



Analysis of The Implementation of The Independent Learning Curriculum in Physical Education, Sports and Health Subjects in Tambakromo District

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Abstract

This study analyzes the implementation of the Independent Learning Curriculum in Physical Education, Sports, and Health (PJOK) subjects in elementary schools in Tambakromo District. Using a qualitative approach, this study involved 11 PJOK teachers as respondents. Data were collected through interviews, observations, and documentation. Results show that the curriculum has been implemented with learning plans tailored to students' needs, student-centered execution, and both formative and summative assessments. The main challenges include limited facilities and infrastructure and the application of differentiated learning. This study emphasizes the importance of ongoing support to improve the effectiveness of curriculum implementation.

INTRODUCTION

Education plays a crucial role in improving the quality of human resources and realizing the ideals of the Indonesian nation (Daga, 2022). In the current Society 5.0 era, all aspects of life are linked to technology, requiring humans to think critically and be able to adapt and innovate (Saimon et al., 2023). Education must also transform in this era, being considered as the development of competencies to think, act, and live as part of the global society (Subandi et al., 2024). To achieve optimal educational goals, the government continues to develop the curriculum as a strategy for implementing education (Triwiyanto, 2015). These development efforts continue to this day, with the latest development marked by the launch of the Merdeka Curriculum on February 11, 2022 (Gunawan, 2023). The Merdeka Curriculum is a response to contemporary educational needs and has become an integral part of the history of curriculum development in Indonesia, reflecting a response to the demands of the Society 5.0 era.

The Merdeka Curriculum comes with significant structural innovations. According to Gunawan (2023), this curriculum has a more flexible structure, focuses on essential materials, and provides flexibility for teachers in using teaching tools that suit the needs and characteristics of students. This flexibility is intended to encourage creativity and adaptability in the learning process. However, as with any change in educational policy, the implementation of the Merdeka Belajar Curriculum has elicited various responses from stakeholders. Yanti (2022) and Almaida et al. (2023) note varied responses, ranging from support to concerns, especially regarding the readiness of the education system to adopt these changes.

In the context of Physical Education, Sports, and Health (PJOK), the Merdeka Curriculum aims to develop students' critical thinking skills, physical fitness, social skills, and motor skills (Jayul & Irwanto, 2020; Priyambudi et al. (2023). However, the implementation of this new curriculum has not always gone smoothly in various regions of Indonesia, including in Tambakromo District, Pati Regency.

Various previous studies have revealed diverse findings about the implementation of the Merdeka Belajar Curriculum in PJOK subjects across different regions. For example, Yulianto & Tri (2023) revealed that PJOK teachers at Pangudiluhur Sedayu High School did not fully understand the PJOK learning process in the

Merdeka Curriculum. In line with these findings, Sumitra (2023) reported that in Beringin District, not all PJOK teachers could implement learning very well. On the other hand, Ikhsan & Febrianta (2023) found more positive results in Baturaden District, where PJOK teachers already had good knowledge of the Merdeka Belajar Curriculum. Another study conducted by Prasetyo et al. (2023) stated that the implementation of the Merdeka Curriculum in Physical Education, Sports, and Health subjects in State Junior High Schools in Sleman Regency was in the fairly good category, at 50.00%. Furthermore, research by Nugraheni et al. (2024) showed more positive results, where the evaluation of the implementation of physical education, sports, and health learning in elementary schools under the Merdeka curriculum in four schools in Kapanewon Ngaglik was categorized as "Good".

Although these studies provide an overview of the implementation of the Merdeka Curriculum in PJOK learning, there are still gaps in understanding its application in rural areas, particularly in Tambakromo District. The unique characteristics of this area, such as limited resources and infrastructure, as well as differences in socio-cultural contexts, have not been explored in depth in relation to the application of the Merdeka Curriculum in PJOK subjects at the elementary school level.

Therefore, this study aims to comprehensively analyze the implementation of the Merdeka Belajar Curriculum in PJOK subjects in elementary schools in Tambakromo District, with a special focus on aspects of planning, implementation, and learning assessment. The results of this study are expected to provide a deeper understanding and contribute to improving the quality of PJOK learning in the context of the Merdeka Belajar Curriculum in rural areas.

METHODS

Research Design

This research uses a qualitative research design with a case study approach.

Data Sources

The data sources that will be used in this research are Physical Education, Sports, and Health (PJOK) teachers in Elementary Schools in Tambakromo District and documents related to the implementation of the Freedom to Learn Curriculum in PJOK subjects in Elementary Schools. These documents include syllabi, lesson plans, guidebooks, or meeting minutes.

Data Collection Techniques and Research Instruments

Data Collection Techniques:

1. Observation: Direct observation of the implementation of Physical Education, Sports, and Health (PJOK) learning in Elementary Schools in Tambakromo District.
2. Interview: Conducted with PJOK teachers to obtain in-depth information about the implementation of the Merdeka Belajar Curriculum.
3. Documentation: Collection of related documents such as lesson plans (RPP), guidebooks, and learning notes.

Research Instruments:

1. Questionnaire
2. Tests and measurements
3. Direct observation

Data Validity Techniques

This research uses triangulation techniques and sources to check the validity of the data. Data validity is tested through:

1. Transferability: Shows the degree of accuracy in applying research results to other populations.
2. Dependability: Testing research results is related to the process carried out.
3. Confirmability: Testing research objectivity through the agreement of many people.

Data Analysis

Data analysis uses the Miles and Huberman interactive model, including:

1. Data reduction: Summarizing, selecting main points, and looking for themes.
2. Data presentation: Presenting data to facilitate understanding.
3. Drawing conclusions: Carrying out continuous verification during the research process.

To ensure that the data obtained from the research location is truly reliable, triangulation data analysis is used. Triangulation is a data collection technique that combines various existing data collection techniques and data sources.

RESULTS AND DISCUSSION

This study aims to analyze the implementation of the Merdeka Belajar Curriculum in the PJOK (Physical Education, Sports, and Health) subject at elementary schools in Tambakromo District. The research was conducted from January to March 2024. The research data were obtained through interviews and observations of PJOK teachers at elementary schools in Tambakromo District, as well as supporting documentation. The sample studied includes AG (SDN Tambakromo 02), G (SDN Tambakromo 03), BW (SDN Maitan 01), SH (SDN Maitan 03), SG (SDN Tambaharjo 01), SW (SDN Sinomwidodo 01), SP (SDN Sinomwidodo

02), I (SDN Angkatanlor 01), H (SDN Mangunrekso 01), SG (SDN Keben 01), and FB (SDN Wukisari 02).

Results:

The research results show that the implementation of the Independent Learning Curriculum in Physical Education, Sports, and Health (PJOK) subjects at elementary schools in Tambakromo District has been carried out in three main aspects: planning, implementation, and learning assessment. In the planning aspect, PJOK teachers have prepared learning tools such as annual programs, semester programs, syllabi, and teaching modules in accordance with the Independent Learning Curriculum. Learning objectives are formulated based on learning outcomes and adapted to students' needs and characteristics. Learning materials are designed according to curriculum elements and student characteristics. However, the selection of learning models, methods, and strategies has not fully implemented differentiated learning. Teachers face difficulties in meeting facilities and infrastructure needs, so they make modifications to overcome these limitations.

In the learning implementation, most teachers carry out learning objectives in accordance with the teaching modules, although there are some situational modifications. Learning activities are conducted sequentially, starting from introduction, core activities, to closing. Material is delivered according to objectives, and teachers demonstrate good mastery of the material. Learning methods are varied and adapted to student characteristics, but the application of differentiated learning is not yet optimal. Teachers can identify and develop students' talents and interests, especially in preparation for competitions such as POPDA and O2SN. Teacher-student interaction is communicative, using Indonesian and local languages (Javanese) that are easily understood by students.

In the learning assessment aspect, teachers implement both formative and summative assessments. Formative assessments are conducted in the form of practical assessments, individual or group assessments, task or portfolio assessments, attitude assessments, and cognitive assessments. Summative assessments are carried out in the form of mid-semester assessments, end-of-year assessments, and national assessments. However, most teachers do not conduct diagnostic assessments at the beginning of learning, which impacts the lack of student profile mapping.

Overall, the Independent Learning Curriculum has been implemented in PJOK learning at elementary schools in Tambakromo District, but there are still several aspects that need

improvement, particularly in the application of differentiated learning and the implementation of diagnostic assessments.

Discussion:

The implementation of the Independent Learning Curriculum in Physical Education, Sports, and Health (PJOK) subjects in elementary schools in Tambakromo District shows varied results. In the aspect of lesson planning, PJOK teachers have made efforts to develop learning tools in accordance with the principles of the Independent Curriculum. Learning objectives and materials are designed based on learning outcomes and student characteristics, demonstrating teachers' efforts to adapt the curriculum to local needs. However, some teachers still experience difficulties in developing teaching modules, indicating the need for further support in developing teacher competencies through workshops, seminars, and technical guidance.

In the implementation of learning, teachers have tried to apply a student-centered approach. Learning activities are carried out sequentially from introduction to closing, with materials delivered according to learning objectives. Communicative teacher-student interactions, using Indonesian and regional languages, show efforts to create a conducive learning environment. Teachers' ability to identify and develop students' talents and interests, especially for preparation of POPDA and O2SN activities, is a positive indicator of curriculum implementation. However, the application of differentiated learning is not yet optimal, indicating an area that still needs development.

Limited facilities and infrastructure pose a significant challenge in curriculum implementation. Nevertheless, teachers' creativity and innovation in modifying equipment, such as modifying field sizes and using cones as boundaries, demonstrate adaptability in facing constraints. This aligns with the principles of the Independent Curriculum that encourage flexibility and contextualization of learning.

In the aspect of learning assessment, teachers have implemented formative and summative assessments. Formative assessment is carried out in the form of practical assessments, individual or group assessments, task or portfolio assessments, attitude assessments, and cognitive assessments. Summative assessments are carried out through mid-semester and end-of-semester assessments. However, the lack of diagnostic assessment implementation shows an area that needs improvement, given the importance of this assessment in identifying students' learning needs from the outset.

Overall, the implementation of the Independent Learning Curriculum in PJOK learning in elementary schools in Tambakromo District shows positive developments, although there are still some aspects that require optimization. The main challenges lie in the application of differentiated learning, limited infrastructure, and the implementation of diagnostic assessments. Continued support in the form of teacher training, resource provision, and strengthening understanding of curriculum principles is needed to ensure more effective implementation in the future.

CONCLUSION

The conclusion of this research is that the Merdeka Belajar curriculum has been well implemented in the process of lesson planning, learning implementation, and learning assessment in Physical Education, Sports, and Health (PJOK) subjects at the elementary school level in Tambakromo District. The lesson planning is designed based on the structure of the Merdeka Belajar curriculum in accordance with the needs and characteristics of the students. The learning implementation is carried out according to the teaching modules with a student-centered approach and develops students' talents and interests. The learning assessment aligns with the learning objectives in the form of formative and summative assessments.

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