



Review of the Stages of Physical Education (PE) Learning Planning Based on the Merdeka Curriculum

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Abstract

This research aims to evaluate the stages of planning learning for Physical Education, Sports, and Health (PE) in the implementation of the Independent Curriculum in Junior High Schools in the tabuk river district. This study uses a mixed-methods approach with quantitative analysis of the quality of teaching modules and qualitative analysis through in-depth interviews with four Physical Education (PE) teachers. The results show that none of the teaching modules analyzed reached the categories of 'Good' or 'Very Good', where 50% fell into the 'Sufficient' category and the other 50% 'Poor', indicating that the alignment of the modules with the principles of the Independent Curriculum has not yet been optimal. Qualitatively, it was found that teachers have understood the stages of planning from the analysis of learning outcomes to the development of assessments, but the implementation of initial assessments and differentiated learning is still minimal. The main challenges include limited training, inadequate facilities, and varying student motivation. Nevertheless, teachers demonstrate adaptive efforts through collaboration, the use of makeshift tools, and the utilization of digital media. This finding emphasizes the need for capacity building for teachers and resource support to ensure the successful implementation of the Merdeka Curriculum uniformly.

How to Cite

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INTRODUCTION

The Independent Curriculum is the latest education policy from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, which aims to provide flexibility for educational units and teachers to design learning that meets the needs and characteristics of students. In the subject of Physical Education, Sports, and Health Physical Education (PE), the Merdeka Curriculum not only emphasizes the development of motor skills but also the strengthening of character, cooperation, and the internalization of values in the Pancasila Student Profile.

The fundamental difference between the 2013 Curriculum (K13) and the Merdeka Curriculum lies in the approach and the role of teachers in the learning process. K13 emphasizes uniform competency standards, while the Merdeka Curriculum gives flexibility to teachers to adjust learning to local contexts, interests, and students' needs. This is emphasized by (Virijai et al., 2025), which states that the Merdeka Curriculum provides space for teacher creativity in designing project-based learning, differentiation, and integration of the Strengthening Project for Pancasila Student Profiles (P5). However, the challenges in implementation are still quite significant, such as limited resources, teacher understanding, and the diversity of students' backgrounds.

In practice, teachers are expected to be able to create learning plans based on Learning Outcomes (LO), formulate Learning Objectives (LO), develop Learning Objective Pathways (LOP), and create adaptive teaching modules. This planning becomes the key to ensuring that learning takes place effectively and in accordance with the principles of the Merdeka Curriculum. (Kemendikbudristek BSKAP, 2022)

Several studies support a flexible approach in Physical Education (PE) learning. (Arie Rakhman et al., 2024) revealed that a locally based cultural approach, such as traditional games, can enhance the effectiveness of Physical Education (PE) learning. Meanwhile, (Warni, 2022) emphasizes the importance of inclusive teaching strategies that allow students to learn according to their abilities, which aligns with the principles of differentiated learning. Research (Warni, 2022) shows that inclusive teaching styles in physical education can significantly improve learning outcomes, as students are given the freedom to choose the level of difficulty according to their abilities.

Nevertheless, the implementation of the Merdeka Curriculum still faces various challenges on the ground. (Warni et al., 2023) noted that

the main obstacles are the lack of teachers' understanding of innovative learning strategies, limited facilities and infrastructure, and the lack of effective assessment evaluations. This condition is in line with the findings (Melizar, D., Syahputra, R., & Handayani, 2025), that many teachers have not optimized the design of formative and summative assessments, which should be diagnostic in nature to support adaptive learning planning (Kemendikbudristek, 2022)

In the context of junior high schools in tabuk river district, schools have begun to implement the Merdeka Curriculum, but there has not yet been a study that specifically examines how physical education teachers develop learning plans, from ATP, teaching modules, to assessments. Therefore, this research aims to thoroughly examine the stages of Physical Education (PE) learning planning in the implementation of the Merdeka Curriculum in four junior high schools in the area, as well as to assess the extent of the alignment of teaching modules with the principles of the Merdeka Curriculum based on the evaluation of UKIN PPG practitioners.

The Merdeka Curriculum is an educational policy aimed at providing flexibility to educational institutions and educators in designing learning that meets the needs of (kementerian pendidikan, kebudayaan, riset, 2023). This curriculum emphasizes student-centered learning by giving teachers the freedom to choose methods and learning strategies that are suitable for the characteristics of the students.

The Merdeka Curriculum also prioritizes project-based learning (Project-Based Learning/ PjBL) to develop critical thinking, communication, collaboration, and creativity skills (WEF, 2016).

According to (Permendikbud No. 56 Tahun 2022, 2022) the Merdeka Curriculum has several main characteristics, namely, project-based learning, which aims to develop 21st-century skills. A more flexible curriculum structure allows teachers to adapt materials according to the developmental levels of students. Learning that supports differentiation provides space for students to learn at their own pace and learning styles.

In the subject of Physical Education (PE), flexibility in the Merdeka Curriculum allows teachers to tailor learning to the interests and needs of students, as well as integrate various innovative methods such as traditional games and project-based activities.

The Merdeka Curriculum is an education system designed to provide flexibility to teachers

and students in creating more innovative, creative, and tailored learning experiences to meet the needs of each student (Kemendikbudristek., 2020). There are several principles in the Merdeka Curriculum, namely: Providing freedom to teachers and students in designing the learning process. Focusing on the needs of the students. Developing students' potential comprehensively. Integrating knowledge, skills, and attitudes in learning activities.

Curriculum development is also essential for educational institutions to be tailored to the characteristics of the institution, the needs of students, and the development of the times. In the implementation of the independent curriculum, an initial adjustment process is required based on the framework of the curriculum itself, which includes (1) National Education Goals, (2) Pancasila Student Profile, (3) Curriculum Structure, (4) Principles of Learning and Assessment, and (5) Learning Outcomes. In addition, the operational curriculum of educational institutions must be aligned with the learning plans and arrangements according to the context of the educational institution, so that learning becomes more meaningful.

The Merdeka Curriculum emphasizes freedom in the teaching and learning process, providing teachers the opportunity to adjust their teaching methods according to the conditions of the students (Kemendikbudristek, 2022). In the context of Physical Education (PE), this indicates that teachers are given the freedom to determine teaching approaches that focus on physical activities, such as project assignments, movement exploration, or learning that prioritizes games (Rahman, A., & Warni, 2023). Physical Education, Sports, and Health (Physical Education) in the Independent Curriculum plays a crucial role in developing motor skills, shaping the character of students, and improving physical and mental health.

According to information from (Kemendikbudristek, 2022) there are several important points in Physical education (PE) learning in the Merdeka Curriculum: Emphasis on Various Physical Activities → Physical Education (PE) learning is not limited to conventional sports only, but also includes a wider range of physical activities such as traditional games and movement exploration. Differentiated Learning → Educators are given the freedom to adjust the learning process according to the varying abilities and interests of students. Implementation of Learning Outcomes (LO) and Teaching Modules → Teaching modules serve as the main guide in preparing lesson

plans. Learning Outcomes (LO) are a core component of the Independent Curriculum that describes the competencies that students must achieve at each learning phase.

In the subject of Physical Education, Sports, and Health Physical Education (PE), the LO aims to develop students who are physically active, healthy both physically and mentally, and possess social skills through meaningful movement activities.

In the official document of the Physical Education (PE) Learning Outcomes for the year 2024 issued by the Ministry of Education and Culture, the CP for Phase D (grades VII-IX of Junior High School) is classified into four main elements, namely: Skilled Movement, Learning Through Movement, Active Lifestyle, Choosing a Healthy Life (Kementerian Pendidikan, Kebudayaan, Riset, 2024) .

Physical Education (PE) in the Merdeka Curriculum emphasizes a holistic method that liberates and instills attitudes and abilities in the field of sports and sportsmanship. The goal of this approach is to shape a character that aligns with the profile of Pancasila Students. Physical Education (PE) teachers are expected to apply various creative teaching methods, such as project-based learning, games, and enjoyable physical activities. This approach is designed to increase active participation of students as well as hone motor skills and values of sportsmanship. (teguh illahi widiyanto budiman, 2023)

Learning strategies in Physical Education, Sports, and Health need to be aligned with the principles of the Independent Curriculum that emphasizes direct experience and exploration (hidayat, 2022). There are several suitable learning models in Physical Education (PE), including: Project-Based Learning (PjBL) → Students gain knowledge through projects related to sports. Discovery Learning → Students independently explore various sports techniques. Cooperative Learning → Students collaborate in groups to hone motor skills and enhance social cooperation.

Planning in Physical Education (PE) learning plays a strategic role in achieving comprehensive learning objectives. Teachers are not only required to deliver material but also to design assessments that can measure the overall development of students. (RAHMADI, 2021) emphasizes that assessments in physical education and health should encompass cognitive, affective, and psychomotor aspects proportionately. In the context of the independent curriculum, assessment planning becomes increasingly important as teachers are required to develop evaluations that

are relevant to the characteristics of the students, flexible in their implementation, and support meaningful learning.

The Merdeka Curriculum categorizes assessments into three categories based on their functions: Assessment as a Learning Process: This type of assessment involves students in self-assessment to enhance their existing knowledge and skills. Assessment for Learning Process: Conducted by educators to monitor students' learning progress and provide useful feedback. Assessment at the End of the Learning Process: This is carried out to evaluate the final achievements of students after the learning process is completed.

The principle of assessment is that the assessment system in the Independent Curriculum is designed to encourage meaningful learning experiences, provide constructive feedback, and support the comprehensive growth of students' competencies (Kemendikbudristek BSKAP, 2022). To ensure that the evaluation in the Merdeka Curriculum not only assesses learning outcomes but also the process and thinking skills of students, a comprehensive and authentic assessment approach is used.

In Physical Education (PE), the values of the Pancasila Student Profile are integrated through physical activities that focus on collaboration, sportsmanship, and appreciation of diversity. For example, through group games, students are taught to work together and appreciate each individual's differing abilities (teguh illahi widiyoanto budiman, 2023). (Yusuf, A., & Anwar, 2023) state that quality (Physical Education, Sports, and Health) learning can shape the character of discipline, collaboration, and a spirit of sportsmanship that aligns with the Pancasila Student Profile.

The implementation of the Merdeka Curriculum at the junior high school level requires careful and organized planning, as well as collaboration between teachers, school principals, and supervisors (Kemendikbudristek., 2020)

Learning planning includes learning objectives, learning procedures, and learning evaluation organized in a document that is easy to adjust, concise, and relevant. Learning objectives are created based on Learning Outcomes while taking into account the uniqueness and characteristics of the educational unit. Educators also need to ensure that the learning objectives are aligned with the developmental stages and needs of the students (Anggreana, Ginanto, Felicia, Andiarti, Herutami, Alhapip, Iswoyo, hartini, 2022)

In compiling this research, several previous

studies related to the topic were used as references: The studies mentioned indicate that the implementation of the Merdeka Curriculum in Physical education (PE) has a positive effect, but there are still obstacles related to educational planning and assessment. Therefore, this study was conducted to further explore how physical education teachers prepare their teaching plans and the challenges they encounter when implementing the Merdeka Curriculum.

Research on the implementation of the Independent Curriculum in Physical Education (PE) learning has been carried out at various levels of education. One relevant study is titled "Implementation of the Independent Curriculum in Physical Education Learning Viewed from the Planning Stage at Schools in Loksado District." (Rijaldi et al., 2024) This research uses a descriptive quantitative method with data collection techniques through questionnaires. The results show that teachers face challenges in developing lesson plans due to limited understanding of teaching modules and formative assessments. In addition, the lack of training for teachers also becomes a factor that affects the effectiveness of the implementation of the Merdeka Curriculum.

Another study conducted by (Authors: Gunawan, G.; Pristiawati, 2022) titled 'Implementation of the Independent Curriculum in Physical Education Learning in Public Elementary Schools in Mungkid Subdistrict' also shows that teachers experience difficulties in understanding the concepts of formative assessment and differentiated learning. Although the Merdeka Curriculum provides flexibility in structuring learning, many teachers still require guidance and further training to apply it optimally. Therefore, this study aims to provide a deeper understanding of the strategies, obstacles, and solutions used by physical education teachers in planning lessons at junior high schools in the context of the Merdeka Curriculum.

Based on previous studies, most research is still limited to aspects of teacher understanding or technical barriers in the implementation of the Independent Curriculum. There have not been many studies that thoroughly analyze the suitability of teaching modules with the principles of the Merdeka Curriculum and the concrete strategies used by teachers in planning Physical Education (PE) lessons, especially in non-urban areas such as the Tabuk River District. In addition, previous studies generally only used a quantitative approach, so they have not depicted the real experiences of teachers in planning and implementing lessons in the classroom.

Therefore, this research aims to fill that gap by using a mixed approach (quantitative and qualitative), namely by objectively assessing the quality of teaching modules based on evaluations from UKIN PPG practitioners and exploring teachers' experiences directly through in-depth interviews. With this approach, the research is expected to provide a more comprehensive overview of the planning of Physical Education (PE) learning based on the Merdeka Curriculum as well as the challenges and implementation strategies in the field.

In this study, the problem formulation discussed is, what are the steps taken by teachers in developing a Physical Education (PE) learning plan based on the Merdeka curriculum? How suitable are the teaching modules used by teachers with the principles of the Merdeka curriculum in terms of learning outcomes, learning strategies, assessment, and the Pancasila student profile? What are the main obstacles faced by teachers in preparing Physical Education (PE) learning plans based on the Merdeka curriculum? What are the main strategies used by teachers to overcome obstacles in Physical Education (PE) learning planning?

The purpose of this research is, Identifying the stages of planning undertaken by physical education teachers in developing learning based on the Merdeka Curriculum. Assessing the suitability of the teaching modules used by physical education teachers with the aspects of learning outcomes, learning strategies, assessments, and the Profile of Pancasila Students. Identifying the challenges faced by teachers in planning physical education learning based on the Merdeka Curriculum. Analyzing the strategies used by teachers to overcome the challenges in the preparation of physical education learning planning.

METHODS

This research applies a Mixed Method using a Descriptive Quantitative approach and an Exploratory Qualitative approach. A descriptive quantitative approach is applied in analyzing data from a questionnaire distributed to experienced education practitioners to evaluate the teaching module for Physical education (PE) teachers in the Merdeka Curriculum.

According to (sugiyono, 2017), descriptive quantitative research aims to describe a situation based on numbers without manipulating the variables being studied. Meanwhile, exploratory qualitative research aims to understand the experiences, strategies, and challenges faced by res-

pondents in real contexts (Rahman, 2023). Therefore, the choice of this mixed-methods approach is taken to ensure that this research can provide a more holistic insight into the planning of physical education learning in the Merdeka Curriculum at junior high schools in the Sungai Tabuk sub-district.

The population for this study includes all Physical education (PE) educators in the Sungai Tabuk District Junior High School who have implemented the Merdeka Curriculum. To determine the sample in this research, the Total Sampling method was used, which means the entire population is taken as a sample due to the limited number of respondents. According to (Arikunto, 2010) if the population in a study is less than one hundred individuals, it is advisable to select the entire population as the sample.

This method is used to ensure that all available data can be analyzed optimally, considering the number of Physical education (PE) implementing the Independent Curriculum is still small in the research area. The instruments used in this study consist of two types, namely questionnaires and interviews. Both instruments are designed to collect relevant data in order to analyze the stages of Physical Education (PE) lesson planning in the Merdeka Curriculum, the appropriateness of the teaching modules used, the challenges faced by teachers, and the strategies implemented to overcome these challenges.

The instruments used in this study included the Teaching Module Assessment Sheet and Interview Guidelines. Before being used in data collection, the instrument has been validated by expert lecturers in the field of curriculum and Physical education (PE) learning. Validation is carried out to ensure that each instrument item is in accordance with the indicators studied and relevant to the principles in the independent curriculum. Suggestions and input from expert lecturers are used as a basis in the final revision of the instrument, so that it can be used effectively and on target in the research process.

The assessment instrument of the teaching module in this research was evaluated by educational practitioners who have experience in assessing teaching materials and have been involved as assessors in the competency test (UKIN) for PPG. This questionnaire uses a 4-point Likert scale, namely: 4 = Very Appropriate (The teaching module fully reflects the assessed principles) 3 = Appropriate (The teaching module largely reflects the assessed principles) 2 = Less Appropriate (The teaching module reflects only a small part of the assessed principles) 1 = Not Appropriate (The te-

aching module does not reflect the assessed principles) Interviews were conducted with physical education educators to understand the planning steps for physical education learning in the freedom curriculum.

This type of interview is semi-structured, so the questions can evolve according to the answers provided by the respondents. The information gathering for this research was carried out using two main methods, namely questionnaires and interviews. Some elements studied in this interview include: The stages of teachers in developing Physical education (PE) learning plans based on the independent curriculum. The suitability of the teaching module used with the principles of the independent curriculum in aspects of learning outcomes, teaching strategies, assessment, and the profile of Pancasila students. Challenges in developing lesson plans for physical education based on the independent curriculum. The strategies of teachers in overcoming challenges in planning physical education lessons.

Data was collected in two stages: The first stage (filling in questionnaires by educational practitioners who had been involved in the UKIN PPG performance test): Educational practitioners were given a questionnaire to assess the quality of Physical education (PE) teacher teaching modules based on the principle of an independent curriculum. The second stage (Physical education (PE) teacher interview): Physical education (PE) teacher is interviewed to explore more information about the process of preparing a teaching module, the obstacles encountered, and the strategies they use, in this study, the formula was only used for quantitative data analysis from the principal's questionnaire, while the data from the interview was analyzed thematically without a mathematical formula. To find out what percentage of respondents choose each answer in the questionnaire, the following percentage formula is used:

$$p = F / N \times 100\%$$

Description 1) P = Percentage (%) 2) F = The number of respondents who selected a specific answer 3) N = Total number of respondents The results of the school principal's questionnaire will be analyzed using descriptive statistics in the form of percentages.

RESULTS AND DISCUSSION

The article written from research, then in the data was obtained from the results of the assessment of PPG UKIN practitioners on the

teaching module in 4 junior high schools in Tabuk River District. Each item is assessed based on 21 indicators that reflect the principle of an independent curriculum.

The results of the percentage of assessment school, Junior High School 1 (2 respondents): 57.14%, Junior High School 2 (2 respondents): 53.57% and 80.95%, Junior High School 3 (2 respondents): 57.14% and 75.00%, Junior High School 4 (2 respondents): 60.71% and 76.19%. The table displayed illustrates the classification of the results of the assessment of the teaching module based on the percentage score interval.

Table 1. The score is categorized into five levels of conformity with the principle of the freedom curriculum

| Category | Interval | F | % |
|-----------|---------------------|---|------|
| Very Good | $X > 69,91$ | 0 | 0% |
| Good | $61,05 < X < 69,91$ | 4 | 50% |
| Enough | $52,20 < X < 61,05$ | 0 | 0% |
| Less | $43,34 < X < 52,20$ | 4 | 50% |
| Very Lack | $X < 43,34$ | 0 | 0% |
| Total | | 8 | 100% |

Interpretation, none of the teaching modules reach the category of “very good” or “good”. As many as 50% of the module is in the “sufficient” category, which is a score between 52.20% to 61.05%. As many as 50% is included in the “less” category, which is a score between 43.34% to 52.20%. This shows that all teaching modules are still below the optimal standard, which has not reached the minimum “good” category (> 61.05%).

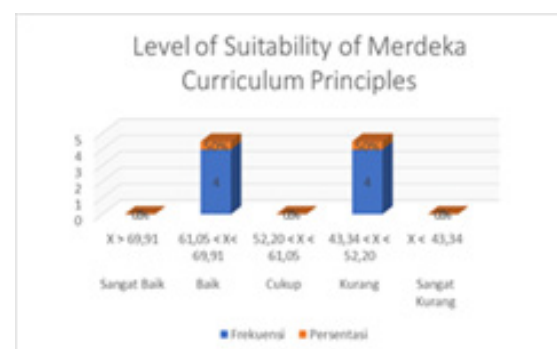


Diagram 1. Level of Suitability of Merdeka Curriculum Principles

In the stem **Diagram 1**, two striking main columns are visible, the blue stem represents the “sufficient” category, shows 4 entries (50%). Another blue stem represents the “lacking” category, also with 4 entries (50%). This shows that the dis-

tribution of values that are not satisfactory, with half of the teaching modules are still considered incompatible with the principles of the free curriculum.

The results of the interview of the Physical education (PE) Teacher in Tabuk River District (Thematic Analysis) Based on the results of interviews with four Physical education (PE) teachers from Junior High School 1 to Junior High School 4 in Tabuk River District, found several important themes that reflect how Physical education (PE) learning planning was carried out in the context of the freedom curriculum.

Stages of learning planning, the teachers report that they prepare the planning starting from analyzing learning achievements (CP), compiling the flow of learning objectives (ATP), then making a teaching module, and compiling assessments. This is in line with the opinion (Kemdikbudristek, 2022) that learning planning in the independent curriculum includes three main components: the flow of learning objectives, teaching modules, and assessments.

However, some teachers still use CP in 2022 and have not carried out the initial assessment, even though the diagnostic assessment is an important component in designing learning that is in favor of students (Widiastuti, I., & Prasetyo, 2023). This shows the need to strengthen the teacher's understanding of curriculum document renewal and the importance of initial assessment in supporting differentiating learning.

The Suitability of Teaching Modules with the Principles of the Independent Curriculum, Teachers have generally made efforts to integrate the principles of the Independent Curriculum into teaching modules, including flexibility, active learning, integration of the Pancasila Student Profile, and diverse assessments. This is in accordance with the opinion of (supriyadi, 2023), who states that teaching modules in the Merdeka Curriculum must accommodate the characteristics of students as well as provide space for reflection and collaboration.

However, differentiated learning is still not optimal. As explained by (tomlinson, 2014), learning differentiation requires a deep understanding of the readiness of learning, interest, and student learning profile - which is still a challenge in the field. Limited training is one of the causes.

Constraints in Physical education (PE) learning planning, the main obstacles faced by teachers include, lack of understanding of differentiation strategies, lack of sports facilities and infrastructure, limited learning time, variations in

student learning motivation.

This finding was reinforced by research (Nuraini, D., Fadillah, N., & Rahayu, 2023), who found that the implementation of the independent curriculum in non-urban areas was still constrained in technical and resource aspects. In addition, Physical education learning as a practice -based learning requires adequate facilities support (Putra, A., & Wahyuni, 2022)

Strategies to overcome obstacles to overcome obstacles, teachers make various efforts, discussions with colleagues (collaboration), adaptation of government teaching modules, use of makeshift tools, use of digital media, application of group learning. In line with the concept of teacher agency (Biesta, G., Priestley, M., & Robinson, 2015), which states that teachers have the capacity to act reflectively and adaptively in facing learning challenges. In the context of an independent curriculum, the active role of teachers in creating strategies that are in accordance with local conditions become very important (Kemendikbudristek, 2022).

The results of this study revealed that the level of suitability of the Physical education (PE) teaching module in four junior high schools in Sungai Tabuk District on the principle of the Merdeka curriculum is still classified as not optimal. This can be seen from quantitative data that shows that there is no one teaching module that is included in the "very good" or "good" category. Conversely, 50% of the modules are considered to be in the "sufficient" category, and the other 50% are included in the "lacking" category. Thus, the entire teaching module analyzed does not meet the minimum ideal score limit (> 61.05%) that is expected in the implementation of an independent curriculum.

Qualitatively, although the teacher has understood the stages of preparing learning planning in accordance with the independent curriculum - that is not compiling CP, ATP, teaching modules, and assessments - still found weaknesses, especially in the implementation of initial assessment. In fact, diagnostic assessment is an important element in supporting differentiating learning. This indicates the gap between the theoretical understanding of the teacher and the practice of implementation in the field.

These findings are in line with opinions (Widiastuti, I., & Prasetyo, 2023), which emphasizes the importance of the initial assessment in designing learning that is in favor of students. In addition, although the principles of the independent curriculum such as flexibility, active learning, and integration of Pancasila student profiles

have been pursued, the implementation of differentiated learning is not optimal. This is consistent with the idea (tomlinson, 2014) which states that differentiation requires a comprehensive understanding of the characteristics of students, which is still a challenge for teachers in this area.

Constraints faced by teachers in compiling and implementing teaching modules also influence the level of suitability of the module on the principle of the independent curriculum. Some of the main obstacles include lack of differentiation training, lack of sports facilities, limited learning time, and variations in student motivation. This obstacle shows that the implementation of an independent curriculum in non-urban areas still faces structural and resource challenges, as discovered by (Nuraini, D., Fadillah, N., & Rahayu, 2023).

However, the adaptive attitude of the teacher in dealing with limitations should be appreciated. The teachers took the initiative to collaborate, modify the teaching module, utilize digital media, to use makeshift tools to support the learning process. This strategy reflects the principle of teacher agency (Biesta, G., Priestley, M., & Robinson, 2015), where the teacher acts reflectively and contextually in addressing the challenges of curriculum implementation.

Thus, the results of this study indicate that the level of teacher readiness in compiling a teaching module based on the principle of an independent curriculum still needs to be improved, both in terms of understanding concepts and technical and resource support. Efforts to increase teacher capacity through sustainable training and the provision of supporting facilities become an urgent need to encourage the success of the independent curriculum evenly in all education units, especially in the periphery.

CONCLUSION

Based on the results of the assessment by PPG UKIN practitioners, the quality of the Physical education (PE) teaching module in four state junior high schools in Tabuk River District has not met the category of "good" or "very good". As many as 50% of the modules are categorized as "sufficient", and the other 50% "less". This shows that all teaching modules are still not optimal with the principles of the free curriculum.

In learning planning, most teachers have followed the correct stages according to the independent curriculum, namely starting from analyzing learning achievements, compiling the flow of learning objectives, to compiling teaching and

assessment modules. However, the initial assessment as an important part of planning has not been carried out thoroughly.

The application of the principles of an independent curriculum such as flexible, active, and integration of Pancasila student profile has begun to be pursued by the teacher. However, the implementation of differentiated learning is still not optimal due to limited understanding and lack of training.

The teacher faces various obstacles in the implementation of the independent curriculum, especially in Physical education (PE) learning. Some main obstacles include the limitations of facilities and infrastructure, limited learning time, variations in student motivation, and lack of understanding of learning differentiation strategies.

Although faced with various challenges, teachers show positive initiatives by implementing adaptive strategies. They collaborate with colleagues, adjust modules from the government, use digital media, and develop group learning approaches. This reflects the active role of the teacher as an agent of change in the implementation of an independent curriculum.

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