be given to a student (Irianto, I., & Situmeang, R, 2022), one of the physical education materials, namely martial arts material, especially karate martial arts that should be conveyed or can also enter learning the school is the first, but from the observations of researchers when carrying out teaching duties in schools in the Karawang area, it is quite rare for PJOK teachers to provide material or learning about karate martial arts in junior high schools.

Based on research carried out by (Fernanda, 2018) entitled *The Implementation of Martial Arts Learning in Physical Education sports and health at State High Schools throughout Yogyakarta City* from the results of the study that the learning of martial arts martial arts at State High Schools throughout Yogyakarta City has not been carried out optimally. This means that not all schools in state high schools in Yogyakarta can carry out martial arts learning on PJOK material. Based on the results of the research, it is also obtained that there are still many schools that are categorized as lacking in carrying out martial arts learning (Harefa, A. P. H., Fadli, Z., & Usman, K. 2022). Of course, there are many obstacles faced by PJOK teachers, these obstacles occur because of the many factors when carrying out martial arts learning such as factors of not mastering the material, limited facilities, lack of socialization, and many others.

From the results of the research discussion conducted by Arnolla Fernanda (2018) , it is not optimal for the implementation of martial arts learning. Meanwhile, martial arts learning is important in maintaining the fitness of students which should be carried out optimally.

Therefore, researchers are interested and encouraged to carry out similar research with different objects, namely karate martial arts, where based on the current curriculum, martial arts learning materials are not only martial arts, but there are several martial arts that should be applied in schools, one of which is karate martial arts. Therefore, researchers are encouraged to conduct a study entitled "The Implementation of Karate Martial Arts Learning According to the PJOK Curriculum in Junior High Schools in East Telukjambe District".

## **METHOD**

This research uses a quantitative approach, according to (Sugiyono, 2019) quantitative method because the research data is in the form of numbers and analysis using statistics. This method is also referred to as the artistic method, because the research process is more artistic (less patterned), and is referred to as the interpretive method because the research data is more concerned with the interpretation of the data found in the field. This method is said to be quantitative because the research data is in the form of numbers and analysis using statistics. Therefore, researchers use this research approach because of the similarity with previous research. Descriptive research according to (Ramdhan, 2021) is a method that describes the results of research, the type of descriptive research has the aim of providing explanations, descriptions and validation of the events being studied.

The research method in this study is a survey method to obtain data that occurs at this time and current conditions. As for this method to determine the implementation of learning PJOK material for karate, the survey method is a study that collects samples from one population and uses questionnaires as a tool for collecting basic data. A questionnaire is a sheet containing questions/statements filled out by respondents with the aim of collecting information.

The population used in this study was all teachers in the east telukjambe district, According to (Sugiyono, 2019) the sample is part of the number and characteristics possessed by the population. Due to the population that is too wide and large, so the researchers certainly do not allow to study the entirety contained in the population because of several obstacles that will be faced later such as: limited funds, energy and time. Then in this case it is necessary to use samples taken from that population. The researcher takes or determines the sample using

purposive sampling according to (Sugiyono, 2017) is a sample determination technique with certain considerations. With certain considerations or sample criteria.

**Table 1.** Sampling Criteria

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<b>Sampling Criteria</b>
1. An educational institution located in the east telukjambe district.
2. The teacher is in the east telukjambe district.
3. PJOK teachers located in telukjambe timur sub-district.

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The research instruments conducted by researchers using the likert scale are used to measure the attitudes, opinions, and perceptions of a group of people about social phenomena in their use (Sugiyono, 2017). The data analysis technique in this study used the Respondent Achievement Level (TCR). The Respondent Achievement Level (TCR) test is used to calculate the value of the Respondent Achievement Rate (TCR) of each category from the descriptive data of the variable. Criteria for implementing learning scores for Respondent Achievement Level (TCR).

**Table 2.** TCR Scale Range

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<b>No</b>	<b>Score Interval</b>	<b>Category</b>
1	90-100%	Very High
2	80-89%	High
3	65-79%	Medium
4	55-64%	Low
5	>54%	Very Low

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Sumber : (Sari et al., 2020)

## **RESULTS AND DISCUSSION**

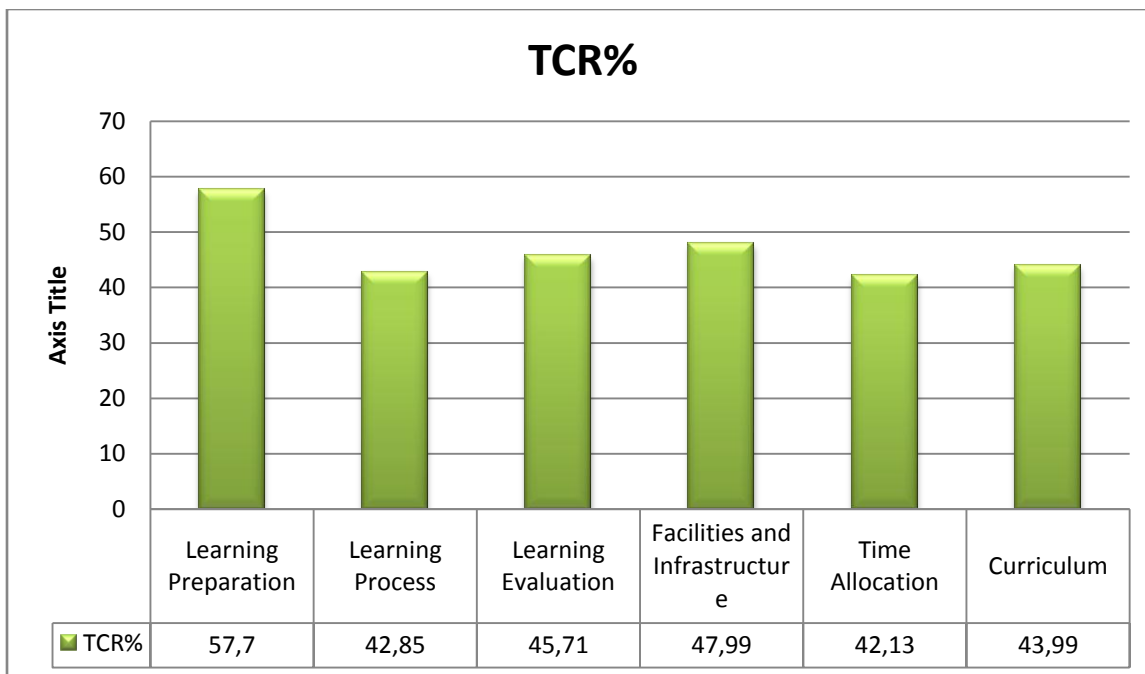
This research was carried out in several junior high schools in Telukjambe Timur sub-district and the object was a pjok teacher in a junior high school in Telukjambe Timur sub-district. There are 5 public and private junior high schools or under the auspices of the foundation. So that the results of the assessment of 7 PJOK teachers or respondents from 5

schools on 27 points of statements made to find out the implementation of karate martial arts learning are presented in the table.

**Table 3.** Descriptive implementation of Karate Martial Arts Learning According to the PJOK Curriculum at Junior High Schools in East Telukjambe District

No	Indicators	N	Score	Mean	TCR (%)	Category
1	Learning Preparation	7	20,2	2,88	57,70	Low
2	Learning Process	7	15	2,14	42,85	Very Low
3	Learning Evaluation	7	16	2,28	45,71	Very Low
4	Facilities and Infrastructure	7	16,8	2,39	47,99	Very Low
5	Time Allocation	7	14,75	2,10	42,13	Very Low
6	Curriculum	7	15,4	2,19	43,99	Very Low
	Average		16,35	2,33	46,72	Very Low

Based on table 3, it can be concluded that overall the implementation of karate martial arts learning according to the PJOK curriculum in junior high schools in east Telukjambe district, which is a percentage of 46.72% is included in the very low category. This shows that it is very low in the implementation of karate martial arts learning or even has not been carried out as it should be. When depicted in the form of a bar chart, it is obtained as follows.



**Images 1. Bar Chart of Percentage indicators and the overall implementation of Karate Martial Arts Learning in accordance with the PJOK Curriculum in Junior High Schools in East Telukjambe District**

Based on figure 1. above, it can be concluded that the implementation of karate martial arts learning in the first menengah school in the east telukjambe has not been carried out properly. Because the percentage of all indicators is low and even very low. Especially the time allocation indicator where the indicator has a very low percentage compared to other indicators because all PJOK teachers in the junior high school in the east telukjambe have not allocated their time for karate learning in the school where they teach. Meanwhile, the highest indicator in this study is an indicator of learning preparation because PJOK teachers in junior high schools in the east telukjambe in this study made rpp regarding martial arts learning and it can be said that PJOK teachers are able to arouse student learning motivation about learning karate martial arts.

**CONCLUSION**

From the results and discussions that have been presented, the researcher concluded that the implementation of karate martial arts learning in junior high schools in the east Telukjambe region has not been carried out as it should be, based on the results of the calculation of several indicators that researchers have carried out, namely learning preparation indicators with a

percentage value of 57.70% with a low category, the second indicator is the learning process with a percentage value of 42.85% with a category very low, the third indicator is learning evaluation with a percentage of 45.71% with a very low category, the fourth indicator is facilities and infrastructure with a percentage of 47.99% with a very low category, the fifth indicator is time allocation with a percentage of 42.13% with a very low category, the sixth indicator is a curriculum with a percentage of 43.99% with a very low category, with an overall percentage score of 46.72% with a very low category.

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Teknologi & Kejuruan, Fakultas Teknik, Universitas Negeri Padang Email:  
Elsi.Puspita.S@gmail.ComSukardiJurusan Teknik Elektro, Fakultas Teknik, Univer.”  
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