

# MANAGEMENT FOR STRENGTHENING LITERACY LEARNING CULTURE PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN INDONESIA

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**Abstract:** This research explores the management of strengthening literacy culture in Physical Education (PE) 2013 Curriculum learning at Indonesia's junior high school level, combines concurrent embedded model research, with quantitative methods as primary methods and qualitative methods as secondary methods. The quantitative research sample was 105 junior high school PE teacher respondents in eight provinces who represented descriptions of strengthening the literacy culture of PE learning in their respective schools. The qualitative sample consisted of 6 participants consisting of 2 principals, 3 curriculum representatives, and 1 senior middle school PE teacher. Quantitative data was taken using a 1-4 Likert scale questionnaire, while qualitative data was taken using semi-structured interviews. Quantitative data analysis uses descriptive statistics with the help of SPSS, while qualitative data analysis uses data reduction, data presentation, and conclusion. The quantitative research results show that planning to strengthen literacy culture in learning is included in the good category, with a score of 88.73%. This is supported by qualitative data, which states that the planning to strengthen the PE learning literacy culture has gone well. The implementation of strengthening literacy culture in learning is also in the good category, with a score of 87.08%. This is supported by qualitative data, which states that the implementation of strengthening PE learning literacy culture has been carried out and is going quite well. The assessment of strengthening literacy culture in learning is in a good category, with a score of 84.76%. This is supported by qualitative data, which states that the assessment of strengthening literacy culture in PE learning in the 2013 curriculum has gone well. Supporting factors for the implementation of strengthening literacy culture in PE learning in the 2013 curriculum from the aspects of planning, implementation, and assessment, namely: Availability of supporting facilities and infrastructure, a conducive learning atmosphere, the concept of implementing the 2013 curriculum, local government regulations that encourage school literacy movements, consistency of the head schools, the enthusiasm and skills of teaching staff, student motivation for literacy, as well as the implementation of comprehensive tests to measure student learning outcomes.

**Keywords:** Management, Literacy Culture, PE, Curriculum 2013, Indonesia.

## INTRODUCTION

Literacy is knowing, understanding, and interpreting written language in everyday life. Beyond its conventional definition as reading, writing, and arithmetic skills, currently, literacy is defined as a means of identification, understanding, interpretation, creation, digital communication, text/written media, and unlimited information (Unesco, 2021). Mastery of literacy is an important indicator for improving the achievements of the younger generation in achieving success. Literacy is an important skill every student must have because most educational process depends on literacy ability and awareness. The School Literacy Movement (GLS) program is expected to foster a culture of reading, writing, listening, and talking to the school community, principals, students, and teachers, leading to the ability to understand information analytically, critically, and reflectively. Instilling literacy as early as possible must be realized because it is the main capital in creating an intelligent and cultured nation.

Six literacy types have been developed: reading and writing, numeracy, finance, science, digital and Information and Communication Technology (ICT), and cultural and civic literacy (Kemdikbud, 2021). There is physical

literacy that has historically been linked to the issue of threats to active lifestyles (Cariney, Kiez, Roetert, et al., 2019). Literacy is not just the ability to read and write, but literacy can mean being technologically literate, thinking critically, and being sensitive to the surrounding environment. Critical thinking and problem-solving skills are crucial in developing 21st-century learning skills. These 21st-century skills include critical thinking, creativity, collaboration, and 4C communication (Tang, Vezzani, & Eriksson, 2020). The call for educators worldwide to prepare students for the 21st century encourages educators to provide students with a holistic education that emphasizes life skills such as communication, cross-cultural collaboration, and critical thinking (Teo, 2019).

Literacy skills are 21st-century skills that are urgently needed for anyone to compete globally. The literacy competencies needed by students in the current era of globalization are part of the skills or skills aspect of the 21st century. Learning skills, skills, and literacy characterize 21st-century learning. Learning skills are cooperation, communication, and critical and creative thinking. These 21st-century competencies have been adapted to the education system in Indonesia through the 2013 curriculum. The approach used in the 2013 curriculum is a scientific approach consisting of five activities (Pratiwi, Cari, & Aminah, 2019): observing, asking, experimenting, associating, and communicating.

The School Literacy Movement (GLS) is a participatory business or activity involving school residents, academics, publishers, mass media, the community, and stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture. GLS is a social movement with collaborative support from various elements. Efforts taken to make this happen are in the form of getting students into the habit of reading. This habituation is carried out with a 15-minute reading activity. When the habit of reading is formed, it will then be directed to the development and learning stages accompanied by bills based on the 2013 Curriculum. Variations in activities can be a combination of developing receptive and productive skills. In its implementation, assessments are carried out at certain scheduled periods so that the impact of GLS can be known and continuously developed. GLS is expected to be able to mobilize school members, stakeholders and the community to jointly own, implement and make this movement an important part of life (Kemdikbud, 2016). Literacy culture and character formation are part of the competencies to be achieved in the 2013 Curriculum learning. The 2013 Curriculum is a refinement of the previous curriculum (KTSP 2006) and emphasizes character education and mastery of competencies from attitudes, knowledge and skills (Kemdikbud, 2022). The 2013 curriculum, a development of the previous curriculum, strengthens character education and the literacy movement. Literacy is not just a subject entity but an indicator of successful curriculum implementation. Integrating literacy and character movements in the 2013 curriculum to realize national education goals is very important. Through the 2013 curriculum implementation program, literacy activities must be implemented to strengthen attitudes to form a literacy culture in primary and secondary education level units.

Literacy is not just one subject entity but rather an indicator of the success of curriculum implementation so that all subjects can be part of developing programs to strengthen students' literacy culture. Physical literacy refers to lifelong participation in physical activity (Macdonald & Enright, 2014; Lundwall, 2015) literacy is the idea that a person has the skills to access knowledge (Ennis, 2015). Physical literacy can promote individual physical activity in the fields of sport and public health (Rudd, Pesce, Strafford, et al., 2020; Li, Whitehead, Green, et al., 2022). Physical literacy is each individual's ability to understand how to maintain physical activity throughout life (Balyi, Way, & Higgs, 2020).

PE, a compulsory subject at all levels of primary and secondary education, is very suitable for character formation that emphasizes literacy culture. According to (Knaus, Lechner, & Reimers, 2020) physical education at school increases academic achievement, non-cognitive skills, motor skills, and physical activity.. In physical education, the physical activities carried out involve group games that emphasize students' collaboration or cooperation. Team-based learning is an active learning strategy that encourages students to think critically to solve problems (Silberman, Carpenter, Takemoto, et al., 2020). The discipline of carrying out physical education activities has a protective effect on mental health (Madeira, Saraiva, Túlio, et al., 2019). Children's involvement in physical education and sports has a positive relationship with the functional form of the body (Allen, Telford, Telford, et al., 2019). Game-based learning approaches are indicated to be effective in facilitating the development of 21st-century student skills (Qian & Clark, 2016). Physical education has been proven effective in developing knowledge, attitudes, and physique. It can also increase the potential of the physical education roadmap in the future (Corbin, 2020). The 2013 revised curriculum also provides guidelines that PE learning today is not just about moving and having fun but requires students to

have critical, creative, innovative thinking skills, be able to collaborate and communicate well so that the PE curriculum that is prepared will produce people who have health and skills in the 21st-century era (Mustafa, 2020). Physical education in schools has many benefits, both from cognitive, affective, and psychomotor aspects, and psychological and physical health.

Physical education can be considered the core of a school's physical literacy program (Telford, Olive, Keegan, et al., 2021). Therefore, it is very appropriate if physical education is part of the 2013 curriculum learning, which also has a big role as a means or medium for forming and developing competencies to strengthen literacy culture. Research on physical literacy is essential to address global lifestyle issues and build efforts to achieve goals (Whitehead, Durden-Myers, & Pot, 2018). Physical literacy provides the foundation for elite sports, public health, and physical education (Corbin, 2016); Hyndman & Pill, 2018). Physical literacy development is critical to long-term health (McKean, 2013; Longmuir. Boyer, Lloyd, et al., 2015; Jurbala, 2015).

Even though strengthening literacy culture as part of the scientific learning program in the 2013 curriculum has been running for several years, the reality shows that student literacy culture in Indonesia is still relatively low. PIRLS 2011 International Results in Reading results, Indonesia ranked 45th out of 48 participating countries (IEA, 2012), while the 2009 PISA reading literacy test showed Indonesian students ranked 57th. PISA 2012 shows that Indonesian students are ranked 64th with a 396 (OECD average score of 496). A total of 65 countries participated in PISA 2009 and 2012. Based on PIRLS and PISA data, especially in reading comprehension skills, it shows that the competence of Indonesian students is relatively low (Kemdikbud, 2016). Other countries in Asia, such as South Korea and Singapore, dominate the results of the Program for International Student Assessment (PISA) assessment results. In contrast, other countries from the East Asia region, including Malaysia, also experienced a decline in PISA performance, even though they have spent large budgets. for the education sector (Perera & Asadullah, 2019). The fact of decline in literacy achievement in the PISA event can encourage countries in Asia, including Indonesia, to evaluate the sustainability of the educational curriculum that has been implemented currently, especially the implementation of the 2013 curriculum in Indonesia, which has been running for more than five years.

See the fact that the results of the Program for International Student Assessment (PISA) assessment are not under the ideal conditions expected, further research is needed regarding the reality on the ground in the implementation of strengthening literacy culture in the 2013 Curriculum. Research is focused on the learning process and inhibiting and supporting factors implementation in the field. Research related to the implementation of strengthening literacy culture in the 2013 Curriculum has been carried out by previous researchers. The results of research (Wirawan, Trianto, & Gumono, 2018) at one of the Bengkulu City Junior High Schools stated that several literacy programs had been implemented, such as 15-minute activities, library visitor awards, reading corners and study huts, as well as regional library visits, but these programs have not been implemented optimally due to the absence of a school literacy team. The results of research (Sariani, 2020) at one junior high school in Bali province stated that the implementation of the school literacy movement program is at the familiarization stage, with efforts to add enrichment books, create reading areas, text-rich environments, carry out various forms of literacy activities and involve the public in implementing the literacy movement. The obstacles faced include insufficient reading collection, low student discipline, and the need to improve reading habits and progress to the development stage by involving various parties. The research (Nasrullah, 2020) in one of the middle and high schools in Makasar stated that the obstacles faced were students' consistency and awareness of literacy, which was still low, lack of discipline, and tight class hours. Rohmawati & Gayatri (2020), said that scientific literacy in biology subjects, scientific literacy in terms of content aspect, still reached 65.62% in the medium category. Meanwhile, the results of research on students' literacy skills in PE Curriculum 2013 learning at a high school in Bali show that of the entire sample taken, the majority of students have a level of literacy skills in the low category (Artanayasa, Suwiwa, & Arifin, 2020).

Various previous studies related to learning in the 2013 Curriculum have provided some information but have not been aimed at revealing how to manage literacy culture in PE learning in junior high schools in Indonesia. Therefore, it is important to carry out further research to obtain broader information regarding this matter. For this reason, this research aims to explore the management of strengthening literacy culture in the 2013 PE Curriculum learning at the junior high school level in Indonesia. The research focus is directed at three substances, namely: 1) literacy culture planning, 2) implementation of literacy culture, 3) assessment of literacy culture, and 4) supporting factors for managing literacy culture strengthening.

## MATERIAL AND METHODS

### *Participants and design study*

This research is a combined/combo of quantitative and qualitative (mixed-method) research, namely a concurrent embedded model, with quantitative methods as primary and qualitative methods as secondary methods. The model combination method or concurrent embedded design is a research method that unequally combines quantitative and qualitative methods (Sugiyono, 2019). This research explores the management of strengthening literacy culture in 2013 curriculum PE learning at junior high schools (SMP) in Indonesia. The research focus is directed at four aspects, namely, 1) literacy culture planning, 2) implementation of literacy culture, 3) assessment of literacy culture, and 4) factors supporting literacy culture. The sample in this research was taken using a purpose sampling system (consideration sample). Purpose sampling is a technique for determining samples with certain considerations (Sugiyono, 2019).

Data collection in quantitative research is carried out by distributing questionnaires to teachers PE sampled in eight provinces in Indonesia. The quantitative research sample in this study was 105 junior high school PE teacher respondents from eight provinces in Indonesia who represent a picture of the management of strengthening PE learning literacy culture in their respective junior high schools (Table 1). As for the qualitative sample, there were 6 participants consisting of 2 principals, 3 principals, and 1 junior high school senior PE teacher. The research was conducted in April-July 2021. This research has received research permission from the Faculty of Sports Science, Yogyakarta State University, in April 2021 with Decree Number.73/UN34.16/PT.01.01/2021

*Table 1. Distribution of Respondents and Number of Middle Schools*

No	Province	Respondent Numbers
1.	D.I. Yogyakarta	39
2.	Jawa Tengah	28
3.	Riau	12
4.	Sumatra Selatan	9
5.	Kalimantan Barat	7
6.	Bangka Belitung	4
7.	Banten	3
8.	Selawesi selatan	3
	Total	105

### *Statistical procedures*

Quantitative data analysis was carried out using descriptive statistical tests with the help of SPSS software. Descriptive statistics are statistics used to analyze data by describing the data that has been collected as it is without making general conclusions (Sugiyono, 2019). Qualitative data collection was carried out using semi-structured interviews with teachers School PE, Middle School Principals, and Middle School Curriculum Representatives in the eight provinces in Indonesia who were involved were the samples in this research. Data analysis was carried out by carrying out four important steps (Miles and Huberman, 1994), namely analysis, a) collecting data, b) reducing data, c) presenting data, and d) drawing conclusions. In line with this theory, the researcher carefully compiled qualitative data in the form of descriptions based on each category to come up with the right interpretation. The quantitative research instrument used a Likert scale of 1 – 4, with answer choice constructions of 1 = Never; 2 = Rarely; 3 = Often; 4 = Always. The instrument has been prepared based on theoretical concepts and consulted with experts in related fields. The score for each answer item obtained is then added up and then converted into value using the following formula:

$$Presentage = \frac{Score}{Maximum\ score} \times 100$$

Then, from the results obtained, the score is calculated using a percentage to determine the criteria for achieving management of strengthening literacy culture. The percentage calculation formula used is as follows (Table 2):



**Table 2.** Management Achievement Levels for Strengthening Literacy Culture (Riduwan, 2015)

Percentage	Category
81-100%	Excellent
61-80%	Good
41-60%	Enough
21-40%	Less
0-20%	Very lack

The instrument has been tested for validity (Product Moment Pearson Correlation SPSS) and reliability (Cronbach’s Alpha SPSS) before being used in research. The results of the validity test of the sub-variables for planning to strengthen literacy culture, implementation of strengthening literacy culture, and assessment of strengthening literacy culture based on the Product Moment Pearson Correlation test on all question items have an r-count value (total Pearson correlation score) greater than the r-table value of 0.195 in The significance level is 5% so that all question items are declared valid. In the output correlations, it is known that the sig. (2-tailed) the correlation of all items is  $0.000 < 0.05$ , and the Pearson correlation is positive, so all items are declared valid (Table 3).

**Table 3.** Validity

X	Rxy > R-tabel		Sig. 2-tailed < T.Sig		Ket
	Rxy	R-tabel	Sig.2-tailed	T.Sig	
X1.1	0.68	0.195	0	0.05	Valid
X1.2	0.689	0.195	0	0.05	Valid
X1.3	0.641	0.195	0	0.05	Valid
X2.1	0.694	0.195	0	0.05	Valid
X2.2	0.755	0.195	0	0.05	Valid
X2.3	0.717	0.195	0	0.05	Valid
X2.4	0.712	0.195	0	0.05	Valid
X3.1	0.691	0.195	0	0.05	Valid
X3.2	0.705	0.195	0	0.05	Valid
X3.3	0.743	0.195	0	0.05	Valid

The reliability test results for the sub-variables of literacy culture planning, implementation of literacy culture, and assessment of literacy culture based on Cronbach’s alpha test, all question items have a value of 0.886. Cronbach’s alpha value is  $0.886 > 0.60$ , so it can be concluded that all question items are declared reliable or consistent (Table 4).

**Table 4.** Statistical Reliability

Cronbach’s Alpha	N of Items
0.886	10

## RESULTS

These descriptive statistics show the achievements in planning to strengthen the 2013 PE curriculum learning literacy culture in Indonesia’s Junior High Schools (Table 5, 6, 7).

### *Planning to Strengthen Literacy Culture in 2013 PE Curriculum Learning*

In this study, four aspects were developed to find out how management achieves strengthening literacy culture in four aspects, namely: 1) planning to strengthen literacy culture, 2) implementation of strengthening literacy culture, 3) assessment of strengthening literacy culture, and 4) supporting factors to strengthen literacy culture As has been shown (Table 5), this research shows the results of respondents’ answer scores on planning indicators; making a physical education learning plan that includes strengthening the culture of literacy or reading reaching 87.86%,

making a lesson plan that includes student activities to read or observe the material first before studying/practicing together reaching 90.48%, and making a lesson plan that includes student activities to find out about the material from various sources, both offline and online before studying/practicing together, reaching 87.86%. Meanwhile, the average achievement in planning to strengthen literacy culture is 88.73%.

The answers representing questions (Table 5) from principals, curriculum representatives, and senior middle school PE teachers stated that “Yes, planning to strengthen literacy culture in PE learning in the 2013 curriculum has gone well. “The preparation of lesson plans at the preliminary or opening stage is always planned for literacy activities.”

**Table 5. Planning**

Indicator	Frequency & Valid Percent %								Mean	Item
	Never		Seldom		Often		Always			
	f	%	f	%	f	%	f	%		
Arrange lesson plan for PE that strengthen literacy	0	0	7	6.7	37	35.2	61	58.1	3.51	87.86
Create a lesson plan that includes student activities to read or observe the material first before studying/practicing together	0	0	2	1.9	36	34.3	67	63.8	3.62	90.48
Create a lesson plan that contains student activities to find out material from various sources. both offline and online. before studying/practicing together	0	0	4	3.8	43	41	58	55.2	3.51	87.86
<b>88.73</b>										

**Implementation of Strengthening Literacy Culture in PE Curriculum 2013 Learning**

Table 6 shows the results of respondents’ responses to implementation indicators. emphasizing that students seriously understand or analyze the skills in physical education material to create effective movements. reaching 88.81%. with an emphasis on students seriously reading or observing the material first before learning/practicing together in learning physical education 88.1%. with an emphasis on making students’ conclusions about physical education material that they studied/practiced together reached 85.48%. and providing a physical education learning pattern of active search (emphasizing students who actively search for information from different sources and emphasize scientific learning) reached 85.95. Meanwhile. the average achievement in the implementation of the culture of strengthening literacy is 87.08%.

The answers representing the questions (Table 6) of the director. representatives of the curriculum and physical education teachers of upper secondary school are yes; “Yes. the implementation of strengthening the culture of literacy in the TZK classes for the curriculum for 2013 went well. The implementation of the culture of literacy according to the plans that were made. that is. 10 minutes before the beginning of the material.”

**Table 6. Implementation**

Emphasize students to seriously understand or analyze the skills in physical education learning material to produce effective movements	0	0	4	3.8	39	37.1	62	59	3.55	88.81
Emphasize students to seriously read or observe the material first before studying/practicing together in physical education learning	0	0	2	1.9	46	43.8	57	54.3	3.52	88.1
Emphasize students making conclusion regarding the physical education learning material that has been studied/practiced together	0	0	4	3.8	53	50.5	48	45.7	3.42	85.48
Providing an active-search physical education learning pattern (emphasizing students actively seeking ainformation from various sources and emphasizing scientific	0	0	4	3.8	51	48.6	50	47.6	3.44	85.95
<b>87.08</b>										

### *Assessment of Strengthening Literacy Culture in 2013 PE Curriculum Learning*

This research shows the results of respondents' answer scores on assessment indicators (Table 7), providing an assessment of student knowledge in the form of a written test with question content that directs students to analyze the learning material reached 85.71%. providing an assessment of student knowledge in the form of a written test with question content that directs students to relate several scientific disciplines to the learning material reached 83.57%. and provide an assessment of student knowledge in the form of a written test with questions that direct students to make a conclusion on the learning material reaching 85%. Meanwhile, the average achievement in the assessment of strengthening literacy culture was 84.76%. The answers representing questions (Table 7) from principals, curriculum representatives, and senior middle school PE teachers stated that; "Yes, the assessment of strengthening literacy culture in PE learning in the 2013 curriculum has gone well. Evaluation of literacy culture is carried out periodically, culminating at the end of the semester by rewarding students who read many books and visit the library."

*Table 7. Assessment*

Indicator	Frequency & Valid Percent %								Mean	Item
	Never		Seldom		Often		Always			
	f	%	F	%	f	%	f	%		
Providing an assesment of student knowledge in the form of a written test with questions that direct students to make an analysis of the learning material	0	0	2	1.9	56	53.3	47	44.8	3.43	85.71
Providing an assesment of students knowledge in the form of a written test with question that direct students to link several scientific disciplines to the learning material	1	1	4	3.8	58	55.2	42	40	3.34	83.57
Providing an assesmmnt of students knowledge in the form of a written test with question that direct students to make a conclusion on the learning material	0	0	6	5.7	51	48.6	48	45.7	3.4	85
										<b>84.76</b>

### *Supporting Factors for Management of Strengthening Literacy Culture in 2013 PE Curriculum Learning*

As for the supporting factors for planning, implementing and assessing literacy culture, based on answers representing questions from school principals, curriculum representatives and senior middle school PE teachers, it is stated that:

- Planning:* "Availability of a school library, free WiFi making it easier for students to search for information via the internet, availability of learning resources, availability of facilities and infrastructure, availability of human resources, enthusiastic subject teachers, teaching and administrative staff."
- Implementation:* "Availability of facilities and infrastructure, Availability of learning equipment, conducive teaching and learning, sports book material that is not diverse, human resources for students, the concept of the 2013 curriculum and city government regulations that promote the school literacy movement, Even the city government invites teachers to create a book; enthusiasm is needed for children to read and write in literacy."
- Evaluation:* "Facilities and infrastructure need to start with diagnostic, normative and summative tests, staff capacity, consistent school principals to promote school literacy, supporting factors in the enthusiasm of teachers and students."

## **DISCUSSION**

This research wants to explore how management strengthens the literacy culture of learning in PE Curriculum 2013 for Middle Schools in Indonesia. Four aspects are the focus of this research, including planning to strengthen literacy culture, implementation of strengthening literacy culture, assessment of strengthening literacy culture, and

supporting factors for literacy culture.

Based on the results of quantitative analysis on the planning aspect of strengthening the literacy culture of learning in PE curriculum 2013 for junior high school level. which has been described in the research results subsection. it shows that the respondents' answers to all indicators of planning for strengthening literacy culture are in the very good category with a score above 81%. Likewise. the average achievement value for planning to strengthen literacy culture based on quantitative descriptive statistics is 88.73%. in the 81-100% range. so it is in the very good category. These descriptive statistics show the achievements in planning to strengthen literacy culture in the 2013 curriculum PE learning at Junior High Schools (SMP) in Indonesia in the very good category. This is also supported by qualitative data from answers representing questions from principal participants. curriculum representatives. and senior middle school PE teachers who stated that planning to strengthen literacy culture in 2013 curriculum PE learning has gone well. The preparation of lesson plans at the preliminary stage is always planned for literacy activities in PE learning. This is also supported by research at one of the secondary schools in Bogor. which shows that the implementation of physical education learning strategies based on the 2013 Curriculum is good; this implementation can be seen based on research results from good learning plans (RPP). In line with Fitriana. Iqbal. & Julianti. (2020). the research conducted Tasmawati. Wahira. & Mus (2021) at one junior high school in Makassar stated that the implementation of the literacy program was running in accordance with the school literacy movement guidelines set by the Ministry of Education and Culture which includes 3 stages. namely the habituation. development and learning stages. The habituation stage is carried out by cultivating students' interest in reading through 15 minutes of reading. the development stage is carried out by habituation followed by non-academic bills in the form of literacy journals. and at the learning stage there are academic bills.

The results of quantitative analysis on aspects of the implementation of strengthening the literacy culture of PE curriculum 2013 learning at the junior high school level. which has been described in the research results sub-section. show that the respondents' answers to all indicators of the implementation of strengthening literacy culture are in the very good category with a score above 81%. Likewise. the average achievement value for implementing literacy culture strengthening based on quantitative descriptive statistics is 87.08%. in the 81-100% range. so it is in the very good category. These descriptive statistics show the achievements in the implementation of strengthening literacy culture in the 2013 curriculum PE learning at Junior High Schools (SMP) in Indonesia in the very good category. This is also supported by qualitative data from answers representing questions from principal participants. curriculum representatives. and senior middle school PE teachers who stated that the implementation of strengthening literacy culture in PE learning for the 2013 curriculum had gone well. The implementation of literacy culture is by the plans that have been made. namely. carried out 10 minutes before starting the material. This is also supported by previous research conducted in several secondary schools regarding implementing the literacy strengthening program in 2013 Curriculum Learning. which shows that the literacy strengthening program in learning has been implemented through 15-minute reading habitual activities (Wirawan. Trianto. & Gumono. 2018; Muzaki. 2020; Wibowo. 2021; Tasmawati. Wahira. & Mus. 2021). It was stated that the literacy strengthening program in the 2013 Curriculum learning had been implemented through 15-minute reading habitual activities. The results of Sariyani (2020) at one junior high school in Bali province stated that the implementation of the school literacy movement program was at the familiarization stage by adding enrichment books. creating reading areas and text-rich environments. as well as involving the public in implementing the literacy movement. In their research (Fitriana. Iqbal. & Julianti. 2020) at one of the secondary schools in Bogor. stated that the implementation of Physical Education. Sports. and Health (PE) learning strategies based on the 2013 Curriculum was good. This implementation can be seen based on research results from the learning implementation stage that were good. Results of quantitative analysis on PE aspects. The assessment of strengthening literacy culture in PE curriculum 2013 for junior high school level. which has been described in the research results subsection. shows that the respondents' answers to all assessment indicators for strengthening literacy culture are in the very good category with a score above 81%. Likewise. the average achievement score for strengthening literacy culture based on quantitative descriptive statistics is 84.76%. in the 81-100% range. so it is in the very good category. These descriptive statistics show the achievements in the assessment of strengthening literacy culture in the 2013 curriculum PE learning at Junior High Schools (SMP) in Indonesia in the very good category. This is also supported by qualitative data from answers representing questions from principal participants. curriculum representatives. and senior middle school PE teachers who stated that the assessment of strengthening literacy culture



in 2013 curriculum PE learning had gone well. Literacy culture evaluations are carried out periodically, culminating at the end of the semester by rewarding students who read many books and visit the library.” This is also supported by research (Fitriana, Iqbal, & Julianti, 2020) at one school in Bogor which shows that the implementation of physical education learning strategies based on the 2013 Curriculum is good. This implementation can be seen based on research results from the assessment process which has gone well.

Supporting factors for the implementation of strengthening literacy culture in PE curriculum 2013 learning at junior high school level from the aspects of planning, implementation, and assessment, namely: Availability of facilities and infrastructure (school library, learning resources, free WiFi making it easier for students to search for information, and Availability of human resources teaching and administrative staff), Availability of learning devices, a conducive learning atmosphere, sports book material that is not too diverse, the concept of implementing the 2013 curriculum, local government regulations that encourage school literacy movements, encouragement for teachers to create books, encouragement of children’s enthusiasm for reading and writing. “Comprehensive tests are needed to measure student learning outcomes, consistent school principals to promote school literacy, the ability and willingness of teaching staff, and student motivation.” This is also supported by previous research on the implementation of the literacy strengthening program in the 2013 Curriculum Learning in secondary schools, which states that the supporting factors include cooperation factors from school leaders in creating a school atmosphere that supports the implementation of literacy, support from parents or guardians of students, commitment and cooperation, facilities and infrastructure, supervision of literacy activities, teacher and student factors, supporting facilities and infrastructure (Lestari, Andriani, & Indrayany, 2019; Muzaki, 2020; Wibowo, 2021; Tasmawati, Wahira, & Mus, 2021). In line with the research results (Giblin, Collins, Button, 2014; Edwards, Bryant, Keegan, et al. 2018), physical literacy has become a major focus of physical education, physical activity and sports promotion worldwide. Physical literacy conceptualizes the diverse skills required to realize potential through embodied experiences fully.

## CONCLUSION

The results of quantitative research show that planning to strengthen literacy culture in learning is included in the good category supported by qualitative data stating that planning to strengthen literacy culture in learning is going well. The implementation of strengthening literacy culture in learning is also in the good category, supported by qualitative data, which states that the implementation of strengthening literacy culture in PE learning has been carried out and is going quite well. The assessment of strengthening literacy culture in learning is in the good category supported by qualitative data, which states that the assessment of strengthening literacy culture in PE learning in the 2013 curriculum has gone well. The supporting factors for the implementation of strengthening literacy culture in the 2013 curriculum PE learning from the aspects of planning, implementation, and assessment, namely: Availability of supporting facilities and infrastructure, a conducive learning atmosphere, the concept of implementing the 2013 curriculum, local government regulations that encourage school literacy movements, consistency the school principal, the enthusiasm and skills of the teaching staff, the motivation of students to become literate, and comprehensive tests to measure student learning outcomes. Thus, the required role of lecturers, teachers, or trainers in managing classes includes; planning, organizing, implementing, and evaluating/assessing in educational sports or professional sports (Setyawan, Suyanto, Prasetyo, et al. 2023). This is to strengthen the program to strengthen literacy culture in schools so that it impacts the output of literate and competent graduates.

This condition illustrates the implementation of literacy culture in learning in terms of quantity. Junior high school PE has been carried out well; however, in terms of the quality of practice in the field, there are still many shortcomings due to obstacles in the field and the supporting factors not being fulfilled. It is hoped that the results of the research can be input for the Ministry of Education and Culture and Higher Education regarding conditions in the field related to the implementation of strengthening literacy culture in PE learning for the 2013 Middle School Curriculum in Indonesia so that it can be used as consideration in further policy making.

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