



## Analysis of the Role of the Future Physical Education Curriculum in Shaping 21st Century Skills

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### Abstract

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*The purpose of this research is to find out the role of the future Physical Education curriculum in forming 21st century skills. The method used in this article is the library method with a descriptive approach. The results of the discussion in this article show that the role of the future physical education curriculum is very important for the development of 21st Century skills, because physical education only allows students with a high proportion of physical activity to achieve general educational goals. The curriculum does not only discuss movement skills and physical health, but students are required to become critical, creative and collaborative thinkers. The 21st century physical education curriculum is the most visible change in physical education. Education is not only about sports games, but must provide learning resources from modern technology packages. Therefore, the physical education curriculum is structured to produce people who have good health and skills for the global challenges of the 21st century. In addition, professional PE teachers are needed to understand and apply the Physical Education curriculum.*

**Keywords:** Curriculum, Physical Education, 21st Century Skills.

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## INTRODUCTION

Quality of resources man will evolve g, with along walk with development of the times . As a result, the quality of education as well dynamically improved, evaluated and adapted to the needs of the times. With the contribution of the country's education system, a vision of sustainable global development can be formed (UNESCO, 2017) . Education that is done well also has a positive impact on national development. Achieving national education goals requires careful efforts to develop good plans, approaches and strategies. Every individual must have commitment and creativity to adapt educational developments to turn challenges into opportunities in the 21st century through self-development and continuous learning (Rakhmawati, 2017) . This requires 21st century teachers to remain creative, innovative and able to master technology to advance their careers and encourage students to continue to be productive and socially sensitive (Sumantri, 2019) .

In 21st century education, the learning process is carried out with the following priorities: (1) communication skills, (2) collaboration skills, (3) critical



thinking and problem solving, and (4) creativity and innovation (Aleydia, 2019) . This statement is in line with (Boyaci, SDB, & Atalay, 2016) that creativity and innovation, critical thinking and problem solving, as well as communication and collaboration are important for elementary school students. Therefore, teachers must master today's technology, be creative, innovative and motivated, able to collaborate and change good culture (Hasan, AM, & Ahmad, 2019) In Indonesia, the teaching of 21st century skills has indeed been included in the curriculum developed by the National Education Standards Agency (BSNP), but this document is still a general framework and has not specifically addressed aspects of 21st century skills ( Juniarta, AT, & Winarno, 2016) .

The curriculum is very important for formulating the main learning objectives in each country. Indonesia is currently implementing the 2013 curriculum. The 2013 curriculum focuses on character building, which includes: mental attitude, social attitude, knowledge and skills. In the 2013 curriculum, basic learning places more emphasis on attitudes and is related to skills, so that the higher the level of education up to tertiary education, the knowledge about attitudes and skills that are transmitted will be more dominant. (Alnedral, 2016) . Each educational unit adapts the characteristics of the curriculum according to institutional standards and practices, taking into account the adequacy of human resources, facilities, social conditions and existing funding (Sholichin, R., Saifudin, A., & Buana, 2019) . The theme of PJOK Curriculum 2013 is also indirectly about holistic character development from the cognitive, affective and psychomotor aspects. Therefore, teachers must understand the importance of PJOK in the 2013 curriculum .

PJOK is a field main learning where the core in the curriculum focuses on developing the skills and concepts of motion that students need to engage in physical activity competently and confidently (Lynch, 2019) . PJOK is defined as an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to optimal student development and well-being (Walton-Fisette, JL, & Wuest, 2018) . In PJOK the focus is not on sports or the material to be taught, but on the fact that students can be active and enjoy learning voluntarily without stress, so PJOK teachers must create learning content that is meaningful, understandable and understandable. the students included a bit after a while (Ward, P., & Lehwald, 2018) . Therefore, PJOK learning plays a very important role in shaping the physical condition, knowledge, psychology and personality of students. With the implementation of the curriculum (2013) in Indonesia which lasted until 2016, reforms continue, PJOK teachers are required to complete the curriculum needed for PJOK learning from the perspective of lesson planning, implementation and evaluation of learning outcomes.

Based on the results of research related to the application of PJOK learning with the 2013 curriculum: (1) Learning Implementation Plans (RPP) made by teachers are not necessarily carried out well in learning, especially in aspects of the scientific approach such as Observation, Questioning, Experimentation, Argumentation and Communication (5M). the term RPP RPP is also not found (Pambudi, MI, Winarno, ME, & Dwiyoogo, 2019) ; (2) the implementation of learning activities is not optimal because the teacher sometimes combines 2-3 classes into one study group, and the use of time determined by conditions in PJOK

is not fully used effectively (Kurniawan, R., Winarno, ME, & Dwiyo, 2018) ; (3) PJOK teachers' assessment, especially in terms of knowledge, does not yet reflect a high level of thinking and skills evaluation is still more focused on movement accuracy, rarely using a different form of evaluation . From the results of this study it can be concluded that PJOK learning in the 2013 curriculum is still not running as it should, even though PJOK subjects also contribute to the formation of 21st century skills .

From the results expected by the government , the 2013 curriculum design with the implementation of PJOK learning in the field with the results of several studies still has gaps. The difference occurred because the PJOK curriculum implemented in 2013 was still not up to standard. Regarding lesson plans, there are still teachers who do not understand the characteristics of lesson plans that reflect 21st century skills. Moreover, in the aspect of assessment, teachers only assess without prioritizing all potential students, even though in the 21st century, students are required to become critical and creative thinkers.

Based on the results of the description above, the role of physical education programs in Indonesia in the formation of skills in the 21st century will be explained. Therefore, the purpose of this article is to discuss: (1) Understanding the program and its problems, (2) Viewing the national physical education program, (3) Identifying scenarios for future physical education programs, (4) Reference values in the development of physical education programs, (5.) Some examples of future physical education programs , (6) Physical education programs in Indonesia in the 21st century, (7) The role of future physical education programs in shaping 21st century skills.

## **METHODS**

The method used in this article is the library method with a descriptive approach. Describing what is meant here means describing what, why and how an event happened (Satori, 2010) where the author collects literary sources that are relevant and focused on the topic of discussion of the paper and present it logically. Therefore, the writer hopes that these literary sources can contribute and generate discussions that will improve the quality of this article.

## **RESULTS & DISCUSSION**

### **Definition of Curriculum and Problems .**

Curriculum is often defined differently, depending on the breadth and depth of perspective used by the user. In general, according to (JB and Ennis, 1995) curriculum is defined as the total experience experienced by students in the school environment, ranging from formal classroom experiences to additional class activities in sports. Meanwhile, more specifically, the curriculum is defined as a series of formal instructional experiences planned by the teacher in the classroom. Continuing with Jewet et al., (Macdonald, 2000) defines curriculum as a cultural environment that is deliberately chosen. That is, the program is the study of "what should be in the world of learning and how to create that world".

Professionals also differ in their use of the term curriculum as it relates to the term teaching (instruction). Curriculum is often used as a broad general term, including instruction. If the distinction between the two terms is established, then

curriculum is defined as an educational plan of action that facilitates learning; while teaching is defined as a delivery system, or a collection of several educational transactions, including the teaching and learning process to achieve the plan.

The problem moment both theoretically can be discussed openly, in practice they are interactive and cannot be easily separated. That is, it is easy to compose a curriculum in the form of a structured plan like a text, but when implementing the entire plan, the curriculum is flooded by all the behavior of the teacher and students in relation to each other. So that not only the program material must be "good", but inclusion is determined by the competence of the teacher. and the environment in which the program is implemented.

The question that needs to be asked is, while the quality of learning physical education in Indonesia is said to be still very low, is it true that the school curriculum should be blamed and immediately replaced? ?

If changing the curriculum means changing the way teachers define their learning model, including the environment in which learning takes place, then of course Indonesia must develop a new curriculum as soon as possible, so that the physical education program in Indonesia can be systematically revived in general.

### **Seeing the National Physical Education Curriculum**

At a rate curriculum that itself , the weakness of the physical education program still revolves around the structure of the national curriculum which is still not oriented towards many things. At this level, problems that can be identified are that the curricular and pedagogical objectives are still very focused (Program 1994), and skills standards and basic skills sets are too detailed and too vague (Program 2004-2006), therefore some are considered to be highly anti-teacher . This is so biased that even the program designers themselves seem to get confused when it comes to distinguishing between documents for different classes and levels.

In addition, there is a lack of direction in the program's emphasis on acquiring or mastering the formal skills of various sports (what some experts call all manner of behavior). The main learning areas in physical education only cover branching-based motor skills plus rhythmic activities and activities outside the classroom. Such a tendency is actually based on a single extracurricular orientation, without taking into account the orientation and even the reference values that apply to Physical Education. Undoubtedly, all this reflects a lack of understanding of the meaning and role of physical education at a fundamental and philosophical level.

In the next step, our program does not yet teach the pedagogical and professional skills that teachers need to master. It is believed that Physical Education teachers, especially at the elementary school level, often lack various skills such as teaching methods, teaching styles, skills to improve the quality of PBM, and assessment as important. In addition, it seems that even teachers do not know exactly the field of school-level physical education assignments assigned to them. In general, they cannot determine in what direction the physical education program they provide their children will go.

The threat of physical education programs to bad behavior in schools appears to have become more latent with the implementation of the 2004 Penjas program or what is known as a competency-based program. Most of the Physical Education teachers still do not fully understand the meaning and implementation of CBC in practice. It is also certain that they do not understand the meaning of the

Key Learning Area (KLA) in CT 2004 which is divided into 6 (six) activity groups, namely games and sports activities, self-development activities, etc. . - judge, evaluate, evaluate. Activities, Rhythmic Activities, Water Activities, and Outdoor Activities.

Likewise with the 2006 Curriculum aka Content Standards. Besides only covering medical literature in its scope, this content standard also looks like a parody of the CBC curriculum. No updates other than to further widen the possibility of confusion among teachers.

### **Determination of Scenarios for the Future of Physical Education Curriculum**

kind of curriculum do you want to produce in the future? Or rather, what physical education program curriculum should we prepare for our children in the future? To answer this question, we must speculate about the role of physical education in the future front .

lessons, provides scenarios about the shape of global society and Indonesia in the future. This scenario is needed in an effort to develop a general physical education program that addresses future problems.

#### **1. A world full of conflicts**

The early 21st century has seen an increasing demand for a global economic and political system. Due to technological advances in the media and tourism sectors, individuals and businesses around the world are starting to interact across national and continental borders. Multinational corporations position their business divisions around the world to seek profits by leveraging abundant local natural resources, low-paid human resources, and proximity to markets, markets, and legal and regulatory advantages that support their entrepreneurial endeavors.

While some geographies are experiencing prosperity, other areas of the country are experiencing an increasing labor force with low levels of education and large numbers of unemployed creating cycles of low-wage jobs. The boredom and frustration of this group will inevitably lead to a series of conflicts and social problems. Some of them migrate to other countries in search of work, which often generates distrust and sometimes hatred among the local population, who fear being displaced by the migrants. This kind of hatred is the basis for the formation of ethnic and racial conflicts as crises.

In response to the crisis, a coalition of political and educational leaders from around the world developed a plan called Education for Peace. The aim of this program is to reduce violence within and between countries while increasing the quality of life for all. This program is designed to achieve the above goals by enabling students to work collaboratively with others, taking into account personal, social, political and economic issues. Thus it is hoped that each individual can be equal in the field of knowledge, mastery of language and technology, and in particular the Universal spiritual-emotional, moral and humanistic preparation. The program's personal empowerment component is based on strong assumptions about mind-body-spirit fusion. The aim is to develop self-awareness, self-acceptance, competence, health and various skills that are useful in real life. The sociocultural component assumes that in a global society, all students must master a shared understanding of global culture and deep knowledge of cultures outside their own. . The Socio-Political Empowerment stream is designed so that students can

recognize and be able to analyze social and political forces that influence them to act individually and collectively to improve their quality of life.

Component empowerment economy give education vocational and training repeat as something important \_ in life . this program also teach student for participate in taking influencing decisions \_ condition economy environment them.

Because of the leaders world confess influence culture sport and dance and role playing center \_ health in quality life inhabitant world , education physical has Becomes part world that doesn't inseparable from educational programs peace . Child participating small \_ in the children's program age early give opportunity for exploration and development , incl development Skills motor . Child age school get the "Movement Development Education" program that emphasizes reception self and progress personal in develop Skills motor . Temporary Skills this involve various games , dances and \_ gymnastics , this program emphasize on mastery Skills base and draft movement , no compete and win .

educational program physical also possible children for experiment with role motion in society . They learn games , sports , and dance from different culture \_ and discuss how activity this relate with context history and aspect culture other . Children requested for consider influence development technology and time leisure in the 21st century against role sport (Jewet, 1994) They disclose and discuss difference Among experience live activity locomotor and just experience \_ obtained via video or spectacle computer . Children pushed for investigate conflict in situation sport and practice the process and strategy negotiation for look for solution . problem . They also discuss draft community and relationship with various form sport and dance .

More students \_ old study meditation , yoga, and tai chi as method for Upgrade awareness . Student also follow a fitness program based on the " learn " principle accept and trust body they myself ". Instead trained formally for \_ Fulfill standard performance external , students taught to " listen cue body " like cue about when and how many many food , exercise , and their break \_ need for satisfied . this program be equipped with discussion about how Public build definition health and power pull , and how individual could make suitable definition \_ for they in a manner personal .

## 2. Nature is increasingly unfriendly

Lately, we have all witnessed together how the natural environment of this country has become increasingly hostile. Various natural disasters, coupled with the increasing number of traffic disasters, is clear evidence that our nature is increasingly vulnerable and is likely to remain a threat to most of our world's population in Indonesia. Starting from tsunamis, earthquakes, landslides to floods, everything is a threat to the survival of our nation now and in the future.

The latest disclosure regarding the status and location of the geographical configuration of the Indonesian region in terms of the geological plate as a whole, it has been stated that almost all of Indonesia's territory is an area with the potential for earthquakes (Isworo, 2006) . Even with the technological advances expected by our nation and other countries, Indonesia is still prone to earthquakes, because Indonesia is located in the "ring of fire" from Sabang to Merauke (Leksono, 2007) . As nature continues to threaten, what role can physical education play in the future? What programs should be prepared to reduce disaster risk in order to save

our children and grandchildren? The answer is that the culture of movement can only be revived by doing physical education well.

Advocacy culture is a term used in Europe to refer to the tendencies and habits of movements in response to environmental or natural solicitations, or conditions captured by individuals. Thus, motor culture has a broader meaning than sport, which is often interpreted as physical activity that is limited by certain motion rules. The term movement culture was coined by (Crum, 2003) which links the function and location of physical education classes with the development of this movement culture. Citing the views of JJ Gibson (founder of ecological psychology), Crum emphasized the importance of a phenomenological perspective that considers the importance of place and the role of the environment in guiding human movement. Gibson himself proposed the term affordability to explain the phenomenon of human movement. And according to Crum, physical education in modern times aims to increase ability and capacity (affordability) by responding to nature's call to move. The reality is that human perception of the natural environment results in decisions about the aims and objectives of the actions to be made. In other words, the environment directly guides a person's form and intention to act (Lutan, 2005) .

Starting from this view, the movement competencies that will be provided to children in physical education are not solely to prepare children to be competent in sports, but have a broader meaning so that they include a variety of meaningful movement experiences to adapt to environmental conditions and situations. ever-changing society.

In order for children to have the ability to always respond and "dialog" according to their natural environment, basic physical education materials must always present motor challenges and problems (problems) that must be solved. These challenges or problems within certain limits can be divided into four areas, namely motor engineering problems, motor community problems, reflexology problems, and so on, cognitive radiation and affective problems. (Crum, 2006) . With this habituation, it is hoped that children will form abilities to always be ready to accept challenges and problems that are always regulated by the environment to respond proactively and effectively.

In terms of form, the teacher can provide challenges and motor problems in the form of motor exercises that always pay attention to the participation of cognitive, emotional, social and social factors as techniques or skills for children to deal with them. with. . According to Crum, these motion tasks are no longer in the form of standard or standard motion assignments in official sports disciplines, but can be in the form of modified movements, presenting new challenges for children to solve (Problem-based learning in motion). In developed countries, this challenge presents itself to students in the form of new approaches, such as a tactical approach (in England it is called TGFU/Teaching Games to Understanding, in Australia it is called Games Sense) in games (Light, 2000). Movement problems occur in gymnastics or athletics. These approaches, if applied correctly by the teacher, will be a means of forcing children to deploy problem solving skills as well as encouraging them to become wise decision makers, because children are used to environmental conditions in all respects. their actions.

In other words, good physical education will essentially be the most basic education and mitigation program, which is developed directly for children, because it will provide the most important skills in their survival.

### 3. The Importance of Discipline and Public Order

In Century In the future , when the transportation system and urban planning in Indonesia are more complete and sophisticated, a culture of order and discipline from the people will be urgently needed. Just look at the road behavior of the majority of our population in big cities. Don't know how to try if you can't find a reliable pedagogical model solution. What type of education can transform our society that is far from being effectively organized and disciplined?

The future of Penjas will be able to be directed to make a positive contribution in efforts to change the behavior of our society gradually but surely. How should lesson plans be prepared? Very simple, just return our physical education to one of the most basic educational models, namely the movement education model. Movement education is considered by experts as a model for building meaningful movement concepts in the development of spatial awareness.

The development of this awareness in the didactical process is very similar to the movement problem-based learning (MPBL) approach in the previous section. While MPBL develops critical thinking as part of honing environmental decision-making skills, motor education is more nuanced in developing situational spatial awareness. This perception is based on Rudolph Laban's thoughts about the concept of motion which includes the concept of the body, the concept of space, the concept of effort, and the concept of relatedness.

Through this spatial awareness, people perceive themselves (private space) in relation to other people and their environment (public space). Therefore, children who have spatial awareness always connect their actions with their environment. "What happens to the environment when I do this or that? Also because of our spatial awareness we know very well where stopping will affect other people or traffic in general. Without this awareness, you can be sure that road conditions will be disrupted, and more or less cause traffic jams. It can be concluded that the chaotic city traffic is generally caused by the lack of awareness of the majority of our population about this space. According to local Sundanese wisdom, spatial awareness expressed in utterances such as "act according to the law, don't be rash" or "ari eureun montong dina hara-haraeun" (don't stop there) can cause problems).

In the author's hypothesis, spatial awareness is clearly the basis of self-perception, from which the development of "tapa-selira" can be drawn. In other words, if physical education can develop students' spatial awareness, then of course through physical education we can cultivate the qualities of honesty, discipline, dedication, the environment and empathy for others.

### **Reference Value in Physical Education Curriculum Development**

Of course, all curriculum development efforts are based on a philosophical perspective which often contains underlying assumptions about society, people and education. In this philosophical perspective, there are the hopes, ideas, values, and beliefs of society that provide direction and framework for curriculum planning. According to experts, this philosophical view is often referred to as fundamental values or value orientation.

In the field of physical education, the curriculum perspectives identified so far are: disciplines, self-actualization perspectives, social reconstruction perspectives, learning process perspectives, and ecological integration perspectives.

Mastery of the field of study or mastery of scientific disciplines emphasizes mastery of the content of the field of study, thus prioritizing the content of the field of study. Therefore, followers of this school believe that mastery of the contents of the field of study is an indicator of school success. Our PE seems to be moving towards this point of view, so many teachers don't believe that PE is capable of cultivating positive values and personality apart from sports awareness among gifted youth.

From a self-actualization perspective, the program is geared towards students and the attainment of individual autonomy and self-direction. Students are responsible for determining their own direction, developing their own uniqueness, and guiding their own learning activities. The program is structured to provide people with a challenge to go beyond their previous limitations, pushing personal boundaries to achieve new self-awareness. Education is nothing more than a process of enabling and providing opportunities for personal liberation and growth.

The perspective of social restructuring emphasizes the highest priority of curriculum resources, namely social orientation, education of the younger generation. Community needs precede individual needs. Therefore, supporters of these schools believe that schools have a responsibility to shape a better future for the younger generation.

Second, the learning process perspective emphasizes the importance of how learning takes place. This program is designed to develop students' problem solving skills, creativity development skills, skills in the use of technology including computers, and the skills needed to react and make decisions, quick decisions. The process of generating knowledge in each field of study is central to the curriculum. The process of learning skills in physical education includes the process of acquiring/mastering skills (perception, structure, refinement and adaptation) as well as creative motor processes through skill development, variation, improvisation, and composition.

While the concept of environmental integration (ecology) is based on the assumption that each individual is unique, comprehensive and continuously undergoing a process of improvement to have a complete integration between humans and the environment. . global social concern.

### **Some Examples of Future Curriculum**

#### *a. International Standards of Physical Education and Sport for School Students from ICHPER.SD*

The International Council for Health, Physical Education, Recreation, Sport and Dance has endeavored to develop standards to be adopted by all governments and ministries of education worldwide, to achieve quality standards that come close to expectations, both in philosophy and in global requirements regarding health, education and human rights. These standards are grouped into 7 standards covering physical and motor aspects, with personal and social implications. The 7 standards are:

Standard 1: Movement skills and mastery

Standard 2: Knowledge and application of motion concepts

Standard 3: Improve health and fitness

Standard 4: Physically active lifestyle

Standard 5: Personal and social behavior

Standard 6: Understand and respect individual differences

Standard 7: Personal interest comes from physical activity (full standard details of each step are in the appendix).

For example, compare it with the national program content standards (2006) which closely develop the physical and motor aspects of students as well as health aspects. Scope of Content Standards (National Program)

1. Games and sports include: Traditional sports and games. explore motor, non-motor and manipulative skills, athletics, baseball, pitching, kippers, football, basketball, volleyball, table tennis, court tennis, badminton and martial arts, and other activities .
2. Development activities include: posture mechanics, fitness components and posture forms and other activities
3. Training activities include: simple agility, no-tool agility, tool agility and floor gymnastics, among other activities
4. Rhythmic activities include: free movement, morning exercises, SKJ and aerobics and other activities
5. Water activities include: water play, water safety, water motor skills, swimming and other activities
6. Education outside the classroom, including: picnic/sightseeing, introduction to the environment, camping, exploring and climbing
7. Health, includes cultivating a culture of healthy living in daily life, especially maintaining a healthy body, maintaining a healthy environment, choosing healthy food and drink, preventing and treating injuries, reasonable rest time and play. play an active role in first aid and UKS operations. The health aspect is a separate aspect and implicitly covers all aspects

*b . Health and Physical Education Curriculum in New Zealand*

New Zealand may just be a small country pushed aside more often by Australia's popularity as a close neighbour. As a small developed country, New Zealand has a unique curriculum model, built to incorporate elements of indigenous culture (aborigines) and local wisdom as one of the cornerstone concepts of its platform into its programs. The uniqueness of the New Zealand curriculum is evident in its efforts to include fields main and learning sequences as well as basic concepts that remain intact.

The components used here are common domains that underlie common goals and established standards. In this case, there are 4 (four) branches that are highlighted, with each branch grouped based on its respective achievement goals as follows:

1. Personal Health and Physical Development
  - a. Personal growth and development
  - b. Regular physical activity
  - c. Safety and risk management
  - d. Personal identity and self-worth
2. Movement Concepts and Motor Skills
  - a. Movement skills

- b. Positive attitudes and challenge
- c. Science and technology
- d. Social and cultural factors
- 3. Relationship with Other People
  - a. Relationship
  - b. Identity, sensitivity, and respect
  - c. Interpersonal skills
- 4. Healthy Community and Environment
  - a. Societal attitudes and beliefs
  - b. Community resources
  - c. Rights, responsibilities, and laws
  - d. People and the environment

While the Key Learning Areas which are used to develop the goals and standards above, the materials grouped as follows are used:

1. Mental Health
2. Sexuality Education,
3. Food and Nutrition
4. Body Care and Physical safety
5. Physical Activity
6. Sports Studies
7. Outdoor Education

**Table 1. EXPECTED LEARNING OUTCOMES**

Key Stage/ Components	By the end of Primary 2	By the end of Primary 4	By the end of Primary 6
Fundamental Movements	Perform a variety of: <ul style="list-style-type: none"> <li>• Locomotor and non-locomotor skills in a coordinated manner incorporating movement concepts.</li> <li>• Fundamental movements using correct techniques.</li> </ul>	Refine, extend and increase the complexity of locomotor, non-locomotor and manipulative skills.	-
Games	Perform a variety of fundamental movements using correct techniques.	Demonstrate skills acquired in various modified games.	Demonstrate an understanding of concepts and skills acquired in various modified games.

Dance	<ul style="list-style-type: none"> <li>□ Identify and use movement elements to perform a dance or dance sequence.</li> <li>□ Move through space in a rhythmic manner.</li> </ul>	Perform two folk dances of various levels of difficulty to music from two different cultures.	<ul style="list-style-type: none"> <li>• Perform the CEIMO-CEIMO dance and two other dances to music.</li> <li>• Choreograph a simple dance sequence in collaboration with others.</li> </ul>
Educational Gymnastics	Perform a simple individual sequence incorporating movement concepts and various forms of locomotion.	Perform an extended individual sequence with good form, and to rhythm, incorporating various gymnastic actions.	Refine and perform an extended sequence to rhythm, individually and/or with a partner, incorporating gymnastic actions and various forms of locomotion on small and large apparatus.
Health & Fitness Management	-	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the benefits of physical well-being.</li> <li>• Select appropriate physical activities and perform them safely in order to maintain a healthy lifestyle.</li> </ul>	Demonstrate an understanding of the 8 F.I.T.T principle and the principles to achieve health and fitness benefits.
Athletics	-	-	Acquire the knowledge and skills to perform fundamental athletic movements of throwing, jumping and running.

Swimming	<p>By the end of Primary 6:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Swim one recognised stroke.</li> <li><input type="checkbox"/>Demonstrate confidence in water without buoyancy aids.</li> <li><input type="checkbox"/>Understand pool and water safety.</li> </ul>
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### c. *Kurikulum Singapura*

Our closest neighbour , Singapore, also has a very sophisticated curriculum, although it is very simple and straightforward. Try to compare some of the examples below:

From the examples above, it can be concluded that the Singapore curriculum is devoid of details on what is to be studied and mainly uses terms that are relatively well known in the main subject group and, most importantly, a clearly stated model, figure or approach. used for example by using the term "educational gymnastics" and associating it with the "motor education" model by choosing basic motion as a term that distinguishes it from other types of techniques.

### **Physical Education Curriculum in Indonesia in the 21st Century**

Currently, the 2013 Curriculum, which was revised in 2016, has become the main reference for every school in Indonesia in implementing education. Education will not be complete without PJOK, and with PJOK, locomotor activity can be effective, because movement as a physical activity is the natural basis for people to learn about the world and themselves. (Osipov, A., Vonog, V., Prokhorova, O., & Zhavner, 2016) . The skills acquired by PJOK subjects are an integral part of the 2013 curriculum standards. In general, KD included in the 2013 PJOK curriculum include:

(1) basic movements, (2) big ball, (3) small ball, (4) martial arts, (5) physical strength, (6) gymnastics, (7) aerobics, (8) active aquatic activities, (9 ) ) the medical sector (nutritional food, medicine, first aid, density prevention, road safety) and (10) outdoor activities (BSNP, 2016b). Each PJOK teacher will strive to complete the KD required in the 2013 curriculum through student-centered learning which is supported by existing facilities in the target school environment (Satria, 2017) .

In the 2013 PJOK program, the teacher not only explains and gives movement assignments from the material provided, but the teacher must also provide opportunities for each student to help each other in guiding the correct sports movement procedures (Prastyo, Z., & Muhammad, 2015) . With this method, students' cognitive processes will be trained to communicate and work together as skills needed in the 21st century. If the teacher as an educator knows how to plan and implement educational programs according to the stages of the psychological development of students, then the abilities and potential of students will develop optimally (Kholik, 2019) . The plans developed by PJOK teachers must be flexible, dynamic and able to optimize learning time according to the provisions of the curriculum (Viciana, J., & Mayorga-Vega, 2016) . Each PJOK study time for each grade level will be different for SD, SMP, and SMA/SMK. Given the requirements of this program, if PJOK teachers can recognize and understand the barriers students face in their perceptions of physical activity and participation in sports, then how teachers teach in teaching arts will be more effective if the right methods are used (Usher, W., Edwards, A., & Cudmore, 2016) .

PJOK in the 21st Century goals set in the Canadian Curriculum focus on a healthy active lifestyle, specific content in academic outcome statements has been shown to focus more on motor skills, technical sports, and play (Kilborn, M., Lorusso, J., & Francis, 2016) . In the latest PJOK curriculum, the results of a study in Australia drew attention to the fact that PJOK teachers did not fully understand the concept of motion learning, so that it would have a significant impact on the successful implementation of PJOK. (postscript 77). The concern of PJOK teachers themselves is that implementing PJOK learning is not possible due to time constraints, but this can be overcome with stakeholder leadership, supported by communication, explicitly as well as through professional development and support through a whole school approach (Lynch, 2017) . Education in this PJOK subject is primarily focused on student learning, with the scope of the program being:

(1) involving students actively in physical activity-based learning, (2) motivating students to create competitive and recreational sports situations and conditions, (3) learning Students learn to move deliberately and happily because their perceptions will influence the future (Ennis , 2011, p.6). Therefore, the basic PJOK program must be adapted to the desired future goals.

The national curriculum in PJOK requires teacher support, so that the framework is arranged in a clear and logical manner to guide and realistically transform curriculum objectives, so that reform implementation can be fully successful. Educational reform will aim to improve students' experience at school, especially in PJOK learning, it is necessary to make program changes, evaluate and support professional programs that continue to be dynamic, practitioners and researchers (Lynch, 2014) . In addition, face-to-face professional learning workshops by teachers are needed to enhance understanding of the new CT regulations. In addition, professional learning opportunities should be provided so as to influence training practice and develop physical activity programs for students (McLachlan, C., Smith, J., McLaughlin, T., Ali, A., Conlon, C., Mugridge, O., & Foster, 2017a) .

The most important curriculum change a PJOK teacher can make is to ensure that students really learn in a meaningful way. To study PJOK effectively based on new curriculum standards (Yang, 2013) is: (1) make full use of local resources in the actual situation of schools for targeted teaching; (2) applying new teaching methods and not abandoning tradition; (3) identify content that really works and remove content that doesn't help, so that students retain as much useful information as possible; (4) treating different students differently and teaching students at different levels differently, to ensure that students get plenty of practice in physical education programs; (5) breakthroughs in innovation. The form of teacher innovation can be in the form of examples of displaying the material being taught so that knowledge transfer becomes effective and really helps students understand lessons that require imagination (Sanwidi, A., & Swastika, 2019) .

So with the PJOK program for PJOK subjects in 2013, teachers must understand what is desired in the program. In order to improve the professional qualifications of PJOK teachers, it is necessary to hold training or seminars so that there is uniform awareness of the orientation or requirements expected by the 2013 program. Given the shift in mindset in the 2013 curriculum, the PJOK subjects in the 2013 curriculum are relevant to the 21st century skill needs, namely

development skills in terms of knowledge, attitudes, and skills skills through physical activity.

### **The Role of the Future Physical Education Curriculum in Shaping 21st Century Skills**

The 21st century curriculum must prepare students to face the conditions of the future world, both by forming noble mindsets, skills and characters. This can be achieved by contributing to PJOK learning at the educational level. PJOK's contribution to curriculum design has a strong foundation in every school, because it is one of the most central educational goals, namely the overall development of students, especially especially physically. Therefore, PJOK in schools is an important aspect of the higher education system that can influence the nation to achieve 21st century skills goals (Yli-Piipari, 2014) . Therefore, the contribution of a quality PJOK program also determines the success of students in their future careers, especially in the 21st century era. Therefore, research and discussion are needed to prepare for the quality of PJOK which continues to develop. program. The PJOK program has three core qualities (Eich, 2013) include:

(1) the physical education program must be fun for learning to be effective, (2) the program must be comprehensive, ie not exercising just for fun; rather than equipping students with skills to shape the quality of life in the future, (3) the program should play a role in creating good health, fitness and physical activity assessments for students at the next level of development (late childhood). In the modern PJOK K-12 curriculum, the aim of the PJOK curriculum is described as recreation, with a focus on public health and education (CD Ennis, 2013) . The content of the PJOK program is more balanced, emphasizing health goals by reducing obesity in children, with a positive impact on body composition. Therefore, the main goal of PJOK, which is to improve cardiovascular, neuromotor, and physical skills through vigorous physical activity, should also place greater emphasis on promoting healthy behaviors. (Starc, G., & Strel, 2012) . The most important thing that cannot be ignored is that PJOK teachers must become character building agents for students embodied in the positive values of sports so that they can become human beings of noble character for the welfare of their children for the betterment of the world. Country (Susiana, R., Pradana, D., & Juntara, 2019) . The essence of the quality of a good PJOK program is to attract healthy, intelligent and well-behaved students and to form noble character. To realize the 21st century PJOK program, an appropriate learning model is needed.

In the 21st century, teachers in PJOK programs should benefit from participating in interventions, enhancing professional development that can lead to changes in practice, and training and development complement each other in creating physical activity programs while teaching their students. (McLachlan, C., Smith, J., McLaughlin, T., Ali, A., Conlon, C., Mugridge, O., & Foster, 2017b) . The efforts of PJOK teachers are very important to help students achieve the expected skills by providing alternative support, which can be in the form of learning models, assessments, exercises, and the use of certain tools. (Mustafa, PS, Winarno, ME, 2016) . Standard sports activities can be modified to learn PJOK. In addition, when implementing innovative programs, sports teachers, whether experienced or new to the profession, must learn and practice new pedagogical knowledge to adapt to changes regarding program innovations, and have the

opportunity to refresh their knowledge. (Zhu, X., Ennis, CD, & Chen, 2011) . The active, creative, effective and fun learning model is an alternative that can be used to apply PJOK learning according to the skills requirements of the 21st century (Hidayatullah, A., As'ari, AR, & Hadi, 2017) . In addition, alternative critical thinking and problem solving in learning models can help students gain a deep understanding of problems, be able to synthesize and draw conclusions so they can solve problems better. with 21st century skills (Indraswati, D., Marhayani, DA, Sutisna, D., Widodo, A., & Maulyda, 2020) . Indonesia has very diverse environmental conditions, so other alternatives in PJOK learning can use local intellectual materials or traditional games (Dahlia, D., Adrian, Y., & Saufi, 2019) In fact, in training 21st century skills (critical thinking, creativity, problem solving, collaborative communication) in PJOK learning, there are many alternatives. PJOK teachers must be actively involved in developing their creativity by adapting learning in various ways.

Therefore, the role of future physical education programs in the formation of 21st century skills is to train students to be competitive and cooperative in the future, especially with regard to their respective industry career choices. By compiling a good PJOK program, he can help his students stay healthy and fit so that it supports critical thinking, creativity and competence as well as a positive attitude. Therefore, if students become healthy and according to their development in skills, knowledge and noble character, it can help them succeed in facing the challenges of this century.

## CONCLUSION

Based on the discussion above, it can be concluded that the role of physical education programs is very important. This shows that in the 21st century 4 skills are needed, including: (1) critical thinking and problem solving; (2) communication, (3) collaboration, and (4) creativity and innovation. The curriculum in PJOK makes a major contribution to the acquisition of these skills. In addition, the point of view of the latest PJOK program is not only to bring sports movements into learning, but in the learning process the teacher must create conditions so that students think critically, creatively and can work together with friends. Besides that, what is inseparable from PJOK learning to shape 21st century skills is character building. This personality can be formed naturally through PJOK learning, because PJOK has positive values embedded in the world of sports, including: leadership, sportsmanship, mutual respect, honesty and responsibility.

The proposed implementation of physical education programs in the future must begin to be designed by taking into account the extrapolation of conditions and social needs in the future, so that they can play a strategic role in Indonesia's reconstruction efforts. future company. The curriculum must pay attention to standards that apply differently and are not governed by one standard. The program model developed also needs to be integrated into the program content, so that it advises teachers to choose and identify one or more models that are appropriate to the environmental conditions, culture and school characteristics that are unique to the local community. The program must also dispel the influence of old stereotypes that limit the courage and willingness to innovate in education in general.

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